AGENDA

FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES
Friday, December 8, 2017     8:30 a.m. – 9:55 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.

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

8:35 a.m. Consent Agenda (Includes Public Comment) – Chair Dudley Goodlette
  • Minutes of October 10, 2017 Meeting (TAB #1)
  • Minutes of November 8, 2017 Roundtable Discussion/Meeting during Board of Governors Summit (TAB #2)

8:40 a.m. Action Items:
  • 2017-2022 FGCU Strategic Plan – President Mike Martin (TAB #3)
  • 2017 FGCU Equity Report – Director of Institutional Equity and Compliance, and Title IX Coordinator Precious Gunter (TAB #4)

9:20 a.m. Information Items:
  • 2018 Legislative Budget Request – President Mike Martin and Director of Government Relations Jennifer Goen (TAB #5)

9:45 a.m. Old Business – Chair Dudley Goodlette
9:50 a.m.  
New Business – Chair Dudley Goodlette

9:55 a.m.  
Chair’s Concluding Remarks, and Meeting Adjournment  
– Chair Dudley Goodlette

(END)
<table>
<thead>
<tr>
<th>Tab #</th>
<th>Item</th>
<th>Action/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minutes of October 10, 2017 Meeting</td>
<td>Board Action (Consent Agenda)</td>
</tr>
<tr>
<td>2</td>
<td>Minutes of November 8, 2017 Roundtable Discussion/Meeting during Board of Governors Summit</td>
<td>Board Action (Consent Agenda)</td>
</tr>
<tr>
<td>3</td>
<td>2017-2022 FGCU Strategic Plan</td>
<td>Board Action</td>
</tr>
<tr>
<td>4</td>
<td>2017 FGCU Equity Report</td>
<td>Board Action</td>
</tr>
<tr>
<td>5</td>
<td>2018 Legislative Budget Request</td>
<td>Information Only</td>
</tr>
</tbody>
</table>
Florida Gulf Coast University Board of Trustees
December 8, 2017

SUBJECT: Minutes of October 10, 2017 Meeting

PROPOSED BOARD ACTION

Approve minutes

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees met on October 10, 2017. Minutes of the meeting were kept as statutorily required.

Supporting Documentation Included: Minutes of October 10, 2017 Meeting

Prepared by: Transcription Experts

Legal Review: N/A

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

Tuesday, October 10, 2017

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

Meeting Minutes

Members:
Present: Trustee Dudley Goodlette – Chair; Trustee Ken Smith – Vice Chair; Trustee Darleen Cors; Trustee Joe Fogg (via telephone); Trustee Blake Gable; Trustee Mike McDonald; Trustee Leo Montgomery; Trustee Kevin Price; Trustee Russell Priddy; Trustee Robbie Roepstorff; and Trustee Jalisa White.

Not Present: Trustee Christian Spilker (Excused Absence).

Others:
Foundation Board of Directors Chair David Holmes; and Staff Advisory Council (SAC) President Teri Bigos.

Staff: President Mike Martin; Acting Provost and Vice President for Academic Affairs Bob Gregerson; 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; Director of Internal Audit Bill Foster; Assistant Director of Board Operations Lauren Schuetz; and Director of Operations Tiffany Reynolds.

Guests: Outgoing Trustee Shawn Felton.

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 Christian Spilker was noted as having an excused absence. Chair Goodlette stated for the record the meeting was originally scheduled for September 12 and was postponed due to Hurricane Irma. He said the decision to postpone the meeting was made in consultation with President Martin a week before the storm.

Chair Goodlette welcomed newly elected Foundation Board of Directors Chair David Holmes, and asked him to say a few words.
Mr. Holmes said he had had the privilege of being a member of the Foundation Board of Directors for six years. He said it was an honor to have been asked to be the Chairman for the next two years, and he looked forward to continuing to work hard to advance the mission of the University and working with the FGCU Board of Trustees.

Chair Goodlette welcomed Dean of the College of Arts and Sciences Bob Gregerson, who had accepted President Martin’s request to serve as the Acting Provost and Vice President for Academic Affairs, and asked him to say a few words.

Dr. Gregerson stated he looked forward to working with the FGCU Board of Trustees on behalf of the students, faculty and staff.

Chair Goodlette welcomed President of the FGCU Faculty Senate and Professor of Anthropology in the College of Arts and Sciences Mike McDonald, and asked him to say a few words.

Dr. McDonald expressed his appreciation for the opportunity to serve on the Board and looked forward to working with the trustees.

**Item 2: Chair’s Report**

Chair Goodlette reported there had been Board of Governors (BOG) committee workshops held on October 3 at Florida Gulf Coast University. He said the upcoming BOG workshop with FGCU was scheduled for October 18, and the Board of Governors 2017 Trustee Summit for the Boards of Trustees of the universities would be held on November 8 at the University of Central Florida.

Chair Goodlette continued that FGCU had hosted two workshops on October 3 for the BOG Facilities Committee and the BOG Budget and Finance Committee. He said the Governors and Chancellor Criser were impressed that so soon after Hurricane Irma, FGCU was able to host the meetings and return to business as usual.

Chair Goodlette stated the Trustee Summit, which would be held at the University of Central Florida, was scheduled for Wednesday November 8. He said it would be held in conjunction with a Board of Governors regular meeting, which would be held at UCF at the same time. The Summit was an opportunity for all of the trustees in the State University System to meet in a leadership conference format. He said this year’s primary focus was to find collaboration and build synergies around research, access, and better outcomes for students. The title of the 2017 Summit was “A Higher Degree of Business.” He asked members to inform Vice President and Chief of Staff Susan Evans of their attendance plans.

Chair Goodlette informed the Board that a request had been received from the Chancellor’s office and the Board of Governors to identify topics FGCU would like to discuss in a breakout session joined by the Chancellor’s staff and members of the BOG. He said one topic which he identified was a discussion of the roles and responsibilities
of the administration of a university and the roles of the members of the Boards of Trustees. He said the second topic he suggested was parity in per student funding. He said this topic might be thoroughly discussed next Wednesday when members of the BOG as well as the Chancellor and members of his staff were coming to FGCU to talk about the Legislative Budget Request, which was related to determining the reasons the state funding for FGCU was one of the lowest in the State University System.

Chair Goodlette commented Hurricane Irma presented challenges to the state of Florida and most especially to the local region, including Florida Gulf Coast University. He noted he was proud of the excellent work and outreach done by President Martin and staff leading up to, during and after the hurricane. He stated the community was greatly served in ways beyond the traditional education that is provided by the University.

**Item 3: President’s Report**

President Martin reported the response to Hurricane Irma was remarkable. He said the University was well prepared, and UPD Chief Steven Moore and Emergency Manager Gerald Campbell were deeply involved in tracking events and dealing with local colleagues in Lee County and beyond. He said Florida Gulf Coast University was ready for students to shelter in place and to take in other people from the region and beyond into an evacuation site. He said the University opened Alico Arena, Marieb Hall and Lutgert Hall. He said there were 2,000 people who were sheltered in Alico Arena for several days, and there was great cooperation from the Red Cross and National Guard. He said elderly individuals with special needs from Charlotte County were sheltered in Marieb Hall, and 250 residential students were sheltered in Eagle Hall. He said many people stepped up and did remarkable things and he especially thanked Chartwells for providing food and opening the dining hall, Vice President and Chief of Staff Evans for the communications and keeping everyone informed, Director of Housing Brian Fisher and his crew, Director of Campus Reservations and Records Management Ruth Rodriguez and her crew, the entire University Police Department, and Director of Physical Plant Jim Hehl and his crew for their work restoring the University, as well as many people who just stepped up out of the goodness of their hearts to help during the crisis. He congratulated everyone on the team. He reported the cleanup was quick and efficient; assessment of safety needs and repairs was well done; and FGCU’s buildings held up well. He said the Small Business Development Center was now working with local businesses to help them account for what can be claimed on insurance and from FEMA. President Martin said a luncheon had been held last week to thank all those FGCU employees who helped during Hurricane Irma.

President Martin also reported on some changes recently made at FGCU. He stated the institution had been very well run without any sign of failure, but a new phase of the institution’s history was being entered, and it was time for some change. He said he would look for ways to be more effective, efficient and responsive, and focus on two very important priorities in the next several years. He said those priorities were fundamentally and consistently improving the outcomes for students, particularly graduation rates, and continuing to build the strength of the academic core. He said
everyone in the organization should understand those were the highest priorities. He said more change was to come and some changes had been made last week. He said no change was a sign of failure, and he would keep the Board informed as changes were made. He thanked Dr. Gregerson for stepping up to serve as Acting Provost and Vice President for Academic Affairs. He announced and welcomed new Director of Human Resources Pam Bowman. He said the organizational chart had been shifted slightly. President Martin concluded it gave him great pride to be a cheerleader and a member of a good team.

Chair Goodlette complimented President Martin on a job well done in dealing with the Hurricane.

**Item 4: Student Success Showcase**

Chair Goodlette asked Acting Provost and Vice President for Academic Affairs Bob Gregerson to introduce the students in the Success Showcase. Dr. Gregerson introduced Ms. Casey Haenn and Ms. Emily Collier, who spoke about their successes at Florida Gulf Coast University. Chair Goodlette added his compliments to these two outstanding students.

**Item 5: Consent Agenda** (See Tabs 1-4)

Chair Goodlette called for a motion to approve the Consent Agenda, which included: (1) Minutes of the June 13, 2017 Meeting, (2) Minutes of the June 29, 2017 Meeting, (3) Minutes of the July 7, 2017 Meeting, and (4) Resolution of Appreciation for outgoing Trustee Shawn Felton.

Trustee Blake Gable made a motion to approve the Consent Agenda. Trustee Russell Priddy seconded the motion. There was no public comment or discussion. The vote was 11-0 in favor of the motion.

**Presentation of Resolution of Appreciation** (See Tab #4)

Chair Goodlette thanked Outgoing Trustee Felton for his extraordinary service, especially in leading the Board’s work on the Florida Gulf Coast University’s Strategic Plan, and asked Ms. Evans to read the Resolution into the record:

```
“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, in 2003 the President of each state university Faculty Senate was constitutionally appointed as a trustee for his or her respective university; and
Whereas, Dr. Shawn Felton was elected by his peers as President of the Florida Gulf Coast University Faculty Senate for an unprecedented four consecutive terms 2013 to 2017, thereby causing him to be named to the Florida Gulf Coast University Board of Trustees; and
```
Whereas, Dr. Shawn Felton has served with great distinction on the Florida Gulf Coast University Board of Trustees as a representative of the faculty, with support for the University’s academic programs, student life, campus development, and mission of teaching, research and service; Now, Therefore Be It Resolved that the Florida Gulf Coast University Board of Trustees wishes to express appreciation for Trustee Shawn Felton’s outstanding and longstanding service, and wishes to recognize his commitment to Florida Gulf Coast University’s students of today and for generations to come.”

Dr. Felton thanked the faculty and the administration for their help in serving the Board.

**Item 6: Report from United Faculty of Florida (UFF)/FGCU Chapter**

Chair Goodlette introduced United Faculty of Florida FGCU Chapter Co-Presidents Dr. Win Everham and Mr. Morgan Paine, who would be giving the report in conjunction with the collective bargaining agreement provision which provided for an opportunity to speak to the FGCU Board of Trustees agenda items that affect the wages, hours or other terms and conditions of employment of employees. “Employees” was defined as a member of the bargaining unit. Chair Goodlette reminded the Trustees the University currently was in negotiations with United Faculty of Florida, and it would be inappropriate for the Board to enter into any discussion about bargaining items. Dr. Everham and Mr. Paine introduced themselves and said they had been elected in April of 2017. Mr. Paine said union membership was not required since Florida was a right-to-work state. He stated 209 members of the faculty contributed 1 percent of their wages for membership in the union.

Dr. Everham thanked the Board for its leadership, and from the perspective of the faculty, the role of the Board seemed to have evolved over the years from being ceremonial to being managerial. He said the University needed the Board to provide guidance and connect it to the community.

Mr. Paine thanked the Board for its willingness to be a working part of Florida Gulf Coast University. He said the faculty did not always feel in step with the Board, and UFF hoped to be able to support and encourage a dialogue to bridge whatever misunderstandings existed. He added UFF hoped to continue to make FGCU a better University, worthy of the support and confidence of students, their families, businesses and cultural communities.

Dr. Everham stated it was important to remember UFF represents all faculty in regard to terms and conditions of employment. He said university faculty were a unique workforce with an expectation of shared governance and academic freedom to pursue truth wherever it leads. He said faculty job performance was a three-legged stool as faculty were expected to be exceptional teachers, active scholars, and to be of service to their profession, institution and community. He said faculty relished the opportunity to disagree, but recognized they were stronger together.
Mr. Paine honored the extraordinary efforts of President Martin and all the individuals who worked tirelessly to get the University running again after Hurricane Irma.

Dr. Everham said UFF had been engaged in collective bargaining talks since the spring to complete the 2017-2018 contract, and he provided copies of the current Collective Bargaining Agreement to the Trustees. He said after prolonged discussion, agreement about wage settlement had not been reached, and the solution would be to support the individuals doing the work. He said the current budget had already cut programs intended to support the activities of faculty and staff, including travel monies for scholarly activities and professional development funds. He said UFF saw an additional $3 million in legislative allocations, efforts to spend down carryover funds by over $15 million, and a successful $130 million fund raising program, and within that environment, it was difficult to accept there was no budget available to support faculty and staff. He added for the first time in their history, faculty who were promoted last spring would go into October without seeing a change in pay. He continued that the success of the University depended on faculty, staff and administrators, and the best faculty could not be attracted when salaries were below market averages especially since tenure contracts were not offered at FGCU.

Mr. Paine said this information was being provided because it was felt faculty voices had not consistently been provided for consideration over the last number of years. He said UFF was willing to discuss these matters with any or all members of the Board. He stated early in the discussion of this year’s budget, they had often heard mention of the large proportion of the budget allocated to salaries. He said this needed to be seen as a strength because the product was people, the mode of production was people, and investing in those people held greater promise for the future.

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

Chair Goodlette called on Foundation Board of Directors Chair David Holmes for his report.

Mr. Holmes commented student success as showcased transformed the lives of students, their families, the communities and ultimately the world. He said the good news was the community understood this and gave generously.

Mr. Holmes reported last year the Foundation had set a goal to raise $20 million in new gifts, and the fiscal year closed with $28.2 million raised in new gifts. He said a long-term capital campaign was closed out which had set the lofty goal of $100 million, and he reported the campaign closed with $127.7 million raised. He said in all categories, goals had been exceeded with the exception of one area, which was student success. He said over the last two years $60 million had been raised, which included a $10 million gift to name the Marieb College of Health & Human Services. He said 15 percent of the funds raised during the campaign came from members of the Foundation Board of Directors, FGCU Board of Trustees, and the Board of Governors. He stated because FGCU was a young University, only one percent of its funds came from
alumni. He said this spoke to the incredible commitment of the community and leaders to the University. He said this presented a bright future as the alumni base grew.

Mr. Holmes said a goal had been set to raise $25 million for the coming year, and in terms of managing the funds raised, the Foundation had transitioned to a new outsourced Chief Investment Officer model. He said the new structure was going well with a 12.7 percent growth in the endowment versus a benchmark of 12.3 percent. He said investments continued to be monitored in the market closely and as those returns came in, they were able to provide $3 million in scholarship support last year, which was double what was provided five years ago.

Mr. Holmes stated the Foundation wanted to work in a complementary fashion with the updated Strategic Plan. He said under the bylaws of the Foundation, he had appointed a special Strategic Planning Committee to develop a Foundation Strategic Plan to fall in line with the University’s Plan to respond to University priorities. He said the meetings will start next week.

Mr. Holmes commented the Fiscal Year was young and the Foundation had gotten off to a somewhat challenging start in part impacted by other fundraising for those affected by Hurricane Irma, but thanks to Vice President for University Advancement, and Executive Director of FGCU Foundation Chris Simoneau and his team, who were working hard and had established relationships throughout the donor community, the Foundation believed the future was bright.

--

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

Chair Goodlette introduced Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation Steve Magiera to give the report on behalf of Chair Joe Catti.

Mr. Magiera stated the Financing Corporation Board of Directors meeting had been on October 2, 2017. He said several items were approved including the Fiscal Year 2017 Audit, which had a clean opinion on the financial statements and no comments in general or on internal controls. He said the Audit report would come before the FGCU Board of Trustees in January. He said the tax return for the year had also been approved.

Mr. Magiera said Director of Housing Brian Fisher had given a report on the hurricane efforts, and he complimented him on this excellent work. Dr. Fisher reported fall occupancy in student housing was 97.56 percent, which was about one percent less than last year. He said this was higher than expected because about 400-500 beds had been added in the surrounding community this year. This occupancy number was well above what was needed to maintain the debt service ratio.

Mr. Magiera stated the Financing Board was continuing to work on the bond refinancing. He said credit for moving forward on these bonds went to University Controller June
Gutknecht and her staff. He said there had been rating agency calls with Standard and Poor’s, and in S&P’s report, the University had been rated an “A” for parking, and an “A-“ for housing, and that the outlook was stable. He said Fitch and Moody had called, but the reports had not been received. He said this afternoon Moody’s report would be received, and he and his staff would have two hours to respond about any material errors. He said on Friday, October 13, the Financing Corporation Board of Directors would meet again to approve the final numbers, and the bonds would be sold and closed sometime in November.

Chair Goodlette asked Mr. Magiera to comment on a strategy related to the occupancy rate and potential for competition in the private sector.

Mr. Magiera said the overall bottom line to the issue had to do with the debt service ratio, which was revenue minus expenses compared to your debt requirement. He said his office was concerned about the competition. He said the effect was not as much as anticipated this year, but more private market housing will be available to students next year, particularly by Miromar, which is located near the University’s entrance. The good news was Dr. Fisher had surveyed the area, and the University’s rates were lower, and their product was as good as the competition. Mr. Magiera said it was important to keep an eye on occupancy, but there was quite of bit of margin there. He said it was expected that with refinancing, there would be a savings of $300,000 to $500,000 annually.

President Martin commented there was a real effort to make sure FGCU was competitive in the marketplace, not only for rent but also amenities. He said as they look to improve graduation rate, they would consider greater use of summer school, which may also give opportunities to generate some additional revenues in the residence halls. He complimented the good work of all in getting to this point.

Item 9: Academic/Student/Faculty Affairs Committee Report (See Tabs 5-8)
Chair Goodlette recognized Trustee Ken Smith to give the Academic/Student/Faculty Affairs Committee report on behalf of Chair Christian Spilker.

Trustee Smith stated there were two information items and two action items. He called on President Martin to give an update on the FGCU Strategic Plan 2016 – 2021.

Update to FGCU Strategic Plan 2016-20 (See Tab #5)
President Martin began by acknowledging Trustee Shawn Felton’s great work in giving the platform to create a Strategic Plan. He said the process was the Strategic Plan needed to be approved by the FGCU Board of Trustees, and then the Board of Governors in January. He said the plan was to come back to the FGCU Board of Trustees for full approval at the December 8, 2017 meeting.
President Martin reported he and Chair Goodlette had attended the presentation of four other universities’ strategic plans at the Board of Governors meeting in August, and were working hard to make sure FGCU’s plan was successful. He said to refresh and
update the Strategic Plan, he asked Director of the Regional Economic Research Institute and Professor of Economics Chris Westley to chair an ad hoc committee to review and refine, but not fundamentally change, the plan, but to change it a bit and remove some of the controversial items. He said Dr. Westley was present to answer questions, and he had done a great job.

President Martin said the plan retained the core objectives and directions, and in a five-year plan, a dental or pharmacy school could not be launched. He said the committee tried to focus on things which were achievable and to include all units on campus. He added the Plan also needed to be broad enough to recognize the many factors which determine whether the Plan can be achieved, and some were beyond FGCU’s control, like hurricanes and $8 million budget cuts. He said tactical issues were minimized because they would have to change as conditions changed.

President Martin reported a fifth pillar had been added which focused on community engagement; however, the first pillar must be achieved, which was to increase student success and graduation rate. He said this pillar was up front, so everyone would know it was significant, and organization and emphasis would focus on that need.

President Martin said a revised version of the Strategic Plan had been published on the FGCU website, and comments were being solicited. The plan was to have a completed document which reflected input from many sources, but also one which reflected the core mission, values and direction had not changed significantly, but had become shorter and broader.

Review of Academic Program Data (See Tab #6)

Trustee Smith called for Acting Provost and Vice President for Academic Affairs Bob Gregerson to report on Academic Program Data.

Dr. Gregerson said his report was an update as requested by the Board to a process which had occurred in 2015 where a number of different programs were examined, and some had been identified because these programs met the criteria of the Board of Governors’ 30-20-10 rule, 30 bachelor’s degrees, 20 master’s degrees, and 10 doctoral degrees within a five-year period.

Dr. Gregerson called the attention of the Board to “Table A” and explained the data contained therein. He reported the last column in the chart showed in all programs, there had been an increase in graduates with the exception of the master’s degree in Criminal Justice, which showed one less.

Dr. Gregerson moved on to “Table B” and explained the degrees on the list and their status. He pointed out that two of the six degrees listed were borderline but were expected to improve over the five-year period.
Trustee Roepstorff asked if Biotechnology was a required course. Dr. Gregerson responded it was not and explained the varying Biology degrees and programs available.

Dr. Gregerson explained “Table C” showed some of the new programs which had been launched in the last several years. He said the table demonstrated projections for enrollment compared to the actual enrollment.

Trustee Roepstorff commented “Table C” was very important and was a good indicator of when the Board thought there was a need for a program to be tracked early on. Specifically she asked for an explanation of the Journalism program’s low enrollment.

