AGENDA

FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES

Tuesday, April 10, 2018  8:30 a.m. – 2:15 p.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, Roll Call, and Welcome to New Trustee
Stephen Smith – Chair Blake Gable

8:35 a.m.  Consent Agenda (Includes Public Comment) – Chair Blake Gable
- Minutes of February 20, 2018 Conference Call Meeting (TAB #1)
- Resolution of Appreciation for Outgoing Trustee and Chair J. Dudley Goodlette (TAB #2)
- FGCU Foundation Bylaws (TAB #3)
- Termination of Classification of Instructional Programs (CIP) Code 51.0913 at the Bachelor’s Level (TAB #4)

8:40 a.m.  Presentation of Resolution of Appreciation for Outgoing Trustee and Chair J. Dudley Goodlette – Chair Blake Gable and President Mike Martin

8:45 a.m.  Call for Executive Sessions – Vice President and General Counsel Vee Leonard

8:50 a.m.  Executive Sessions
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<tr>
<td>10:50 a.m.</td>
<td><strong>Break (5 minutes)</strong></td>
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<tr>
<td>10:55 a.m.</td>
<td>Reconvene Regular Meeting at 10:55 a.m. or Immediately upon Conclusion of Executive Sessions – Chair Blake Gable</td>
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<td>10:55 a.m.</td>
<td><strong>Student Success – Enrollment Management Initiative</strong> – President Mike Martin, Consultant Dr. Pam Shockley-Zalabak, and Vice President for Student Success and Enrollment Management Mitchell Cordova (TAB #5)</td>
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<td>11:30 a.m.</td>
<td>Standing Report from United Faculty of Florida (UFF)/FGCU Chapter – Co-Presidents Win Everham and Morgan Paine</td>
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<td>11:35 a.m.</td>
<td>Standing Report from FGCU Financing Corporation Board of Directors – Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation Steve Magiera for Chair Joe Catti</td>
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<td>11:40 a.m.</td>
<td>Standing Report from FGCU Foundation Board of Directors – Chair David Holmes</td>
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<td>Chair’s Report – Chair Blake Gable</td>
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<td>11:55 a.m.</td>
<td>President’s Report – President Mike Martin</td>
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<td>12:05 p.m.</td>
<td>Lunch</td>
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<td>12:30 p.m.</td>
<td>Academic/Student/Faculty Affairs Committee (Includes Public Comment) – Committee Chair Christian Spilker</td>
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**Action:**
- **FGCU Honorary Degree for Reinhold Schmieding** – President Mike Martin (TAB #6)
• **New Degree Program: Master of Science in Athletic Training** – Provost and Vice President for Academic Affairs James Llorens (TAB #7)

• **Reactivation of Academic Program Major: Music** – Provost and Vice President for Academic Affairs James Llorens (TAB #8)

• **Addition of Degree Program Majors: BSN to DNP Nurse Anesthesiology, and MSN to DNP Nurse Anesthesiology** – Provost and Vice President for Academic Affairs James Llorens (TAB #9)

12:50 p.m.

**Finance, Facilities and Administration Committee Meeting (Includes Public Comment)** – Chair Ken Smith

**Information:**

• **President's Performance Evaluation** – Chair Blake Gable (TAB #10)

• **Finance/Budget Update** – Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation Steve Magiera (TAB #11)

• **2018 Legislative Session (Budget, and Substantive Legislation)** – Director of Government Relations Jennifer Goen (TAB #12)

**Action:**

• **Appointments to FGCU Foundation Board of Directors** – President Mike Martin (TAB #13)

• **Appointments to FGCU Financing Corporation Board of Directors** – President Mike Martin (TAB #14)

• **2017 Educational Plant Survey** – Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation Steve Magiera (TAB #15)

1:35 p.m.

**Audit and Compliance Committee** – Committee Chair Joseph G. Fogg III

**Information:**

• **Ethics Training** – Chief Compliance and Ethics Officer Stacey Chados (TAB #16)
2:05 p.m.  
Old Business – *Chair Blake Gable*

2:10 p.m.  
New Business – *Chair Blake Gable*

2:15 p.m.  
Chair’s Closing Remarks, & Meeting Adjournment – *Chair Blake Gable*

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<td>Resolution of Appreciation for Outgoing Trustee and Chair J. Dudley Goodlette</td>
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Florida Gulf Coast University Board of Trustees
April 10, 2018

SUBJECT: Minutes of February 20, 2018 Conference Call Meeting

PROPOSED BOARD ACTION

Approve minutes

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees met by conference call on February 20, 2018. Minutes of the meeting were kept as statutorily required.

Supporting Documentation Included: Minutes of February 20, 2018 Conference Call Meeting

Prepared by: Transcription Experts, and Assistant Director of Board Operations
Tiffany Jackson

Legal Review: N/A

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

Tuesday, February 20, 2018 9:10 a.m.

CALL ORIGINATED FROM EDWARDS HALL, CONFERENCE ROOM #309
FLORIDA GULF COAST UNIVERSITY

Meeting Minutes

Members:
Present: Trustee Blake Gable (by phone) – Chair; Trustee Robbie Roepstorff (by phone) – Vice Chair; Trustee Darleen Cors (in person); Trustee Richard Eide, Jr. (by phone); Trustee Joe Fogg III (in person); Trustee Mike McDonald (in person); Trustee Leo Montgomery (in person); Trustee Kevin Price (in person); Trustee Russell Priddy (by phone); Trustee Kenneth Smith (by phone); Trustee Stephen Smith (by phone); Trustee Christian Spilker (by phone) and Trustee Jalisa White (by phone).

Others:
Staff: President Mike Martin; Provost and Vice President for Academic Affairs James Llorens; 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 Tiffany Jackson; Project Manager Melissa Pind; Director of Operations Tiffany Reynolds; and Executive Assistant to the Vice President and Chief of Staff Bruna Ugolotti.

Item 1: Call to Order, and Roll Call
Chair Blake Gable called the meeting to order at 9:10 a.m. and stated that the noticed meeting was originating from Edwards Hall Room 309 on the campus of Florida Gulf Coast University. Roll call was taken with all members present, thus meeting quorum requirements. He called for a moment of silence in recognition of what occurred at Marjorie Stoneman Douglas High School in Parkland, Florida last week. A moment of silence was held to honor those killed and wounded in the school shooting.

Chair Gable said he would ask Trustee Jalisa White to share with the Board later in the meeting details about the event the students had organized in response to this incident.
Item 2: Welcome to New Trustee Stephen Smith
Chair Gable welcomed new Trustee Stephen Smith who had been recently appointed by Governor Rick Scott. He said since this was a conference call meeting, he would ask Trustee Smith to say a few words about himself at the next regular FGCU Board of Trustees (BOT) meeting in April.

Item 3: Consent Agenda (See Tab #1)
Chair Gable stated there was one item on the Consent Agenda, the Minutes of the FGCU Board of Trustees meeting on January 9, 2018. He called for a motion to approve.
Trustee Russell Priddy made a motion to approve the Consent Agenda. Trustee Mike McDonald seconded the motion. There was no public comment, or Board discussion. The vote was 12-0 in favor of the motion, with one abstention from Trustee Stephen Smith, who noted for the record that he was not a member of the Board at the time of the January 9 meeting.

Item 4: Student Success – Enrollment Management Initiative
Chair Gable said at the last FGCU Board of Trustees meeting, he had expressed one of the things he wanted the Board to focus on at each meeting was the Student Success - Enrollment Management Initiative. He said this had been rolled out recently by President Mike Martin and Marieb College of Health & Human Services Dean Mitch Cordova. He asked President Martin to say a few words about this initiative.

President Martin introduced Dr. Cordova and noted he will move to a new position to direct the Initiative. President Martin said last week the Initiative was rolled out in a public forum on campus, and plans were to re-energize, re-focus, and re-commit to student success with a serious focus on both four-year and within six-year graduation rates.

President Martin provided some background saying there had been real success in improving FGCU graduation rates through 2010. He said with the incoming class of 2010, there had been a slight decline. He said he will share with the Board a list of places where they could look at data and track what FGCU is doing. He said the Integrated Postsecondary Education Data System (IPEDS) data was consistently the best nationally, and this showed FGCU had not done as well as it had been doing in terms of improvement. He said this sent a signal the University had to not only get better, but reverse a trend.

President Martin said that given Pillar – “Student Success” -- of the FGCU Strategic Plan, a firm commitment had been made this would be central to what will be done in the next five years. He said as a result of this information, a task force led by Dr. Cordova had been formed to put action items in place around this commitment and
future plans. He said this was the tactical implementation of strategy for Pillar 1 of the FGCU Strategic Plan.

President Martin stated that there had been recommendations provided by President Bradshaw’s Task Force on Student Success Report last spring. He indicated that the subsequent Student Success – Enrollment Management Action Task Force (SS-EMATF) had analyzed and added to the previous recommendations, which led to a draft report. He noted that the SS-EMATF then held open forums on the draft report; and using the feedback received from these forums, the Task Force submitted its final report. He said a copy of the report was online, and Dr. Cordova was working on some design teams around initial principal items which could be accomplished in a relatively short period of time.

President Martin added there had been some angst on campus because everyone wanted to see a new organizational chart, and how the Initiative would affect individual positions and departments. He said his position, also shared by Dr. Cordova, was that form will follow substance. First, he said it would be to figure out what was going to be done and how they were going to do it, and then worry about creating organizational boxes. He said the bottom line was that this initiative was an all-hands-on-deck program and everyone at FGCU needed to participate. He said as an example that he had spoken to a campus police officer and told him he was involved in this initiative and was an educator as well as a safety officer.

President Martin stated that Chair Gable was on campus and participated last week when the Task Force rolled out its plans. He concluded he would continue to communicate updates across the campus. He said as the design teams came together, they would report out to the campus and to the Board; they would continue working until some genuine progress was made. He said it was important to the FGCU mission and essential for the institution’s financial future.

President Martin stated the students have been incredibly supportive, and he appreciated Trustee White and her team’s participation in the process. He said the FGCU Faculty Senate and the United Faculty of Florida (UFF)/FGCU Chapter leadership also had played a part. He appreciated Dr. Cordova’s willingness to step into a new role and take on this Initiative.

President Martin said it was his hope by next fall, the Board would see a different approach to all things FGCU did in terms of advancing students expeditiously and efficiently through, not only course work which gave a degree, but a campus experience which gave students a jump-start in life.

President Martin thanked the Task Force for its hard work and Dr. Cordova for the enthusiasm and insight he brought to the exercise. He stated he thought that the campus understood that everyone had to commit to making the Initiative successful. He said he would make sure that the Board kept track of that success and held them to their commitment to the FGCU Strategic Plan. Chair Gable commented that more time
would be spent on this topic at the April 10, 2018 FGCU Board of Trustees meeting, as well as at the start of all Board meetings.

Item 5: Audit and Compliance Committee Report (See Tabs #2-6)
Chair Gable introduced Chair of the Audit and Compliance Committee Trustee Joe Fogg to give the Audit and Compliance report.

Trustee Fogg said he would start with two information items, which President Martin would present. He said the items previously were discussed briefly at the January 9 FGCU BOT meeting, and were covered extensively earlier this morning at the Audit and Compliance Committee Meeting. Trustee Fogg now wanted to bring the entire Board up to date.

Complaints Processing
President Martin stated FGCU had been trying to better track various types of complaints, grievances, whistleblower issues and Title IX issues over the last several months. He stated the volume had picked up a bit, and he confessed from time to time it was hard to track the progress of any particular case, whether it had been appropriately responded to, or if an outcome had been determined. He said to try to smooth this out and provide both the Audit and Compliance Committee and the FGCU Board of Trustees with continual updates, and in an attempt to be able to respond to inquiries more efficiently, he would try out a three-person council. This council would review incoming complaints, distribute them to the appropriate office for response, track the outcomes and keep necessary individuals informed. He said Chief Compliance and Ethics Officer Stacey Chados, University Ombuds and Assistant to the President Monique McKay, and Director and Title IX Coordinator Precious Gunter would form the council which would oversee, coordinate, and delegate to the appropriate offices as needed. He said this council would decide where the complaints should be referred to for handling, keep track of how these complaints were responded to, and advise when the issues were closed. He said he would see how this worked, and if it did not work, then he would try something else.

Relationship between FGCU Board of Trustees and Direct Support Organizations
President Martin explained there were two Direct Support Organizations (DSOs) for FGCU—the FGCU Foundation, and the FGCU Financing Corporation, and that each had a liaison from the FGCU Board of Trustees. He said Audit and Compliance Committee Chair Fogg had appropriately asked what was the role of a liaison to these DSOs. He said there had been some questions regarding how the relationship is defined between the Boards that oversee the two DSOs, their activities, and the FGCU Board of Trustees. President Martin said he had a conference call with the State University System (SUS) of Florida Chancellor Marshall Criser III and Board of Governors (BOG) General Counsel and Corporate Secretary Vikki Shirley, and, they understood the confusion. He said the BOG referred to guidance and policy within the BOG, which he stated was not particularly detailed in terms of answering this question. He said the Chancellor pointed out there currently was legislation related to DSOs
moving through the process, and depending on how the legislation resolved, all 
universities would receive more guidance on the relationship to DSOs. He said he 
would keep the FGCU Board of Trustees posted and would follow up with the 
Chancellor, and with some presidential colleagues to determine how other universities 
may be handling this.

President Martin said both of the Direct Support Organization (DSO) Boards were very 
good, and he wanted to make sure they remained empowered; however, he also 
understood both the President’s Office and the FGCU Board of Trustees had 
responsibility for the greater good of the institution to which the DSOs contributed. He 
said the two liaisons would continue to be involved, and he would stay directly involved 
and wait for guidance from the Chancellor’s office on how to manage this.

Trustee Fogg asked for questions or comments.

Trustee Kevin Price said he was thinking through the last topic regarding the 
clearinghouse of the three individuals for complaint processing. He said it was good 
there were multiple individuals involved to help triage, but he also would encourage 
making sure that the expectation around this new initiative was reflected in employee 
performance goals and objectives. President Martin responded that this would be done.

Trustee Fogg thanked President Martin and stated he would proceed to the action 
items, which were being recommended to the Board from the Audit and Compliance 
Committee this morning. He said a vote would be taken at the conclusion of each item.

He reminded the Board the first three items had been tabled at the January 9 Board 
meeting because additional comments needed to be sought from various interested 
parties around the University. He said comments had been obtained and incorporated 
in the documents.

**Compliance and Ethics Program Plan (TAB #2)**

Trustee Fogg began with Tab #2 and asked Chief Compliance and Ethics Officer 
Stacey Chados to present this item.

Ms. Chados said Tab #2 was the Compliance and Ethics Program Plan, which outlined 
how her Office would implement the seven elements of an effective compliance and 
ethics program at FGCU. She said the program plan incorporated the Code of Conduct 
described the governance structure, how compliance and ethics training would be 
rolled out to the workforce, and how employees could report concerns without fear of 
retaliation. The plan also explained how the University would self-assess and monitor 
against regulatory requirements and incentivize and discipline the work force; and how 
the Office of Compliance and Ethics would respond to detected offenses.

She stated on recommendation of the Audit and Compliance Committee, she asked the 
Board’s approval of the program plan. She noted upon approval, a copy of the Program 
Plan, and the Code of Conduct would be provided to the Board of Governors.
Trustee Fogg called for questions or comments. Hearing none, he called for a motion. Trustee Leo Montgomery made a motion to approve the Program Plan for the Compliance and Ethics Office. Trustee Darleen Cors seconded the motion. There was no public comment, or Board discussion. The vote was 13-0 in favor of the motion.

**Code of Ethics (TAB #3)**
Trustee Fogg called on Ms. Chados to present this item.

Ms. Chados stated the regulation on the Code of Ethics summarized standards of conduct information contained in the Florida statutes, and outlined certain prohibitions for which employees should be aware, such as acceptance of gifts, hiring of relatives, and post-employment matters. She said it also outlined filing requirements for certain employees to make a public disclosure of financial interest to the Florida Commission on Ethics. She said the intention of the regulation was to assist employees with understanding and avoiding conflict of interest situations.

Ms. Chados said the regulation had been removed from the January 9, 2018 FGCU Board of Trustees (BOT) agenda to allow faculty additional time to review and comment on the document. She said she met with the FGCU Faculty Senate and the United Faculty of Florida (UFF)/FGCU Chapter and made changes to the document as necessary.

Ms. Chados said on recommendation by the Audit and Compliance Committee, she asked to approve the regulation on the Code of Ethics.

Trustee Fogg called for questions or comments. Hearing none, he called for a motion. Trustee Montgomery made a motion to approve the regulation on the Code of Ethics. Trustee Cors seconded the motion. There was no public comment, or Board discussion. The vote was unanimous in favor of the motion and the motion carried.

**Code of Conduct (TAB #4)**
Trustee Fogg asked Ms. Chados to present this item.

Ms. Chados said the Code of Conduct served as a guidance document and highlighted many of the requirements which employees were expected to follow. She said the Code also served as a resource for employees when faced with ethical dilemmas.

Ms. Chados added the Code had been removed from the January 9, 2018, FGCU BOT agenda to allow faculty additional time to review the document. She said as a result of meetings with the Faculty Senate and the UFF/FGCU Chapter representatives, changes were made primarily to the section on “Outside Activities.” In addition, she said at the suggestion of Trustee Price, an acknowledgement form was developed and will accompany distribution of the Code; and at the suggestion of Trustee Fogg, a memo reminding Trustees about conflict of interest situations accompanied distribution of the Code to the FGCU BOT.
Ms. Chados thanked the faculty and staff who commented on the document as it had improved the document from the original. She said a special thank you to the FGCU Faculty Senate, United Faculty of Florida (UFF)/FGCU Chapter, Undergraduate Studies Dean Dawn Kirby, Associate Vice President of Human Resources Pam Bowman, Associate Director of Photo and Design Dave Anderson, and FGCU student Michael Dunbar.

Trustee Fogg said there was a memo to him following the Code of Conduct from Ms. Chados which he encouraged all Trustees to read since it highlighted the portions of the Code which were specifically applicable to the members of the FGCU Board of Trustees. He called for questions and comments.

Trustee McDonald commented he wanted to reciprocate the acknowledgement Ms. Chados gave to the Faculty Senate and said the Faculty Senate had appreciated her efforts to meet with its members and hear their concerns.

Trustee Montgomery said it was his understanding that in the future FGCU would be considering whether to get employee acknowledgements signed annually.

Trustee Fogg responded it had been discussed at the Audit and Compliance Committee Meeting, and it had been recommended to the administration to consider having an annual acknowledgement.

Trustee Fogg called for a motion on this item.

Trustee Price made a motion to approve the Code of Conduct. Trustee Montgomery seconded the motion. There was no public comment, or Board discussion. The vote was 13-0 in favor of the motion.

**Florida Department of Highway Safety and Motor Vehicles Agreed on Procedures Audit (TAB #5)**

Trustee Fogg called on Director of Internal Audit Bill Foster to present this item.

Mr. Foster said this was the audit with the Florida Department of Highway Safety and Motor Vehicles where the Departments of Undergraduate Admissions, Graduate Admissions, and the Registrar accessed drivers’ licenses and motor vehicle information to verify the qualification for residency for in-state tuition purposes. He said part of this arrangement required the University to provide adequate controls over access to, use of, and safeguarding of the driver information. He said during the audit, opportunities had been identified for the three departments to further strengthen internal controls. He said detailed observations and recommendations were discussed which pertained to quarterly quality control reviews, annual confidential data access training and acknowledgment, and timely removal of employee access upon termination or reassignment. He said prior to the conclusion of this work, it had been determined the three departments had effectively implemented stronger controls for the areas identified; therefore, his department was satisfied the current internal controls were adequate to
protect the personal data obtained from the database from unauthorized access, distribution, use, modification or disclosure.

Trustee Fogg called for comments or questions. Hearing none, he called for a motion.

Trustee Price made a motion to accept the Florida Department of Highway Safety and Motor Vehicles Agreed on Procedures Audit. Trustee McDonald seconded the motion.

There was no public comment, or Board discussion. The vote was 13-0 in favor of the motion.

**Florida Board of Governors University Data Integrity Audit (TAB #6)**

Trustee Fogg reiterated this item along with all the previous items have already been discussed and approved with the Audit and Compliance Committee, and was being recommended to the FGCU Board of Trustees. He called on Mr. Foster to present this item.

Mr. Foster stated the Data Integrity Audit was performed in accordance with the Board of Governors and the legislature’s increased emphasis on the quality of data which supported the Performance Funding Metrics. He said there had been two observations, and one submission which had been 27 business days late due to an additional review by the Academic Administration to ensure the data was correct. He said there had been one application by a student who self-reported as first time in college, but when the transcript arrived from France it was later determined this student did not qualify for this qualification.

Trustee Fogg called for comments or questions.

Trustee Dick Eide asked if there had ever been a mistake or a fraudulent claim made on the Performance Based Funding by anyone in the State University System, or in other words, an audit that had been questioned after it was submitted. Mr. Foster responded this had never happened to his knowledge.

Trustee Fogg called for a motion.

Trustee Cors made a motion to approve the Florida Board of Governors University Data Integrity Audit. Trustee Price seconded the motion. There was no public comment, or Board discussion. The vote was 13-0 in favor of the motion.

**Item 6: Finance, Facilities and Administration Committee Report (Tab #7)**

Chair Gable called on Finance, Facilities, and Administration Chair Ken Smith to give this report.

Trustee Ken Smith said there was one information item which would be presented by Vice President and General Counsel Vee Leonard.

Ms. Leonard stated the issue before them was her request that if there were any Trustees who desired to make a proposal for a new academic degree program which
could involve a potential conflict of interest, they have a conversation with her and Chief Compliance and Ethics Officer Stacey Chados prior to submitting such a proposal.

Trustee Ken Smith called for any questions or comments. Hearing none, he concluded his report.

Item 7: Old Business

There was no old business for discussion.

Item 8: New Business

There was no new business for discussion.

Item 9: Chair’s Concluding Remarks, and Meeting Adjournment

Chair Gable asked Trustee White to take a moment to tell the Board about the student event that was scheduled for that evening.

Trustee White explained the students would be hosting a vigil for the Marjory Stoneman Douglas students and their families. She said FGCU had students who were alumni of this high school, so the student body wanted to share its condolences and prayers with them. She said the vigil would begin at 9 p.m. on the Great Campus Lawn. There would be speakers, a candlelight vigil, and the University choir. She said the vigil would begin with prayer and then would allow students to share stories if they wished. She said the FGCU Counseling and Psychological Services (CAPS) staff was invited and would be available should any student have a need for their services. She added some of the legislative delegation also had been invited. She anticipated a good turnout for the event.

Chair Gable commented this was a wonderful gesture and asked President Martin or Vice President Evans to reiterate to the Board the close relationship between FGCU and this high school.

President Martin stated there were 91 current students at FGCU who were alumni from Marjory Stoneman Douglas High School, and many had connections with students who had been in the line of fire. He said grief counselors had been counseling some of those students and offering their assistance. He said FGCU had been recognized by the Chancellor’s Office for being one of the first institutions to offer help. He said he was proud of individuals on campus for reacting very appropriately in the wake of a real tragedy. He stated that FGCU is continuing to work with any student as a result of this traumatic occurrence to make sure that everyone has the opportunity to receive the assistance needed to make it through a difficult time.

President Martin added it was unfortunate that on the same night of the Parkland tragedy, an FGCU student also was killed in a car accident; it has been a difficult time.
for the University. Dean of Students Michele Yovanovich has been in contact with that student’s family. He said FGCU would always recognize: “Once you’re an Eagle, you’re always an Eagle.” He finished by saying that it spoke to the commitment of many people across the FGCU campus that the University is connected with the students who were here and those that would come to FGCU from Marjorie Stoneman Douglas High School in the future.

Chair Gable thanked President Martin for his comments. He stated the next FGCU Board of Trustees meeting was scheduled for Tuesday, April 10, 2018. He said there would be a great deal to cover and to make sure to block off the majority of the day.

President Martin said the night before the next meeting he was considering a strictly social reception with no business transacted. He said it might be held at WGCU, so the Board members could see this facility.

President Martin commented on an email he had sent regarding individuals who come to campus and sometimes disrupt the lives of the students. He said there was one particular group led by one particular individual about whom the University had received numerous complaints from both students and their parents. He said FGCU respected the First Amendment, but also respected the rights of its students to feel safe and not harassed by outsiders. He said his Office was exploring with Vice President and General Counsel Vee Leonard and others the parameters available concerning people who behave in a less than acceptable fashion when visiting campus. He concluded that they would determine what could be done within the spirit of the First Amendment while also recognizing that the students deserve to have a place where they are comfortable.

Trustee Stephen Smith thanked President Martin and his team for the orientation session provided to him yesterday, and said he learned a great deal about the University and its needs and priorities.

Chair Gable called for other comments, and hearing none, he adjourned the meeting at 9:52 a.m.

Minutes prepared by Transcription Experts, and reviewed by Tiffany Jackson, FGCU Assistant Director of Board Operations.

Agenda Items:
A. See Tabs #1 – 7

Attachment:
A. Record of Votes
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<th>TRUSTEES</th>
<th>Yes/No</th>
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*See page two of the Minutes
Florida Gulf Coast University Board of Trustees  
April 10, 2018

SUBJECT: Resolution of Appreciation for Outgoing Trustee and Chair J. Dudley Goodlette

PROPOSED BOARD ACTION

Approve resolution

BACKGROUND INFORMATION

Trustee J. Dudley Goodlette was appointed as a member of the Florida Gulf Coast University Board of Trustees in January 2013 and served to January 2018, including as Chair for January 2016 to January 2018. The resolution is in appreciation for his leadership and service to Florida Gulf Coast University and the Florida Gulf Coast University Board of Trustees.

Supporting Documentation Included: Resolution of Appreciation

Prepared by: Vice President and Chief of Staff Susan Evans

Legal Review: N/A

Submitted by: President Mike Martin
A Resolution of the 
Florida Gulf Coast University Board of Trustees

WHEREAS, in January 2013 J. Dudley Goodlette was named to the Florida Gulf Coast University Board of Trustees for a term that concluded in January 2018; and

WHEREAS, in January 2016 Trustee J. Dudley Goodlette was elected Chair of the Florida Gulf Coast University Board of Trustees for a term that concluded in January 2018; and

WHEREAS, Trustee J. Dudley Goodlette has served Florida Gulf Coast University with great distinction and dedication as a member of the governing Board and in its leadership position as Chair; and

WHEREAS, Chair J. Dudley Goodlette successfully represented the Florida Gulf Coast University Board of Trustees through countless hours advocating for the University’s funding and other requests before the Florida Legislature and Governor Rick Scott; and

WHEREAS, Chair J. Dudley Goodlette has been a tireless participant in Florida Board of Governors meetings held across the state, recognizing the value in a strong State University System of Florida;

NOW, THEREFORE BE IT RESOLVED that the Florida Gulf Coast University Board of Trustees wishes to express appreciation for Trustee J. Dudley Goodlette’s outstanding service and his leadership as Board Chair, and wishes to recognize his commitment to Florida Gulf Coast University’s students of today and for generations to come.

DULY ADOPTED THIS 10th DAY OF APRIL IN THE YEAR 2018.

SIGNED:

Blake Gable
Chair, Florida Gulf Coast University Board of Trustees
SUBJECT: Florida Gulf Coast University Foundation Bylaws

PROPOSED BOARD ACTION

Approve the revised FGCU Foundation Bylaws

BACKGROUND INFORMATION

The Nominating & Governance Committee of the FGCU Foundation Board of Directors assessed the existing Foundation Bylaws and made recommendations to the full Board on changes to these Bylaws to enhance the function of the Foundation. The amended Bylaws were then approved by the Foundation Board in March 2018.

Supporting Documentation Included: Tenth Amendment and Restatement of Florida Gulf Coast University Foundation Bylaws (with changes red-lined)

Prepared by: Vice President for University Advancement and Executive Director of FGCU Foundation Chris Simoneau

Legal Review by: Vice President and General Counsel Vee Leonard (February 13, 2018)

Submitted by: Vice President for University Advancement and Executive Director of FGCU Foundation Chris Simoneau
NINTH-TENTH AMENDMENT AND RESTATEMENT OF FLORIDA GULF COAST UNIVERSITY FOUNDATION, INC. BYLAWS
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NINTH TENTH AMENDMENT AND RESTATEMENT
OF
FLORIDA GULF COAST UNIVERSITY FOUNDATION, INC.
BYLAWS

PURPOSE

The primary purpose of the Florida Gulf Coast University Foundation is to advance the future development and growth of Florida Gulf Coast University ("FGCU" or "the University") and provide the community with a clear understanding of the University's teaching, scholarship, and public service mission. The Foundation will do this by raising awareness of the need for private support, soliciting and accepting gifts on the University's behalf, and managing the endowment and other assets for the long term benefit of the University. The Foundation shall work with alumni, parents, friends, students, corporations, foundations, faculty, staff and community partners to achieve these objectives.

ARTICLE 1 BOARD OF DIRECTORS

SECTION 1.1 NUMBER, QUALIFICATION, DUTIES, TERMS OF OFFICE AND MANNER OF SELECTION

The number, qualification, terms of office, duties and manner of selection of members of the Board of Directors shall be as follows:

1.1.1 There shall be a total of not less than five (5) nor more than thirty elected, voting (30) Directors. Former chairs of the Foundation prior to June 30, 2015, shall remain ex-officio voting members of the Foundation in perpetuity. There shall be no limit to the number of Foundation Fellows. There shall also be no more than the currently existing ex-officio voting members of the Foundation, consisting of all past Foundation Chairpersons and Foundation Fellows, through fiscal year ending June 30, 2015. Lastly, the Chairperson of the Board of Trustees or his or her appointee and the President of the University shall be voting members of the Foundation Board. In addition to the qualifications for Directorship set forth in Article VII of the Articles of Incorporation, each person shall have demonstrated outstanding qualities of leadership and managerial ability, and a personal intention to promote the advancement of higher education and Florida Gulf Coast University through dedicated service to the Foundation.

1.1.2 The role of the Directors is to give counsel and guidance and to ensure sound administrative procedures are maintained with respect to all funds and property entrusted to the Foundation. It is expected that each Director will set an example of philanthropic giving to Florida Gulf Coast University that alumni and other friends of the University will emulate, through personal annual and/or capital contributions. Giving to the Foundation will support the programs and activities of Florida Gulf Coast University and will assist in providing operating capital for the proper functioning of the daily work of the Foundation. Each director is expected to actively participate on a minimum of one Standing
Committee or special committee, and attend 75% of meetings throughout the year.