Dr. Gregerson responded when projections were made, there was a great deal of guessing associated with the process; and he looked at the actual number enrolled as a good result. He stated he found the number acceptable and comparable to other universities.

Trustee Roepstorff asked about the Music Therapy program numbers.

Dr. Gregerson responded it was a limited access program and one of three in the state.

Trustee Roepstorff then asked about the Applied Mathematics program where 38 had been projected and 15 was the actual enrollment.

Dr. Gregerson said this program needed to be re-worked, and one population the program served was high school math teachers who want to advance with a master’s degree. He said Florida Gulf Coast University was working with school systems and had ramped up connections with other State University System (SUS) schools in trying to lure their math graduates to the program. Also, he reported there will soon be some curricular reform. He said it was graduating strong people who were either getting promoted in their job or getting good jobs.

Trustee Roepstorff asked how the number of graduates of this Math degree compared to other universities.

Dr. Gregerson responded it was lower, but FGCU would do better in the future.

Classification of Instructional Program (CIP) Code and Level (See Tab #7)

Dr. Gregerson stated this was a bookkeeping item. A new program in Public Health had been launched, and termination of the old program of Community Health and Preventive Medicine was requested. The Marieb College of Health & Human Services had determined Public Health was the appropriate credential for students. Consistent with SACS (Southern Association of Colleges and Schools) regulations, he said students who entered the Community Health program will receive that degree.
Trustee Robbie Roepstorff made a motion for approval of the termination of CIP 51.2208. Trustee Blake Gable seconded the motion. There was no public comment or discussion. The vote was 11-0 in favor of the motion.

**Textbook and Instructional Materials Affordability Cost Variance Reporting in Response to House Bill 7019 (See Tab #8)**

Dr. Gregerson informed the Board this report was required by state law, and Florida Gulf Coast University was reporting the results from the data collected in fall 2016 and spring 2017. He said ‘wide variance’ was defined as a cost per course section of $200 or more over the median average cost of textbooks and instructional materials for the same course, and in fall of 2016, there were five courses with textbooks in this range. He reported in spring 2017, there were none. He added there were also courses offered which required no text. He said it was also a requirement that 95 percent of courses have textbook adoptions 45 days prior to the start of classes, which FGCU exceeded.

Trustee Smith asked if the issues from the previous Audit had been resolved, and Dr. Gregerson responded to the best of his knowledge they had.

Trustee Blake Gable made a motion for approval of the Textbook and Instructional Materials Affordability Cost Variance Report in Response to House Bill 7019. Trustee Darleen Cors seconded the motion. Trustee Ken Smith called for discussion.

Trustee Jalisa White commented she supported the report in that it gave students the proper knowledge of what was needed to be successful.

The vote was 11-0 in favor of the motion.

**Item 10: Finance, Facilities and Administration Committee Report (See Tabs 9-20)**

Chair Goodlette recognized Committee Chair Blake Gable to give the report of the Finance, Facilities and Administration Committee. Trustee Gable stated there were five information items and eight action items on the agenda. He said staff had asked for Tab 19 to be removed and be placed on the December 8, 2017 meeting agenda.

Trustee Gable asked Vice President and General Counsel Vee Leonard to begin with Tab 9.

**Transcripts of the Executive Sessions for E. Valerie Smith vs. Florida Gulf Coast University, Florida Gulf Coast University Board of Trustees (Tab #9)**

Ms. Leonard stated Tab 9 was the transcript of the Executive Sessions, which occurred during litigation with the case involving E. Valerie Smith vs. Florida Gulf Coast University. She said there were seven transcripts, and the case had been resolved through the court system.
FGCU Foundation 2017-2018 Budget (Tab #10)

Vice President for University Advancement, and Executive Director of FGCU Foundation Chris Simoneau stated this was the budget which was approved for the Foundation’s operations for this fiscal year. He said this budget was brought to the Finance Committee of the Board, approved by the Executive Committee of the Board, and finally approved by the full Board of the Foundation at its June meeting. He said obviously the strong markets in the 2016-17 year had provided greater revenue, particularly in the Foundation Management fees, which was 1.5 percent of the endowment value and the corresponding increase in expenses. He said there was a slight increase in both revenues and expenses over last year.

FGCU Financing Corporation 2017-2018 Budget (Tab #11)

Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation Steve Magiera said Tab 11 was the approved budget for fiscal year 2017-18. He informed the Board that the Financing Corporation handled the housing and the parking, but the actual operations for housing and operations for parking was an auxiliary function of the University. He pointed out this was the first time the budget had been presented to the FGCU Board of Trustees, and Trustee Leo Montgomery had suggested to include the previous year’s budget in their report. Mr. Magiera agreed this was a good idea and would be done next year.

Chair Goodlette asked what Net Rental Income meant.

Mr. Magiera responded this referred to both the operations of housing and parking. He said the housing was a University auxiliary function. He said the revenue was $27-28 million and all expenses stayed on the University’s budget, so the portion exceeding these expenses was the Net Rental Income, which came to the Financing Corporation which paid the debt.

2016-2017 End-Of-Year Budget Report (See Tab #12)

Mr. Magiera reported overall the revenues were a little short of the projections, $1.4 million; however, in expenses, 3.75 percent less was spent than budgeted, which amounted to $8.8 million. He thanked the vice presidents of the Divisions for cutting back on expenditures.

Trustee Robbie Roepstorff commented she appreciated the pro-activeness of cutting back on expenditures early on.

Finance/Budget Update (See Tab #13)

Mr. Magiera said Tab 13 was an update for this fiscal year. He directed the Board to the table and explained the figures were valid but not significant at this point. He said the revenues were a little over the projection, and the expenditures were under the projection.

Trustee Mike McDonald asked if there was any accounting of hurricane expenses.
Mr. Magiera responded this budget was projected to the end of August, and there were no hurricane costs included. He said he had looked at the numbers for September, and the revenues were slightly behind, and the expenditures were slightly behind. He said that had to do with the hurricane. He reported the biggest number which was behind was financial aid. He added all hurricane expenses were captured into one fund and would be handled accordingly.

Trustee Blake Gable asked if Mr. Magiera had an initial estimate of what the cost overall from the hurricane would be.

Mr. Magiera responded right now it was just over $1 million, which included tree clean up, repairs to the boardwalk, damage to Lutgert Hall, and damage from off-campus sites.

Trustee Russell Priddy asked if there was any portion of the estimate reimbursable through FEMA funds.

Mr. Magiera responded Florida Gulf Coast University would submit to FEMA and to the State insurance.

Trustee Priddy asked if the FEMA reimbursement might be at 75 percent, and the response was affirmative.

Trustee Gable called for more questions. Seeing none, he proceeded to Tab 14.

**Carryforward Funds from Fiscal Year ending June 30, 2017 (See Tab #14)**

Mr. Magiera directed the Board to the first page of the report which listed the Carryforward Balance of just over $26 million. He added last year it was $22.6 million.

Mr. Magiera explained the items for approval, which included the Statutory Reserve Requirement of 5 percent of the operating budget ($6.7 million), FGCU Board of Trustees Required Reserve ($2 million), Operating Budget ($6 million), Modular Building ($2 million), Library Renovations ($1 million), Chiller Plant Addition ($1 million), Chiller Plant Equipment ($3 million), Scholarships/Summer School ($1 million), and Campus Security and Mental Health ($600,000).

Mr. Magiera pointed out that without any new money, $6 million would be needed, and the plan was to take a $3 million cut this year and then ask for $3 million for next year if needed. He said if new money was received, then the $3 million would go back into the Board reserve.

Mr. Magiera reminded the Board carryforward funds were nonrecurring.

Trustee Leo Montgomery asked if using the carryforward funds required the approval of the Board of Governors (BOG).
Mr. Magiera responded only the FGCU Board of Trustees needed to approve, but it was sent to the BOG and sometimes was asked for by the legislature.

Trustee Mike McDonald asked if the reserve monies were not spent, if there was a danger this money would get swept away at the end of the year.

Mr. Magiera said it was a possibility; however, the Statutory Requirement money could not be touched. He said the Board Reserve had been discussed with the BOG, which recommended this amount not get higher than the Statutory Reserve amount.

Mr. Magiera added he had met with other universities, and there were only three universities which had a Board Reserve; however, the others indicated they were going to push for one. He said when you consider the $6 million, it only amounted to enough money to run the University for two weeks.

Trustee McDonald asked if there were projects earmarked for that money.

Mr. Magiera responded there were not, and the funds were in reserve in case of unforeseen budget cuts.

Trustee McDonald commented the Summer School Scholarships would be strongly supported by the faculty.

Trustee Robbie Roepstorff said she concurred with Trustee McDonald’s statement. She added she remembered when the reserves were discussed, one of the concerns that could be addressed if needed was hurricane expenses.

Chair Goodlette made a motion to approve the Carryforward Funds from Fiscal Year ending June 30, 2017. Trustee Roepstorff seconded the motion. There was no further discussion.

Public comment included Mr. Morgan Paine, Fort Myers, FL.

Trustee Blake Gable asked for further discussion. Hearing none, the roll was called and the vote was 11-0 in favor of the motion.

Regulation: FGCU-PR9.003 Animal Control (See Tab #15)

Mr. Magiera said there were not many changes to this regulation, but one of the changes was the University will now notify either the campus police department or the physical plant personnel. He said Florida Wildlife personnel should not be called directly. In addition, the regulation states animals which were required by law must be accepted.

Trustee Robbie Roepstorff asked if the change in who to call was a change in policy and the response was affirmative.
Trustee Darleen Cors made a motion to approve Regulation: FGCU-PR9.003 Animal Control. Trustee Kevin Price seconded the motion. There was no further discussion or public comment.

The vote was 11-0 in favor of the motion.

Regulation: FGCU-PR9.001 Use of University Facilities (See Tab #16)

Mr. Magiera said there were three minor changes to this regulation. One was that amplified sound needed to be changed from 25 feet to 75 feet from buildings. He said also there would be more requirements for background checks when people come to campus. Lastly, he said there would now be an ability to waive room restrictions in emergencies.

Trustee Blake Gable called for questions. Hearing none, he called for a motion.

Chair Dudley Goodlette made a motion to approve Regulation: FGCU-PR9.001 Use of University Facilities. Trustee Russell Priddy seconded the motion. There was no further discussion or public comment. The vote was 11-0 in favor of the motion.

Regulation: FGCU-PR1.001 Statement of Agency Organization and Operation (See Tab #17)

Ms. Leonard said several changes had been made specifically to the positions of Vice President and General Counsel, the Director of Internal Audit, and the Chief Compliance and Ethics Officer. She said stating the reporting structure more clearly, which had been discussed and recommended at a previous Board meeting, was being incorporated into the regulation. She said on page 7 of 9, the departments within the Office of the Controller had been eliminated from the regulation since the other offices listed did not have their reporting structure addressed.

Trustee Russell Priddy made a motion to approve Regulation: FGCU-PR1.001 Statement of Agency Organization and Operation. Trustee Leo Montgomery seconded the motion. There was no further discussion.

Public comment included Ms. Teri Bigos, Fort Myers, FL.

There were no further comments. The vote was 11-0 in favor of the motion.

Florida Gulf Coast University Board of Trustees Ethics Policy (Tab #18)

Vice President and General Counsel Vee Leonard stated the Ethics Policy was being revised to reflect the recommendations made by the Board of Governors’ Inspector General and also to provide samples of ethics policies from other schools as requested by the FGCU Board of Trustees.

Trustee Robbie Roepstorff asked if the Conflict of Interest section had changed. She said it was her understanding that conflict of interest meant personally benefitting from something.
Ms. Leonard stated the Conflict of Interest section had been revised to include in the statutory reference as well as the definition of “relative,” which came from the statute. She said conflict of interest extended beyond individuals and included “relatives” as defined by the statute.

Trustee Roepstorff went on to say it also extended to companies.

Ms. Leonard responded if an individual had a business from which he derived some pecuniary interests then that business could not do business with the University.

Trustee Smith commented it was not just money; it could be other benefits as well.

Ms. Leonard added for conflict of interest, if there was a contract derived through a competitive solicitation, there would be no conflict.

Chair Dudley Goodlette said Trustee Joe Fogg had been the one who brought attention to this issue, and he asked Trustee Fogg if he was content with the way this policy had been drafted.

Trustee Fogg responded he thought it was much clearer now, and he urged every Trustee to read it.

Chair Goodlette made a motion to approve the Florida Gulf Coast University Board of Trustees Ethics Policy. Trustee Fogg seconded the motion. There was no public comment or further discussion. The vote was 11-0 in favor of the motion.

Resolution to Name Alico Arena Addition the “W. Bernard and Elaine Lester Athletics Administrative Complex” (See Tab #20)

President Martin said upon arrival to Florida Gulf Coast University, he noted the University had done a wonderful job of recognizing individuals through namings. He said Dr. Bernie Lester was an active and effective leader, and this was the perfect opportunity to link Alico Arena with a naming for Bernie and Elaine Lester. He said they were good friends of the University and attended many sports and other events at FGCU.

Trustee Russell Priddy made a motion to approve the Resolution to Name Alico Arena Addition the “W. Bernard and Elaine Lester Athletics Administrative Complex.” Trustee Leo Montgomery seconded the motion.

Chair Dudley Goodlette stated there would be a celebration with the Lesters present to thank them.

Trustee Ken Smith added Bernie Lester was a good friend to the University and had made many things happen to bring FGCU to fruition.

There was no public comment. The vote was 11-0 in favor of the motion.
Mr. Magiera said this was a required letter to send to the Board of Governors (BOG), which was due on October 1. He stated this had been discussed during Tab 14, as there was an allocation of $600,000 for Mental Health Counseling and Public Safety in the carryforward funds. He said the BOG was looking for a commitment from the universities going forward to support mental health counseling and public safety, and how much more money would be spent to do so. He said the letter was vague in that it expressed what has been done. He said if there was no new money, FGCU would have a $3 million cut to deal with. He said in speaking with others, including President Martin, it was decided FGCU was not ready to put in writing to make a commitment to spend more money on these things if the University would have a budget cut. Mr. Magiera said if new money comes, this issue would certainly be revisited. He said the BOG was requiring the Board to approve the letter.

Chair Dudley Goodlette made a motion to approve the Mental Health Counseling and Public Safety letter. Trustee Leo Montgomery seconded the motion. There was no further discussion or public comment. The vote was 11-0 in favor of the motion.

Item 11: Audit and Compliance Committee (Tabs 21-24)

Chair Goodlette called on Audit and Compliance Committee Chair Joe Fogg.

Trustee Fogg said all four action items on the agenda were recommended for full Board approval by the Committee. He asked Chief Compliance and Ethics Officer Stacey Chados to present the first action item.

2016-2017 Compliance and Ethics Office Annual Report (See Tab #21)

Ms. Chados stated the report highlighted some of the accomplishments of the Office based on the seven elements of an effective ethics and compliance program, some of the training initiatives, and workplace reviews and investigations conducted by compliance liaisons throughout the University. In August, she said the Audit and Compliance Committee of the Board unanimously approved the report. Upon approval by the FGCU Board of Trustees, a copy would be provided to the Board of Governors.

Chair Dudley Goodlette made a motion to approve the 2016-2017 Compliance and Ethics Office Annual Report. Trustee Darleen Cors seconded the motion. There was no public comment or discussion. The vote was 10-0 in favor of the motion, with Trustee Gable not present for the vote.

2016-2017 Internal Audit Annual Report (See Tab #22)

Director of Internal Audit Bill Foster said he was required to provide this annual report to meet professional standards. He said this year the Board of Governors (BOG) increased the emphasis on audit and compliance functions by passing four regulations, which became effective in November of 2016. He said to provide a comprehensive set of investigative standards, the State University Audit Council adopted standards for
complaint handling investigations for the State University System of Florida to supplement the BOG regulations.

Mr. Foster said his department was committed to providing independent objective assurance services. He added all audits were performed in accordance with appropriate professional standards, and the work plans of each audit were risk driven. He said all significant observations were reported. He stated cooperation had been received from management and staff, and disclosures were required.

Trustee Leo Montgomery made a motion to approve the 2016-2017 Internal Audit Annual Report. Trustee Blake Gable seconded the motion. There was no further discussion or public comment. The vote was 10-0 in favor of the motion, with Trustee Roepstorff not present for the vote.

**2017 Internal Audit Quality Assurance Review (See Tab #23)**

Mr. Foster said this audit was similar to the accreditation process in the academic area. He said this review asked if his department’s work and work processes met the standards of their profession. He said he was pleased to report the highest rating available from an external validator had been earned. He said the two opportunities to improve were periodic attendance at Cabinet meetings and filling an IT auditor position when funds were available.

Trustee Joe Fogg commented he had interviewed the external validator and was very satisfied with what she had to say.

Trustee Leo Montgomery made a motion to approve the 2017 Internal Audit Quality Assurance Review. Trustee Kevin Price seconded the motion. There was no further discussion or public comment. The vote was 10-0 in favor of the motion, with Trustee Roepstorff not present for the vote.

**2017-2018 Internal Audit Work Plan (See Tab #24)**

Mr. Foster stated the Work Plan was before them, and he called for questions. Trustee Darleen Cors made a motion to approve the 2017-2018 Internal Audit Work Plan. Trustee Blake Gable seconded the motion. There was no discussion or public comment. The vote was 11-0 in favor of the motion.

Chair Dudley Goodlette expressed his appreciation to Trustee and Committee Chair Joe Fogg and the members of his committee for their outstanding work.

**Item 12: Standing Report from FGCU Faculty Senate**

Chair Goodlette called on Faculty Senate President Mike McDonald for his report.

Trustee McDonald stated the Faculty Senate officers for this year were Martha Rosenthal as Vice President, Joe Stecher as Secretary, and Patrick Niner as Parliamentarian. He said the Senate has gotten off to a delayed start due to several
items including Hurricane Irma. Following the hurricane, the Senate was sent into motion by the President to make some adjustments to the calendar; Faculty Senate standing teams and committees were pressed into action to provide input on key changes to the academic calendar and internal deadlines for such concerns as leave, promotion, and sabbatical. He said in their first official meeting on September 30, changes were approved to the calendar and deadlines. He said there was pending parliamentary action for the October 13 meeting to approve final changes to the calendar. He invited all members of the Board to attend a Faculty Senate meeting.

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

Chair Goodlette called on Student Body President Jalisa White to give her report.

Trustee White thanked President Martin for his leadership during the storm, and she thanked Ms. Evans for her support as well.

Trustee White said there were many projects in motion including Alternative Break and Emerging Eagles. She stated Student Government was getting ready for the allocation process of the Activity & Service fees, which will be about a $4 million budget. She listed many activities which were scheduled to happen this semester.

Trustee White thanked President Martin and Vice President for Student Affairs Dr. Mike Rollo for their support and participation.

**Item 14: Standing Report from FGCU Staff Advisory Council**

Chair Goodlette called on Staff Advisory Council (SAC) President Teri Bigos for her report.

Ms. Bigos stated she had received positive feedback from staff following President Martin’s recent attendance at the Staff Advisory Council meeting. She said staff was excited to work with him. She continued that support staff looked forward to participating in the Benefits Fair and the Eagle Family weekend. She added that the Professional Development Program would be kicked off soon which rewarded staff with some money to pursue professional development opportunities.

**Item 15: Old Business**

There was no old business for discussion.

**Item 16: New Business**

Chair Goodlette called for new business.

President Martin said because of the storm it had been decided to extend the academic semester. This decision was made in consultation with faculty leadership, student
leadership and the Cabinet. He said the rationale behind it was to keep the integrity of
the degrees offered and to deliver to the students what was paid for. He said
Commencement would be on December 16, 2017, and the number of tickets would be
limited to four due to parking issues since residential students would still be on campus
due to the extended semester.

Item 17: Chair’s Closing Remarks & Meeting Adjournment
Chair Goodlette said the Board’s next meeting would be on Friday, December 8, 2017,
at 8:30 a.m. and would be immediately followed by the Audit and Compliance
Committee meeting.
Chair Goodlette stated at the December 8 meeting final action would be taken on the
Strategic Plan, and he thanked Dr. Chris Westley and his committee.
Chair Goodlette reminded the Board to inform Ms. Evans of their attendance at the
October 18 meeting with the BOG and Chancellor, which he said would be noticed.
Trustee Blake Gable asked about the format of the meeting on October 18.
Chair Goodlette said he had received a telephone call from the Chancellor requesting
the meeting because FGCU’s Legislative Budget Request was a significant increase in
per student funding. Chair Goodlette said FGCU was about $2,500 below the average
per student funding dollars in the System, and to get to that average would require $31
million. He said the Chancellor and the BOG were sensitive to FGCU’s request,
understanding the magnitude of it, but also understanding the parity, and wanted to talk
with the FGCU Board of Trustees. He said this was the reason for the discussion and
the meeting. He said he was hopeful and confident it would be a thorough and
thoughtful conversation.
Chair Goodlette reminded the Board of the November 8 and 9 Board of Governors
Meeting and the Trustee Summit at the University of Central Florida.
Trustee Kevin Price asked about the Soar In 4 program and how the registration and
interest was for incoming freshmen, and if there was any initial data on persistence rate.
Dean of Undergraduate Studies Dawn Kirby said the Soar In 4 Program was monitored
and administered through her office and those numbers were available. She introduced
the Director of Retention Data and First Year Experience Ney Arias.
Mr. Arias reported in the fall there had been 100 percent student sign-up which was by
scannable signature. He said soon everything would be trackable in Gulfline and would
provide reports. He said his office was working on changing scanned data into
searchable data in order to create reports. He said data would be available after this
semester.
Chair Goodlette called for further comments or discussion. Seeing none, Chair Goodlette adjourned the meeting.