1.1.3 The Directors shall be elected in the following manner: One-third of the Directors shall be nominated by the President of Florida Gulf Coast University and confirmed by the Board of Directors; and the remaining two-thirds of the Directors shall be nominated by the Nominating and Governance Committee and elected by the Board of Directors. The Directors may all be nominated by either the President or the Nominating and Governance Committee with the concurrence of the other, subject to election by the full Board of Directors.

1.1.4 The following are ex-officio, non-voting members of the Board of Directors: The Chair of the FGCU Alumni Association and the Chair of the Eagles Club Advisory Board. Notwithstanding, any ex-officio member may vote in their role as a member of a Committee. Additionally, whenever the chairperson of an approved major activity of the Foundation, as established by the Board of Directors, is not an elected Director, he or she shall become an ex-officio member of the Board of Directors and shall remain a member so long as he or she occupies the position of chairperson of the approved major activity. Such major activities shall be approved annually at a regular meeting of the Board. Other ex-officio members may be added upon the majority vote of the Board of Directors.

1.1.5 Terms of office of elected members of the Board of Directors shall be four (4) years in length. Such director shall not be eligible to serve more than two (2) consecutive terms. A Director who has served two terms consecutively may be re-elected to the Board of Directors after the expiration of one year following the end of his or her last previous term and will have the status of a new member. The terms of office of elected members of the Board of Directors shall be staggered so that approximately one-fourth (1/4) of the members of each of the two classes of elected Directors shall be elected each year. Vacancies occurring during a term shall be filled for the unexpired portion in the manner provided for the election of the class of directors in which the vacancy occurs. Vacancies that are filled with less than two (2) years of the term remaining shall not be counted as a term for purposes of eligibility to serve two terms consecutively.

1.1.6 A Director may resign at any time by submitting a written resignation to the Foundation Chairperson and/or the Executive Director.

1.1.7 Any voting director, other than the Chair of the Board of Trustees, or his/her appointee, and the President of the University, or his/her designee, may be removed from the Board of Directors at any time with or without cause by a two thirds (2/3) vote of the Board of Directors.
SECTION 1.2 MEETINGS

1.2.1 Quarterly meetings of the Board of Directors shall be held during each fiscal year as agreed upon by the Board for the convenience of the Directors. The day, hour and place of the meetings shall be determined by the Chairperson. At its meeting nearest the end of the fiscal year, the Board shall elect Directors yearly as provided in the Articles of Incorporation and these bylaws and shall transact such other business as may be brought before the meetings.

1.2.2 Special meetings of the Board of Directors may be called by the Chairperson of the Foundation, one-half (1/2) or more of the Directors, or the President of the University.

1.2.3 One-third (1/3) of the voting members of the Board of Directors shall constitute a quorum at any meetings of the Board of Directors or one-third (1/3) of the Directors who are members of Committees of the Board (except for the Executive Committee as set forth in Article 3.2.4. hereof) shall constitute a quorum. All questions shall be determined by a majority vote. However, a majority of the voting members of the Board of Directors must concur in the following:

(1) Amending the Bylaws.
(2) Amending the Articles of Incorporation.

1.2.4 Notice of all Board of Directors meetings shall be mailed or emailed by the Secretary to the Directors not less than fifteen (15) days preceding any such meeting. In the event the notice is of a special meeting, such notice shall indicate, briefly, the objects thereof and the nature of the business to be considered. No business except that stated in the notice shall be transacted at a special meeting except by the unanimous consent of the Directors present. When a quorum is present at any such meeting, a waiver of notice of such meeting or the objects thereof by a majority of all members shall be as effective and have the same force and effect as though all members had waived the requirements of this paragraph as to such notice.

1.2.5 The Chairperson or, in his or her absence, the Vice Chairperson of the Foundation shall preside at meetings of the Board of Directors. In the absence of both of these Officers from any meeting, the President of the University may appoint any Director to preside. The Secretary of the Foundation shall keep minutes of the proceedings of all the meetings of the Board of Directors. Minutes of each meeting shall be presented at the next meeting of the Board of Directors for action.

1.2.6 Meetings may be conducted by conference telephone or similar communications equipment provided all persons participating in such meetings are able to hear each other.
1.2.7 Proxies, general or special, shall not be accepted for any purpose in the meeting of the Board of Directors or committees thereof.

1.2.8 The Board will afford to each individual and representatives of groups a reasonable opportunity to be heard on any agenda item being considered by a committee or the Board. Public input will be accepted immediately following committee or Board deliberation on each item and before a vote. An individual or representative(s) of groups may be heard on any specific agenda item being considered by completing a request form and submitting it to the Executive Director at any time prior to the vote by the Committee or the Board. The request form will include the individual's name, address, and agenda item to be addressed. Speaker's comments will be subject to a three (3) minute maximum time limitation. Speakers shall confine their remarks only to the agenda item being addressed. If it appears that there are more speakers desiring to speak than may be accommodated, the Board may reduce the maximum amount of time allowed each speaker, or limit the number of speakers that may address an agenda item or topic. In order to proceed with the essential business of the Board in an orderly manner, any speaker who attempts to disrupt a Board meeting will be subject to appropriate action (including removal) pursuant to law.

1.2.9 Order of Business. The order of business at all meetings of the Board of Directors shall be determined by the Chairperson of the Foundation or a majority of the Directors present.

SECTION 1.3 CONFLICT OF INTEREST

The Board of Directors shall adopt and keep in full force and effect a substantial conflict of interest policy for its directors and principal officers in accordance with rules and regulations of the Internal Revenue Service applicable to tax-exempt organizations and the State of Florida.

ARTICLE 2 POWERS AND DUTIES OF OFFICERS AND STAFF

SECTION 2.1 ELECTION AND APPOINTMENT OF OFFICERS

2.1.1 At the meeting nearest the end of each fiscal year, the Board of Directors shall elect, in the manner hereinafter prescribed, Officers of the Foundation who shall serve for a two (2) year term commencing immediately following their election, as follows: a Chairperson, Vice Chairperson, Secretary, and Treasurer. The Chairperson shall be actively engaged in the activities of the Board and the University. Candidates for other officer positions may or may not be currently serving on the Board. The Officers shall be elected by the Board of Directors and shall serve a term of two (2) years. Officers, except the Chairperson, can serve unlimited consecutive terms of two (2) years, if re-elected. The Chairperson can serve for one additional consecutive term of two
(2) years, if re-elected. The Board of Directors may provide for such other Officers as it deems necessary, and such other Officers shall be elected in the same manner and serve the same terms as the Officers enumerated in the first sentence of this paragraph.

In the event of failure to elect any officer, or in case any vacancy occurs in an office, an election may be held at any regular or special meeting, if notice of the election is given in the notice of the meeting.

2.1.2 In the event that more than one person is nominated for a given office, the following procedure shall be employed: each Director present shall write his or her choice for the office on a ballot, which shall be collected from him or her by Foundation staff. The Foundation staff shall then tabulate the ballots and announce the result. In the event that no nominee receives a majority of the votes of those present, only the two nominees receiving the highest number of votes each shall be considered, and the process of voting shall continue until one of such nominees receives a majority of the votes of the Directors present.

SECTION 2.2 OFFICERS

2.2.1 THE CHAIRPERSON

The Chairperson shall be the President and chief executive officer of the Foundation, shall preside at all meetings of the Board of Directors, and shall do and perform such other duties as may be assigned by the Board of Directors. The Chairperson shall report to the President of Florida Gulf Coast University. The Chairperson is authorized to execute, in the name of Florida Gulf Coast University Foundation, Inc., with the Secretary attesting, all certificates, contracts, deeds, notes and other documents or legal instruments authorized or issued by the Board of Directors. In addition to serving as Chairperson of the Executive Committee, he or she shall be an ex-officio member of all committees of the Board of Directors.

2.2.2 THE VICE CHAIRPERSON

The Vice Chairperson shall be the Vice President of the Foundation, shall preside at all meetings of the Board of Directors in the absence or disability of the Chairperson and shall do and perform such other duties as may be assigned by the Chairperson of the Board of Directors. In the event of a vacancy or prolonged disability in the Office of the Chairperson, the Vice Chairperson shall also perform all duties of the Chairperson.

2.2.3 THE TREASURER

The Treasurer shall be a member of the Finance Committee of the Foundation. He or she shall present the financial statements of the Foundation to
the Board of Directors at each regular meeting of the Board and at such other times as the Board may determine. He or she shall ascertain that a full and accurate account is made of all monies received and paid out on accounts administered by the Foundation, and shall in general perform all duties incident to management of the office of Treasurer for the Board of Directors.

2.2.4 THE SECRETARY

The Secretary shall keep full and accurate minutes for all meetings of the Board of Directors and the Executive Committee. He or she shall transmit all notices required by the bylaws of the Foundation. He or she may sign documents with the Chairperson in the name of the Foundation. The Secretary shall have charge of all official records of the Foundation which shall be at all reasonable times open to examination by any Director, and shall in general perform all duties incident to management of the office of Secretary for the Board of Directors.

SECTION 2.3 STAFF

2.3.1 THE EXECUTIVE DIRECTOR

The Executive Director of the Foundation shall be at all times the Vice President for University Advancement of Florida Gulf Coast University. The Executive Director shall be staff to the Board of Directors and its committees, and shall be non-voting. S/he shall be responsible for the general, day-to-day management of the affairs of the Foundation reporting directly to the Chairperson of the Foundation. He or she shall exercise such authority to accept gifts, collect revenues, and make expenditures as may be delegated by the Board of Directors or the Executive Committee. The Executive Director is authorized to execute in the name of Florida Gulf Coast University Foundation, Inc., with the Secretary attesting, all certificates, contracts, deeds, notes, and other documents or legal instruments, authorized or issued by the Board of Directors or the Executive Committee of the Board of Directors. He or she shall be responsible for maintenance and management of the Foundation's activities and personnel.

2.3.2 THE ASSISTANT TREASURER

The Assistant Treasurer shall be staff to the Finance Committee of the Foundation. The Office of Assistant Treasurer shall be held at all times by the Vice President for Administrative Services and Finance of Florida Gulf Coast University. The Assistant Treasurer shall maintain an account and statement of all financial transactions of the Foundation. He or she shall at all reasonable times exhibit Foundation books and accounts to any Director of the Foundation. The Assistant Treasurer shall also be staff to the Board of Directors and shall perform such duties as directed by the Foundation Board of Directors.

2.3.3 THE CHIEF FINANCIAL OFFICER
The Chief Financial Officer (CFO) of the Foundation shall be held by the senior financial and budgetary staff person within the Division of University Advancement, and shall be primarily responsible for the daily financial, audit, operational, and administrative activities of the Foundation. The CFO will serve as staff to the Audit Committee and will work closely with any external endowment consultants in the management of the Foundation endowment.

SECTION 2.4 CHECKS

Checks or drafts on the funds of the Foundation $5,000 or less will be signed by one of the following: Chairperson, Vice Chairperson, Executive Director, Treasurer, Assistant Treasurer, or University President. Checks or drafts greater than $5,000, but less than $50,000, are signed by two of the following: Chairperson, Vice Chairperson, Executive Director, Treasurer, Assistant Treasurer, or University President. Checks or drafts at $50,000 or above are signed by one of the following: Chairperson, Vice Chairperson, Executive Director, Treasurer, Assistant Treasurer, or University President, and co-signed by an authorized Board member. A facsimile may be used in lieu of actual signatures for all checks, except that checks in amounts of $50,000 or greater must bear original signatures or, if facsimile signatures are used, must be initialed by any one additional Officer.

SECTION 2.5 EXECUTION OF DOCUMENTS TO SELL, ASSIGN OR TRANSFER TITLE OF ASSETS

Documents required to be executed by Florida Gulf Coast University Foundation, Inc., in order to sell, assign or transfer the title of any Foundation-owned assets may be signed by any one of the following: Chairperson, Vice Chairperson, Executive Director, Chief Financial Officer, or Treasurer and co-signed by one of the following: Secretary or Assistant Treasurer.

SECTION 2.6 AUDIT

The Executive Director shall arrange for auditing, at least annually, of the books, records and accounts of the Foundation by the outside auditing firm selected annually by the Audit Committee Board of Directors.

SECTION 2.7 BONDING AND EMPLOYEES

2.7.1 The Executive Director shall keep in force a blanket surety bond to assure that each officer, employee, and staff to the Board of Directors who is authorized to collect, hold, or disburse funds of the Foundation shall faithfully discharge their duties, the adequacy of which shall be determined by the Executive Committee.
2.7.2 Any person employed by the Foundation shall not be considered an employee of the State of Florida by virtue of his or her employment by the Foundation.

SECTION 2.8 ABSENCE OR INCAPACITY OF OFFICERS

In the event of absence, inability or refusal to act of any Officer, the Executive Committee may appoint a successor to perform his or her respective duties, until the following meeting of the Board of Directors or any special meeting that may be held for the election of Officers.

SECTION 2.9 RESIGNATION

An Officer may resign at any time by submitting a written resignation to the Chairperson and the Executive Director. If the Chairperson is resigning, he or she may submit his or her resignation to the Executive Director. If the Executive Director is resigning, he or she may submit his or her resignation to the Chairperson and the President of the University, subject to the regulations of the Florida Gulf Coast University Board of Trustees (FGCU BOT).

SECTION 2.10 REMOVAL

Any Officer may be removed by a two-thirds (2/3) vote of the Board of Directors whenever in its judgment the interests of the Foundation would be best served, subject to the regulations of the Florida Gulf Coast University Board of Trustees (FGCU BOT).

ARTICLE 3 COMMITTEES OF THE BOARD OF DIRECTORS

SECTION 3.1 CATEGORIES OF COMMITTEES

There shall be four categories of committees of the Board of Directors. The committees are:

(1) Executive Committee;
(2) Standing Committees;
(3) Continuing Committees; and
(4) Special Committees.

3.1.1 Executive Committee shall be permanent and its membership shall consist of the following:

(1) the Chairperson of the Foundation Board;
(2) the Vice Chairperson of the Foundation, who in the absence of the Chairperson, shall serve as Chairperson of the Executive committee;
(3) the Secretary of the Foundation;
(4) the Treasurer of the Foundation;
(5) the immediate past Chairperson of the Foundation;
(6) the President of Florida Gulf Coast University;
(7) the Chairperson of Florida Gulf Coast University Board of Trustees (FGCU BOT) or his or her appointee;
(8) the Chairperson of the Finance Committee;
(9) the Chairperson of the Real Estate Committee;
(10) the Chairperson of the Development Committee;
(11) the Chairperson of the Nominating and Governance Committee;
(12) the Chairperson of the Audit Committee.

3.1.2 Standing Committees shall be permanent and its membership shall consist only of Directors (both elected and ex-officio), and Special Appointees. A "Special Appointee" is defined as any expert appointed by the Foundation Chairperson to serve on a Standing Committee in order to enhance the function of the Committee. Special Appointees are not Directors but do have full voting rights on the assigned Standing Committee although they have no other rights or privileges of a Director. Such Special Appointees shall comprise not more than 25% of the total membership of a given Standing Committee. All Directors, both elected and ex-officio, shall have a vote at Committee meetings. The following Standing Committees shall have a minimum of three members:

(1) Finance Committee;
(2) Development Committee;
(3) Real Estate Committee;
(4) Nominating and Governance Committee;
(5) Audit Committee.