The meeting was adjourned at 11:12 a.m.

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

Agenda Items:

A. See Tabs #1 – 20
   a. [link]

Attachment:
A. Record of Votes
<table>
<thead>
<tr>
<th>TRUSTEES</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Trustee Darleen Cors</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3 Trustee Joseph Fogg</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4 Trustee Blake Gable</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2 Trustee Mike McDonald</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5 Trustee Leo Montgomery</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6 Trustee Kevin Price</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>7 Trustee Russell Priddy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>8 Trustee Robbie Roepstorff</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>9 Trustee Kenneth Smith</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>10 Trustee Christian Spilker (excused absence)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>11 Trustee Jalisa White</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>12 Trustee Dudley Goodlette</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Record of Votes

**FGCU Board of Trustees**  
**DATE: 10/10/2017**

<table>
<thead>
<tr>
<th>TRUSTEES</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    Trustee Darleen Cors</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2    Trustee Mike McDonald</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3    Trustee Joseph Fogg</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4    Trustee Blake Gable</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Not present for vote</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5    Trustee Leo Montgomery</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6    Trustee Kevin Price</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>7    Trustee Russell Priddy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>8    Trustee Robbie Roepstorff</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Not present for vote</td>
<td>Not present for vote</td>
<td>Yes</td>
</tr>
<tr>
<td>9    Trustee Kenneth Smith</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>10   Trustee Christian Spilker (excused absence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11   Trustee Jalisa White</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>12   Trustee Dudley Goodlette</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. Resolution to Name Alico Arena Addition the “W. Bernard and Elaine Lester Athletics Administrative Complex” (Tab #20)  
2. Mental Health Counseling and Public Safety (Tab #1-A)  
3. 2016-2017 Compliance and Ethics Office Annual Report (Tab #21)  
4. 2016-2017 Internal Audit Annual Report (Tab #22)  
5. 2017 Internal Audit Quality Assurance Review (Tab #23)
Record of Votes  
FGCU Board of Trustees  
DATE: 10/10/2017

<table>
<thead>
<tr>
<th>TRUSTEES</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    Trustee Darleen Cors</td>
<td>Yes</td>
</tr>
<tr>
<td>3    Trustee Joseph Fogg</td>
<td>Yes</td>
</tr>
<tr>
<td>4    Trustee Blake Gable</td>
<td>Yes</td>
</tr>
<tr>
<td>2    Trustee Mike McDonald</td>
<td>Yes</td>
</tr>
<tr>
<td>5    Trustee Leo Montgomery</td>
<td>Yes</td>
</tr>
<tr>
<td>6    Trustee Kevin Price</td>
<td>Yes</td>
</tr>
<tr>
<td>7    Trustee Russell Priddy</td>
<td>Yes</td>
</tr>
<tr>
<td>8    Trustee Robbie Roepstorff</td>
<td>Yes</td>
</tr>
<tr>
<td>9    Trustee Kenneth Smith</td>
<td>Yes</td>
</tr>
<tr>
<td>10   Trustee Christian Spilker (excused absence)</td>
<td>Yes</td>
</tr>
<tr>
<td>11   Trustee Jalisa White</td>
<td>Yes</td>
</tr>
<tr>
<td>12   Trustee Dudley Goodlette</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2017-2018 Internal Audit Work Plan  
(Tab #24)  
1- Cors  
2- Gable
ITEM: 2

Florida Gulf Coast University Board of Trustees
December 8, 2017

SUBJECT: Minutes of November 8, 2017 Roundtable Discussion/Meeting during Board of Governors Summit

PROPOSED BOARD ACTION

Approve minutes

BACKGROUND INFORMATION

Members of the Florida Gulf Coast University Board of Trustees met for an FGCU roundtable discussion during the Board of Governors Summit on November 8, 2017. Minutes of the meeting were kept as statutorily required.

Supporting Documentation Included: Minutes of November 8, 2017 Roundtable Discussion/Meeting during Board of Governors Summit

Prepared by: Director of Operations Tiffany Reynolds

Legal Review: N/A

Submitted by: Vice President and Chief of Staff Susan Evans
FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES
ROUNDTABLE DISCUSSION
Board of Governors Trustee Summit

Wednesday, November 8, 2017

STUDENT UNION, SIESTA KEY BOARD ROOM #225
UNIVERSITY OF CENTRAL FLORIDA

Meeting Minutes

Members:

Present: Trustee Dudley Goodlette – Chair; Trustee Leo Montgomery; Trustee Kevin Price; Trustee Robbie Roepstorff; and Trustee Jalisa White.

Others:

Board of Governors: Governor Ed Morton; and Vice Chancellor for Finance and Administration Tim Jones.

Staff: President Michael Martin; and Director of Operations Tiffany Reynolds.

Item 1: Call to Order, and Opening Remarks

Chair Dudley Goodlette called the meeting to order at 1:46 p.m. Chair Goodlette welcomed all present and stated that the topic for discussion was Analyze funding needs necessary to enhance the University’s mission.

Item 2: Discussion: Analyze Funding Needs Necessary to Enhance the University’s Mission

Chair Goodlette asked President Martin to discuss the Legislative Budget Request (LBR).

President Martin provided a brief background on State funding. He discussed FGCU’s LBR, which was originally approved by the FGCU Board of Trustees (BOT) for $32 million. He stated that as a result of the October 18 Board of Governors (BOG) and FGCU Board of Trustees workshop, it was recommended that the LBR would be modified to reflect a phased-in funding approach over each of the next three years. The first phase totals $13.7 million in funding. A brief discussion followed concerning the University’s funding per Full Time Equivalent (FTE) student.

The Board then discussed how to present the LBR to the BOG at its next Strategic Planning Committee meeting, following the conclusion of the Trustee Summit. It was suggested to focus on the University’s needs rather than the per FTE student funding; to focus on a few things that the University can demonstrate it is already successfully
doing; to focus on the goals that are considered most important to the Board of Governors; and to tie funding back to FGCU’s bright line of distinction.

Item 3: Adjournment

There being no further business to come before the Board, Chair Goodlette adjourned the meeting at 2:47 p.m.

Minutes prepared by Tiffany Reynolds, Director of Operations.

Agenda Items:
ITEM: 3

Florida Gulf Coast University Board of Trustees
December 8, 2017

SUBJECT: FGCU Strategic Plan 2017-2022

PROPOSED BOARD ACTION

Approval

BACKGROUND INFORMATION

In July, President Martin appointed an ad hoc committee to review and update FGCU’s strategic plan: Focus: 2016-2021. President Martin charged the committee to address Board of Governors’ concerns and ensure the plan was broadly inclusive of university constituencies (faculty, staff, and students). The chair of the ad hoc committee is Professor of Economics, Dr. Christopher Westley, who also is the director of the Lutgert College of Business’ Regional Economic Research Institute. The composition of the committee comprises broad representation across the university including the FGCU Board of Trustees, Faculty Senate, Staff Advisory Council, Student Government, and individuals from each of the major administrative divisions of the university.

The FGCU Board of Trustees reviewed a draft of the update at its October meeting and provided some feedback to President Martin. Since that time, the Committee solicited additional input from the FGCU community through a questionnaire and two public forums held on campus in October and November. Based on input received, the Committee presented a final document to President Martin and his Cabinet.

Additionally, as requested by the Board of Governors (BOG), a document showing the alignment of the FGCU plan and its priorities with the System Strategic Plan is included. This complementary document uses templates provided by BOG staff. With the FGCU Board of Trustees’ approval, the plan and alignment document will be submitted to the Board of Governors for action in January 2018.
Supporting Documentation Included: (1) Florida Gulf Coast University Focus 2017-2022, and (2) Alignment of FGCU Focus 2017-2022 and its Priorities with Board of Governors System Strategic Plan.

Prepared by: Senior Associate Provost Paul Snyder

Legal Review by: N/A

Submitted by: President Mike Martin
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LETTER FROM PRESIDENT MARTIN</td>
<td>3</td>
</tr>
<tr>
<td>MISSION &amp; VISION</td>
<td>4</td>
</tr>
<tr>
<td>GUIDING PRINCIPLES</td>
<td>5</td>
</tr>
<tr>
<td>ESSENTIAL ACTIVITIES</td>
<td>6</td>
</tr>
<tr>
<td>THE FIVE PILLARS</td>
<td>7</td>
</tr>
<tr>
<td>STUDENT SUCCESS</td>
<td></td>
</tr>
<tr>
<td>ACADEMIC EXCELLENCE</td>
<td></td>
</tr>
<tr>
<td>ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>HEALTH SCIENCES</td>
<td></td>
</tr>
<tr>
<td>COMMUNITY ENGAGEMENT &amp; OUTREACH</td>
<td></td>
</tr>
</tbody>
</table>
LETTER FROM
PRESIDENT MARTIN

After twenty years of remarkable growth and development Florida Gulf Coast University (FGCU) is now entering a new era in its journey to excellence and in serving Southwest Florida.

As a consequence, it’s extremely important that we have completed this Strategic Plan, Focus 2017 - 2022, as our collaboratively developed road map. All involved with FGCU owe a hearty “thank you” to Ad Hoc Committee Chair Dr. Chris Westley and the members who have modified our earlier Strategic Plan.

The Ad Hoc Committee has ensured that this plan a) is broadly inclusive, b) fully supports our mission and the pillars of the 2016 plan, c) is consistent with the Strategic Plan of the Florida Board of Governors, d) provides guidance for our Annual Plans of Work and our Legislative Budget Requests, e) includes objectives that are achievable in five years, and f) is flexible enough to accommodate unforeseen events and changing realities.

Despite noteworthy challenges ahead, the future for FGCU is both bright and exciting. This Strategic Plan will be central to meeting those challenges and shaping our shared future.

Go Eagles!

Mike
MISSION

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

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

VISION

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

Approved by the FGCU Board of Trustees September 8, 2015.
GUIDING PRINCIPLES

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

STUDENT SUCCESS IS AT THE CENTER OF ALL UNIVERSITY ENDEAVORS. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded.

ACADEMIC FREEDOM IS THE FOUNDATION FOR THE TRANSMISSION AND ADVANCEMENT OF KNOWLEDGE. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.

DIVERSITY IS A SOURCE OF RENEWAL AND VITALITY. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

INFORMED AND ENGAGED CITIZENS ARE ESSENTIAL TO THE CREATION OF A CIVIL AND SUSTAINABLE SOCIETY. The University values the development of the responsible self grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service-learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University’s philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.

SERVICE TO SOUTHWEST FLORIDA, INCLUDING ACCESS TO THE UNIVERSITY, IS A PUBLIC TRUST. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.

TECHNOLOGY IS A FUNDAMENTAL TOOL IN ACHIEVING EDUCATIONAL QUALITY, EFFICIENCY, AND DISTRIBUTION. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.

CONNECTED KNOWING AND COLLABORATIVE LEARNING ARE BASIC TO BEING WELL EDUCATED. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

ASSESSMENT OF ALL FUNCTIONS IS NECESSARY FOR IMPROVEMENT AND CONTINUAL RENEWAL. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status-quo is questioned; change is implemented.

Approved by the Deans Council June 18, 1996.
FOCUS 2017-2022 builds on Florida Gulf Coast University’s existing areas of strength such as the focus on teaching and learning, expansion of community and civic engagement, and emphasis on critical thinking skills grounded in the liberal arts and humanities. However, this plan specifically focuses our energies and resources and provides for special emphasis on the most immediate issues that FGCU is positioned to address. FOCUS 2017-2022 encourages a multidimensional approach, connecting disciplines and colleges in ways that did not previously exist in achieving goals outlined in five critical areas, or “pillars,” guiding the institution to address the critical needs of our region, state, nation and world.

The five pillars will work synergistically to position the university as a destination institution for students, faculty and staff preparing its students for common goals of ensuring success in four years and achieving high-paying jobs or placement into advanced degree programs.

THE FIVE PILLARS

1 2 3 4 5

STUDENT SUCCESS
ACADEMIC EXCELLENCE
ENTREPRENEURSHIP
HEALTH SCIENCES
COMMUNITY ENGAGEMENT
1. STUDENT SUCCESS

Student success is a holistic process that focuses on student retention, timely degree completion, academic achievement, degree attainment and a successful career and meaningful life, while recognizing that students develop intellectually, emotionally, socially, ethically, physically and spiritually as they progress through and complete their college experience.

FGCU will cultivate a diverse learning environment in which students are encouraged to explore both their personal and intellectual development. Students will gain an understanding of their individual learning style and the confidence to pursue intellectual challenges.

**OBJECTIVE 1:** FOCUS on improving our retention and 4-year graduation rates.

**OBJECTIVE 2:** FOCUS on implementing a comprehensive and coordinated enrollment management initiative that integrates critical student services, while providing a seamless experience for students from recruitment through graduation.

**OBJECTIVE 3:** FOCUS on enhancing the student experience by recruiting, retaining and exposing students to world-class researchers, outstanding faculty and talented staff.

**OBJECTIVE 4:** FOCUS on providing intentional opportunities for student engagement with faculty and staff to build a sense of community and an atmosphere designed to achieve success.
2. ACADEMIC EXCELLENCE

We aspire to create and sustain a learning culture that supports and values excellence in teaching, scholarship and service across the university. We find evidence of excellence in the success of our graduates as defined by several metrics including time to graduation, career placement and success on licensure exams. Furthermore, excellence is achieved when we are held accountable for ensuring high standards for success.

**OBJECTIVE 1:** FOCUS on the further development of the Honors College.

**OBJECTIVE 2:** FOCUS on expanding internship opportunities and doubling the number of co-op educational and practicum experiences.

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

**OBJECTIVE 4:** FOCUS on increased collective accountability on the Board of Governors performance metrics.

**OBJECTIVE 5:** FOCUS on increasing externally sponsored research by 100% in next 5 years.

**OBJECTIVE 6:** FOCUS on resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research.

3. ENTREPRENEURSHIP

Entrepreneurship is a process of fundamental transformation from innovative idea to enterprise and from enterprise to value. It further allows individuals to bring new ideas into being for the benefit of themselves and others. We aspire to make FGCU a destination for faculty, staff, students, alumni and community members seeking a culture of innovation and entrepreneurship with opportunities to learn, imagine, collaborate and undertake new endeavors.

**OBJECTIVE 1:** FOCUS on growing the Institute for Entrepreneurship so that it serves as the nucleus of all campus-wide entrepreneurial initiatives, which could be expanded further into an interdisciplinary college.

**OBJECTIVE 2:** FOCUS on creating an entrepreneurial mindset throughout the University community.

**OBJECTIVE 3:** FOCUS on FGCU becoming the catalyst of entrepreneurship within Southwest Florida and the state.
4. HEALTH SCIENCES

Florida Gulf Coast University aspires to become a center for the promotion of health and wellness within and beyond our campus. We will leverage the widely recognized strengths and community engagement efforts of the Marieb College of Health & Human Services to become a leader in Florida and nationally recognized for preparing practitioners and innovators in health and human services professions. We are committed to refining current programs while implementing new evidence-based programs that provide effective solutions to healthcare problems in the region, state and beyond. Through outreach events and activities, students, faculty and staff will initiate, engage and lead efforts to improve upon the health and wellness of our FGCU community and the region we serve.

OBJECTIVE 1: FOCUS on all clinically oriented disciplines within healthcare and further establish the Marieb College in the region, state and beyond as the state of Florida’s university for preparing students for all careers within healthcare, with the exception of allopathic and osteopathic medicine.

OBJECTIVE 2: FOCUS on establishing on-campus and off-campus, faculty-led practice clinics in primary care, rehabilitation, fitness and behavioral health that serve as clinical laboratories which can generate alternative revenue to support student and faculty success.

OBJECTIVE 3: FOCUS on developing advanced interprofessional graduate programs that are research-based with the goals of improving patient care, treatment interventions, and clinical outcomes.

OBJECTIVE 4: FOCUS on developing other degree programs external to Marieb College that will expand our commitment to improving health and wellness and broaden interprofessional education and research collaborations across the colleges.

OBJECTIVE 5: FOCUS on promoting personal development, physical and mental health, wellness and safety as foundations for student success and academic excellence.
5. COMMUNITY ENGAGEMENT & OUTREACH

FGCU aspires to become a center of community life and engagement for students, faculty, staff, alumni and the public through communications, educational opportunities, research, the arts, cultural activities and athletic events designed to share our expertise and bring the community together. At the same time, we must continue to engage the community in supporting the university financially, to ensure continued funding of critically needed scholarships, programs and capital initiatives. With this, we will continue our significant contribution to the economic growth and quality of life in Southwest Florida.

OBJECTIVE 1: FOCUS on increasing awareness of our people, programs and impact.

OBJECTIVE 2: FOCUS on strengthening our outreach, engagement and ties to our region.

OBJECTIVE 3: FOCUS on building partnerships and relationships with our five school districts, area businesses and organizations to optimize opportunities to put FGCU expertise to work to support the region’s economy, model innovative and sustainable practices and advance the community.

OBJECTIVE 4: FOCUS on engaging and building loyalty among our alumni and strengthening fundraising efforts.
## Teaching and Learning

### PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>EXCELLENCE</th>
<th>2025 BOG GOALS</th>
<th>FGCU BOT GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) National Rankings for Universities</td>
<td>1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation</td>
<td>NA</td>
</tr>
<tr>
<td>PBF: NCF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Freshman in Top 10% of Graduating High School Class</td>
<td>50%</td>
<td>22%</td>
</tr>
<tr>
<td>PBF: NCF</td>
<td></td>
<td>Fall 2022</td>
</tr>
<tr>
<td>3) Professional Licensure &amp; Certification Exam Pass Rates Above Benchmarks</td>
<td>All Exam Pass Rates Above Benchmarks</td>
<td>2 of 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2022</td>
</tr>
<tr>
<td>4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog</td>
<td>90%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Detailed definitions for each metric are provided in the back of the Board of Governors’ Revised 2014 System Strategic Plan, available at [http://www.fibog.edu/board/doc/strategicplan/2025_System_Strategic_Plan_Amended_FINAL.pdf](http://www.fibog.edu/board/doc/strategicplan/2025_System_Strategic_Plan_Amended_FINAL.pdf).
### Teaching and Learning (continued)

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>2025 BOG GOALS</th>
<th>FGCU BOT GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REVISED 2014</td>
<td></td>
</tr>
<tr>
<td><strong>PRODUCTIVITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Average Time To Degree</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>(for FTIC in 120hr programs)</td>
<td>2021-2022</td>
<td></td>
</tr>
<tr>
<td>6) Four-Year Graduation Rates</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>(for Full- and Part-time FTIC)</td>
<td>2018-2022</td>
<td></td>
</tr>
<tr>
<td>7) Six-Year Graduation Rates</td>
<td>70%</td>
<td>55%</td>
</tr>
<tr>
<td>(for Full- and Part-time FTIC)</td>
<td>2016-2022</td>
<td></td>
</tr>
<tr>
<td>8) Percent of Bachelor’s Degrees Without Excess Hours</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>(PBF: ALL (except FSU, UF))</td>
<td>2021-2022</td>
<td></td>
</tr>
<tr>
<td>9) Bachelor’s Degrees Awarded Annually</td>
<td>90,000</td>
<td>2,650</td>
</tr>
<tr>
<td>(PBF: UCF)</td>
<td>2021-2022</td>
<td></td>
</tr>
<tr>
<td>10) Graduate Degrees Awarded Annually</td>
<td>35,000¹</td>
<td>450</td>
</tr>
<tr>
<td></td>
<td>2021-2022</td>
<td></td>
</tr>
</tbody>
</table>

Note 1: The goal for total SUS graduate degrees has been lowered in recognition of the recent declining enrollments at the graduate level – especially in Education programs.
<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>2025 BOG GOALS</th>
<th>FGCU BOT GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRODUCTIVITY (continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Bachelor’s Degrees Awarded to African-American &amp; Hispanic Students</td>
<td>36,000 (40%)</td>
<td>742 (28%) 2021-2022</td>
</tr>
<tr>
<td>PBF: FAU, FGCU, FIU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Number of Adult (Aged 25+) Undergraduates Enrolled</td>
<td>75,000 (21%)</td>
<td>2,156 (15%) Fall 2021</td>
</tr>
<tr>
<td>PBF: UWF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Percent of Undergraduate FTE in Online Courses</td>
<td>40%</td>
<td>32% 2021-2022</td>
</tr>
<tr>
<td>14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate)</td>
<td>All Institutions Above 30%</td>
<td>FGCU Achieved 33% Fall 2021</td>
</tr>
<tr>
<td>PBF: ALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15) Academic Progress Rate (2nd Fall Retention with GPA&gt;=2)</td>
<td>90%</td>
<td>82% 2021-2022</td>
</tr>
<tr>
<td>PBF: ALL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Teaching and Learning (continued)

<table>
<thead>
<tr>
<th>STRATEGIC PRIORITIES</th>
<th>2025 BOG GOALS</th>
<th>FGCU BOT GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REVISED 2014</td>
<td></td>
</tr>
<tr>
<td>16) Bachelor’s Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL</td>
<td>45,000 (50%) (after 2012-13 revision)</td>
<td>1,378 (52%) 2021-2022</td>
</tr>
<tr>
<td>17) Bachelor’s Degrees in STEM &amp; Health (Percent of Bachelor’s Total)</td>
<td>30,000 (35%) (after 2012-13 revision)</td>
<td>1,166 (44%) 2021-2022</td>
</tr>
<tr>
<td>18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)</td>
<td>18,200 (60%) (after 2012-13 revision)</td>
<td>310 (69%) 2021-2022</td>
</tr>
<tr>
<td>19) Graduate Degrees in STEM &amp; Health (Percent of Graduate Total)</td>
<td>15,200 (50%) (after 2012-13 revision)</td>
<td>189 (42%) 2021-2022</td>
</tr>
</tbody>
</table>
## Scholarship, Research and Innovation