3.1.3 Continuing Committees, which shall be constituted for special purposes of indefinite duration, primarily for fund-raising activities, and whose membership shall always include but is not limited to members of the Board of Directors. The members of continuing committees shall be appointed by the Chairperson of the Foundation unless the Board of Directors shall otherwise provide.

3.1.4 Special Committees shall be constituted for purposes primarily involving administration of funds or projects of limited duration. The majority of the members shall be Directors. The members of special committees shall be appointed by the Chairperson of the Foundation unless the Board of Directors shall otherwise provide.

3.1.5 The actions of any committee shall be subject to review and approval by the Executive Committee, and to confirmation by the Board of Directors at its next regular meeting, except when the power to act is specifically
granted to a committee herein. Each committee shall maintain and submit approved minutes to the Board for adoption into the records of the Board.

SECTION 3.2 COMMITTEES’ TERMS OF OFFICE, DUTIES AND RESPONSIBILITIES

3.2.1 TERM OF OFFICE

Standing Committee members shall serve a two (2) year term and may serve unlimited additional terms coincident with their term as director. Standing Committee members will serve from the adjournment of the meeting in which they are elected or appointed until the adjournment of the meeting in which their successors are elected or appointed.

3.2.2 APPOINTMENTS

Appointments of members, including for vacancies, to the Standing Committees (other than the Executive Committee) and designation of the respective Chairpersons, will be made by the Foundation Chairperson.

3.2.3 EXECUTIVE COMMITTEE

3.2.3.1 The Executive Committee shall meet at the call of the Chairperson of the Foundation. The presence of a simple majority of its members shall constitute a quorum of the Executive Committee. An affirmative vote of the majority of members shall be necessary for the adoption of any resolution. When urgency precludes a formal meeting, matters may be handled by mail or telephone, subsequently confirmed in writing. No subsequent revision or alteration by the Board of Directors of action taken by the Executive Committee shall affect the rights of third parties.

3.2.3.2 The Executive Committee shall have and may exercise all powers and authority of the Board of Directors when the Board is not in session, subject only to such restriction or limitations as the Board of Directors may from time to time specify; provided, however, the Executive Committee shall have no authority to alter, amend, or repeal the Articles of Incorporation or the Bylaws of the Foundation or to appoint Directors. The Secretary of the Foundation shall be Secretary of the Executive Committee. All actions of the Executive Committee shall be reported in writing to the Directors individually at the next ensuing meeting of the Board, or when deemed sufficiently important by the Secretary, such actions shall be reported within thirty (30) days after such action is taken or at a meeting of the Board of Directors, if a meeting is held within that period of time. All actions of the Executive Committee
shall be recorded in the minutes for that meeting and provided to the Board of Directors for inclusion in the materials at the next Foundation Board meeting.

3.2.4 FINANCE COMMITTEE

3.2.4.1 The Finance Committee will establish and be responsible for the fiscal policy, including budget and spending. It shall review the annual budget and from time to time assure itself that the budget and current funds of the Foundation are administered in accordance with the policies of the Board of Directors.

3.2.4.2 The Finance Committee shall develop and review overhead charges, review capital equipment purchasing and operations, and develop other policies and make detailed reports to the Board of Directors.

3.2.4.3 The Finance Committee shall receive and consider the Foundation Budget for each fiscal year as presented by the Executive Director. It shall then present the budget with appropriate recommendations to the Board of Directors at its regular meeting nearest the beginning of the next fiscal year and to the President of the University. Subsequent amendments or revisions shall be considered by the Committee and submitted with any recommendations to the Executive Committee. The budget shall be presented to the President of Florida Gulf Coast University for approval and submission to the Florida Gulf Coast University Board of Trustees (FGCU BOT). The President of the University or his or her designee, who shall be the Vice President for Administrative Services and Finance, shall review and approve the expenditure plans of the Foundation on a quarterly basis.

3.2.4.4 The Finance Committee shall meet with Foundation staff from time to time and compare spending with the policies of the Foundation and the budget and make recommendations to the Executive Director and the Board.

3.2.4.5 The Treasurer of the Foundation or his or her designee shall be the Secretary of the Finance Committee and shall keep minutes of the actions of the Committee.

3.2.4.6 The Finance Committee shall review regularly all investments of the Foundation. It shall develop and recommend to the Board such investment and investment-related policies as it deems appropriate. It shall be the principal vehicle for review and oversight of the fiduciary and trustee responsibilities of the Foundation.

3.2.4.7 The Finance Committee shall make quarterly investment reports to the Board of Directors.
3.2.4.8  The Finance Committee shall recommend to the Board appropriate policies and procedures for custodianship and access to securities held by the Foundation as it may deem proper.

3.2.4.9  The Committee shall review the Annual Audit of the Foundation and report to the Board of Directors at the first Board meeting after the Annual Audit is completed.

3.2.5  REAL ESTATE COMMITTEE

3.2.5.1  The Real Estate Committee shall review regularly all real estate and other real property holdings, including management activities. It shall develop policies and procedures for approval by the Board of Directors governing the acquisition, management and disposal of all real property offered to or held by the Foundation. It shall recommend for approval specifically all acquisitions or sales not covered by policy.

3.2.5.2  The Real Estate Committee shall develop plans, policies and procedures governing the buildings, offices and other real property in which the business of the Foundation is conducted.

3.2.5.3  Unless otherwise directed as described below, the Real Estate Committee shall have the authority to approve sales of all Foundation real estate having an appraised value of $10,000 or less, and resolutions approving such sales of real estate adopted by the Committee shall have the same validity as if adopted by the Board of Directors or Executive Committee. Sales of assets valued above $10,000 shall require approval of the Board of Directors or Executive Committee. The Board of Directors or Executive Committee may also direct that sales of specific parcels must be approved by the Board of Directors or Executive Committee. If the value of the property or its nature as real estate is uncertain, the Chairperson and the Executive Director shall make a final determination.

3.2.5.4  The Secretary of the Foundation, or his or her designee, shall be Secretary of the Real Estate Committee and shall keep minutes on all actions of the Committee.

3.2.6  NOMINATING AND GOVERNANCE COMMITTEE

3.2.6.1  The members of the Nominating and Governance Committee shall consist of the immediate past Chairperson of the Foundation, the President of Florida Gulf Coast University, and additional members appointed by the Chairperson.

3.2.6.2  The Nominating and Governance Committee shall recommend to the Board of Directors at the regular meeting nearest the end of the appropriate fiscal year the names of persons to be Officers
of the Foundation and to fill each vacancy in the membership of the Board of Directors. The Committee shall adhere to the guidelines as set forth in Article I, Section I hereof, as well as Sections 1.1.3 and 2.1.1 above. The Board of Directors may accept recommendations or substitute other names of its own choosing. The list of names of new Directors, as finally approved by the Board of Directors, shall be recorded in the Foundation Board meeting minutes and each new Director shall be notified by the Secretary of the Foundation Executive Director or Chairperson. In addition, the Nominating and Governance Committee shall:

1. Present a slate of officers for election by the Board;
2. Review and recommend Directors for second terms;
3. Review and make recommendations regarding removal of Directors prior to the expiration of their completed terms;
4. Develop recruitment methodology for new directors;
5. Annually assess the current effectiveness of the Board and its members, including attendance;
6. Orient new Board members;
7. Hold a Board retreat, when appropriate;
8. Annually review Board policies and bylaws.

3.2.7 DEVELOPMENT COMMITTEE

The Development Committee shall review, approve, and recommend to the Board of Directors:

1. All major fund-raising initiatives and campaigns undertaken by the University and each of its constituent units.
2. Policies and strategies for the solicitation, receipt, acknowledgment, stewardship and recognition of private support.
3. Standards for gift recognition including, but not limited to, endowed chairs, endowed professorships, endowed visiting professorships, endowed lectureships, endowed scholarships, the naming of colleges, schools, centers, buildings, areas and other significant components of the University.
4. Actions of continuing committees involving fund-raising on a regular basis.
5. The Development Committee shall articulate the fundraising vision for the future of the Foundation. It is to formulate long-range goals for which the staff generates operational objectives and performance standards. This planning process provides a context
3.2.8 AUDIT COMMITTEE

3.2.8.1 The primary functions of the Audit Committee are to oversee the Foundation’s accounting and financial reporting processes, internal control systems, independent accountant relationships, and the audits of the financial statements. The Committee’s responsibilities include, but are not limited to:

(1) Reviewing audited annual financial statements, as well as interim financial statements and reports with staff and the independent accountant(s).

(2) Approving the audited financial statements and the Foundation’s tax return and forwarding to the Executive Committee and the Board of Directors.

(3) Determining the adequacy of the Foundation’s internal controls over its assets and over the preparation of reports and financial statements in accordance with Government Accounting Standards.

(4) Reviewing the Foundation’s accounting principles and practices with the independent accountant(s); considering any proposed substantial changes thereto by the independent accountant(s) and staff.

(5) Recommending to the Board of Directors the appointment of an independent accounting firm, which will be accountable to the Audit Committee and, ultimately, the Board of Directors.

(6) Reviewing the independence of the independent accountant(s).

(7) Approving all professional services rendered by the independent accounting firm(s) and its related fees.

3.2.8.2 The Chairperson and members of the Audit Committee shall be appointed by the Chairperson of the Foundation. Such appointees shall not be employees of the Foundation. All members of the Audit Committee must be independent and financially literate within the standards of the NYSE Euronext Company Guide.

3.2.9 SPECIAL COMMITTEES

The Chairperson of the Foundation shall have the authority to establish an unlimited number of Special Committees to accomplish any objectives affecting various interests and the welfare of the Foundation and Florida Gulf Coast University. All Committees established to provide effective administration of funds and projects held and promoted by the Foundation, i.e., administration of
scholarships and construction projects, shall be classified as Special Committees. Each Special Committee shall make such reports or recommendations to the Board of Directors as the Committee deems wise, or upon request of the Chairperson of the Foundation.

ARTICLE 4 FLORIDA GULF COAST UNIVERSITY FOUNDATION FELLOWS

SECTION 4.1 ELECTION

The persons constituting Florida Gulf Coast University Foundation Fellows shall be elected upon the nomination of the Board of Directors of the Foundation and confirmation by the President of Florida Gulf Coast University. Their number shall be limited only by the high standards to be used in their selection to assure that this honor be extended to persons of merit and distinction.

SECTION 4.2 RESPONSIBILITIES

Florida Gulf Coast University Foundation Fellows shall have no fixed duties, but they may be consulted, individually or collectively, by the President of Florida Gulf Coast University, the Chairperson of the Foundation, the Executive Director, or the Board of Directors on important matters of policy related to the purposes of the Foundation or the objectives of the University. Foundation Fellows may serve on Standing Committees in the same status as Directors. Foundation Fellows shall serve as ex-officio voting members of the Board of Directors.

ARTICLE 5 AMENDMENTS

SECTION 5.1 BYLAWS

These bylaws may be altered, amended, rescinded, or replaced at any quarterly or special meeting of the Board of Directors by the affirmative vote of a majority of the Board. However, any substantive amendment (amendments which change the policies or purpose of the Foundation or its primary operating procedures) to these bylaws shall be recommended by the University President to the Florida Gulf Coast University Board of Trustees (FGCU BOT) for consideration. Written notice of any proposed amendment of the Bylaws shall be mailed or emailed to each member of the Board of Directors not less than fifteen (15) days prior to any meeting at which such proposed amendment is to be considered.

SECTION 5.2 ARTICLES OF INCORPORATION

The Articles of Incorporation of the Foundation may be altered or amended at any annual or special meeting of the Board of Directors by resolution approved by the affirmative vote of a majority of the voting members of the Board, subject to approval by the Secretary of State of the State of Florida as
required by law. Written notice of any proposed amendment of the Articles of Incorporation shall be mailed to each member of the Board of Directors not less than fifteen (15) days prior to any meeting at which such proposed amendment is to be considered. Any substantive amendment (i.e. changes to the policies or purpose of the Foundation or its primary operating procedures) to the Articles of Incorporation shall be recommended by the University President to the Florida Gulf Coast University Board of Trustees (FGCU BOT) for consideration.

ARTICLE 6 MISCELLANEOUS

SECTION 6.1 FISCAL YEAR

The fiscal year of Florida Gulf Coast University Foundation shall begin on July 1 and end on June 30 of the following year.

SECTION 6.2 RELATIONSHIP WITH FLORIDA GULF COAST UNIVERSITY

6.2.1 GENERAL

The Foundation operates as a Direct Support Organization for Florida Gulf Coast University as defined by Florida Statutes and the State University System of Florida. The Foundation adheres to and will follow the policies and procedures established by the State University System of Florida for Direct Support Organizations.

6.2.2 CONTROL OF UNIVERSITY RESOURCES

Pursuant to the authority so vested by the FGCU BOT, the University President is authorized to monitor and control the use of the University’s resources and the University’s name.

SECTION 6.3 THE FLORIDA GULF COAST UNIVERSITY ALUMNI ASSOCIATION

The Florida Gulf Coast University Alumni Association (Alumni Association) operates under the umbrella of the Foundation. The Alumni Association’s purpose is to, among other things, promote the welfare and future development of the University and its educational, scientific and programmatic purposes. It also fosters a continuing relationship among alumni, and encourages their support for the University’s programs, future development and advancement.

SECTION 6.4 NON-DISCRIMINATION

The Foundation will not discriminate based on race, color, religion, age, disability, sex, national origin, marital status, genetic predisposition, sexual orientation, gender identity/gender expression, and/or veteran status.
SECTION 6.5 CONFIDENTIALITY OF FOUNDATION DOCUMENTS

Confidentiality of Foundation documents are governed by Section 1004.28, Florida Statutes. Upon receipt of a reasonable and specific request in writing, the Foundation will disclose those materials required by law so determined to be subject to public records laws. The Foundation will not, however, release personal or financial information about a donor or prospective donor or any other information exempt from disclosure.

SECTION 6.6 INDEMNIFICATION

The Foundation shall indemnify, to the fullest extent provided by law, any person who was or is a party to any proceeding by reason of the fact that he or she was or is serving as a Director or Officer of the Foundation, or was or is serving at the request of the Foundation as a trustee, director or officer of another corporation or enterprise for the benefit, and at the direction, of the Foundation, against liability and expenses incurred in connection with such proceeding, including any appeal thereof, if such person acted in good faith and in a manner he or she reasonably believed to be in, and not opposed to, the best interests of the Foundation.

ARTICLE 7 RESTATEMENT

AMENDMENT AND RESTATEMENT

This Amendment and Restatement of Bylaws shall supersede the original Bylaws and all amendments and restatements thereto.

CERTIFICATION

The undersigned, as Secretary of the Foundation, hereby certifies that the foregoing Ninth Tenth Amendment of the Florida Gulf Coast University Foundation, Inc. Bylaws were approved by no less than a majority vote of the members of the Board of Directors of the Foundation at a meeting held on December 2, 2015 March 7, 2018.

_________________________________
Kimberly Leach Johnson, Esq.
ITEM: 4

Florida Gulf Coast University Board of Trustees
April 10, 2018

SUBJECT: Termination of Classification of Instructional Programs (CIP)
Code 51.0913 at the Bachelor’s Level

PROPOSED BOARD ACTION

Approve the termination of CIP Code 51.0913, Athletic Training/Trainer, at the bachelor’s level.

BACKGROUND INFORMATION

The State University System (SUS) Academic Program Inventory shows that Florida Gulf Coast University (FGCU) has authority to offer degree program majors under CIP Code 51.0913 at the bachelor’s level. FGCU offers the Bachelor of Science in Athletic Training (B.S.A.T.) under CIP Code 51.0913.

Athletic training programs are accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE has adopted a new standard stating that programs must lead to a post-baccalaureate (post-professional) master’s or doctoral degree. This mandate means that universities may not admit, enroll, or matriculate students in a baccalaureate-level athletic training program after the start of the fall term 2022. A proposal to approve the Master of Science in Athletic Training (M.S.A.T.) will be considered by the FGCU Board of Trustees on April 10, 2018. The proposed implementation date for the M.S.A.T. is summer 2019.

It is anticipated that fall 2018 will be the last term students will be admitted into the B.S.A.T. program at FGCU. Students admitted into the B.S.A.T. fall 2018 and earlier will be able to complete program requirements and sit for the national Board of Certification (BOC) examination to become a Certified Athletic Trainer.
Supporting Documentation Included: Board of Governors Regulation 8.012

Prepared by:  Associate Vice President for Academic and Curriculum Support Cathy Duff

Legal Review by:  Vice President and General Counsel Vee Leonard (March 16, 2018)

Submitted by: Provost and Vice President for Academic Affairs James Llorens
8.012 Academic Program Termination and Temporary Suspension of New Enrollments

(1) Academic Program Termination
   (a) To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System, programs may be terminated. Reasons for terminating programs may include but are not limited to the following:
      1. Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the university.
      2. Faculty or other resources are no longer sufficient to deliver a high-quality program.
      3. The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
      4. The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.
   (b) Each University Board of Trustees must adopt regulations for degree program termination that are consistent with this regulation, with copies provided to the Board of Governors, Office of Academic and Student Affairs. The regulations must include at a minimum:
      1. A formal process for determining degree programs that are candidates for termination that includes review by the appropriate curriculum, financial, and administrative councils of the university; and
      2. A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated;
      3. A plan to notify Florida College System (FCS) institutions that the university has begun the process of terminating a baccalaureate program so that FCS students may be advised appropriately; and
      4. A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the faculty and students.
   (c) Each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor’s, master’s, advanced master’s, and specialist level in accordance with this regulation. Upon termination of a degree program, the university will notify the Board of Governors, Office of Academic and Student Affairs within four weeks of the University Board of Trustees decision.
   (d) Each University Board of Trustees has the responsibility and authority to recommend termination of degree programs at the professional and doctoral level to the Board of Governors in accordance with this
regulation. In its request for termination of a program the university will provide documentation that it has followed its established policies, including those related to faculty affected by program termination, and that there is a plan in place to accommodate any students who are currently active in the program.

(e) The university’s Board of Trustees or the Board of Governors, if applicable, must approve the termination prior to the start of the effective term.

(2) Temporary Suspension of New Enrollments in an Academic Program

(a) A program that is temporarily suspended for new enrollments remains an active program in the State University System Academic Degree Program Inventory. Students that are already enrolled can continue to progress towards degree completion. A program’s temporary suspension for new enrollments can be removed by the university at any time and the program can begin accepting new enrollments, with notification to the Board of Governors’ Office.

1. When a university decides to suspend a program, it must submit a “Request for Temporary Suspension of New Enrollments in an Academic Program” form to enable Board staff to note the change to the State University System Academic Degree Program Inventory and the Statewide Articulation Manual. Reasons for suspending programs may include but are not limited to the following:
   a. Curriculum is being revised;
   b. Key faculty member(s) have left the university and replacements are being recruited for the program;
   c. Accreditation standards have changed;
   d. The university is reprioritizing its resources and/or efforts;
   e. Student demand for the program has diminished over time and the university is re-evaluating the viability of the program.

2. A program can be temporarily suspended for new enrollments for up to 9 consecutive terms, including summer. At the end of the 9th term the university must notify the Board of Governors’ office on the desired course of action for the program; and

3. A plan to notify Florida College System (FCS) institutions that the university has begun the process of temporary suspension of new enrollments in a baccalaureate program so that FCS students may be advised appropriately.

(b) Temporary suspensions of degree programs must be approved in accordance with university policies prior to the start of the effective term.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-29-07, Amended 9-22-16.
SUBJECT: Student Success – Enrollment Management Initiative

PROPOSED BOARD ACTION

Information only

BACKGROUND INFORMATION

In February 2018, Florida Gulf Coast University (FGCU) President Mike Martin announced a comprehensive, University-wide Initiative to improve student success outcomes, including the four-year graduation rate, as supported by enrollment management and other programmatic, functional and organizational additions and changes. The Initiative’s roll-out was announced at a campus forum for students, faculty and staff, where President Martin was joined by FGCU Board of Trustees Chair Blake Gable, and Vice President for Student Success and Enrollment Management Mitchell Cordova. Development of the Initiative is closely tied to recommendations made after a series of FGCU visits by enrollment management consultant Dr. Pam Shockley-Zalabak.

Chair Gable has requested that update presentations on the Initiative be prominently featured on the agenda for all regular meetings of the FGCU Board of Trustees. On April 10, the Board will hear a presentation on the Initiative from President Martin, Dr. Shockley-Zalabak, and Vice President Cordova.

Supporting Documentation Included: N/A

Prepared by: Vice President and Chief of Staff Susan Evans

Legal Review: N/A

Submitted by: President Mike Martin
ITEM: 6

Florida Gulf Coast University Board of Trustees  
April 10, 2018  

SUBJECT: FGCU Honorary Degree for Reinhold Schmieding  

PROPOSED BOARD ACTION  

Approve Board Resolution to award honorary degree to Mr. Reinhold Schmieding  

BACKGROUND INFORMATION  

Under Regulation FGCU-PR3.002 adopted by the FGCU Board of Trustees on June 7, 2016, Florida Gulf Coast University confers as its highest academic recognition honorary doctoral degrees to individuals who have made outstanding contributions to the public good and whose achievements are in concert with the University’s mission. 

Historically, Florida Gulf Coast University has awarded seven Honorary Degrees, as follow:  

2. December 10, 2005 to Mr. Raymond L. Lutgert:  
Honorary Doctor of Laws, *Legum Doctor, honoris causa*.  
3. April 29, 2006 to Dr. Ruth Whitaker Holmes:  
Honorary Doctor of Laws, *Legum Doctor, honoris causa*.  
4. April 29, 2006 to Dr. G. Burtt Holmes:  
Honorary Doctor of Laws, *Legum Doctor, honoris causa*.  
5. April 29, 2006 to Mr. Roy Mumme:  
Honorary Doctor of Laws, *Legum Doctor, honoris causa*.  
6. May 3, 2015 to Mr. David Lucas:  
7. May 1, 2016 to Dr. Elaine Marieb:  
Honorary Doctor of Science, *Scientia Doctor, honoris causa*.  

In accordance with FGCU-PR3.002, the Committee on Honorary Degrees upon receipt of nomination of Mr. Reinhold Schmieding for an FGCU Honorary Degree
reviewed and discussed a portfolio of materials submitted in support of the nomination. The Committee unanimously recommends the awarding of an **FGCU Honorary Doctor of Science, Scientia Doctor, honoris causa** to Reinhold Schmieding, and President Martin brings to the Board his enthusiastic endorsement for approval of the Committee’s recommendation, for conferral on Mr. Schmieding at the 2018 spring Commencement.

A proposed Resolution is provided for the Board’s approval consideration, supported by additional materials as indicated below.

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**Supporting Documentation Included:** (1) A Resolution of the FGCU Board of Trustees; (2) Regulation FGCU-PR3.002 Honorary Degrees; (3) Committee on Honorary Degrees Recommendation Letter to President Martin; and (4) Information Packet in Support of an Honorary Degree Award to Reinhold Schmieding

**Prepared by:** Vice President and Chief of Staff Susan Evans

**Legal Review:** Vice President and General Counsel Vee Leonard (March 26, 2018)

**Submitted by:** President Mike Martin
A Resolution of the 
Florida Gulf Coast University Board of Trustees

WHEREAS, Florida Gulf Coast University is a public, comprehensive institution of higher education in Southwest Florida with a mission of education, research, and service; and

WHEREAS, Florida Gulf Coast University confers as its highest academic recognition honorary doctoral degrees to individuals who have made outstanding contributions to the public good and which are in concert with the University’s mission; and

WHEREAS, Mr. Reinhold Schmieding is the founder of Arthrex, Inc., headquartered in Naples, Florida and a highly recognized global leader in entrepreneurial and innovative scientific research and development for the surgical device industry, with more than 11,000 surgical orthopedic products and techniques, and more than 1,100 patents and patents pending; and

WHEREAS, Arthrex, Inc. and President/Founder Reinhold Schmieding are vital leaders in economic and workforce development through the employing of more than 3,000 corporate and manufacturing staff, and another 1,000 employees in global subsidiaries across 13 countries, with exports to more than 100 countries around the world; and

WHEREAS, Mr. Reinhold Schmieding and his Arthrex, Inc. engineers as mentors generously and significantly support students of the U.A. Whitaker College of Engineering at Florida Gulf Coast University, including internship awards to Bioengineering students and jobs to graduates, critically connecting classroom to industry;

NOW, THEREFORE BE IT RESOLVED that the Florida Gulf Coast University Board of Trustees wishes to honor Mr. Reinhold Schmieding with the awarding of a Florida Gulf Coast University degree Doctor of Science, Scientia Doctor, honoris causa with all attendant rights and privileges thereof in recognition of his exceptional scientific innovations and contributions for benefit to the public good.

DULY ADOPTED THIS 10th DAY OF APRIL IN THE YEAR 2018.
SIGNED:

______________________________________________
Blake Gable, Chair
Florida Gulf Coast University Board of Trustees
A. GENERAL

This regulation is in accordance with the regulations and guidelines of the Florida Board of Governors as they pertain to the awarding of honorary degrees.

B. SCOPE

Ever mindful of its mission, Florida Gulf Coast University (“FGCU” or “University”) grants honorary degrees to persons whose achievements are in concert with the mission of the University. Recipients of honorary degrees will be forever associated with the University; therefore, recipients of an honorary degree from Florida Gulf Coast University must be of sufficient stature and character so as to honor the University.

C. ELIGIBILITY

Specific criteria for an honorary degree at FGCU include:

1. Distinguished record of scholarship; and/or

2. Outstanding contributions to society through humanitarian efforts, public service, education, or artistic achievement.

Ordinarily, honorary doctoral degrees are not awarded to current members of the University faculty, staff, Board of Trustees, or any elected official or state employee who has direct oversight of the University. Former members of the Board of Trustees and emeriti faculty should only be considered for honorary degrees on an exceptional basis.

D. NOMINATION PROCESS

Nominations for awarding honorary degrees are encouraged from all constituents of the University. For full consideration, the nominator must supply the following information that must be received in the Office of the Provost and Vice President for Academic Affairs no later than October 1 for Fall Commencement. Nominations and supporting materials for Spring Commencement must be received in Office of the Provost and Vice President for Academic Affairs no later than February 1.

1. Letter of nomination that summarizes the candidate’s qualifications for this honor;

2. Brief curriculum vitae of the nominee (resume or biographical description);
3. Other supporting evidence as appropriate (e.g., letters of support, publications, materials); and

4. Contact information for the nominee.

E. SELECTION PROCESS

1. The Committee on Honorary Degrees (“Committee”) is comprised of the following individuals:

   a) Provost and Vice President for Academic Affairs or his/her designee.

   b) Faculty Senate’s Graduate Affairs Team.

   c) An Academic Dean or Chair/Director, appointed by the Provost.

   d) Associate Vice President for Research and Dean of Graduate Studies or his/her designee, appointed by the Provost.

   e) Representative from the President’s Office, appointed by the President.

   f) Vice President for University Advancement or his/her designee.

2. The Committee will publicize criteria and guidelines for nominations at least three weeks prior to the nominations deadline. The Committee will review nominations and identify individuals who meet the criteria for an honorary degree. The Committee shall recommend candidates and appropriate degree(s) to the University President by November 1 for Fall Commencement and by March 1 for Spring Commencement. The Committee will include a written rationale for each individual who is being recommended for an honorary degree. Ordinarily, the Committee will submit no more than five recommendations to the President. There should be no communication with the prospective honorary degree recipient(s) until after the President has initially approved the conferral of honorary degrees.

3. Upon his/her initial approval, the President shall recommend to the Board for its final approval all honorary degrees. Once the Board has provided final approval, the President, or his/her designee, shall contact the selected recipient(s) concerning acceptance and conferral of the honorary degree. Normally, honorary degrees will be awarded at Commencement and will not be awarded in absentia. Under special circumstances, whereas an awardee is physically unable to attend Commencement, special arrangement may be made by the University to confer the award.

4. In cases where nominees fail to satisfy minimal eligibility requirements, the President, with consultation from the Committee, reserves the right not to award an honorary degree.
F. HONORARY DEGREES OFFERED AT FGCU

Honorary degrees offered at FGCU include the following:

1. Honorary Doctor of Humane Letters (L.H.D.)

   *Litterarum Humaniorum Doctor, honoris causa:* Awarded for outstanding achievement in the humanities and the social sciences.

2. Honorary Doctor of Letters (Litt.D)

   *Litterarum Doctor, honoris causa:* Awarded for outstanding contributions to the field of literature, journalism, and drama.

3. Honorary Doctor of Laws (L.L.D.)

   *Legum Doctor, honoris causa:* Awarded for outstanding community contributions at the local, national, or international level in business, industry, government, and public office.

4. Honorary Doctor of Science (Sc.D.)

   *Scientia Doctor, honoris causa:* Awarded for outstanding achievement in the pure and applied sciences, health professions, and technology.

5. Others as approved by the Committee on Honorary Degrees

G. PROCEDURES FOR AWARDING HONORARY DEGREES

1. Unless otherwise initially approved, honorary degrees will be awarded at Commencement.

2. Unless otherwise initially approved, honorary degrees will not be given in absentia.

3. An honorary degree may be awarded posthumously.

4. The candidate will be presented with the University diploma carrying the title of the degree, a citation indicating the reasons for the award, and a doctoral hood bearing the colors of the University.

H. PROCESS FOR AMENDING THE HONORARY DEGREE REGULATION

Proposed amendments to this regulation should be submitted in writing to the Committee. The Committee will submit recommendations to the Provost. The Provost, in consultation with Deans’ Council and the Faculty Senate, will review the proposed changes. The Provost
will submit the proposed revision(s) to the President for final review and approval before the revision(s) are noticed and then sent for review and approval to the University Board of Trustees.

Action by Florida Gulf Coast University Board of Trustees
Approved 06/07/16
Specific Authority
Board of Governors Regulation 3.004; Resolutions on Presidential Authorizations
History of Regulation
New 4/21/09; Amended 06/07/16
Effective Date of Regulation
06/07/16
February 13, 2018

Dr. Mike Martin
President
Florida Gulf Coast University

RE: Nomination of Mr. Reinhold Schmieding

Dr. Martin,
The Committee on Honorary Degrees met in order to discuss the nomination of Mr. Reinhold Schmieding. Mr. Schmieding was nominated to be under consideration for an Honorary Doctoral degree. Following careful consideration and review of the portfolio of materials as well as a rich dialogue amongst the members of the committee, the committee unanimously agreed that the nominee’s efforts in support of FGCU as well as to the broader community provided compelling evidence to merit the before-mentioned degree.