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>2025 BOG GOALS</th>
<th>FGCU BOT GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCELLENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20) Faculty Membership in National Academies</td>
<td><strong>75</strong> (based on 2011)</td>
<td>NA</td>
</tr>
<tr>
<td>21) Faculty Awards</td>
<td><strong>75</strong> (based on 2011 data)</td>
<td>NA</td>
</tr>
<tr>
<td>22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>PBF: FSU, UF</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Board staff will work to develop a standard definition for this metric across the System.
<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>2025 GOALS</th>
<th>FGCU BOT GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REVISED 2014</td>
<td></td>
</tr>
<tr>
<td><strong>PRODUCTIVITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23) Total R&amp;D Expenditures</td>
<td>$2.29B</td>
<td>$14M</td>
</tr>
<tr>
<td>PBF: UF (based on 2012-13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24) Percent of R&amp;D Expenditures funded from External Sources</td>
<td>71%</td>
<td>81%</td>
</tr>
<tr>
<td>PBF: FAMU (based on 2011-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STRATEGIC PRIORITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25) Number of Patents Awarded Annually</td>
<td>410</td>
<td>2</td>
</tr>
<tr>
<td>(based on 2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26) Number of Licenses and Options Executed Annually</td>
<td>270</td>
<td>2</td>
</tr>
<tr>
<td>(based on 2011-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27) Number of Start-Up Companies Created</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>2021-2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Community and Business Engagement

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>2025 GOALS</th>
<th>FGCU BOT GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCELLENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28) Number of Universities with the Carnegie Foundation’s Community Engagement Classification</td>
<td>All</td>
<td>FGCU Achieved</td>
</tr>
<tr>
<td><strong>STRATEGIC PRIORITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29) Percentage of Baccalaureate Graduates Continuing Education or Employed</td>
<td>90%</td>
<td>73%</td>
</tr>
<tr>
<td>PBF: ALL</td>
<td></td>
<td>2021-2022 with $25,000 filter applied</td>
</tr>
</tbody>
</table>
### State University System Goals

<table>
<thead>
<tr>
<th>Teaching &amp; Learning</th>
<th>Excellence</th>
<th>Productivity</th>
<th>Strategic Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen Quality &amp; Reputation of Academic Programs and Universities</td>
<td>Increase Degree Productivity and Program Efficiency</td>
<td>Increase the Number of Degrees Awarded within Programs of Strategic Emphasis</td>
<td></td>
</tr>
<tr>
<td>Scholarship, Research &amp; Innovation</td>
<td>Strengthen Quality &amp; Reputation of Scholarship, Research, and Innovation</td>
<td>Increase Research Activity and Attract More External Funding</td>
<td>Increase Commercialization Activity</td>
</tr>
<tr>
<td>Community &amp; Business Engagement</td>
<td>Strengthen Quality &amp; Recognition of Commitment to Community and Business Engagement</td>
<td>Increase Community and Business Engagement</td>
<td>Increase Community and Business Workforce</td>
</tr>
</tbody>
</table>

### FGCU Strategic Priorities

<table>
<thead>
<tr>
<th>1. Student Success</th>
<th>Objective 3: FOCUS on enhancing the student experience by recruiting, retaining and exposing students to world-class researchers, outstanding faculty, and talented staff.</th>
<th>Objective 1: FOCUS on improving our retention and 4-year graduation rates.</th>
<th>Objective 4: FOCUS on providing intentional opportunities for student engagement with faculty, staff, and the university to build a sense of community and an atmosphere designed to achieve success.</th>
</tr>
</thead>
</table>
| 2. Academic Excellence | Objective 1: FOCUS on the further development of the Honors College.  
Objective 6: FOCUS on resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research. | Objective 4: FOCUS on increased collective accountability on the BOG performance metrics.  
Objective 5: FOCUS on increasing externally sponsored research by 100% in next 5 years. | Objective 2: FOCUS on expanding internship opportunities and doubling the number of co-op educational and practicum experiences.  
Objective 3: FOCUS on creating new and/or refining existing programs that lead to high-wage, high-demand jobs. |
| 3. Entrepreneurship | Objective 1: FOCUS on growing the Institute of Entrepreneurship so that it serves as the nucleus of all campus-wide entrepreneurial initiatives, which could be expanded further into an interdisciplinary college. | Objective 2: FOCUS on creating entrepreneurial mindset throughout the university community.  
Objective 3: FOCUS on FGCU becoming the catalyst of entrepreneurship within Southwest Florida and the state. |  |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FOCUS on all clinically oriented disciplines within healthcare and further establish the Marieb College in the region, state, and beyond as the state of Florida’s university for preparing students for all careers within healthcare, with the exception of allopathic and osteopathic medicine.</td>
</tr>
<tr>
<td>2.</td>
<td>FOCUS on establishing on-campus and off-campus faculty-led practice clinics in primary care, rehabilitation, fitness, and behavioral health that serve as clinical laboratories which generate alternative revenue to support student and faculty success.</td>
</tr>
<tr>
<td>3.</td>
<td>FOCUS on developing advanced interprofessional graduate programs that are research-based with the goals of improving patient care, treatment interventions, and clinical outcomes.</td>
</tr>
<tr>
<td>4.</td>
<td>FOCUS on developing other degree programs external to Marieb College that will expand our commitment to improving health and wellness and broadening interprofessional education and research collaborations across the colleges.</td>
</tr>
<tr>
<td>5.</td>
<td>FOCUS on promoting personal development, physical and mental health, wellness and safety, as foundations for student success and academic excellence.</td>
</tr>
</tbody>
</table>
## 5. Community Engagement and Outreach

<table>
<thead>
<tr>
<th>Objective 1: FOCUS on increasing awareness of our people, programs and impact.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2: FOCUS on strengthening our outreach, engagement and ties to our region.</td>
</tr>
<tr>
<td>Objective 4: FOCUS on engaging and building loyalty among our alumni and strengthening fundraising efforts.</td>
</tr>
<tr>
<td>Objective 3: FOCUS on building partnerships and relationships with our five school districts, area businesses, and organizations to optimize opportunities to put FGCU expertise to work to support the region’s economy, model innovative and sustainable practices, and advance the community.</td>
</tr>
</tbody>
</table>
Florida Gulf Coast University Board of Trustees  
December 8, 2017

SUBJECT:  2017 FGCU Equity Report

PROPOSED BOARD ACTION

Approval

BACKGROUND INFORMATION

Board of Governors Regulation 2.003, Equity and Access, requires the yearly submission of an annual Florida Equity Report.

Supporting Documentation Included:  2017 FGCU Equity Report

Prepared by:  Director of Office of Institutional Equity and Compliance (OIEC) Precious Gunter

Legal Review by:  Vice President and General Counsel Vee Leonard  
(November 14, 2017)

Submitted by:  Vice President and General Counsel Vee Leonard
2017 FLORIDA EDUCATIONAL EQUITY REPORT

FOR

FLORIDA GULF COAST UNIVERSITY
2017 Florida Equity Report

Data Year: July 1, 2015-June 30, 2016,

Approved by
Florida Gulf Coast University Board of Trustees
December ____, 2017

Approved by: Michael Martin, Ph.D.
Florida Gulf Coast University President

Submitted by:
Precious G. Gunter, Director and Title IX Coordinator
Office of Institutional Equity and Compliance
Florida Gulf Coast University
Edwards Hall 114
10501 FGCU Boulevard, South
Fort Myers, Florida 33965-6565
Telephone: 239-745-4366
Email: pgunter@fgcu.edu
2017 FLORIDA EQUITY ACT REPORT

TABLE OF CONTENTS

PART I: EXECUTIVE SUMMARY 1

PART II: POLICIES AND PROCEDURES IN SUPPORT OF EQUITY 6

PART III: ACADEMIC PROGRAM REVIEWS (A, B, and C) 9

Table 1. First-Time-in College (FTIC) Enrollment, Fall 2016
Table 2. Florida State College Associate of Arts (A.A.) Transfers Fall 2016
Table 3. Retention of FTICs entering Fall 2015 or Summer 2015 and Continuing Into Fall, After One Year
Table 4. Graduation rate of Full time FTICs (beginners and early admits) Entering Fall 2015 or Summer 2015 and Continuing
Table 5. Bachelor’s Degrees Awarded, AY 2015-2016
Table 6. Master’s Degrees Awarded, AY 2015-2016
Table 7. Doctoral Degrees Awarded, AY 2015-2016
Table 8. First Professional Degrees Awarded, AY 2015-2016

ACADEMIC PROGRAM REVIEWS- STUDENT SERVICES (D) 17
ACADEMIC PROGRAM REVIEWS – ENROLLMENT (E) 26

PART IV: GENDER EQUITY IN ATHLETICS 28

Table 1. Gender Equity in Athletics Update
Table 2. Gender Equity in Athletics Areas for Improvement

PART V: EMPLOYMENT REPRESENTATION 35

Table 1. Category Representation- Tenured Faculty
Table 2. Category Representation- Tenure Track Faculty
Table 3. Category Representation- Non Tenure Earning Faculty or Faculty at Non-Tenure Granting Universities
Table 4. Category Representation- Executive Administrative/managerial Employees

PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT 40

PART VII: PROTECTED CLASS REPRESENTATION IN THE TENURE PROCESS 41

PART VIII: FACULTY PROMOTION AND COMMITTEE COMPOSITION 44

PART IX: OTHER 47

FGCU EQUITY REPORT COMMITTEE 50

ATTACHMENT 1- FGCU NON-DISCRIMINATION POLICY
ATTACHMENT 2- ADDITIONAL ENROLLMENT DATA
PART I. EXECUTIVE SUMMARY

Introduction

In two short decades, FGCU has emerged as an important, productive player in higher education in southwest Florida, statewide, and indeed at a national level. In all ways, FGCU has exceeded expectations in terms of growth, performance, and impact.

Part of this success can be attributed to FGCU’s firm commitment to embracing equity and diversity in all its forms. The University’s commitment is encapsulated in its Nondiscrimination Statement which, in pertinent part, states: “Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. Our commitment to these principles is essential to fostering a campus community that values diversity and inclusion.”

Great universities are inclusive and a place for broad, respectful conversations. Further, great universities offer every committed student an opportunity for an education which will enrich their lives and eventually advance society as a whole. One of the ways the University supports this belief is through the annual assessment of the institution’s advancement and performance related to equity.

A. Description of Plan Development

The University views the Equity Report (Report) as an opportunity to display and promote its equitable academic, athletic, and employment practices. As such, FGCU has successfully completed the Annual Florida Educational Equity Report pursuant to Section 1000.05, Florida Statutes, known as Florida’s Educational Equity Act (Act) and the Florida Board of Governors (BOG) Regulation 2.003. The 2017 Report was prepared by the University’s Office of Institutional Equity and Compliance (OIEC). Specifically, the Director of the OIEC submitted the Report to the University’s President (President) and the University’s Board of Trustees (BOT) for approval. Once approved by the President and BOT, the Report, along with a written certification of approval, will be submitted to the BOG, which oversees the State University System of Florida (SUS). The Report was completed using a format created and approved by the BOG. The data
contained in the Report was submitted by the following University offices: Academic Affairs, Student Affairs, Admissions, Athletics, Financial Aid, Human Resources, Housing and Residence Life, and the Board of Governors.

B. Institutional Progress

Student Enrollment/Retention/Graduation

The University recognizes that lack of equity and inclusion can play a major role in a student’s failure or success. FGCU seeks and embraces students, faculty and staff from diverse racial, gender, disability, ethnic, religious, economic, social, and academic backgrounds. The University views diversity as a mechanism that fosters creativity, builds unity, and promotes the advancement of FGCU. As such, in the upcoming year, the University aspires to develop a team of faculty, staff, and administration that will be charged with leading a comprehensive and coordinated Enrollment Management and Student Access-Success Initiative. This team will assess several factors in relation to student success, retention, and graduation; one of those factors will include equity and diversity/inclusion.

Furthermore, the creation of the Office of Retention and First Year Experience (RFYE) serves as another example of the University’s commitment to student success. The Office of Retention & First Year Experience provides leadership, management, and coordination of programs that facilitates students’ successful transition from high school to college. Through careful analysis of student data, the Office identifies factors that affect student retention, including minority and first generation students. In order to provide students with a comprehensive first year experience aligned with the vision, goals, and values of the University, the Office coordinates the following programs:

- **Eagles Read.** Every year the FGCU community unites around a common read selected for the incoming class specifically, and all students broadly. The book, programs, and initiatives that complement the yearly selection serve as an introduction to the expectations of college by challenging and expanding students’ perspectives.

- **Living Learning Communities.** Students in these programs live on the same floor of a designated residence hall, take courses together, participate in specially designed activities, and benefit from the opportunity to create relationships with faculty, student mentors, and
University administrators. In partnership with faculty and Housing and Residence Life, the Office provides leadership for the following Living Learning Communities:

- Leadership Through Service.
- Women in STEM (WiSTEM).
- Entrepreneurship (coming in Fall 2018).

- **Student Mentoring Programs.** The Office trains, supervises, and provides ongoing support for student mentors in the above mentioned Living Learning Communities, as well as other Undergraduate Studies programs. The goal is to have student leaders and their peers benefit from collaborative learning through supportive academic relationships.

- **University Transition (SLS 1101).** The Office collaborates with the Office of New Student Programs in the Division of Student Affairs in the delivery of this first semester course designed to assist students in the transition from high school to college.

Additionally, in a University-wide effort to promote Diversity and Inclusion, several offices and departments, including the Office of Leadership and Multicultural Development, the Office of Community Outreach, the Office of Housing and Residence Life, among others, organized events, workshops, presentations, and activities throughout the year to educate our campus and promote a diverse and inclusive working and learning environment for our students.

**Faculty and Administrative Employment**

The Director of the OIEC and Title IX Coordinator, with the support of the University President and Executive Cabinet reconstituted the Diversity and Inclusion Committee July 2016. There are currently over 15 faculty and staff members from several key offices and departments, as well as 5 student representatives that serve on the presidentially appointed committee. The Committee is charged with:

- Reviewing and analyzing our campus in relation to equity, diversity and inclusion;
- Creating, developing and implementing workshops, training programs, and strategies to address areas that need improvement;
- Assessing the success/outcomes of the workshops, training programs, and strategies; and
• Recommending ways to establish a sustainable inclusive campus environment for all students and employees that will result in greater student success and increased employee commitment and productivity.

Additionally, the Office of Human Resources created the 5-Star Academy. This program was designed to support new hires by providing five different touch points early in their careers at FGCU, as part of the New Employee Orientation (NEO) program. Each of the 5-Star sessions include participation from various departments on campus that provide resources and information regarding services for employees. Diversity and Inclusion was one of the pillars of the program. The OIEC presented the training “What is Diversity? What is Inclusion?”, which counts towards the Diversity and Inclusion Certificate Program, thus encouraging employees to participate and further their education and understanding of this important area.

Lastly, Human Resources and the OIEC continue to provide training during faculty recruitment sessions that emphasize the importance of recruiting from a diverse pool of applicants and ensure equitable treatment of all applicants throughout the recruitment and interview process.

Athletics

The University efforts in this regard are also aided by the Athletics Inclusion and Diversity Committee, in which the Director of the OIEC has an active role, as well as by the Gender Equity and Title IX Standing Committee. The Athletics Inclusion & Diversity committee proposed the creation of a video supporting Unity and Inclusion among the Campus community. The video, which features Students Athletes from each of the athletic teams, is displayed on video boards during timeouts and is posted on the Athletics website.

C. Utilization of Resources to accomplish Employment Equity Goals

The University has made an ongoing commitment to continually promote equity and diversify its employee population. As such, the University approved the creation of a new EO Diversity and Inclusion Manager position under the OIEC. This position is in charge of designing, planning, implementing, and conducting workshops, training sessions, and activities that provide learning opportunities for employees and students regarding equity, diversity, and inclusion.
The OIEC, Diversity and Inclusion Manager, and the Diversity and Inclusion Committee collaborated in the creation of the Diversity and Inclusion Certificate Program for Faculty and Staff. The program is designed to help participants integrate inclusion, equity, and diversity efforts throughout the University by focusing on educating the University community on areas and issues related to diversity and inclusion, creating awareness, and encouraging sensitivity. A total of 18 events and presentations were offered during the 2016-2017 academic year, including mandatory supervisor/manager training, cultural presentations, speaker events, and sensitivity and awareness trainings. The program received the support of the University President and Executive Cabinet, and over one hundred employees participated during the first year.

The University has also invested heavily in online training to provide students, faculty and staff with important information regarding equity, diversity, and discrimination/harassment prevention.

**Conclusion**

Based on the results of the data contained in the Report, the University has concluded that it provides an equitable learning and working environment. Nevertheless, the University continues to strive for growth in all areas of equity, diversity and inclusion. The information contained in the Report evidences the University’s progress in maintaining an equitable working and learning environment. The data in the Report is comprised of three main areas: **Enrollment, Athletics, and Employment.** The subsequent sections of the Report include a more detailed analysis of the information contained herein. The data included in the Report evidences compliance with the Act and a University-wide commitment to exceed the Act’s requirements. FGCU will continue to serve as an active participant in the regional community with regard to promoting diversity both through collaborations and by serving as an example for others.
A. Specific University Policies in Support of Equity

1. Nondiscrimination, Anti-Harassment, and Sexual Misconduct Policy, FGCU Policy 1.006

2. Disability Access and Reasonable Accommodation Policy and Procedure, Policy 1.008

3. Consensual Relationship Policy and Procedure, Policy 1.007

4. Domestic Violence Leave Policy, Policy 3.041

5. Family and Medical Leave Policy, Policy 3.039

6. Policy and Procedure on Waiver of Position Vacancy Announcement and/or Advertising, Policy 1.009

The above referenced policies are posted on various webpages throughout the University’s website. Additionally, the OIEC, the Office of Adaptive Services, and University’s Human Resources Department provide recurring training for students, faculty, and staff on the above referenced policies.
B. Non-Discrimination Policy

The University’s Non-Discrimination, Anti-Harassment, and Sexual Misconduct Policy can be found by any user on the General Counsel Website at:


This current policy went into effect on December 19, 2016 and is attached hereto in full as Attachment 1. The University's updated Non-Discrimination, Equal Opportunity Statement signed by President Mike Martin, Ph.D. is attached on the following page.
Non-Discrimination and Equal Opportunity Statement

Florida Gulf Coast University (University) is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors, and other third parties. Our commitment to these principles is essential to fostering a campus community that values diversity and inclusion. As such, the University does not discriminate on the basis of race, color, national origin, ethnicity, religion, age, disability, sex, gender identity/expression, marital status, sexual orientation, veteran status, or genetic predisposition with regard to admissions, employment, programs, or other activities operated by the University. Sexual harassment and sexual assault are forms of sex discrimination. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972 and the Genetic Information Non-Discrimination Act.

The University’s policies cover access and equity in the administration of education, programs, services, and activities throughout all divisions, departments, and units of the University.

Questions regarding the University’s non-discrimination statement or compliance with the laws applicable thereto should be directed to the person and office identified below.

Precious G. Gunter
Director and Title IX Coordinator, Office of Institutional Equity and Compliance
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6565
(239)745-4366
Or TTY: 711
Email: pgunter@fgcu.edu

July 1, 2017
Date

Michael Martin, Ph.D.
President
PART III. ACADEMIC PROGRAM REVIEWS – (A, B, and C)

The following section includes eight areas of review for academic programs at the specified levels. These analyses display enrollment at these eight levels for the protected class students. The areas of review include enrollment, retention, graduation rates, and degrees awarded. If appropriate, disproportionate enrollments of women and minorities are identified and areas for improvement are noted.
A. Academic Program Reviews

Each year FGCU compiles data in order to analyze undergraduate and graduate enrollment as required by Florida law. These annual analyses display enrollment at eight (8) levels for protected class students. This data is critical in developing programs to address such representation issues.

Below are eight areas of review required for each university with programs at specified levels:

1. First Time In College Enrollment (FTIC)
2. Full-Time Transfers
3. Retention of Full Time FTICs Entering Previous AY, After One Year
4. Graduation Rate of Full Time FTICs After Six Years
5. Bachelor’s Degrees Awarded
6. Master’s Degrees Awarded
7. Doctoral Degrees Awarded
8. First Professional Degrees Awarded

Legend:

NRA = Non Resident Alien  
W = White

B = Black  
UNK = Unknowns

AI/AN = American Indian / Alaskan Natives  
\geq Two = Two or more Races

NH/OP = Native Hawaiian / Other Pacific Islanders

A/PA = Asian/Pacific Islander  
T = Total

The data compiled in the Academic Program Review is based on the Integrated Postsecondary Education Data System (IPEDS) information provided to FGCU from the State University System Board of Governors.
FGCU is committed, and always looking for additional ways to promote, diversity within the University community. In addition to academic factors such as GPA and SAT/ACT scores, FGCU considers factors related to an applicant’s life experiences, accomplishments, and challenges in the admissions process. The ethnic backgrounds, diverse perspectives, varying interests, and personal obstacles of candidates are all factors considered in determining whether a student is admitted to FGCU. A review of Table 1 (above) shows that there was a slight decrease in student enrollment from 2015 to 2016 from 2613 to 2590. There was a small decrease in overall male enrollment, and a small increase in female enrollment. During the applicable time period, there were more female students enrolled at the University than male students, which is consistent with national statistics. The number of Non-Resident Alien female students decreased 60% in 2016. The number of black women has decreased 12% in 2016. However, there was an increase in male and female Hispanic students.

Table 1. Full-time First-Time-In-College Enrollment, Fall 2016

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥TWO</th>
<th>UNK</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>16</td>
<td>57</td>
<td>2</td>
<td>15</td>
<td>226</td>
<td>2</td>
<td>754</td>
<td>30</td>
<td>12</td>
<td>1114</td>
</tr>
<tr>
<td>Women</td>
<td>8</td>
<td>68</td>
<td>5</td>
<td>22</td>
<td>277</td>
<td>4</td>
<td>1036</td>
<td>39</td>
<td>17</td>
<td>1476</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>125</td>
<td>7</td>
<td>37</td>
<td>503</td>
<td>6</td>
<td>1790</td>
<td>69</td>
<td>29</td>
<td>2590</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>1%</td>
<td>4.8%</td>
<td>0.3%</td>
<td>1.4%</td>
<td>19.4%</td>
<td>0.2%</td>
<td>69.1%</td>
<td>2.7%</td>
<td>1.1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: BOG IPEDS Fall Enrollment by Race, Ethnicity, and sex. Line 01, First time students.

Table 2. Full-time Transfers Report Year 2016-17

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥TWO</th>
<th>UNK</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fall 2016</td>
<td>20</td>
<td>48</td>
<td>1</td>
<td>11</td>
<td>138</td>
<td>0</td>
<td>441</td>
<td>16</td>
<td>13</td>
<td>378</td>
<td>310</td>
<td>688</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>2.9%</td>
<td>7%</td>
<td>0.1%</td>
<td>1.6%</td>
<td>20.1%</td>
<td>0%</td>
<td>64.1%</td>
<td>2.3%</td>
<td>1.9%</td>
<td>55%</td>
<td>45%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: BOG IPEDS Fall Enrollment by Race, Ethnicity, and sex. Column 2 Transfer-In.
The total number of full-time transfer students increased slightly from the 2015-2016 school year, with 667 transferred in the fall of 2015 and 688 transferred in the fall of 2016. The most significant increases in the fall of 2016 were found among Hispanic males (with an increase of 14) and White males (with an increase of 26) compared to fall of 2015. All other traditionally underrepresented groups, including the overall female representation, slightly decreased from 2015 to 2016.

FGCU understands the importance of community outreach in order to create a diverse pool of applicants each year. However, it is important to retain students once they have been admitted to the University. All students are faced with many challenges throughout their academic careers that can have an effect on their decision and ability to stay in college. Some of these challenges are academic performance issues, financial issues, medical issues, and family issues. FGCU has several different programs in place to assist students facing any of these challenges in order to ensure they are able to complete their degree program.

Despite these programs, FGCU saw a slight decrease in retention during 2015 from 79% in 2015 to 78% in 2016. The groups that saw the greatest decreases in retention were the Non-Resident Alien students which dropped 21 percentage points from the 91% retention rate in 2015, and Black students had an 11 percentage point drop from their 91% retention rate in 2015. There was a slight increase in Hispanic retention from 77% in 2015 to 79% in 2016. Last year’s FGCU Equity Report showed that every minority group experienced an increase in retention compared to the previous year. This year, while Non-Resident Alien and Black students experienced a decrease in retention rates, all other minority groups maintained their retention rates, or in the case of Native
Hawaiian/Pacific Islanders and Hispanics, increased their retention rates. FGCU will continue to take strides to make the FGCU’s campus the most inclusive environment possible.

Table 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2010, or Summer 2010 and Continuing into Fall After Six Years

<table>
<thead>
<tr>
<th>Category % of Total</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ Two</th>
<th>UNK</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Graduated</td>
<td>62.5%</td>
<td>41.5%</td>
<td>75%</td>
<td>48.2%</td>
<td>42%</td>
<td>66.7%</td>
<td>46.8%</td>
<td>40.8%</td>
<td>31.8%</td>
<td>48.9%</td>
<td>41.7%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Number Retained</td>
<td>15</td>
<td>72</td>
<td>3</td>
<td>14</td>
<td>196</td>
<td>2</td>
<td>795</td>
<td>24</td>
<td>7</td>
<td>622</td>
<td>506</td>
<td>1128</td>
</tr>
</tbody>
</table>

The numbers reported in the chart above were provided by FGCU’s Office of Institutional Research and Analysis. The six-year graduation rate of the full time, first time in college freshman that started in the summer or fall of 2010 is 45.5%. This is an increase from the previous year, which showed a 43% six-year graduation rate.

FGCU has instituted a Soar in 4 program to increase four-year graduation rates. The program combines advising, career development, and internship programs and offers incentives like rebates to qualifying students who complete the program.

Table 5. Bachelor's Degrees Awarded, AY 2015-2016

<table>
<thead>
<tr>
<th>Category of Total</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ Two</th>
<th>UNK</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category % of Total</td>
<td>1.7%</td>
<td>6.8%</td>
<td>0.1%</td>
<td>1.6%</td>
<td>16.8%</td>
<td>0.2%</td>
<td>69.7%</td>
<td>2.2%</td>
<td>0.9%</td>
<td>100%</td>
</tr>
</tbody>
</table>


1 The original chart provided by the BOG contained information regarding the class entering in the summer and fall of 2015 which did not accurately reflect the data needed for the six-year graduation rate.
The overall number of Bachelor’s degrees awarded shows a consistent increase over the past few years. In 2014, 1864 degrees were awarded compared to 2062 in 2015 and 2331 in 2016. Consistent with the national statistics, female students comprised the majority of the degrees awarded. Female students obtained approximately 59% of the degrees awarded, while the male students made up the remaining 41%.

Table 6. Master's Degrees Awarded, AY 2015-2016

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/ AN</th>
<th>A</th>
<th>H</th>
<th>NH/ OPI</th>
<th>W</th>
<th>≥ Two</th>
<th>UNK</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>66</td>
<td>1</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>Women</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>3</td>
<td>26</td>
<td>0</td>
<td>137</td>
<td>5</td>
<td>2</td>
<td>189</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>17</td>
<td>1</td>
<td>4</td>
<td>32</td>
<td>0</td>
<td>203</td>
<td>6</td>
<td>2</td>
<td>269</td>
</tr>
</tbody>
</table>

Category % of Total

|     | 1.5% | 6.3% | 0.4% | 1.5% | 11.9% | 0% | 75.5% | 2.2% | 0.7% | 100% |


FGCU awarded 269 Master’s degrees during 2015-2016, which is a decrease by a total of 33 degrees awarded compared to the previous year. The percentage of degrees conferred to female increased from 68% in 2015 and 70% in 2016. Overall, our Master’s degrees have decreased but minority and ethnic groups gained in overall percentage of degrees conferred, with a slight drop among Hispanic students. Most notably, the black students went from receiving 10 degrees in 2014-2015, amounting to 3% of the degrees conferred, to receiving 17 degrees in 2015-2016, which accounts for 6% of the degrees conferred.

While there has been a steady increase in diversity over the past several years, there have been consistent decreases in total degrees conferred. Data shows that 269 degrees were conferred in 2015-2016, 302 in 2014-2015, 334 in 2013-2012, and 385 in 2010-2011.

In order to attract more postgraduate students, the Graduate Studies program also offers 11 graduate certificate programs. Four of the certificates are delivered fully by distance learning, which assists FGCU to reach a broader audience of professionals. These certificate programs are:

² The Office of Institutional Research and Analysis found errors in the number of Hispanic and White degrees conferred. As such, the chart above was edited with the corrected numbers, which may be different than the BOG original data.
FGCU granted eight doctoral degrees less in 2015-2016 than 2014-2015. The majority of the degrees, nearly 69%, were awarded to female recipients. Approximately 3% of the degrees conferred were awarded to Hispanic students, and no other traditionally underrepresented students received doctorate degrees. FGCU continues to work vigorously to increase enrollment and diversity in Doctoral degree programs. Additionally, the University offers several different programs to assist students in completing their respective Doctoral degree programs.

3 The Office of Institutional Research and Analysis found errors in the number of Hispanic and White degrees conferred. As such, the chart above was edited with the corrected numbers, which may be different than the BOG original data.

4 Please note that the original BOG IPEDS included some of the Doctoral Degrees in the Professional Degrees category. FGCU does not award First Professional Degrees.
FGCU does not currently offer first professional degrees, i.e. Juris Doctor or Medical Doctorate. FGCU does offer advanced Professional Doctorates of Physical Therapy and Nursing Practice, both of which are reflected above in Table 7.
PART III. ACADEMIC PROGRAM REVIEWS – STUDENT SERVICES (D)

The BOG requires University services that are provided to students be periodically reviewed by the institution to determine compliance with equity laws and regulations.
1. **Academic Advising** – [http://www.fgcu.edu/Info/Advising.asp](http://www.fgcu.edu/Info/Advising.asp)

FGCU uses a 1+3 advising model. FTIC students are advised by Undergraduate Studies Advising, in the Office of Undergraduate Studies, or by First Year Advising in the Office of New Student Programs. At the end of the first year, provided academic requirements established by the academic colleges are met, students transition from these first year intake units into the College that houses the intended program of study and are advised by that particular advising unit through graduation. Undergraduate Studies Advising works with Honors College students; Accelerated Collegiate Experience (ACE) dual enrolled high school students; Step Ahead summer bridge program students; undeclared students with advanced credit; students beyond their fourth year who are seeking to complete their degree (“super seniors”); first-year student-athletes; students in the South Village Live Learn Communities – LLCs (Leadership Through Service and Women in STEM); first-year students who have accelerated credit but do not meet their major/College milestones; transfer students who do not meet their program milestones; CareerSource Southwest Florida Workforce Innovation Opportunity Act grant students; and students pursuing the Integrated Studies BA. Students not belonging to the populations served by Undergraduate Studies Advising are advised by First Year Advising. Through the use of these programs and academic counselors, FGCU students are able to establish objective career goals and receive the guidance, tools and knowledge necessary to reach these goals.

FGCU’s academic advising programs are committed to guaranteeing that each student is treated fairly and equally under Title IV and University policy. The Title IV Equal Opportunity Program is enforced by Student Support Services (SSS). In an effort to advance their achievement in college, first generation students, low income students, and/or students with a documented disability are supported by SSS. SSS’s programs are designed to provide opportunities for academic development, assist students with basic college requirements, and motivate students toward the completion of their post-secondary education.

Additionally, the Academic Retention Program offers services for all students including, but not limited to, tutoring and student success workshops.

FGCU is an inclusive community that encourages applications from students of various backgrounds regardless of socioeconomic status, race, color, religion, national origin, sexual orientation, veteran’s status, disability, age, marital status, or gender identity/expression. In order to make certain that all qualified applicants are considered for admission, FGCU does not permit and will not tolerate discrimination of any kind during the admissions process. Through the use of recruiters, community outreach, mentors, and enrollment support, FGCU has been able to promote diversity among admission to both the Undergraduate and Graduate degree programs. FGCU seeks to enroll a demographically diverse group of students.

The Office of Undergraduate Admissions has multiple efforts to enhance student diversity by assisting students who otherwise may not have considered, or been able to attend, FGCU through:

- Leveraging relationships with local high schools that have a high proportion of underrepresented students to conduct more frequent visits in an effort to encourage students to consider post-secondary educational opportunities at FGCU and provide assistance with the application/admission process;
- Attending college fairs throughout the state of Florida and at select locations outside of Florida that impact recruiting diversity;
- Ensuring diversity among recruitment staff, including those speaking languages other than English and various nationalities;
- Working closely with the Office of Community Outreach to improve post-secondary educational awareness and recruitment among historically underrepresented/underserved populations;
- Supporting University outreach programs by presenting admissions workshops and making college awareness presentations;
- Hosting students involved in mentorship programs, such as Take Stock in Children and the Advancement Via Individual Determination (AVID), to half-day visits, which include workshops on admissions, college life, and financial aid;
- Providing tuition waiver and scholarship programs that support students in outreach programs such as AVID, College Reach-Out Program (CROP), Scholars Club, and Take Stock in Children;
Facilitating the Eagle transfer scholarship as the next tier for Florida Southwestern State College’s Hope Scholarship students to increase state and community college transfers at FGCU;

- The Office of Community Outreach holds an annual Attain to Retain conference for underrepresented students enrolled at FGCU, Florida Southwestern State, and Hodges University. The objective of the conference is to help these students succeed and understand the many opportunities that are available to them. The Attain to Retain conference also includes high school students, so it serves as a recruitment tool to expose underrepresented students to a college campus;

- The Office of Community Outreach hosts The Community Speaks lecture series with recent speakers Belinda Hernandez on Deferred Action for Childhood Arrivals (DACA) Issues and Dr. Joe White, father of Black Psychology. Both of these lectures worked with the community students, faculty, and staff;

- The Office of Community Outreach hosts Community Day by inviting agencies that work with underrepresented communities to interact with academic areas and departments on campus. This keeps them aware of services offered at FGCU;

- The Office of Community Outreach holds an annual Stem Camp for underrepresented student populations from Lee and Collier County on campus. The camp’s purpose is to bring a diverse group of high school students interested in the STEM field to campus for an intensive learning and exposure to the STEM fields of study. FGCU provides the camp at no cost to the students and Sigma Pi Phi Epsilon Nu Boule sponsored the STEM Academy this year.

3. Health Services

http://www.fgcu.edu/studenthealth

FGCU understands that the medical needs of students come in various forms. As a result, FGCU has services to address both students’ physical and mental health. Student Health Services (SHS) and Counseling and Psychological Services (CAPS) are available to all students. SHS promotes overall health and wellness by providing immunizations, laboratory services, and medical care, including routine episodic primary care, health screenings, family planning,
women’s health, STI screening and treatment, to all enrolled student. SHS is accredited by the Accreditation Association for Ambulatory Healthcare (AAAHC). SHS provided over 13,000 appointments this year. These services were provided by licensed health care professionals including medical doctors and registered nurses that are committed to providing quality health care services to meet the needs of a diverse and growing student body.

http://www.fgcu.edu/caps

CAPS provides counseling services to students during times of distress. The staff at CAPS is trained in accordance with state and federal laws, and is experienced in assisting students with issues including depression, eating disorders, sexual assault, and academic stress.

CAPS respects the diversity of individuals in their cultures, languages, lifestyles, identities, ideologies, intellectual capacities, abilities, appearances, personalities, political affiliations, and the many other ways people may identify. Students can speak with the staff at CAPS and be assured of complete confidentiality. This year there were 12,105 student visits at CAPS. CAPS also worked in conjunction with the Step Ahead program to offer Bouncing Back, a 3-session resiliency skills training, to all sections of the program.


The vision of Campus Recreation (CR) is to enhance the university experience by providing exceptional programs, services, and facilities to the University and surrounding community. The department has a strict policy against harassment and discrimination as part of the Campus Recreation Employee Handbook. The policy states the following:

“Our department is committed to maintaining a work environment that is free from discrimination and harassment. In keeping with this commitment, we will not tolerate harassment of our student employees by other student employees or professional staff members. Harassment consists of unwelcome conduct, whether verbal, physical or visual that is based on a person’s protective status, such as sex, color, race, religion, national origin, age, sexual orientation, physical or mental disability, or other protective group status.”
Campus Recreation is dedicated to the promotion and support of diverse ideas, beliefs, cultures, and abilities. The Office collaborates with a variety of programs (First Year Resident Experience (FYRE), Multicultural and Leadership Development Office (MLD), College Reach Out Program (CROP), etc.) to offer facility space and coordinate informational sessions about Campus Recreation.

The activities offered are categorized as Intramural Sports and Sports Clubs. The demographic data below illustrates the importance of this department as well as a high level of participation from male and female students. The data is proportionate to the representation of FGCU students on Campus. Campus Recreation provides an opportunity for students to participate in Intramural Sports and Sports Club without regard to race or gender.

5. **Student Financial Assistance**

The Financial Aid and Scholarships Office (FASO) is instrumental in every student’s academic career. Through various scholarships, grants, and student loans, students are provided with a sense of security by knowing there are options available to them to help with educational costs. FASO works closely with students to ensure that they get any financial aid related assistance they need.

Taking into consideration the different economic backgrounds of each student; FGCU has established various programs to reach out to all students, including, but not limited to, first generation students and underrepresented populations.

Additionally, FASO is dedicated to help students manage and understand their debt thru the financial literacy program, which provides free access to planning tools such as IONTuition. IONTuition allows students to understand their loan obligations by providing interactive calculators and expert loan counselors that provide information and answer students’ questions. FASO staff assumes a proactive role in reaching out to all enrolled and prospective students regarding availability of financial assistance at FGCU.

6. **Housing and Residence Life – http://www.fgcu.edu/Housing/**

Aligning with FGCU’s non-discrimination policy, the Office of Housing and Residence Life (OHRL) promotes diversity to ensure that every student living on campus feels as though they are
part of the FGCU community. To further demonstrate its dedication to diversity, the Housing and Residence Life Department created the following diversity statement:

The Office of Housing and Residence Life at Florida Gulf Coast University recognizes the value in embracing and celebrating individual differences. As a community of learners, we seek to create an inclusive environment where all students are active participants in shaping the culture of our community. We accomplish this by:

- Promoting a set of community standards that encourage an understanding of what it means to live with and learn from others with varying perspectives;
- Designing a variety of programs and activities that encourage social, cultural, and intellectual engagement; and
- Committing ourselves to recruiting, hiring, and retaining a diverse staff.

The office supports other departments on campus who actively recruit minority and first generation students by providing tours of facilities, participating in campus events, answering and sharing information, and participating in Orientation. In addition to promoting diversity, FGCU compiles data of the students living on campus each year. This data is used to track trends in housing and make necessary adjustments if it appears that a diverse population is not represented. The data compiled each year consists of the following: gender/sex of the students, marital status, ethnicity, and age. The table below summarizes the demographic data for students living on campus for Fall 2015 and Spring 2016.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2015</th>
<th></th>
<th>Spring 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>Percentage</td>
<td>Actual Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>9</td>
<td>0.2%</td>
<td>11</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>74</td>
<td>1.6%</td>
<td>73</td>
<td>1.6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>508</td>
<td>10.6%</td>
<td>514</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>826</td>
<td>17.3%</td>
<td>802</td>
<td>17.1%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Island</td>
<td>6</td>
<td>0.1%</td>
<td>6</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>153</td>
<td>3.2%</td>
<td>154</td>
<td>3.3%</td>
</tr>
<tr>
<td>Other/Not Reported</td>
<td>106</td>
<td>2.2%</td>
<td>112</td>
<td>2.4%</td>
</tr>
<tr>
<td>White</td>
<td>3093</td>
<td>64.8%</td>
<td>3009</td>
<td>64.3%</td>
</tr>
<tr>
<td>Total</td>
<td>4775</td>
<td>100%</td>
<td>4681</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based on the information in the table, the representation of students living on campus is reasonably proportionate to the student population on campus. There are more female students enrolled in classes on campus, which accurately reflects more female students living in on-campus housing. In addition, there was a slight increase in minority students living on campus during Spring 2016, particularly American Indian/Alaskan Native students and Asian students.

7. Student Employment

http://studentservices.fgcu.edu/careers/

FGCU Career Development Services (CDS) is a part of the Division of Student Affairs. CDS is dedicated to promoting diversity amongst student employees. CDS also promotes student development and learning by helping students implement career, education, employment plans, and decisions. This is achieved by offering a number of different job opportunities for student employees. Some of these opportunities include paid Federal Work Study positions. Student positions are filled without regard to race, color, religion, age, disability, gender, sexual orientation, marital status, national origin, or veteran status.

http://www.fgcu.edu/internships/

The FGCU Office of Internships and Cooperative Programs (ICP) is a part of Undergraduate Studies, in the Division of Academic Affairs. ICP has proven to be a vital resource on campus for students to gain priceless experiential learning opportunities and for local employers to see the value in hiring FGCU at their companies. ICP offers resume review services and continuously updates Eagle Career Link, a student-employer communication job-posting interface, with new opportunities and experiences. International students who desire to return to their home country to complete an internship or US students who would like to experience another culture are connected with employers in their

<table>
<thead>
<tr>
<th>Gender</th>
<th>Actual Number</th>
<th>Percentage</th>
<th>Actual Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2054</td>
<td>43%</td>
<td>2007</td>
<td>42.9%</td>
</tr>
<tr>
<td>Female</td>
<td>2721</td>
<td>57%</td>
<td>2674</td>
<td>57.1%</td>
</tr>
<tr>
<td>Total</td>
<td>4775</td>
<td>100%</td>
<td>4681</td>
<td>100%</td>
</tr>
</tbody>
</table>
desired field. ICP assists students of all backgrounds with finding an experiential learning opportunity that best suits their learning goals, cultural literacy, and professional development.

8. Educational and Work Environment

http://www.fgcu.edu/equity    http://www.fgcu.edu/adaptive

In an ongoing effort to improve the University's learning and working environments, and to support the development of students and other members of the University community, the University requires compliance with all applicable regulations and policies, as well as federal and state laws regarding equal opportunity and nondiscrimination. The University does not discriminate in its admissions, educational programs, employment, or activities throughout all its divisions, departments, and units. Moreover, the University will not tolerate retaliation based on discrimination of any kind; neither will the University tolerate retaliation related to a claim of sexual harassment, which includes sexual violence. Such claims may be addressed under Title IX of the Education Amendments of 1972.


FGCU treats all personnel, whether they are student, part-time or full-time employees, with the same level of dignity and respect regardless of employee classification. This is achieved by recognizing the importance of each individual employee and the role they play in FGCU’s inclusive community. Additionally, FGCU safeguards the consistent application of University policies and procedures to ensure that all personnel matters are handled in a manner that aligns with FGCU’s Non-Discrimination Statement and applicable policies and practices that promote equity and diversity.