Given the above, the committee highly recommends that Mr. Schmieding’s nomination be taken into further consideration as it relates to the awarding of an Honorary Doctorate degree. The committee would also like to note that although a specific Honorary Doctorate was not mentioned by the nominators, the members of the committee would suggest a Doctor of Science degree.

Respectfully Submitted,

Dr. Tony A. Barringer
Chair, Committee on Honorary Degrees
Reinhold Schmieding is President and Founder of Arthrex Inc., a worldwide leader in sports medicine, arthroscopic surgery and orthopedic surgical implant and device design and manufacturing. His wealth of surgical device industry experience spans more than 30 years, beginning in Germany as the European Manager for Richards Medical before founding Arthrex Inc. in Westport, CT in 1981. Reinhold is originally from Bloomfield Hills, MI and graduated from Michigan State University with a Bachelor of Science in Physiology in 1977.

Arthrex Inc. has operated out of its Naples, FL headquarters since 1991, beginning with two employees. The company now currently employs more than 3,000 corporate and manufacturing staff, as well as 1,000 additional employees in worldwide subsidiaries spanning 13 countries, and exports to over 100 countries around the world.

Reinhold has led the product development and marketing of over 11,000 surgical products and related surgical techniques with leading orthopedic surgeons and has led the issuance of over 1,100 patents and patents pending. The Arthrex Medical Education division successfully hosts hundreds of surgical skills training programs for orthopedic surgeons and other health care providers from around the world in Arthrex's medical education facility in Naples, FL.
January 8, 2018

Honorary Doctorate Nominating Committee
Division of Academic Affairs
Florida Gulf Coast University
10501 FGCU Blvd. South
Fort Myers, FL 33965

Dear Colleagues:

It is my honor and pleasure to nominate Mr. Reinhold Schmieding for an honorary doctorate degree from Florida Gulf Coast University. I first met Mr. Schmieding shortly after my arrival at FGCU in November 2012, when the company he founded, Arthrex Inc., received an award in the Corporate/Business Citizen category at the 2012 News-Press People of the Year awards celebration on January 17, 2013. Mr. Schmieding was the keynote speaker at that prestigious event. It was clear to me very early in my relocation to Southwest Florida just how respected and prominent Arthrex and its founder, Reinhold Schmieding, are to the regional business landscape and to the larger community. Arthrex and its founder are pillars of Southwest Florida and much beyond.

First launched in Westport, Connecticut in 1981, Arthrex Inc. and its founding president, Reinhold Schmieding, have operated out of its Naples, Florida headquarters since 1991. Beginning with only two employees, Arthex now has over 3,000 employees, along with 1,000 additional employees operating a global network of subsidiaries in 13 countries that export Arthrex products to over 100 countries. Arthrex is a global leader in sports medicine, arthroscopic surgery and orthopedic surgical implant device design, manufacturing, and related physician training.

Mr. Schmieding was awarded a Bachelor of Science degree in Physiology from Michigan State University in 1977. He has led the development and marketing of over 11,000 surgical products and related surgical procedures, along with over 1,100 awarded and pending patents related to these products and associated surgical procedures. Mr. Schmieding is a world class inventor, business leader and entrepreneur.

I serve as Dean of the U.A. Whitaker College of Engineering at FGCU, which has a strong Department of Bioengineering. I am pleased to report that we have an outstanding working relationship with Arthrex. Arthrex engineers regularly serve as industry mentors to groups of Bioengineering students who complete year-long capstone design projects in their senior year.
Arthrex also provides summer internship opportunities for our bioengineering students and hires our graduates as full time employees. Currently, over 20 FGCU bioengineering graduates are employed full time by Arthrex. Our working relationship with Arthrex is strong and synergistic. This excellent relationship would not exist without the clear support of Mr. Schmieding.

Arthrex, under the leadership of Mr. Schmieding, is a prominent pillar in our community. Many community events are sponsored by Arthrex. Its logo appears on a wide range of non-profit community facilities and philanthropic organizations. The philanthropic reach of Reinhold Schmieding and his company in our community is truly impressive.

In summary, the exemplary accomplishments of Mr. Reinhold Schmieding in the areas of biomedical research, development, entrepreneurship, manufacturing, business operations, and community service make him a most worthy candidate for an honorary doctorate degree from Florida Gulf Coast University.

Thank you for the opportunity to provide this nomination.

Yours truly,

Richard Behr

Richard Behr, Ph.D., P.E., F. ASCE, F. AEI.

Dean and Professor
January 17, 2018

Florida Gulf Coast University Committee on Honorary Degrees
Florida Gulf Coast University
10501 FGCU Blvd. South
Fort Myers, FL 33965

Dear Committee Members:

I am pleased to submit a letter of support for Reinhold Schmieding as you consider his nomination for an honorary doctoral degree from Florida Gulf Coast University (FGCU). Mr. Schmieding has been a cornerstone of the Southwest Florida community since the early 1990s. The impacts he has made through his business, community and philanthropic contributions have helped shape Southwest Florida.

The impact of his countless patents, the desire to continually improve the surgical implant industry, and a pursuit of perfection has vastly improved the surgical outcomes experienced by surgeons and patients, benefitting humanity through better living.

Mr. Schmieding founded Arthrex, Inc. in 1981, and the Arthrex corporate headquarters were established in Naples, Florida in 1991. Since the company’s founding, Mr. Schmieding has guided the business in becoming a worldwide leader in sports medicine, arthroscopic surgery and orthopedic surgical implant and device design and manufacturing. Arthrex has been called Southwest Florida’s "economic diamond." Not only is it one of the area’s larger employers, but the company gives back to the community in significant ways.

Some of Reinhold Schmieding’s most impressive accomplishments include:

- Arthrex contributes to the region as an economic powerhouse, employing more than 3,000 personnel throughout 13 countries, and exports its products to more than 100 countries around the world;

- Arthrex is a leading innovator in the healthcare field of orthopedic devices, leading the development of over 11,000 surgical products and the issuance of more than 1,100 patents and patents pending;

- Arthrex invests in its people, making it a great place to work. The company has been named to Fortune’s “Best Places to Work” at least five times;
• The company has remained one of the top 100 fastest growing companies in the United States for the past 10 years and has received recognition through a variety of awards to honor its leadership in the Southwest Florida region, including the 2014 Outstanding Corporate Philanthropy Award from the Community Foundation of Collier County and the 2014 Florida Commissioner of Education Business Recognition Award.

Reinhold Schmieding is a man of great character, generosity and vision. It is an honor for me to submit this letter of support for an FGCU honorary degree in recognition of his outstanding accomplishments.

Sincerely,

J. Dudley Goodlette
Collier County, Florida
Florida Gulf Coast University Board of Trustees Member January 2013 – January 2018, and Chair January 2016 – January 2018
January 23, 2018

Honorary Degree Nominating Committee
Division Of Academic Affairs
Florida Gulf Coast University
10501 FGCU Boulevard S.
Fort Myers, FL 33965

Dear Honorary Degree Nominating Committee:

Reinhold Schmieding is the most progressive leader I have met in many years. He quietly built Arthrex, a company which has become one of the world’s leading medical-device companies. Arthrex has more than 3,000 products with a half a billion dollars in annual revenues. It is considered the largest arthroscopic medical-device manufacturer in the world.

Arthrex is headquartered in Naples, FL and another 200,000 facility for manufacturing and distribution has been built in Ave Maria, FL. Reinhold has always had a tremendous commitment to his employees. He believes in providing employee security and feels that security breeds confidence, loyalty and long-term productivity. He knows his employees and they all respect him.

Reinhold and his family live in Naples and he credits his wife’s support for much of his success. He is a very thoughtful citizen and contributes in many ways to the betterment of his community.

Arthrex has grown so successfully because of their quality products but also because of the quality of the man at helm. Reinhold lives an exemplary life and has a passion for his business that provides an excellent example for our students. I am very pleased to recommend that he receive an honorary doctorate from FGCU.

Most sincerely,

Myra Janco Daniels
January 16, 2018

Dolly Farrell  
Director of Recognition and Stewardship  
Division of University Advancement  
Florida Gulf Coast University  
10501 FGCU Blvd. South  
Fort Myers, FL 33965

Dear Dolly:

It is my pleasure to express my sincere support of Reinhold Schmieding’s nomination to receive an Honorary Degree from Florida Gulf Coast University.

I have known Reinhold Schmieding personally and professionally for 15 years and believe him to be an exemplary leader in business and education advancement in Southwest Florida. His integrity and humility impassion others to act responsibly and fairly, fostering a community and corporate environment admired by many.

I fully support the nomination of Reinhold Schmieding and believe his legacy will reflect the caliber of character of Florida Gulf Coast University.

Sincerely,

Blake Gable  
CEO, Barron Collier Companies
Florida Gulf Coast University Board of Trustees
April 10, 2018

SUBJECT: New Degree Program: Master of Science in Athletic Training

PROPOSED BOARD ACTION

Approve the Master of Science in Athletic Training (M.S.A.T) new degree program in Classification of Instructional Programs (CIP) Code 51.0913.

BACKGROUND INFORMATION

Each university’s board of trustees shall approve new degree programs at the bachelor’s, master’s, advanced master’s, and specialist levels in accordance with Board of Governors Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings. The Master of Science in Athletic Training new degree program, as described in the Executive Summary, is submitted for consideration.

Supporting Documentation Included: (1) Executive Summary; and (2) Board of Governors Regulation 8.011

Prepared by: Associate Vice President for Academic and Curriculum Support Cathy Duff

Legal Review by: Vice President and General Counsel Vee Leonard (March 16, 2018)

Submitted by: Provost and Vice President for Academic Affairs James Llorens
Florida Gulf Coast University

Executive Summary
Master of Science in Athletic Training

Major: Athletic Training
Degree: Master of Science in Athletic Training (M.S.A.T.)
Concentrations: None
College: Marieb College of Health & Human Services
Department: Rehabilitation Sciences
Anticipated Implementation Date: Summer 2019
Suggested Classification of Instructional Programs (CIP) Code: 51.0913

Introduction

FGCU currently offers the Bachelor of Science in Athletic Training (referred to in this document as BSAT) under CIP 51.0913. The BSAT is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE has adopted a new standard stating that programs must lead to a post-baccalaureate (post-professional) master’s or doctoral degree. This mandate means that universities may not admit, enroll, or matriculate students in a baccalaureate-level athletic training program after the start of the fall term 2022.

Upon approval and implementation of the proposed Master of Science in Athletic Training (referred to in this document as MSAT), the BSAT will be terminated and removed from the State University System Academic Program Inventory for FGCU. It is anticipated that fall 2018 will be the last term that students will be admitted into the FGCU BSAT. Students already admitted into the BSAT will be able to complete program requirements and sit for the national Board of Certification (BOC) examination to become a Certified Athletic Trainer.

Athletic trainers are health care professionals who collaborate with physicians to provide services comprised of prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Graduates can be employed in physician offices; hospitals; urgent and ambulatory care centers; clinics with specialties in sports medicine, cardiac rehab, medical fitness, wellness, and physical therapy; police and fire departments and academies; public safety and municipal departments; branches of the military; youth sport leagues; municipal and independently owned youth sports facilities; industrial settings; and performing arts companies.

The proposed MSAT is consistent with Florida Board of Governors (BOG) Regulation 8.011 Authorization of New Academic Degree Programs and Other Curriculum Offerings. The pre-proposal was reviewed by the Council of Academic Vice Presidents Academic Coordinating Group on December 11, 2015. No concerns were noted. The curriculum and program requirements were approved by the Marieb College of Health & Human Services Curriculum Affairs Committee on December 11, 2017; the university-wide Graduate Curriculum Team on January 31, 2018; and the university-wide Graduate Affairs Team on February 13, 2018.

Need and Demand

CIP code 51.0913 is listed on the SUS Academic Program Inventory as an area of strategic emphasis—Health. The U.S. Bureau of Labor Statistics Occupational Outlook Handbook states that the employment of athletic trainers is expected to grow 21% from 2014 – 2021, much faster
than the national average of other health care practitioners and technical occupations (10%) and all other occupations (7%). As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, specifically in local high schools and youth leagues. Student demand for athletic training programs remains strong. The BSAT, which is limited access, has been fully enrolled for the past five years. In a survey of current BSAT students (40 students over two cohorts), 81% indicated they would be interested in an entry-level master’s program.

The proposed program is similar to master’s athletic training programs offered by Florida International University (FIU) and University of South Florida (USF). The University of North Florida is in the planning stage. FIU and USF report that the number of applicants exceeded the slots available for incoming students. Thus, the addition of another program in the SUS will have a minimal impact on existing programs.

The proposed program relates to FGCU’s Mission and Strategic Plan by providing a degree that will fulfill critical statewide professional and workforce needs. The program supports Pillar 4 of the FGCU 2017-2022 Strategic Plan by leveraging recognized strengths and community engagement efforts to become a leader in preparing practitioners and innovators in health and human services professions.

Resource and Budget Projections

It is anticipated that 16 students will be admitted in Cohort 1 during summer C, 2019. These students will enroll for six consecutive semesters (58 semester credit hours) and graduate at the end of spring 2021. An additional cohort of 16 students will enroll every summer thereafter.

The proposed MSAT will operate using regular tuition rates established by FGCU. Resources including faculty, administrative staff, and base E&G budget will be redirected from the existing BSAT to the proposed MSAT. Projected cost for the MSAT in Year 1 (summer 2019 through spring 2020) is $100,230 in reallocated E&G base for faculty salaries and benefits. Projected cost for Year 5 (summer 2023 through spring 2024) is $182,163 in continuing E&G for faculty salaries and benefits. These costs were based upon the percentage of faculty effort directed at teaching the courses required in the program. One new faculty member with a specialty in athletic training will be hired on an existing E&G funded vacant line in fall 2020. No additional resources are needed to implement and sustain the program through Year 5.
8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(1) New Academic Degree Program Authorization - To ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans, the following criteria and administrative processes for new academic program authorization are established.

(2) Definitions - Within the context of this regulation, academic degree programs are defined as follows:
   (a) Degree Program – An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2) (b), but may have multiple majors.
   (b) Program Major – An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters of paragraph (3)(a) 6c.

(3) Criteria for New Degree Program Approval – A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria:
   (a) Institutional and State-Level Accountability
      1. The Program is Consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan. – The proposal shall demonstrate that the goals of the program are consistent with current State University System strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university’s
mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the program list provided in the university work plan required by Board of Governors Regulation 2.002.

2. **There is a Demonstrated Need for Program Graduates, Research, and/or Service.** - The proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent (FTE) for students who will major in the program, and indicate steps to be taken to achieve a diverse student body. If an argument is made for the program based upon research or service need, then specific supporting information shall be provided. In analyzing the need for the proposed program, the university shall consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program, and shall include this analysis in the proposal to substantiate the need for the program.

3. **The Program Does Not Unnecessarily Duplicate Existing State University System Degree Programs.** - If the program duplicates another degree program at a state university in Florida which has a substantially similar curriculum, evidence shall be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate a need for duplication. If the proposed program curriculum substantially duplicates an existing program at a historically black university in the State University System, an analysis shall be conducted to determine whether the proposed program may adversely affect that university’s ability to achieve or maintain student diversity in its existing program.