Student Employees participate in a New Employee Orientation (NEO) session conceived for them as part of their onboarding process. The department of Human Resources is also working on a version of the 5-Star Academy, a program conceived to provide support to new hires and resources and information regarding services for employees so they can achieve success in their new roles, targeted to student employees.

Student Employees make up over 40% of the total employees at FGCU.
## PART III. ACADEMIC PROGRAM REVIEWS – ENROLLMENT (E)

The following section overviews FGCU’s effectiveness in enrollment equity in the reporting year. Consider accolades, statistical achievement, and other documentation. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.
Enrollment Overview

<table>
<thead>
<tr>
<th>Fall 2015 Enrollment</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥TWO</th>
<th>UNK</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>133</td>
<td>412</td>
<td>13</td>
<td>114</td>
<td>1131</td>
<td>7</td>
<td>4422</td>
<td>167</td>
<td>103</td>
<td>6502</td>
</tr>
<tr>
<td>Women</td>
<td>122</td>
<td>658</td>
<td>18</td>
<td>131</td>
<td>1596</td>
<td>13</td>
<td>5445</td>
<td>235</td>
<td>104</td>
<td>8322</td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>1070</td>
<td>31</td>
<td>245</td>
<td>2727</td>
<td>20</td>
<td>9867</td>
<td>402</td>
<td>207</td>
<td>14824</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>1.7%</td>
<td>7.2%</td>
<td>0.2%</td>
<td>1.7%</td>
<td>18.4%</td>
<td>0.1%</td>
<td>66.6%</td>
<td>2.7%</td>
<td>1.4%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data in the chart above breaks down the student population based on race and gender. Further data, such as enrollment based on age, degree programs, etc. are included as Attachment 2 at the end of this report.

Overall enrollment for the University during the applicable time period was 14,824 students during Fall 2015. There were a total of 8,322 female students accounting for 56% of the total population. There were 6,502 male students accounting for 44% of the total population.

From Fall 2012 to Fall 2015, there was a general rise in enrollment among most populations. Specifically, the only minority groups that have not grown at FGCU are male Native American and male Pacific Islander students.
PART IV. GENDER EQUITY IN ATHLETICS

Under the Florida Education Equity Act, each university shall prepare an annual update to the gender Equity Plan and include a description of the findings followed by an assessment of gender equity in eleven areas.
Title IX’s Applicability to Gender Equity in Intercollegiate Athletics

Title IX is an important federal civil rights law that prohibits discrimination on the basis of sex with respect to postsecondary institutions that receive federal financial assistance from the U.S. Department of Education (USDOE). Title IX is enforced by the USDOE’s Office for Civil Rights (OCR). Among other things, Title IX applies to gender equity in athletic programs operated by the University. As such, the University must provide equal opportunities to participate in athletics to both male and female students. Specifically, Title IX, as enforced by OCR, sets out three parameters upon which gender equity in postsecondary athletics can be measured and achieved. A university can show equity in postsecondary athletics by showing one of the following: (1) the intercollegiate-level participation opportunities for male and female students at the institution are “substantially proportionate” to their respective full-time undergraduate enrollment, (2) the university has a “history and continuing practice of program expansion” for the underrepresented sex, or (3) the university is “fully and effectively” accommodating the interests and abilities of the underrepresented sex. The University meets the “substantially proportionate” test, as during the applicable time period, there were 115 (43%) male and 150 (57%) female participants in intercollegiate athletics. This compares to the institution's 55% full-time female and 45% full-time male undergraduate populations according to the FGCU Office of Planning and Institutional Performance.

In addition to meeting the “substantially proportionate” test, the University must determine whether the “substantially proportionate” athletic representation actually provides “equal opportunity” for the sexes. In making such a determination OCR considers, among other things, the following factors: (1) the provision and maintenance of equipment and supplies; (2) scheduling of games and practice time; (3) travel and per diem allowances; (4) opportunity for coaching and academic tutoring; (5) assignment and compensation of coaches and tutors; (6) provision of locker rooms, and practice and competitive facilities; (7) provision of medical and training facilities and services; (8) housing and dining services; (9) publicity; (10) recruitment; and (11) support services. These factors are affectionately termed the “laundry list”. No one factor is dispositive in determining whether “equal opportunity” exists. The Act adopts an analysis similar to what is used by OCR. Consequently, compliance with OCR standards equates to compliance with the Act with regard to gender equity in athletics.
Using an evaluation of the eleven factors listed above and the “substantially proportionate” test, the Report finds that the University is compliant with Title IX and the Act’s requirement to provide equitable opportunities in athletics to male and female student athletes. The following charts illustrate compliance as such.
# Tables 1 & 2  Sex Equity in Athletics Update

## Table 1: Sex Equity in Athletics Update

<table>
<thead>
<tr>
<th>Element</th>
<th>Assessment</th>
<th>Area for improvement? (mark if yes, and describe on form below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sports offerings</td>
<td>FGCU offers 15 intercollegiate sports: 6 for males (baseball, basketball, cross country, golf, soccer and tennis) and 9 for females (basketball, beach volleyball, cross country, golf, soccer, softball, swimming and diving, tennis, and volleyball).</td>
<td></td>
</tr>
<tr>
<td>2. Participation rates, male and female, compared with full-time undergraduate enrollment</td>
<td>Using the NCAA &quot;first day of contest&quot; standard, there were 115 (43%) male and 150 (57%) female participants in intercollegiate athletics. This compares to the institution's 56% full-time female and 44% full-time male undergraduate populations according to the FGCU Office of Planning and Institutional Performance. Based on the above, the participation rate for females is actually higher than the enrollment rate for females.</td>
<td></td>
</tr>
<tr>
<td>3. Availability of facilities, defined as locker room, practice, and competitive facilities</td>
<td>Men's and women's basketball have exclusive locker rooms in the same building as their practice/competition site (Alico Arena). Women’s volleyball and beach volleyball rosters are comprised primarily of student-athletes who play both. However, the trend is moving away from such and this has developed less lockers being available on an individual basis. Four (4) lockers were added to the current volleyball locker room in 2016 to house additional beach players. Also housed in Alico Arena are the men's and women's tennis locker rooms that are respectively shared with men's and women's cross country and also used as visiting team quarters. Baseball, softball, and men's and women's soccer have exclusive locker rooms in the Outdoor Sports Complex, which is centrally located to all fields. The swimming and diving team has a private locker room located at the aquatics facility. Unfortunately, space per student-athlete is half of what is provided as a minimum to other teams. The beach volleyball team utilizes Estero Community Park as a practice and competition facility. Each team has comparable locker rooms and facilities within each sport. All teams practice in the same facility in which they compete and all facilities are on campus (with the exception of golf, beach volleyball and cross country when they utilize Estero Community Park) so the availability of the facilities is excellent.</td>
<td></td>
</tr>
</tbody>
</table>
4. Scholarship offerings for athletes

The male student-athletes received $1,267,193 (38%) in athletic scholarships (includes waivers and other countable aid). The female student-athletes received $2,038,478 (62%) in athletic scholarships, including waivers and other countable aid. Because female athletes are 57% of the total number of athletes, the scholarship designation should be more in line with this percentage. Although there is a disparity, there is little room for improvement because all men’s teams are at the NCAA maximum capacity.

5. Funds allocated for:

| a) the athletic program as a whole | A majority of the department's revenue is received through student fees; however, the department does a good deal of its own fundraising and currently provides 30% of its current budget from outside contributions (donations, ticket sales, corporate sales, and NCAA revenue distributions). |
| b) administration | The administrative staff includes the Director of Athletics, the Senior Associate Athletic Director for Administration, the Associate Athletic Director for Student-Athlete Services/SWA, the Associate AD for Internal Operations, the Assistant Athletic Director for Advancement, the Assistant Athletic Director for Marketing & Sales, and the Assistant Athletic Director/Director of the Student-Athlete Learning Center. Funds are allocated for the administration to have professional development as well as travel costs to attend necessary conferences and meetings. Each administrator's oversight responsibilities are involved with all 15 sports programs. |
| c) travel and per diem allowances | The state of Florida mandates a maximum daily per diem of $36/day ($6 for breakfast, $11 for lunch and $19 for dinner). However, the department policy is to spend the equivalent of $33/day on meals when traveling whenever coaches can get accommodations at a hotel that serves a complimentary hot breakfast. Modes of transportation were fairly consistent across men's and women's teams. Almost all teams took chartered buses for trips within the state of Florida (except smaller teams such as golf and tennis who primarily took vans) and flights for trips outside the state. Both the men's and women's teams stay in moderately-priced hotels of similar quality. |
| d) recruitment | Recruitment budgets for 2015-16 show $170,000 (52%) allocated for the women's teams and $155,000 (48%) allocated for the men's teams. Recruiting budgets are determined by the Director of Athletics, sport coordinators, and the Director for Business Affairs based on the number of student-athletes each team needs to replace. Men’s numbers skewed slightly upwards in relation to how baseball must continually recruit throughout summer months to replace drafted current and signed incoming recruits who sign professionally as late as August of each summer. |
| e) comparable coaching | All teams are provided a full-time head coach with men's and women's cross country, as well as volleyball and beach volleyball, sharing a head coach. During the 2015-16 academic year, the women's teams were allocated 56% of the total funds to compensate coaches in the athletics department. |
| f) publicity and promotion | Funds for publicity and promotion are provided to the athletics communications office and the marketing office. These two offices support all athletic teams and are responsible for separate team pages on our [www.fgcuathletics.com](http://www.fgcuathletics.com) website (rosters, bios, schedules, statistics, news, etc.) Programs for home events, posters, and schedule cards are just some of the printed and online publications that are produced. Game day promotions are provided as well in an equitable fashion. |
| g) other support costs | Funds are provided for other support costs such as clerical, administrative, athletic training, strength & conditioning, academic advising services and compliance. All of these support services provide equivalent service to all sports teams. |
| 6. Provision of equipment and supplies | According to feedback from our annual student-athlete surveys and coaches through the Specific Sports Needs Evaluation, the men's and women's programs receive high quality equipment and supplies. Coaches receive an operating budget and purchase the necessary equipment and supplies for their team, in conjunction with the Assistant Athletic Director of Facilities and Operations. The amount and quality of equipment and supplies are determined by the individual coach, based on their preferences and budget. In 2009-10 a rotation system of replacing uniforms was implemented based on the condition and age of current uniforms. Also, thanks to the Men’s Basketball team’s “Sweet 16” appearance, FGCU was able to generate a first ever modest all sport apparel deal with Nike in 2014. Likewise, starting with the 2015-16 budget, each team was allocated an additional $200/student-athlete to assist with rising costs. |
| 7. Scheduling of games and practice times | NCAA Bylaws dictate the maximum number of contests and dates of competition for each sport, as well as the minimum contests and participant requirements for sports sponsorship. The number of conference games is determined by the ASUN Conference. (No such requirement exists for the swimming and diving team with the Coastal Collegiate Sports Association other than mandated participation at the annual end of season CCSA Championship meet.) Those sports that have their own facilities for practice and competition (softball, baseball, men's and women's cross country, men's and women's golf, swimming and diving, beach volleyball, and men's and women's tennis) select practice times that are most conducive to the student-athletes' class schedules. The coaches of those sports that share a facility (men's and women's soccer; volleyball and men's and women's basketball) meet each semester to decide on practice times once class schedules have been ascertained for their student-athletes. The Assistant Athletic Director of Facilities and Operations coordinates these discussions. In regards to game times, the most preferred slots (i.e., second game of a basketball doubleheader) are shared. |
| 8. Opportunities to receive tutoring | Tutoring, supplemental instruction and other academic assistance programs are equally available to all female and male student-athletes. The Department of Athletics joined with the Center for Academic Achievement in recent years to provide more opportunities for tutoring beyond what the Department of Athletics provides. |
9. Compensation of coaches and tutors

Compensation for tutors: Tutors are provided by the Department of Athletics to the student-athletes who request the assistance. They are paid $9.00/hour; however, someone with a bachelor’s degree or higher are paid $18/hour. Further tutoring assistance is provided by the Center for Academic Achievement where tutors are compensated $9/hour. Some tutors may earn community service hours through their tutoring service. Compensation for coaches: Rates of compensation are determined by a number of factors including experience and market conditions for the position. During the 2015-16 academic year, 56% of the total funds were allocated to compensate coaches in the athletics department.

10. Medical and training services

Each athletic team is assigned a certified/licensed athletic trainer whose responsibility includes providing basic medical attention to student-athletes and making referrals for urgent/emergency medical care. Some teams share an individual. However, all of these support services provide equivalent service to all sports teams.

11. Housing and dining facilities and services

Male and female student-athletes are provided the same housing and dining facilities available in the same manner that they are to the general student body.

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Program for Improvement</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 2. Sex Equity in Athletics - Areas for Improvement

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Program for Improvement</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check one basis below for assuring that the University is in compliance with the Florida Educational Equity Act:

- [ ] Accommodation of Interest and Abilities
- [X] Substantial Proportionality
- [ ] History and Practice of Expansion of Sports
PART V. EMPLOYMENT REPRESENTATION

The Florida Equity Report contains information on the achievement of appropriate representation of women and minorities in selected faculty and administrative employment categories. Tables 1-4 below include information relevant to that end.
**Employment Representation**

This section reviews the utilization of women and minorities, as applicable, in senior level administrative positions and by faculty rank and/or tenure status. FGCU currently does not offer new tenure track positions. Tenured faculty mentioned in the tables below refer only to those applicable faculty members who transferred from University of South Florida-Fort Myers to FGCU at its inception. Employment data is derived from the Integrated Postsecondary Education Data System (IPEDS), which is completed annually by each university. The four tables in this section provide data on the following:

1. Category Representation- Tenured Instructional Faculty
2. Category Representation- Tenured-Track Instructional Faculty (*not applicable to FGCU*)
3. Category Representation- Faculty not on Tenure Track Instructional or Faculty employed at a non-tenure granting University
4. Category Representation- Management Occupations

### Table 1: Category Representation- Tenured Faculty

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ Two</th>
<th>UNK</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2016</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Number, Fall 2015</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Number, Fall 2011</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

*Source: IPEDS Human Resources 2015 and IPEDS Human Resources 2016 Preliminary Data.*

*IPEDS Human Resources Fall 2016 and Fall 2015, instructional faculty only. Does not include Research or Public Service only faculty*

As mentioned previously, FGCU does not offer tenure. There is a small percentage of tenured faculty that transferred during the University's inception. Now that the University has been open for 20 years, there is a logical decrease of original faculty members due to retirement. There is a total of 4 tenured faculty members. Three of them are female. Of the four tenured faculty members, three are White and one is Hispanic.
Table 2: Category Representation- Tenure-Track Faculty

This category is not applicable to the University as FGCU does not offer new tenure positions.

Table 3: Category Representation- Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥2 Two</th>
<th>UNK</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2016</td>
<td>16</td>
<td>16</td>
<td>2</td>
<td>32</td>
<td>27</td>
<td>0</td>
<td>363</td>
<td>3</td>
<td>0</td>
<td>209</td>
<td>250</td>
<td>459</td>
</tr>
<tr>
<td>Number, Fall 2015</td>
<td>13</td>
<td>17</td>
<td>2</td>
<td>31</td>
<td>27</td>
<td>0</td>
<td>356</td>
<td>2</td>
<td>0</td>
<td>202</td>
<td>246</td>
<td>448</td>
</tr>
<tr>
<td>Percentage Change from Fall 2015 to Fall 2016</td>
<td>23%</td>
<td>-6%</td>
<td>0</td>
<td>3%</td>
<td>0</td>
<td>0</td>
<td>2%</td>
<td>50%</td>
<td>0</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Number, Fall 2011</td>
<td>9</td>
<td>15</td>
<td>4</td>
<td>17</td>
<td>23</td>
<td>0</td>
<td>313</td>
<td>3</td>
<td>0</td>
<td>174</td>
<td>210</td>
<td>384</td>
</tr>
<tr>
<td>Percentage Change from Fall 2011 to Fall 2016</td>
<td>44%</td>
<td>44%</td>
<td>-50%</td>
<td>47%</td>
<td>15%</td>
<td>0</td>
<td>8%</td>
<td>0</td>
<td>0</td>
<td>17%</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Area for improvement compared with national standards? (Check if yes)

Source: IPEDS Human Resources 2015 and IPEDS Human Resources 2016 Preliminary Data. IPEDS Human Resources Fall 2016 and Fall 2015, instructional faculty only. Does not include Research or Public Service only faculty. Report includes: Number of Full-time Instructional Staff with Faculty Status Not on Tenure Track - Annual Contract, Number of Full-time Instructional Staff with Faculty Status Not on Tenure Track - Multi-Year or Continuing or At-will Contract and Number of Full-time Instructional Staff with Faculty Status Not on Tenure Track - Less-than-annual Contract

FGCU had a total of 459 non-tenure earning faculty members during the applicable time period. This number increased slightly by 11 compared to the previous year. Female faculty make up approximately 46% of the total non-tenured faculty members. There was also an increase of seven female faculty members in 2016.
### Table 4: Category Representation - Executive/Administrative/Managerial

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ Two</th>
<th>UNK</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2016</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>0</td>
<td>56</td>
<td>1</td>
<td>0</td>
<td>36</td>
<td>41</td>
<td>77</td>
</tr>
<tr>
<td>Number, Fall 2015</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>30</td>
<td>53</td>
</tr>
<tr>
<td>Percentage Change from Fall 2015 to Fall 2016</td>
<td>-100%</td>
<td>-14%</td>
<td>100%</td>
<td>100%</td>
<td>200%</td>
<td>0</td>
<td>40%</td>
<td>100%</td>
<td>0</td>
<td>57%</td>
<td>37%</td>
<td>45%</td>
</tr>
<tr>
<td>Number, Fall 2011</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>126</td>
<td>4</td>
<td>0</td>
<td>89</td>
<td>70</td>
<td>159</td>
</tr>
<tr>
<td>Percentage Change from Fall 2011 to Fall 2016</td>
<td>0%</td>
<td>-45%</td>
<td>0%</td>
<td>300%</td>
<td>-36%</td>
<td>-100%</td>
<td>-56%</td>
<td>-75%</td>
<td>0%</td>
<td>-60%</td>
<td>-41%</td>
<td>-52%</td>
</tr>
<tr>
<td>Area for improvement compared with national standards? (Check if yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources 2015 and IPEDS Human Resources 2016 Preliminary Data. IPEDS Human Resources Fall 2016 and Fall 2015, instructional faculty only. Does not include Research or Public Service only faculty.  

As of Fall 2016, FGCU had a total of 77 Executive/Administrative/Managerial employees. This is an increase of 24 employees from Fall 2015. FGCU doubled the amount of Asians in this category and tripled the amount of Hispanics.

There is room for improvement in the hiring and retention of Executive/Administrative/Managerial Employees. To assist in this regard, the University’s HR Department has taken steps to increase minority representation in employment increasing advertisement to minority and women based affinity groups; including consultation with the University’s OIEC on vacancy waiver positions to

---

5 Per FGCU’s department of Institutional Research and Analysis, IPEDS no longer collects data based on the Equal Employment Opportunity (EEO) categories represented in this chart for Executive/Administrative/Managerial employees. As such, this data was provided by the BOG.
promote equity; increase investment in software to recruit from a wider, and more diverse, pool of national jobsites.

Additionally, the HR Department has invested in **Localjobnetwork.com**, a web-based service that will aid the University with its goal of increasing diversity in applicant pools while also ensuring compliance with applicable federal regulations. The service is a 12-month subscription that will cross-post FGCU postings to local employment websites, local diversity websites, and the state job bank. It will also aid the University’s diversity recruiting by featuring all postings on websites that have accessibility features to ensure job seekers with a disability can easily navigate and search for FGCU jobs. Additionally, FGCU job postings are mailed daily through their Community and Diversity Outreach program connecting our jobs with active and passive job seekers. The community partners include:

- Minorities
- Women
- People with disabilities
- Veterans
- Diversity organizations
- Universities and colleges
- Historically black colleges and universities
- State workforce agencies
- Construction/skilled trades
- Professional/technical groups
- Business professionals

In addition, the service will help with increasing our social media presence by way of Facebook, LinkedIn, Twitter, and YouTube. The University is committed to increasing diversity at all employment levels. The HR Department has also invested in software specifically geared towards individuals with disabilities and potential veteran applicants.
### Academic Services, Programs, and Student Enrollment

<table>
<thead>
<tr>
<th>Areas of Improvement</th>
<th>Areas of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Part III of this Report</td>
<td>See Part III of this Report</td>
</tr>
</tbody>
</table>

### Sex Equity in Athletics

<table>
<thead>
<tr>
<th>Areas of Improvement</th>
<th>Areas of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>FGCU has consistently maintained substantial proportionality remaining in compliance with the Florida Educational Equity Act.</td>
</tr>
</tbody>
</table>

### Employment

<table>
<thead>
<tr>
<th>Areas of Improvement</th>
<th>Areas of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University has committed itself to the active recruitment of minority individuals in all areas of employment which has resulted in an overall increase of women and minorities employees compared to previous years. However, most of these individuals are not in managerial or executive positions. Thus creating the need for more women and minorities in top ranking positions. The University has also allocated resources into the active recruitment of veterans and individuals with disabilities.</td>
<td>FGCU had a total of 459 non-tenure earning faculty members during the applicable time period. This number increased slightly by 11 compared to the previous year. Female faculty make up approximately 46% of the total non-tenured faculty members. There was also an increase of seven female faculty members in 2016. FGCU doubled the amount of Asians and tripled the amount of Hispanics in Executive, Administrative, and Managerial roles compared to the previous year. Still, underrepresented populations only represent 23% of this category.</td>
</tr>
</tbody>
</table>
## PART VII. PROTECTED CLASS REPRESENTATION IN THE PROMOTION PROCESS

The Florida Equity Report contains information on the representation of women and minorities in the faculty promotion process. The Table below includes information relevant to that end.
Florida Equity Reports  
Florida Gulf Coast University  

PART VII: Representation in the Promotion Process, 2015-2016

College-wide Faculty Promotions:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Letters of Intent</th>
<th>Total Withdrawn</th>
<th>Total Forwarded to the Provost</th>
<th>Total Denied</th>
<th>Total Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>MALES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Black, Not Hispanic</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16</td>
<td>6</td>
<td>10</td>
<td>63</td>
<td>7</td>
</tr>
<tr>
<td>White, Not Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other, Not Reported or Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>6</td>
<td>17</td>
<td>74</td>
<td>13</td>
</tr>
</tbody>
</table>

FEMALES

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Letters of Intent</th>
<th>Total Withdrawn</th>
<th>Total Forwarded to the Provost</th>
<th>Total Denied</th>
<th>Total Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Black, Not Hispanic</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>White, Not Hispanic</td>
<td>21</td>
<td>6</td>
<td>15</td>
<td>71</td>
<td>4</td>
</tr>
<tr>
<td>Other, Not Reported or Unknown</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28</td>
<td>7</td>
<td>21</td>
<td>75</td>
<td>5</td>
</tr>
</tbody>
</table>

LEGEND

APPLICANTS: Faculty who submitted a letter of intent expressing an interest in applying for a promotion.
WITHDRAWN: Faculty who did not submit a portfolio for review and/or withdrew from consideration for promotion after applying for review.
FORWARDED: Faculty for whom application is forwarded to the Provost for promotional consideration.
DENIED: Faculty for whom promotion was denied during the review process.