4. **Financial Planning and Resources are Sufficient for Implementation.** - The proposal shall include a complete budget for the program which is comparable in cost to similar existing programs, reflects the purpose of the proposal, and provides evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.

5. **There is a Sufficient Projected Benefit of the Program to the University, Local Community, and State.** - The proposal shall describe the projected benefit to the university, local community, and the State if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative (data driven) and qualitative in nature.

6. **Access and Articulation are Maintained for All Programs.**
   a. In a proposal for a baccalaureate program, all prerequisite courses shall
be consistent with common prerequisites for similar degree programs within the State University System and the Florida College System, or an exception shall be sought through the Articulation Coordinating Committee in accordance with Board Regulation 8.010.

b. In a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

c. In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014.

d. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. The Institution Demonstrates an Ability to Implement a High-Quality Program. - The proposal shall provide evidence that the institution has the resources in place, or will make the necessary investments, to ensure that the proposed program will be of high quality. If appropriate, the proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths such as other academic programs that have achieved national recognition, or related institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.

2. The Curriculum is Appropriate for the Discipline and Program Level. - The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006.  

3. Sufficient Qualified Faculty is Available. – The proposal shall demonstrate that sufficient qualified faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years. The proposal shall demonstrate that the
academic unit or units associated with this new degree have been productive in teaching, research, and service. For a research or professional doctoral program, evidence shall be provided that the faculty in the aggregate has the necessary instructional experience, as well as research and grant activity, to sustain a doctoral program.

4. **Sufficient Institutional Resources are Available.** – The proposal shall demonstrate that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites shall be available to implement the program. For a graduate-level program, the proposal shall indicate whether appropriate fellowships, scholarships, and graduate assistantships are in place, or if the university has made sufficient plans for their existence when student support is the norm in similar programs in the discipline.

(4) New Degree Program Approval Authority and Process –

(a) **All Degree Programs** - Each university shall submit a new academic degree program pre-proposal for review by the academic program coordination work group established by the Council of Academic Vice Presidents pursuant to Regulation 8.004 (1) in order to facilitate collaboration, articulation, and coordination of new academic degree programs across the State University System. This action should be taken prior to a new degree program under consideration being moved into the one-year category on the university annual work plan.

(b) **Professional and Research Doctoral Degree Programs** – Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in section (3) of this regulation. In approving a new doctoral degree program, the Board of Governors shall consider the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System and university strategic plans, and the extent to which the program will contribute to the economic development of the local community and the state as demonstrated by its alignment with the Areas of Programmatic Strategic Emphasis adopted as part of the State University System Strategic Plan.

1. A proposal that is complete and has been determined by Board staff to meet all criteria for new program authorization shall be considered by the Board of Governors for approval and, subsequent to a program’s approval, an institution may offer the new program at a date no sooner than that specified in the proposal.

2. If a university contemplates implementing a master’s or specialist program and a doctoral program in the same discipline simultaneously, a single proposal for both degree levels should be developed, differentiating elements
within the proposal as necessary. Both degree levels shall be approved by the university board of trustees prior to submitting the doctoral program proposal to the Board of Governors for consideration.

3. New doctoral programs shall be considered by the Board of Governors only at the June and November meetings, unless extenuating circumstances justify the need for Board consideration during a different timeframe. The Chancellor shall establish deadlines for university submission of new degree proposals for consideration.

(c) Bachelor’s, Master’s, Advanced Master’s, Specialist and other Non-Doctoral Degree Programs – Each university board of trustees shall approve for implementation new degree programs at the bachelor’s, master’s, advanced master’s, and specialist levels in accordance with sections (3) and (5) of this regulation.

(d) University Policies for New Degree Program Authorization - Each university board of trustees shall ensure that university policies for new degree program planning and approval are consistent with this regulation and provide a copy of the policies to the Board of Governors Office. The university policies shall include at a minimum:

1. A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and the university work plan;

2. A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university

3. A formal written review of doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal;

4. A process for final consideration by the board of trustees that includes review of the proposed program by the full board or a designated committee with regard to Board of Governors approval criteria and implementation costs; and

5. Adoption of a common State University System new degree proposal format developed by Board staff in collaboration with university academic affairs officers.

(e) State University System Academic Degree Program Inventory –

1. The Board Office shall maintain a State University System Academic Degree Program Inventory that will identify the approved degree programs for each university and that will be used by the universities for reporting enrollments, degree completions, and other information related to instructional delivery. Within four weeks of approval of a bachelor’s, master’s, specialist, or advanced master’s degree by the university board of
trustees, a university shall notify the Board of Governors Office in writing and provide an electronic copy of the proposal for each program, along with related board of trustees approval documents. For baccalaureate programs, the notification shall include any request for approval of limited access status, exceptions to the 120 credit hours to degree, and exceptions to the established statewide common prerequisite courses. A CIP code for each program shall be assigned by the Board of Governors Office in consultation with the university.

2. Upon resolution of any outstanding issues regarding the program, it shall be added to the State University System Academic Degree Program Inventory and a letter of notification shall be provided to the university.

3. The Board of Governors recognizes that academic disciplines and degree program curriculum evolve over time to align with emerging knowledge in the field or changing workforce requirements. Existing programs’ curricula may also evolve over time in response to faculty research interests and student demand. On occasion a new CIP code is created by the National Center for Educational Statistics which is a better fit for an existing program than the one assigned when it was approved. Accordingly, the Chancellor, or designee, is authorized to approve CIP code changes requested by a university for an existing degree program in the State University System Academic Degree Program Inventory and to establish a process for university and state-level review to ensure the program is properly coded. A CIP code change cannot have the net effect of adding a new degree program to the academic program inventory by changing the code for a major offered under a currently approved program. The new CIP code will be used for state-level accountability calculations starting with the effective term.

(5) Independent Degree Programs at Branch Campuses and Off-Campus Sites - Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricular decision-making authority, designated facilities and instructional resources, and a designated student body, shall not be implemented at a branch campus or other off-campus instructional location unless approved by the university board of trustees, even if the university already has authority to offer the degree program at another location. Each such program shall meet the Board of Governors’ new degree program approval criteria and follow the same approval process as other new program offerings at the university. This requirement does not apply to programs currently approved for one location that share faculty and students between or among instructional locations.

(6) Each university shall establish policies for academic degree program offerings away from the main campus which are in compliance with Board of Governors Regulations
(7) Authorization of Other Academic Curricular Offerings - Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7) (a)-(c) of this regulation. Copies of each university’s policies for approving other academic curricular offerings shall be provided to the Board of Governors Office.

(a) Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. - Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

(b) College Credit Certificate Program - An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.

(c) Non-College-Credit Certificate – An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-27-07, Amended 3-24-11, Amended 9-22-16.
ITEM: 8

Florida Gulf Coast University Board of Trustees
April 10, 2018

SUBJECT: Reactivation of Academic Program Major: Music

PROPOSED BOARD ACTION

Approve the reactivation of the Music major in Classification of Instructional Program (CIP) Code 50.0903. The full title will be Bachelor of Arts (B.A.) in Music.

BACKGROUND INFORMATION

On December 10, 2014, the FGCU Board of Trustees (BOT) approved the Discontinuance of Suspended Academic Program Majors as recommended by the Special Committee for Review of Academic Degree Programs. The suspended list included the Music major.

The initial approval of Music as a major occurred on February 9, 2006, when the FGCU Board of Trustees approved the request to offer a bachelor's level degree program under CIP Code 50.0903 Music Performance, General, effective fall 2006. FGCU was approved to offer degree program majors under this CIP Code and level and this authority was noted on the State University System Academic Program Inventory. FGCU has maintained continuous authority to offer majors in this CIP Code and level.

FGCU has offered majors in this CIP Code under various titles. During 2006-2007, the major was Music. On April 15, 2008, the FGCU BOT approved a nomenclature change dividing the Music major into separate majors: Music Education, Music-Performance, and Music-Piano Pedagogy. As a result of this action, Music as a major was suspended.

Further changes resulted in the creation of specialized degree-major combinations, thus eliminating the need for some majors in CIP Code 50.0903. On January 17, 2012, the FGCU BOT approved the Bachelor of Music Education (B.M.E.) in CIP Code 13.1312. On April 21, 2015, the FGCU BOT approved the Bachelor of Music Therapy (B.M.T.) in CIP Code 51.2305. As a result of these
actions and the changing needs of students and the profession, Music Education and Music-Piano Pedagogy were also suspended as majors. From fall 2012 through today, the only major offered in CIP Code 50.0903 has been Music-Performance.

Currently, the array of undergraduate music offerings through the FGCU Bower School of Music & the Arts includes the B.M.E., the B.M.T., and the B.A. Music-Performance. These degree-major combinations are designed specifically to prepare students for careers in music education, music therapy, and music performance. At this time, students do not have access to a music program that prepares them for a greater range of employment and graduate study opportunities. There is no option for students who wish to pursue music simultaneously with other areas of interest.

The reactivated Music major will provide a solid foundation in post-secondary musicianship, including intensive study in music theory, aural skills, instrumental skills, and music history. Multiple career paths in music are accessible following the completion of the Music major, including music business, marketing, arts management, entertainment, pedagogy, and arts-based non-profit human service opportunities. Students in the Music major could continue with graduate studies in music with a professional emphasis including musicology, ethnomusicology, music theorist, and music composition.

The reactivated Music major will enable students to study music while preparing for careers in other areas including professions that are credentialed at the graduate level such as law, medical sciences, public or private sector administration, higher education, or human services associated with various types of therapy (speech, occupational, and physical therapy), as well as counseling and clinical psychology. To summarize, the B.A. Music offers maximum flexibility for combining current and future interests across music and other disciplinary paths toward employment and/or graduate study. The Music major will provide another path for timely graduation.

The curriculum for the proposed reactivated Music major was approved by the college curriculum team and the university-wide Undergraduate Curriculum Team. No additional resources are needed to reactivate this major. The major is consistent with Florida Board of Governors Regulation 8.011 Authorization of New Academic Programs and Other Curriculum Offerings.

Supporting Documentation Included: Board of Governors Regulation 8.011

Prepared by:  Associate Vice President for Academic and Curriculum Support
Cathy Duff
Legal Review by:  Vice President and General Counsel Vee Leonard (March 16, 2018)

Submitted by:  Provost and Vice President for Academic Affairs James Llorens
8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(1) New Academic Degree Program Authorization - To ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans, the following criteria and administrative processes for new academic program authorization are established.

(2) Definitions - Within the context of this regulation, academic degree programs are defined as follows:

(a) Degree Program – An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2) (b), but may have multiple majors.

(b) Program Major – An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters of paragraph (3)(a) 6c.

(3) Criteria for New Degree Program Approval – A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria:

(a) Institutional and State-Level Accountability

1. The Program is Consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan. – The proposal shall demonstrate that the goals of the program are consistent with current State University System strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university’s
mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the program list provided in the university work plan required by Board of Governors Regulation 2.002.

2. There is a Demonstrated Need for Program Graduates, Research, and/or Service. - The proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent (FTE) for students who will major in the program, and indicate steps to be taken to achieve a diverse student body. If an argument is made for the program based upon research or service need, then specific supporting information shall be provided. In analyzing the need for the proposed program, the university shall consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program, and shall include this analysis in the proposal to substantiate the need for the program.

3. The Program Does Not Unnecessarily Duplicate Existing State University System Degree Programs. - If the program duplicates another degree program at a state university in Florida which has a substantially similar curriculum, evidence shall be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate a need for duplication. If the proposed program curriculum substantially duplicates an existing program at a historically black university in the State University System, an analysis shall be conducted to determine whether the proposed program may adversely affect that university’s ability to achieve or maintain student diversity in its existing program.

4. Financial Planning and Resources are Sufficient for Implementation. - The proposal shall include a complete budget for the program which is comparable in cost to similar existing programs, reflects the purpose of the proposal, and provides evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.

5. There is a Sufficient Projected Benefit of the Program to the University, Local Community, and State. - The proposal shall describe the projected benefit to the university, local community, and the State if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative (data driven) and qualitative in nature.

6. Access and Articulation are Maintained for All Programs.
   a. In a proposal for a baccalaureate program, all prerequisite courses shall
be consistent with common prerequisites for similar degree programs within the State University System and the Florida College System, or an exception shall be sought through the Articulation Coordinating Committee in accordance with Board Regulation 8.010.

b. In a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

c. In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014.

d. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. The Institution Demonstrates an Ability to Implement a High-Quality Program. - The proposal shall provide evidence that the institution has the resources in place, or will make the necessary investments, to ensure that the proposed program will be of high quality. If appropriate, the proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths such as other academic programs that have achieved national recognition, or related institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.

2. The Curriculum is Appropriate for the Discipline and Program Level. - The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006.

3. Sufficient Qualified Faculty is Available. – The proposal shall demonstrate that sufficient qualified faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years. The proposal shall demonstrate that the
academic unit or units associated with this new degree have been productive in teaching, research, and service. For a research or professional doctoral program, evidence shall be provided that the faculty in the aggregate has the necessary instructional experience, as well as research and grant activity, to sustain a doctoral program.

4. **Sufficient Institutional Resources are Available.** – The proposal shall demonstrate that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites shall be available to implement the program. For a graduate-level program, the proposal shall indicate whether appropriate fellowships, scholarships, and graduate assistantships are in place, or if the university has made sufficient plans for their existence when student support is the norm in similar programs in the discipline.

(4) New Degree Program Approval Authority and Process –

(a) **All Degree Programs** - Each university shall submit a new academic degree program pre-proposal for review by the academic program coordination work group established by the Council of Academic Vice Presidents pursuant to Regulation 8.004 (1) in order to facilitate collaboration, articulation, and coordination of new academic degree programs across the State University System. This action should be taken prior to a new degree program under consideration being moved into the one-year category on the university annual work plan.

(b) **Professional and Research Doctoral Degree Programs** – Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in section (3) of this regulation. In approving a new doctoral degree program, the Board of Governors shall consider the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System and university strategic plans, and the extent to which the program will contribute to the economic development of the local community and the state as demonstrated by its alignment with the Areas of Programmatic Strategic Emphasis adopted as part of the State University System Strategic Plan.

1. A proposal that is complete and has been determined by Board staff to meet all criteria for new program authorization shall be considered by the Board of Governors for approval and, subsequent to a program’s approval, an institution may offer the new program at a date no sooner than that specified in the proposal.

2. If a university contemplates implementing a master’s or specialist program and a doctoral program in the same discipline simultaneously, a single proposal for both degree levels should be developed, differentiating elements
within the proposal as necessary. Both degree levels shall be approved by the university board of trustees prior to submitting the doctoral program proposal to the Board of Governors for consideration.

3. New doctoral programs shall be considered by the Board of Governors only at the June and November meetings, unless extenuating circumstances justify the need for Board consideration during a different timeframe. The Chancellor shall establish deadlines for university submission of new degree proposals for consideration.

(c) Bachelor’s, Master’s, Advanced Master’s, Specialist and other Non-Doctoral Degree Programs – Each university board of trustees shall approve for implementation new degree programs at the bachelor’s, master’s, advanced master’s, and specialist levels in accordance with sections (3) and (5) of this regulation.