---

6 Number is reflective of all submissions forwarded to the Provost’s Office that resulted in an approval or denial of a promotion.

7 Same as footnote above.

*One Faculty member’s application (Female - White, Not Hispanic) was incomplete – faculty member did not withdraw, but application was not forwarded to the Provost since the documentation was incomplete.
When determining the official number of applicants for promotion and subsequent withdrawals, denials, and approvals, the actual number starts with the total number of portfolios submitted and not the initial number of notices of intent. Once the portfolios are submitted in the spring term, any subsequent withdrawals along the process (potentially at different stages) prior to being evaluated/reviewed by the Provost would be subtracted from the initial number of applicants. If withdrawals occur, the final number could be vastly different from the initial number; depending on the number of withdrawals during the respective promotion cycle. Given the above, the final number associated with recommendation or non-recommendation by the Provost may not equal the initial number of applicants/applications.

The University promoted 39.2% of the applicants (those who submitted a letter of intent) over the course of the 2015-2016 school year. Females made up the majority of total applicants, 28 out of 51, and females were promoted at higher levels, with 57% overall promotion, as well as a higher promotion level for female minority faculty members, including 100% promotions for black non-Hispanic and Hispanic applicants. Male applicants had a 17% overall promotion rating, and every male that was promoted was identified as white.
The Florida Equity Report contains information on the representation of women and minority representation on the Faculty Promotion Committee. The Table below includes information relevant to that end.
The overall faculty representation at FGCU is mirrored in the Promotions Committee Composition in terms of race and ethnicity. The University has a total of 16 Black non-Hispanic faculty members, which make up about 3% of our overall faculty. Here, we see that one member of the promotions committees is Black non-Hispanic, which is representative of 3% of the committees’ members. Similarly, there are 27 Hispanic faculty members, who make up about 6% of the overall faculty, and the two Hispanic members of the committees make up about 6% of the committees’ members. There is an increase in representation in Asian or Pacific Islanders here, because all of the members within that category in the faculty serve on these committees. However,
the male to female ratio in the committees needs improvement, as no minority females are represented in these committees. Additionally, females make up 45.5% of the overall faculty but make up 37.5% of the members of the committees.
PART IX. OTHER

Budget Allocation, President and Executive Leadership
Part IX

Budget Plan

- The University, firm in its commitment to equity and diversity, continues to allocate the necessary funding in order to attract, recruit, and maintain a diverse student population and employee workforce.

- The University through the Office of the President has allocated funding for the Diversity and Inclusion Committee along with other offices to continue to host events and training sessions on campus for students and employees in support of equity. The Committee has been successful in managing and coordinating the Diversity and Inclusion Certificate Program for Faculty and Staff. During the 2017-2018 Academic year, the certificate program will also be available for students.

- The University continues to invest in training (both in person and online) for faculty, staff, and students on the protections and prohibitions of the Act and applicable federal and state law.

- The University has also invested in additional personnel in the OIEC so as to better serve the University with respect to equity, diversity and inclusion.

President and Top Administrators

- The University’s commitment to equity and diversity starts with its top level executives, led by the President.

- The University has added Diversity and Inclusion as a metric on annual employee evaluations for every employee throughout the University including top level administrators.

- As stated previously, the President re-established the OIEC specifically for the purpose of assisting the University in its ongoing quest to provide a working and learning environment free from discrimination and harassment.

- The University also established a Presidentially Appointed Diversity and Inclusion Committee. This Committee is charged with:
  - Reviewing and analyzing our campus in relation to diversity and inclusion;
● Creating, developing and implementing workshops, training programs, and strategies to address areas that need improvement;
● Assessing the success/outcomes of the workshops, training programs, and strategies; and
● Recommending ways to establish a sustainable inclusive campus environment that will result in greater student success (retention and graduation rates) for all students, especially historically underrepresented students (i.e., low-income, minority and first generation college students).

- The President’s Executive Cabinet has been integral in maintaining a high level of achievement within the University with respect to creating and fostering a working and learning environment that encourages equity and diversity.
- Several members of the President’s Executive Cabinet have attended trainings and events hosted by the OIEC. They have also encouraged their employees to attend events.
- All members of the University’s Executive Cabinet have played an active role in the recruitment of a more robust and diverse applicant pool.
This report was drafted by:

Office of Institutional Equity and Compliance
Precious G. Gunter, Director and Title IX Coordinator
Katherine Hernandez, Diversity and Inclusion Manager
Jessica Homer, Equal Opportunity Investigator

Our special thanks to the President, Executive Leadership, and all of the Departments that provided information included in this Report.
ATTACHMENT 1
FLORIDA GULF COAST UNIVERSITY POLICY

Policy Number: 1.006
Policy Title: Non-Discrimination, Anti-Harassment, and Sexual Misconduct
Responsible Office: Office of Institutional Equity and Compliance
Effective Date: 12/19/16

A. POLICY STATEMENT

1. Florida Gulf Coast University (University) is committed to maintaining a respectful, fair educational and work environment, free from discrimination or harassment. The goal of the University is to prevent discrimination or harassment from occurring and to provide a means of raising and resolving complaints promptly and effectively. The University does not discriminate on the basis of race, color, religion, age, disability, sex, national origin, marital status, genetic predisposition, sexual orientation, gender identity/gender expression, or veteran status as required by applicable state and federal law, as well as University regulations and policies. Therefore, members of the University community have the right to file complaints of discrimination, harassment, and sexual misconduct. Complaint investigations will be conducted in a fair, respectful, and consistent manner. The University strictly prohibits and will not tolerate retaliation against any individual due to their participation in this process or any other protected activity. A claim of retaliation shall be treated as a separate allegation of discrimination. If the University discovers discrimination or harassment, the University will take affirmative steps to eliminate the discrimination or harassment, remedy its effects, and prevent its recurrence.

2. The informal and formal procedures set forth below are intended to afford a prompt response to charges of discrimination, harassment, sexual misconduct, and retaliation. The provisions herein are also established to maintain confidentiality and fairness consistent with applicable legal requirements.

B. REASON FOR POLICY

This Policy provides procedures whereby members of the University community, including employees, students, and third party vendors, may file complaints of alleged discrimination, harassment, sexual misconduct, and retaliation. This policy further outlines the procedures used to investigate such complaints pursuant to FGCU-PR1.003, Non-Discrimination, Anti-Harassment, and Sexual Misconduct Regulation and in compliance with applicable federal, state, and local laws, as well as lawful orders and University regulations.

Note: While this Policy also addresses investigations of sexual misconduct covered by Title IX, students involved in such investigations may also be interviewed by the Office of Student Conduct within the Division of Student Affairs. Additionally, the Student
Code of Conduct will also be applied to students involved in allegations of violations of this policy and its related regulation.

C. APPLICABILITY AND/OR ACCOUNTABILITY

This Policy is applicable to out-of-unit faculty, staff, students, vendors, contractors, guests, patrons, and other third parties participating in any FGCU-sponsored event or program. As for in-unit faculty covered by a collective bargaining agreement, and consistent with Article 6.2 C., investigations based on allegations of discrimination, harassment, or sexual misconduct will proceed consistent with Section V, Paragraph D of this Policy.

D. DEFINITION OF TERMS

1. *Complainant(s):* A person or persons alleging violations of FGCU-PR1.003, which includes allegations of violation(s) of Title IX of the Education Amendments Act of 1972 (Title IX).

2. *Complaint:* Allegations of a violation(s) of University Regulation, FGCU-PR1.003.

3. *Consent:* The mutual assent by words or actions to engage in a particular sexual activity that must be made voluntarily and competently by all parties.
   
   a) In order for consent to be given voluntarily, it must be free from threat, force, intimidation, extortion, and/or undue influence.

   b) In order for consent to be given competently, both parties must have the capacity to consent. If one of the parties is incapacitated due to, among other things, drug or alcohol use, then that person lacks the necessary capacity, and thus the competency required to consent.

4. *Days:* Calendar days. University holidays (i.e., days when the University is closed) are excluded from the computation of time. If the time ends on a Saturday or Sunday, the deadline is extended to the following University business day.

5. *Decision Maker:* The President, Vice President, President’s Direct Report or their designee(s) in the Respondent’s chain of command, or Dean of Students, where applicable.

6. *Deputy Title IX Coordinator(s)*: A University employee designated to assist in the administration of the responsibilities related to Title IX matters.

7. *Discrimination:* The intentional or unintentional treatment of any member of the University community less favorably than those who are similarly situated based upon race, color, religion, age, disability, sex, national origin, marital status, genetic
predisposition, sexual orientation, gender identity/gender expression, and/or veteran status.

8. **Harassment**: Unwelcome conduct, including electronic and written communication, that is based upon race, color, religion, age, disability, sex, national origin, marital status, genetic predisposition, sexual orientation, gender identity/gender expression, and/or veteran status. Harassment is further defined as behavior so severe, pervasive, or persistent that it limits a student’s ability to participate in or benefit from an educational program, undermines the responsibilities of the employee, and/or creates a hostile working or learning environment.

9. **Intimate Partner**: Persons who are or who have been dating, cohabitating, married, separated, or divorced, and may be of the same or opposite sex.

10. **Intimate Partner Violence (Also known as “dating violence” or “domestic violence”)**: The use of physical violence, force, threats, intimidation, isolation, stalking, or other forms of emotional, sexual, or economic abuse directed towards an Intimate Partner. This can take the form of behavior(s) that intimidates, manipulates, humiliates, isolates, frightens, terrorizes, forces, threatens, blames, hurts, injures, or wounds someone. Intimate Partner Violence can be a single act or a pattern of behavior in relationships.

11. **Investigative Report**: The report created by the Investigator which includes: a summary of the complaint; description of the investigation, to include names of persons interviewed with dates, list of documents reviewed, and findings to include whether or not the allegation(s), more likely than not, took place; and, if at issue, whether the complaint was frivolous, knowingly false, malicious or retaliatory. Certain information may be redacted in accordance with applicable law.

12. **Investigator**: OIEC Director, or trained person designated as an Investigator by the OIEC Director or the Vice President and General Counsel, who conducts a fact-finding inquiry (investigation) and writes an Investigative Report.


14. **OIEC Director**: University employee responsible for the administration of this Policy and its corresponding Regulation, which includes compliance with Title IX.

15. **Protected Activity**: Activity which is protected by federal or state law or regulation, and includes but is not limited to participation in a University investigation, the filing of a complaint in good faith, filing a claim for worker’s compensation, taking FMLA leave, or any of the federally protected activities delineated in 18 U.S.C. § 245.

16. **Respondent(s)**: A person or persons whose conduct is the subject of a complaint under FGCU-PR1.003.
17. **Responsible Employee**: An employee who has the authority to take action to redress the alleged misconduct, who has the duty to report the alleged misconduct to appropriate University officials, or an individual who would reasonably be believed to have the authority or responsibility to redress or report the alleged misconduct.

18. **Retaliation**: When an officer, agent, employee, student, contractor, vendor, or other third party takes an **adverse action** against an individual for his or her participation in Protected Activity. This includes but is not limited to action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, or sexual misconduct. Retaliation includes intimidating, threatening, coercing, or in any way discriminating against an individual because of the individual’s complaint or participation in Protected Activity. For purposes of this policy as it relates to Retaliation based on Protected Activity, examples of adverse action include: firing, denial of a promotion, lowering a grade, unjustified negative performance evaluations and reports, increased supervision or scrutiny, sudden enforcement of previously unenforced policies, exclusion from activities or privileges open to others, or any other action that would deter a reasonable person in the same circumstances from filing a complaint or engaging in Protected Activity.

19. **Sexual Harassment**: Unwelcome conduct of a sexual nature including unwelcome sexual attention, which includes requests for sexual favors, and other verbal or physical conduct of a sexual nature from any person that is so severe, pervasive, or persistent that it limits a student’s ability to participate in or benefit from an educational program, undermines the responsibilities of the employee, and/or creates a hostile working or learning environment. Sexual violence is a form of sexual harassment.

20. **Sexual Misconduct**:

   a) An actual or attempted act of rape, sexual assault, sexual battery, sexual exploitation and other forms of non-consensual sexual activity.

   b) Sexual exploitation is an act that exploits someone sexually. Examples of sexual exploitation include, but are not limited to:

      1) Exposing one’s own or another person’s intimate parts without consent;

      2) Recording video or audio, photographing, or transmitting intimate or sexual utterances, sounds, or images without consent of all parties involved;

      3) Allowing others to view sexual acts (whether in person or via a video camera or other recording device) without the consent of all parties involved; or

      4) Engaging in any form of voyeurism.
21. **Stalking:** The repeated following, harassing, threatening, or intimidating of another by any action, including but not limited to use of telephone, mail, electronic communication, social media, or any other device or method that purposely or knowingly causes substantial emotional distress or reasonable fear of bodily injury or death.

22. **Title IX Coordinator:** The University employee responsible for administering a Title IX related centralized complaint filing process which includes investigating complaints of gender inequity and/or sexual misconduct as defined in FGCU-PR1.003, analyzing trends, and monitoring overall compliance with this policy as it relates to Title IX compliance and related federal, state or local legislation and regulations. The OIEC Director also serves as the Title IX Coordinator. The definition also encompasses a Deputy Title IX Coordinator.

23. **University:** Florida Gulf Coast University (FGCU).

24. **Vendor or Contractor:** Individual or business entity in a contractual relationship with the University, but not an employee.

**E. PROCEDURES**

1. **Filing a Complaint**
   
   a) An individual alleging an action covered under this policy may file a complaint with the OIEC Director by informing him or her of the alleged wrongdoing. Generally, allegations should be raised within ninety (90) days of the last act of alleged Discrimination or Harassment, or within ninety (90) days from becoming aware of the alleged act, unless the Complaint alleges sexual misconduct. A Complainant completes a Complaint Form made available by the OIEC.
   
   b) A Complaint may also be initiated by referral from the Division of Student Affairs, any other Responsible Employee, as well as by filing a complaint through the Florida Gulf Coast University EthicsPoint Hotline.
   
   c) The absence of a completed Complaint form does not negate initiation of an investigation.
   
   d) Any necessary correspondence will be provided to the Complainant and Respondent at the address designated by the Complainant and Respondent during the Complaint procedure. Notwithstanding, the parties may also utilize additional methods of communication, including electronic communication. If a mailing address or an email address is not provided, the OIEC Director may use an address on file with the University, or the best address available.
   
   e) At any time throughout the process, the OIEC Director may grant the Complainant, Respondent, Investigator, or Decision Maker an extension as is
reasonably necessary, and will communicate any extensions in writing to the parties. This provision is not intended to conflict with the Student Code of Conduct.

2. Informal Procedure

a) Informal resolution of a Complaint may be sought when the parties desire to resolve the situation cooperatively. Notwithstanding, allegations of sexual assault will not be resolved informally or be the subject of an alternative method of dispute resolution.

b) Before pursuing the formal procedure a Complainant may seek informal resolution through the OIEC Director by making a written request for informal resolution to the Complaint.

c) If the Complainant has utilized the informal procedure but the matter has not been informally resolved within thirty (30) days of its submission to the OIEC Director, the Complainant must communicate to the OIEC Director whether or not he or she wishes to proceed with the formal procedure.

d) The Complainant has fourteen (14) days from the date of the communication from the OIEC Director that the informal procedure has concluded without resolution, to notify the OIEC Director of his or her decision to move forward with the formal procedure. Failure to communicate with the OIEC Director may result in no further action by the University and the closure of the Informal Resolution request. However, if circumstances warrant investigation into the matter, the OIEC Director or Investigator may proceed with an investigation.

e) If a Complainant believes that a Complaint cannot be resolved utilizing alternative dispute resolution, a Complainant may forego the informal procedure and go directly to the formal procedure.

3. Formal Procedure

a) After the Complainant notifies the OIEC Director that he or she wishes to proceed to the formal procedure, the Complainant should complete the Complaint Form and submit it to the OIEC Director who will initiate an investigation.

b) 1) The formal procedure cannot be utilized when a Complainant fails to make allegations, which constitute a violation of FGCU-PR1.003. When a Complainant fails to allege sufficient facts to indicate a violation may have occurred, such Complaint shall be dismissed in writing by the OIEC Director and the dismissal shall be sent to the Complainant via a form of verifiable delivery, which may include hand delivery. A dismissal for failure to allege sufficient facts to substantiate a violation of the FGCU-PR1.003 is the final University decision,
unless additional facts are submitted sufficient to indicate a violation may have occurred.

2) A final University action under this policy involving a Student Respondent will come from the Division of Student Affairs.

c) Notwithstanding the provisions of the formal procedure, all allegations of violations of Title IX will be investigated to the extent an investigation is possible.

4. Investigation

a) The OIEC Director or the Vice President and General Counsel investigates, or assigns a trained Investigator to initiate an investigation.

b) An Investigator will complete the investigation as promptly as possible, but no later than sixty (60) days from the date of receipt of the Formal Complaint unless there are extenuating circumstances. In such a case, notice, along with reasons for the extension, shall be provided to the parties with the amount of time the investigation shall be extended.

c) In the case of investigations of allegations of Sexual Misconduct, the OIEC Director, as Title IX Coordinator, will coordinate his or her investigation with the appropriate University departments involved to ensure the Complainant is interviewed in a collaborative manner.

d) In the event that a complaint of Discrimination or Harassment is filed against the OIEC, an investigation will be conducted by an Investigator external to the University.

e) When an external third party is the named Complainant or Respondent, the OIEC Director shall consult with the appropriate University department concerning the investigation. In such cases, the Decision Maker shall be the President, appropriate Vice President, or designee.

f) 1) Upon receiving a report under this Policy from the Complainant, the Investigator assigned to address the allegations notifies the Respondent that a Complaint has been filed against him or her and informs him or her of the nature of the Complaint. The Investigator shall explain to both the Complainant and the Respondent the informal and formal procedures, including a description of the process, the relevant avenues of redress, and provide them with a copy of this Policy.

2) The OIEC Director shall confer with the appropriate University officials to ensure that, if warranted, interim measures are pursued to protect both parties pending completion of the matter.
g) The Respondent will be afforded an opportunity to provide a response to the allegations. Moreover, both parties will have the opportunity to present witnesses and other evidence for consideration.

h) All persons involved with the investigation are cautioned that retaliation is strictly prohibited. It is imperative that matters discussed during the investigation are kept confidential in order that the fact-finding nature of the investigation is in no way hindered or impaired. Investigations encompass, but are not limited to, witness interviews, the gathering of documentation and other evidence, as well as other investigative techniques deemed appropriate by the Investigator. All members of the University community are expected to cooperate with an investigation. Failure to do so could result in disciplinary action. This provision is not intended to conflict with any provision of Title IX or other applicable federal and state law(s).

i) Any person interviewed by an Investigator as part of an investigation will be permitted to be accompanied by legal counsel, a union representative, or a support person, if so desired. However, such person’s role shall be limited to observation, support, or advice; such support person shall not represent or speak on behalf of the person to whom they are providing support or advice.

j) An investigation is considered concluded when the Investigator provides an Investigative Report to the appropriate Decision Maker with a determination of whether the allegation(s), more likely than not, occurred.

k) A summary of the Investigative Report, including the general basis for the Complaint and the determination, shall be provided to the Complainant and the Respondent.

5. Investigative Report, Determination, and Disciplinary Action

a) Once the Investigative Report has been completed, a copy will be provided to the Decision Maker for a determination as to what, if any, disciplinary action will be imposed. At the same time, or soon thereafter, the Investigative Report, or summary report, will be released to the Complainant and Respondent via certified mail, return receipt requested, hand-delivery (with proof delivery), or any other verifiable method of delivery, including electronic mail.

b) A determination by the Decision Maker as to disciplinary action, if any, will occur within 14 days of the delivery of the Investigative Report, unless the Respondent is covered under a collective bargaining agreement or the Student Code of Conduct. Under those circumstances, the relevant documents will control the imposition of the disciplinary action, if any. If warranted, an extension of time is permitted to reach a determination as to disciplinary action.

1) The Decision Maker will implement disciplinary action as soon as reasonably practicable, when in his or her judgment it is appropriate. Moreover, the Decision
Maker will attempt to take whatever steps are within his or her control to prevent the recurrence of the offending behavior and to correct its discriminatory effects on the Complainant and others, if appropriate.

2) The Respondent and the Complainant may, if appropriate, be informed of the disciplinary action to be imposed.

3) Any discipline to be imposed shall be determined in accordance with the Student Code of Conduct (FGCU PR-4.002) where the Respondent is a student; Disciplinary Actions (FGCU-PR5.016) and related policies where the Respondent is an employee; and a collective bargaining agreement where the Respondent is an in-unit Faculty.

6. Request for Reconsideration

   a) A person may request reconsideration of the findings made by the Investigator within seven (7) calendar days of receiving the investigative findings. A request for reconsideration of the findings can be made to the Office of the General Counsel.

   b) The reconsideration request must be based on one of the following:

      1) There is new evidence that was not available at the time of the investigation that should be considered; or

      2) The Investigator did not consider all information that was available during the investigation (e.g. did not interview a key witness, did not consider applicable documentation, etc.).

   c) Within seven (7) calendar days of receipt of a request for reconsideration, the General Counsel, or designee, will make one of the following determinations:

      1) The investigation should be remanded to the Investigator for further consideration of the evidence; or

      2) The requestor has not presented information that warrants a review of the investigative findings and thus the investigative findings are final.

   d) The determination as to the request for reconsideration is not a substantive review of the investigation; rather, the reconsideration process is in place to ensure that each party to the investigation is provided full due process.

F. MISCELLANEOUS PROVISIONS

1. After an incident of Sexual Misconduct, Intimate Partner Violence, or Stalking, the individual should consider seeking medical attention and law enforcement assistance
as soon as possible. In circumstances of sexual assault, health care providers can treat injuries and take steps to address concerns of pregnancy or sexually transmitted disease. Although the University strongly encourages all members of its community to report such violations of this Policy to law enforcement, it is the affected individual’s choice whether or not to make such a report.

2. As time passes, evidence may dissipate or become lost or unavailable, thereby making investigation, possible prosecution, disciplinary proceedings, or obtaining protection from abuse through the use of a protective order related to the incident, more difficult. If an individual suffering from an incident covered by this Policy chooses not to make a complaint regarding the incident, he or she nevertheless should consider speaking with the University Police Department or other law enforcement agencies to preserve evidence in the event the individual reconsiders the decision not to make a Complaint.

3. Regardless of whether criminal charges are filed, allegations under this policy may also be heard through the Student Code of Conduct Regulation (FGCU-PR4.002) where a student is the accused.

4. The Director of the OIEC is the custodian of filed records associated with the investigation of complaints under FGCU-PR1.003.

5. The University may utilize the procedure articulated in this Policy to address investigations in general. If this process is used for an investigation involving something other than discrimination, harassment, or sexual misconduct, the processes may be modified, to some extent, on a case by case basis. Additionally, the time frames for actions may be modified and extended as warranted.

G. RESOURCES

1. The University will provide resources to support persons who have made allegations of Sexual Assault, Intimate Partner Violence or Stalking. Regardless of whether a person who reports such allegations elects to pursue a criminal complaint, the University will assist persons alleging Sexual Misconduct, Intimate Partner Violence, and Stalking. To the extent cooperation and consent are provided, University offices, including the University Police Department (UPD), Counseling and Psychological Services (CAPS), the Student Health Services (SHS), and the Case Manager for Student Affairs will work cooperatively to ensure that the Complainant’s health, physical safety, academic status, and employment status are protected, pending the outcome of a formal university investigation of the allegations. For example, if reasonably available and as applicable, a Complainant may be offered changes to his or her work environment, academic schedule or university-provided housing, in addition to counseling, health services and assistance in notifying appropriate local law enforcement.
2. a) If requested, within CAPS and SHS, resources are available to provide support to students. Additionally, the Case Manager in Student Affairs can coordinate assistance and support related to a student’s physical and mental health, personal safety, and academic status. For its employees, the University offers assistance through the Employee Assistance Program. Also, protection from abuse through the use of protective orders may be available through the court system.

b) The Office of the Dean of Students offers assistance in navigating the conduct process to accused and/or charged Students.

c) Other resources available related to Sexual Misconduct, Intimate Partner Violence, or Stalking include:

2) Assault and Rape Information, Support and Education (ARISE): [http://www.fgcu.edu/arise/](http://www.fgcu.edu/arise/)
3) Congreso (multiservice organization focused on Latino Communities): [http://www.congreso.net/site/](http://www.congreso.net/site/)
4) Department of Justice: [http://www.justice.gov/ovw/sexual-assault](http://www.justice.gov/ovw/sexual-assault)

Related Information
FGCU-PR1.003, Non-Discrimination, Anti-Harassment, and Sexual Misconduct
FGCU-PR4.002, Student Code of Conduct and Student Conduct Review Process
FGCU-PR5.016, Disciplinary Actions
FGCU-PR5.020, Grievance Regulation
FGCU Policy 1.007, Consensual Relationship Policy and Procedure

Specific Authority
42 USC §§ 2000e-17 et. seq., 42 USC § 2000d, 42 USC §1681 et. seq., 29 USC §701 et. seq., §760.01 et. seq., Florida Statutes, BOG Regulation 2.003

History
New: 1/20/09; Amended: 02/12/10, 01/27/15, 07/28/15, 12/19/16
FLORIDA GULF COAST UNIVERSITY POLICY

Policy Number: 1.006
Policy Title: Non-Discrimination, Anti-Harassment, and Sexual Misconduct
Responsible Division/Office: Office of Institutional Equity and Compliance
Effective Date: 12/19/16

APPROVED

______________________________  ____________
Wilson G. Bradshaw, President  December 19, 2016

Date
ATTACHMENT 2
Table 1.1 - Headcount Enrolled by Class, Fall Terms

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Nondegree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>5,952</td>
<td>760</td>
<td>542</td>
<td>7,254</td>
</tr>
<tr>
<td>2006</td>
<td>6,962</td>
<td>795</td>
<td>559</td>
<td>8,316</td>
</tr>
<tr>
<td>2007</td>
<td>7,986</td>
<td>822</td>
<td>580</td>
<td>9,388</td>
</tr>
<tr>
<td>2008</td>
<td>8,659</td>
<td>986</td>
<td>593</td>
<td>10,238</td>
</tr>
<tr>
<td>2009</td>
<td>9,486</td>
<td>1,047</td>
<td>572</td>
<td>11,105</td>
</tr>
<tr>
<td>2010</td>
<td>10,303</td>
<td>1,153</td>
<td>582</td>
<td>12,038</td>
</tr>
<tr>
<td>2011</td>
<td>11,134</td>
<td>1,089</td>
<td>432</td>
<td>12,655</td>
</tr>
<tr>
<td>2012</td>
<td>12,064</td>
<td>1,048</td>
<td>330</td>
<td>13,442</td>
</tr>
<tr>
<td>2013</td>
<td>12,775</td>
<td>987</td>
<td>312</td>
<td>14,074</td>
</tr>
<tr>
<td>2014</td>
<td>13,226</td>
<td>997</td>
<td>240</td>
<td>14,463</td>
</tr>
<tr>
<td>2015</td>
<td>13,604</td>
<td>980</td>
<td>240</td>
<td>14,824</td>
</tr>
<tr>
<td>2016</td>
<td>13,544</td>
<td>986</td>
<td>291</td>
<td>14,821</td>
</tr>
</tbody>
</table>

Table 1.2 - Full-time Attendance by Level, Fall Terms

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate**</th>
<th>Full-time</th>
<th>Part-time</th>
<th>% Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate**</td>
<td>4,580</td>
<td>5,450</td>
<td>6,278</td>
<td>7,027</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,914</td>
<td>2,071</td>
<td>2,288</td>
<td>2,225</td>
</tr>
<tr>
<td>Part-time</td>
<td>71%</td>
<td>72%</td>
<td>73%</td>
<td>76%</td>
</tr>
</tbody>
</table>

**Undergraduate includes Non-degree seeking students
Source: BOG Student Data Course Files.
### Table 1.3 - Headcount Enrolled by College, Fall Terms

![Bar chart showing headcount enrolled by college, fall terms for 2005 to 2016.](chart1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Undeclared</th>
<th>Arts &amp; Sciences</th>
<th>Business</th>
<th>Health Professions</th>
<th>Professional Studies</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>513</td>
<td>1,690</td>
<td>1,792</td>
<td>912</td>
<td>972</td>
<td>836</td>
</tr>
<tr>
<td>2006</td>
<td>496</td>
<td>1,961</td>
<td>2,073</td>
<td>1,017</td>
<td>1,256</td>
<td>956</td>
</tr>
<tr>
<td>2007</td>
<td>258</td>
<td>2,395</td>
<td>2,533</td>
<td>1,154</td>
<td>1,436</td>
<td>1,035</td>
</tr>
<tr>
<td>2008</td>
<td>198</td>
<td>2,672</td>
<td>2,827</td>
<td>1,197</td>
<td>1,637</td>
<td>1,120</td>
</tr>
<tr>
<td>2009</td>
<td>408</td>
<td>2,949</td>
<td>2,989</td>
<td>1,335</td>
<td>1,764</td>
<td>1,095</td>
</tr>
<tr>
<td>2010</td>
<td>538</td>
<td>3,324</td>
<td>3,072</td>
<td>1,490</td>
<td>1,898</td>
<td>1,146</td>
</tr>
<tr>
<td>2011</td>
<td>606</td>
<td>3,549</td>
<td>2,473</td>
<td>1,729</td>
<td>2,070</td>
<td>1,122</td>
</tr>
<tr>
<td>2012</td>
<td>485</td>
<td>5,192</td>
<td>3,379</td>
<td>2,153</td>
<td>0</td>
<td>1,133</td>
</tr>
<tr>
<td>2013</td>
<td>534</td>
<td>5,349</td>
<td>3,611</td>
<td>2,301</td>
<td>1,808</td>
<td>1,110</td>
</tr>
<tr>
<td>2014</td>
<td>536</td>
<td>5,533</td>
<td>3,760</td>
<td>2,469</td>
<td>4,080</td>
<td>1,047</td>
</tr>
<tr>
<td>2015</td>
<td>472</td>
<td>5,612</td>
<td>4,080</td>
<td>2,524</td>
<td>4,131</td>
<td>971</td>
</tr>
<tr>
<td>2016</td>
<td>320</td>
<td>5,668</td>
<td>4,131</td>
<td>2,632</td>
<td>984</td>
<td>984</td>
</tr>
</tbody>
</table>

**Total**: 7,254 8,316 9,388 10,238 11,105 12,038 12,655 13,442 14,074 14,463 14,824 14,821

Note: College realignment effective fall 2012.

### Table 1.4 - Headcount Enrolled International Students, Fall Terms

![Graph showing percent international students from 2005 to 2016.](chart2)

<table>
<thead>
<tr>
<th>Year</th>
<th>International</th>
<th>% International</th>
<th>US Citizens</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>429</td>
<td>5.9%</td>
<td>6,825</td>
<td>7,254</td>
</tr>
<tr>
<td>2006</td>
<td>508</td>
<td>6.1%</td>
<td>7,808</td>
<td>8,316</td>
</tr>
<tr>
<td>2007</td>
<td>584</td>
<td>6.2%</td>
<td>8,804</td>
<td>9,388</td>
</tr>
<tr>
<td>2008</td>
<td>620</td>
<td>6.1%</td>
<td>9,618</td>
<td>10,238</td>
</tr>
<tr>
<td>2009</td>
<td>633</td>
<td>5.7%</td>
<td>10,472</td>
<td>11,105</td>
</tr>
<tr>
<td>2010</td>
<td>713</td>
<td>5.9%</td>
<td>11,325</td>
<td>12,038</td>
</tr>
<tr>
<td>2011</td>
<td>742</td>
<td>5.9%</td>
<td>11,913</td>
<td>12,655</td>
</tr>
<tr>
<td>2012</td>
<td>773</td>
<td>5.8%</td>
<td>12,669</td>
<td>13,442</td>
</tr>
<tr>
<td>2013</td>
<td>774</td>
<td>5.5%</td>
<td>13,300</td>
<td>14,074</td>
</tr>
<tr>
<td>2014</td>
<td>709</td>
<td>4.9%</td>
<td>13,754</td>
<td>14,463</td>
</tr>
<tr>
<td>2015</td>
<td>664</td>
<td>4.5%</td>
<td>14,160</td>
<td>14,824</td>
</tr>
<tr>
<td>2016</td>
<td>648</td>
<td>4.4%</td>
<td>14,173</td>
<td>14,821</td>
</tr>
</tbody>
</table>

Source: BOG Student Data Course Files.
Table 1.5 - Headcount Enrolled by Age, Fall Terms

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20</td>
<td>1,925</td>
<td>2,424</td>
<td>2,854</td>
<td>2,962</td>
<td>3,126</td>
<td>3,354</td>
<td>3,888</td>
<td>4,264</td>
<td>4,342</td>
<td>4,402</td>
<td>4,434</td>
<td>4,251</td>
</tr>
<tr>
<td>20 to 24</td>
<td>3,116</td>
<td>3,561</td>
<td>4,201</td>
<td>4,737</td>
<td>5,363</td>
<td>5,852</td>
<td>6,080</td>
<td>6,537</td>
<td>7,079</td>
<td>7,500</td>
<td>7,881</td>
<td>8,134</td>
</tr>
<tr>
<td>25 to 29</td>
<td>800</td>
<td>915</td>
<td>976</td>
<td>1,110</td>
<td>1,217</td>
<td>1,314</td>
<td>1,262</td>
<td>1,253</td>
<td>1,308</td>
<td>1,295</td>
<td>1,314</td>
<td>1,318</td>
</tr>
<tr>
<td>30 to 34</td>
<td>427</td>
<td>387</td>
<td>409</td>
<td>429</td>
<td>463</td>
<td>533</td>
<td>529</td>
<td>544</td>
<td>537</td>
<td>531</td>
<td>486</td>
<td>443</td>
</tr>
<tr>
<td>35 to 39</td>
<td>310</td>
<td>320</td>
<td>301</td>
<td>326</td>
<td>314</td>
<td>312</td>
<td>284</td>
<td>280</td>
<td>279</td>
<td>257</td>
<td>257</td>
<td>256</td>
</tr>
<tr>
<td>40 or greater</td>
<td>676</td>
<td>709</td>
<td>647</td>
<td>674</td>
<td>622</td>
<td>673</td>
<td>612</td>
<td>564</td>
<td>529</td>
<td>478</td>
<td>452</td>
<td>419</td>
</tr>
<tr>
<td>Total</td>
<td>7,254</td>
<td>8,316</td>
<td>9,388</td>
<td>10,238</td>
<td>11,105</td>
<td>12,038</td>
<td>12,655</td>
<td>13,442</td>
<td>14,074</td>
<td>14,463</td>
<td>14,824</td>
<td>14,821</td>
</tr>
</tbody>
</table>

Table 1.6 - Headcount Enrolled by Gender, Fall Terms

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4,606</td>
<td>5,212</td>
<td>5,745</td>
<td>6,055</td>
<td>6,446</td>
<td>6,794</td>
<td>7,163</td>
<td>7,608</td>
<td>7,964</td>
<td>8,166</td>
<td>8,322</td>
<td>8,389</td>
</tr>
<tr>
<td>% Female</td>
<td>63%</td>
<td>63%</td>
<td>61%</td>
<td>59%</td>
<td>58%</td>
<td>56%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>56%</td>
<td>56%</td>
<td>57%</td>
</tr>
<tr>
<td>Male</td>
<td>2,648</td>
<td>3,104</td>
<td>3,643</td>
<td>4,185</td>
<td>4,659</td>
<td>5,244</td>
<td>5,492</td>
<td>5,834</td>
<td>6,110</td>
<td>6,297</td>
<td>6,502</td>
<td>6,432</td>
</tr>
<tr>
<td>Total</td>
<td>7,254</td>
<td>8,316</td>
<td>9,388</td>
<td>10,238</td>
<td>11,105</td>
<td>12,038</td>
<td>12,655</td>
<td>13,442</td>
<td>14,074</td>
<td>14,463</td>
<td>14,824</td>
<td>14,821</td>
</tr>
</tbody>
</table>

Source: BOG Student Data Course Files.
Table 1.7 - Headcount Enrolled by Class, Fall Terms

<table>
<thead>
<tr>
<th>Year</th>
<th>Nondegree</th>
<th>Graduate</th>
<th>Senior</th>
<th>Junior</th>
<th>Sophomore</th>
<th>Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>2,905</td>
<td>3,534</td>
<td>3,881</td>
<td>4,024</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2006</td>
<td>2,810</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2007</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2008</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2009</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2010</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2011</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2012</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2013</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2014</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2015</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
<tr>
<td>2016</td>
<td>2,762</td>
<td>3,087</td>
<td>3,534</td>
<td>3,881</td>
<td>3,983</td>
<td>3,853</td>
</tr>
</tbody>
</table>

Total: 7,254 8,316 9,388 10,238 11,105 12,038 12,655 13,442 14,074 14,463 14,824 14,821

Table 1.8 - Headcount Enrolled by Ethnicity, Fall Term

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>181</td>
<td>237</td>
<td>263</td>
<td>303</td>
<td>339</td>
<td>363</td>
<td>377</td>
<td>395</td>
<td>405</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>444</td>
<td>568</td>
<td>719</td>
<td>865</td>
<td>1,012</td>
<td>1,109</td>
<td>1,226</td>
<td>1,263</td>
<td>1,233</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,208</td>
<td>1,469</td>
<td>1,788</td>
<td>1,992</td>
<td>2,310</td>
<td>2,521</td>
<td>2,638</td>
<td>2,727</td>
<td>2,829</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>34</td>
<td>94</td>
<td>93</td>
<td>101</td>
<td>109</td>
<td>112</td>
<td>113</td>
<td>110</td>
<td>111</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-resident alien</td>
<td>103</td>
<td>177</td>
<td>185</td>
<td>184</td>
<td>201</td>
<td>229</td>
<td>230</td>
<td>255</td>
<td>253</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>7,529</td>
<td>8,493</td>
<td>8,866</td>
<td>9,085</td>
<td>9,295</td>
<td>9,574</td>
<td>9,707</td>
<td>9,867</td>
<td>9,775</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Reported</td>
<td>146</td>
<td>67</td>
<td>124</td>
<td>125</td>
<td>176</td>
<td>166</td>
<td>172</td>
<td>207</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7,254</td>
<td>8,316</td>
<td>9,388</td>
<td>10,238</td>
<td>11,105</td>
<td>12,038</td>
<td>12,655</td>
<td>13,442</td>
<td>14,074</td>
<td>14,463</td>
<td>14,824</td>
<td>14,821</td>
</tr>
</tbody>
</table>

Note: These are the traditional race/ethnicity codes.
SUBJECT: 2018 Legislative Budget Request

PROPOSED BOARD ACTION

Information Only

BACKGROUND INFORMATION

On October 18, 2017, FGCU hosted a workshop which included members of the FGCU Board of Trustees (BOT), Board of Governors (BOG), and University Administration to discuss FGCU’s “Pathway to Student Success” Legislative Budget Request (LBR) for 2018. The original “Pathway to Student Success” request was approved by the FGCU BOT in the amount of $32 million of recurring funding.

Following the workshop, President Martin and others agreed it was prudent to modify the LBR, and collaboratively work with the BOG to develop a phased-in funding approach over each of the next three years. The first phase of the funding totals $13.7 million.

The document provided details FGCU’s 2018 Legislative Priorities for the upcoming 2018 Legislative Session with the modified funding approach and the Public Education Capital Outlay (PECO) request.

Supporting Documentation Include: 2018 Legislative Priorities

Prepared by: Director of Government Relations Jennifer Goen

Legal Review by: N/A

Submitted by: President Mike Martin
FLORIDA GULF COAST UNIVERSITY
2018 LEGISLATIVE BUDGET REQUEST

CAPITAL FUNDING REQUEST

SCHOOL OF WATER RESOURCES AND INTEGRATED SCIENCES, AB9 - $32,950,763
(Construction Phase) Contained in the Board of Governors November 9, 2017 approved priority list.

- These funds will complete the construction phase of the Integrated Watershed and Coastal Studies (AB9).
- This new academic building will address the current deficit of laboratory and classroom space on campus verified by the FGCU 2012-2013 Educational Plant Survey, dated March 2013, and the Educational Plant Survey approved by the State University System on January 2014.
- By addressing this current deficit, FGCU will provide additional class offerings in areas of strategic emphasis (STEM), which will improve our retention and four-year graduation rates and provide an added incentive to attract high achieving and academically talented students.

Total project budget: $52.3 M
- Appropriated 2016-17: $3.8 M
- Planning and Design Appropriated 2017-18: $12.7 M (Special Session A)
- Construction Requested 2018-19: $32.9 M Total Project

REVENUE REQUEST

PATHWAY TO STUDENT SUCCESS- $13,766,000 (recurring operational funding)
Funding will allow FGCU to:

- Increase 4-year graduation and retention rates
- Implement Enrollment Management System
- Expand Honors College and related programs (Health Sciences) to attract high achieving students and National Merit Scholar participants and reduce the student transfer-out rate
- FGCU has launched degrees in three programs that meet regional and state talent gap demands. Programs in Supply Chain Management, Informatics, and Construction Management have received non-recurring funds, but recurring funds are needed in order to provide continuing and stable funding, including for faculty and staff.
- Provide incentive based scholarships to reduce the cost to students
- Provide necessary technology, both academic and infrastructure based
- Hire faculty to improve student progression, retention and graduation rates