(d) University Policies for New Degree Program Authorization - Each university board of trustees shall ensure that university policies for new degree program planning and approval are consistent with this regulation and provide a copy of the policies to the Board of Governors Office. The university policies shall include at a minimum:

1. A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and the university work plan;
2. A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university
3. A formal written review of doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal;
4. A process for final consideration by the board of trustees that includes review of the proposed program by the full board or a designated committee with regard to Board of Governors approval criteria and implementation costs; and
5. Adoption of a common State University System new degree proposal format developed by Board staff in collaboration with university academic affairs officers.

(e) State University System Academic Degree Program Inventory –

1. The Board Office shall maintain a State University System Academic Degree Program Inventory that will identify the approved degree programs for each university and that will be used by the universities for reporting enrollments, degree completions, and other information related to instructional delivery. Within four weeks of approval of a bachelor’s, master’s, specialist, or advanced master’s degree by the university board of
trustees, a university shall notify the Board of Governors Office in writing and provide an electronic copy of the proposal for each program, along with related board of trustees approval documents. For baccalaureate programs, the notification shall include any request for approval of limited access status, exceptions to the 120 credit hours to degree, and exceptions to the established statewide common prerequisite courses. A CIP code for each program shall be assigned by the Board of Governors Office in consultation with the university.

2. Upon resolution of any outstanding issues regarding the program, it shall be added to the State University System Academic Degree Program Inventory and a letter of notification shall be provided to the university.

3. The Board of Governors recognizes that academic disciplines and degree program curricula evolve over time to align with emerging knowledge in the field or changing workforce requirements. Existing programs’ curricula may also evolve over time in response to faculty research interests and student demand. On occasion a new CIP code is created by the National Center for Educational Statistics which is a better fit for an existing program than the one assigned when it was approved. Accordingly, the Chancellor, or designee, is authorized to approve CIP code changes requested by a university for an existing degree program in the State University System Academic Degree Program Inventory and to establish a process for university and state-level review to ensure the program is properly coded. A CIP code change cannot have the net effect of adding a new degree program to the academic program inventory by changing the code for a major offered under a currently approved program. The new CIP code will be used for state-level accountability calculations starting with the effective term.

(5) Independent Degree Programs at Branch Campuses and Off-Campus Sites - Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricular decision-making authority, designated facilities and instructional resources, and a designated student body, shall not be implemented at a branch campus or other off-campus instructional location unless approved by the university board of trustees, even if the university already has authority to offer the degree program at another location. Each such program shall meet the Board of Governors’ new degree program approval criteria and follow the same approval process as other new program offerings at the university. This requirement does not apply to programs currently approved for one location that share faculty and students between or among instructional locations.

(6) Each university shall establish policies for academic degree program offerings away from the main campus which are in compliance with Board of Governors Regulations.
8.002 Continuing Education, 8.004 Academic Program Coordination, and 8.009 Educational Sites.

(7) Authorization of Other Academic Curricular Offerings - Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7) (a)-(c) of this regulation. Copies of each university’s policies for approving other academic curricular offerings shall be provided to the Board of Governors Office.

(a) Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. - Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

(b) College Credit Certificate Program - An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.

(c) Non-College-Credit Certificate - An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-27-07, Amended 3-24-11, Amended 9-22-16.
Florida Gulf Coast University Board of Trustees
April 10, 2018

SUBJECT: Addition of Degree Program Majors: BSN to DNP Nurse Anesthesiology, and MSN to DNP Nurse Anesthesiology

PROPOSED BOARD ACTION

Approve the BSN to DNP Nurse Anesthesiology major, and the MSN to DNP Nurse Anesthesiology major to be offered in the existing Doctor of Nursing Practice (DNP) degree program effective summer 2020.

BACKGROUND INFORMATION

Currently, FGCU offers the Master of Science in Nursing (M.S.N.) with a major in Nurse Anesthesia under CIP 51.3801. This program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

The current COA Standards for Accreditation of Nurse Anesthesia Educational Programs mandate that accredited nurse anesthesia programs must offer a doctoral degree for entry into nurse anesthesia practice by January 1, 2022. The COA standards also mandate that students matriculating into an accredited program on January 1, 2022 and thereafter must be enrolled in a doctoral program. Students completing the BSN to DNP Nurse Anesthesiology major (post-baccalaureate entry) or the MSN to DNP Nurse Anesthesiology major (post-master’s entry) will earn the DNP, thus addressing this COA standard.

FGCU is currently authorized to offer nursing at the doctoral level under CIP 51.3818, as noted in the State University System Academic Program Inventory. The approval process for this authority included the FGCU Board of Trustees (BOT) on April 15, 2014, and the Florida Board of Governors on March 19, 2015. All majors under CIP Code 51.3818 are designated as a HEALTH area of strategic emphasis.

There is continuing need and demand at the local, state, and national levels for nurse anesthesia graduates. Graduates of the FGCU master’s nurse anesthesia program receive multiple employment offers and the post-graduation
employment rate has consistently been 100%. The proposed majors support the FGCU 2017-2022 Strategic Plan, with a particular focus on Pillar 4: Health Sciences, by leveraging recognized strengths and community engagement efforts to become a leader in preparing practitioners and innovators in health and human services professions.

The proposed doctoral level nurse anesthesiology majors are consistent with Florida Board of Governors Regulation 8.011 Authorization of New Degree Programs and Other Curricular Offerings. The requirements for the majors were approved by the Marieb College of Health & Human Services Curricular Affairs Committee; the university-wide Graduate Curriculum Team on January 31, 2018; and the university-wide Graduate Affairs Team on February 13, 2018.

It is anticipated that the last cohort of students will be admitted to the master’s level nurse anesthesia program in spring 2019. The first cohort of students will be admitted to the new BSN to DNP Nurse Anesthesiology major (post-baccalaureate entry) in summer 2020. The curriculum will consist of 112 semester credit hours and anticipated student headcount is 24 in Year 1, and 72 in Year 5.

Plans are to admit the first cohort of students to the new MSN to DNP Nurse Anesthesiology major (post-master’s entry) in summer 2021. The curriculum will consist of 37 semester credit hours and anticipated student headcount is 4 in Year 1 and 8 in Year 5.

Resources, including 3.5 full-time equivalent (FTE) faculty, currently supporting the existing master’s level nurse anesthesia program will be reallocated to support the proposed majors. A total of 4.5 FTE (3.5 in Year 2, and 1 in Year 3) new faculty will be needed to support doctoral coursework, expanded clinical practicum requirements, and doctoral projects. The anticipated salary and benefits for each 1 FTE of new faculty is $185,000. No additional resources are needed to implement and sustain the proposed majors through Year 5.

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**Supporting Documentation Included:** Florida Board of Governors Regulation 8.011

**Prepared by:** Associate Vice President for Academic and Curriculum Support Cathy Duff

**Legal Review by:** Vice President and General Counsel Vee Leonard (March 16, 2018)

**Submitted by:** Provost and Vice President for Academic Affairs James Llorens
8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(1) New Academic Degree Program Authorization - To ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans, the following criteria and administrative processes for new academic program authorization are established.

(2) Definitions - Within the context of this regulation, academic degree programs are defined as follows:
   (a) Degree Program – An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2) (b), but may have multiple majors.
   (b) Program Major – An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters of paragraph (3)(a) 6c.

(3) Criteria for New Degree Program Approval – A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria:
   (a) Institutional and State-Level Accountability
      1. *The Program is Consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan.* - The proposal shall demonstrate that the goals of the program are consistent with current State University System strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university’s
mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the program list provided in the university work plan required by Board of Governors Regulation 2.002.

2. There is a Demonstrated Need for Program Graduates, Research, and/or Service. - The proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent (FTE) for students who will major in the program, and indicate steps to be taken to achieve a diverse student body. If an argument is made for the program based upon research or service need, then specific supporting information shall be provided. In analyzing the need for the proposed program, the university shall consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program, and shall include this analysis in the proposal to substantiate the need for the program.

3. The Program Does Not Unnecessarily Duplicate Existing State University System Degree Programs. - If the program duplicates another degree program at a state university in Florida which has a substantially similar curriculum, evidence shall be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate a need for duplication. If the proposed program curriculum substantially duplicates an existing program at a historically black university in the State University System, an analysis shall be conducted to determine whether the proposed program may adversely affect that university’s ability to achieve or maintain student diversity in its existing program.

4. Financial Planning and Resources are Sufficient for Implementation. - The proposal shall include a complete budget for the program which is comparable in cost to similar existing programs, reflects the purpose of the proposal, and provides evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.

5. There is a Sufficient Projected Benefit of the Program to the University, Local Community, and State. - The proposal shall describe the projected benefit to the university, local community, and the State if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative (data driven) and qualitative in nature.

6. Access and Articulation are Maintained for All Programs.
   a. In a proposal for a baccalaureate program, all prerequisite courses shall
be consistent with common prerequisites for similar degree programs within the State University System and the Florida College System, or an exception shall be sought through the Articulation Coordinating Committee in accordance with Board Regulation 8.010.

b. In a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

c. In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014.

d. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. The Institution Demonstrates an Ability to Implement a High-Quality Program. - The proposal shall provide evidence that the institution has the resources in place, or will make the necessary investments, to ensure that the proposed program will be of high quality. If appropriate, the proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths such as other academic programs that have achieved national recognition, or related institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.

2. The Curriculum is Appropriate for the Discipline and Program Level. - The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006.

3. Sufficient Qualified Faculty is Available. - The proposal shall demonstrate that sufficient qualified faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years. The proposal shall demonstrate that the
academic unit or units associated with this new degree have been productive in teaching, research, and service. For a research or professional doctoral program, evidence shall be provided that the faculty in the aggregate has the necessary instructional experience, as well as research and grant activity, to sustain a doctoral program.

4. **Sufficient Institutional Resources are Available.** – The proposal shall demonstrate that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites shall be available to implement the program. For a graduate-level program, the proposal shall indicate whether appropriate fellowships, scholarships, and graduate assistantships are in place, or if the university has made sufficient plans for their existence when student support is the norm in similar programs in the discipline.

(4) New Degree Program Approval Authority and Process –
(a) **All Degree Programs** - Each university shall submit a new academic degree program pre-proposal for review by the academic program coordination work group established by the Council of Academic Vice Presidents pursuant to Regulation 8.004 (1) in order to facilitate collaboration, articulation, and coordination of new academic degree programs across the State University System. This action should be taken prior to a new degree program under consideration being moved into the one-year category on the university annual work plan.

(b) **Professional and Research Doctoral Degree Programs** – Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in section (3) of this regulation. In approving a new doctoral degree program, the Board of Governors shall consider the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System and university strategic plans, and the extent to which the program will contribute to the economic development of the local community and the state as demonstrated by its alignment with the Areas of Programmatic Strategic Emphasis adopted as part of the State University System Strategic Plan.

1. A proposal that is complete and has been determined by Board staff to meet all criteria for new program authorization shall be considered by the Board of Governors for approval and, subsequent to a program’s approval, an institution may offer the new program at a date no sooner than that specified in the proposal.

2. If a university contemplates implementing a master’s or specialist program and a doctoral program in the same discipline simultaneously, a single proposal for both degree levels should be developed, differentiating elements
within the proposal as necessary. Both degree levels shall be approved by the university board of trustees prior to submitting the doctoral program proposal to the Board of Governors for consideration.

3. New doctoral programs shall be considered by the Board of Governors only at the June and November meetings, unless extenuating circumstances justify the need for Board consideration during a different timeframe. The Chancellor shall establish deadlines for university submission of new degree proposals for consideration.

(c) Bachelor’s, Master’s, Advanced Master’s, Specialist and other Non-Doctoral Degree Programs – Each university board of trustees shall approve for implementation new degree programs at the bachelor’s, master’s, advanced master’s, and specialist levels in accordance with sections (3) and (5) of this regulation.

(d) University Policies for New Degree Program Authorization - Each university board of trustees shall ensure that university policies for new degree program planning and approval are consistent with this regulation and provide a copy of the policies to the Board of Governors Office. The university policies shall include at a minimum:

1. A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and the university work plan;
2. A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university
3. A formal written review of doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal;
4. A process for final consideration by the board of trustees that includes review of the proposed program by the full board or a designated committee with regard to Board of Governors approval criteria and implementation costs; and
5. Adoption of a common State University System new degree proposal format developed by Board staff in collaboration with university academic affairs officers.

(e) State University System Academic Degree Program Inventory –

1. The Board Office shall maintain a State University System Academic Degree Program Inventory that will identify the approved degree programs for each university and that will be used by the universities for reporting enrollments, degree completions, and other information related to instructional delivery. Within four weeks of approval of a bachelor’s, master’s, specialist, or advanced master’s degree by the university board of
trustees, a university shall notify the Board of Governors Office in writing and provide an electronic copy of the proposal for each program, along with related board of trustees approval documents. For baccalaureate programs, the notification shall include any request for approval of limited access status, exceptions to the 120 credit hours to degree, and exceptions to the established statewide common prerequisite courses. A CIP code for each program shall be assigned by the Board of Governors Office in consultation with the university.

2. Upon resolution of any outstanding issues regarding the program, it shall be added to the State University System Academic Degree Program Inventory and a letter of notification shall be provided to the university.

3. The Board of Governors recognizes that academic disciplines and degree program curricula evolve over time to align with emerging knowledge in the field or changing workforce requirements. Existing programs’ curricula may also evolve over time in response to faculty research interests and student demand. On occasion a new CIP code is created by the National Center for Educational Statistics which is a better fit for an existing program than the one assigned when it was approved. Accordingly, the Chancellor, or designee, is authorized to approve CIP code changes requested by a university for an existing degree program in the State University System Academic Degree Program Inventory and to establish a process for university and state-level review to ensure the program is properly coded. A CIP code change cannot have the net effect of adding a new degree program to the academic program inventory by changing the code for a major offered under a currently approved program. The new CIP code will be used for state-level accountability calculations starting with the effective term.

(5) Independent Degree Programs at Branch Campuses and Off-Campus Sites - Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricular decision-making authority, designated facilities and instructional resources, and a designated student body, shall not be implemented at a branch campus or other off-campus instructional location unless approved by the university board of trustees, even if the university already has authority to offer the degree program at another location. Each such program shall meet the Board of Governors’ new degree program approval criteria and follow the same approval process as other new program offerings at the university. This requirement does not apply to programs currently approved for one location that share faculty and students between or among instructional locations.

(6) Each university shall establish policies for academic degree program offerings away from the main campus which are in compliance with Board of Governors Regulations
8.002 Continuing Education, 8.004 Academic Program Coordination, and 8.009 Educational Sites.

(7) Authorization of Other Academic Curricular Offerings - Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7) (a)-(c) of this regulation. Copies of each university’s policies for approving other academic curricular offerings shall be provided to the Board of Governors Office.

(a) Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. - Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

(b) College Credit Certificate Program - An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.

(c) Non-College-Credit Certificate – An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-27-07, Amended 3-24-11, Amended 9-22-16.
PROPOSED BOARD ACTION

Information only

BACKGROUND INFORMATION

The Florida Gulf Coast University (FGCU) Board of Trustees is responsible for annually evaluating the performance of the President of Florida Gulf Coast University. Specifically, the FGCU President Employment Agreement executed on April 7, 2017 by the FGCU Board of Trustees and President Michael Martin contains the following President Performance Evaluation Criterion.

(1) Qualitative Leadership and Management Skills; (2) Florida Gulf Coast University FOCUS 2017-2022 Strategic Plan and FGCU's Performance-Based Funding Metrics; and (3) Resource Development (i.e., private fundraising; state appropriations; and the securing of contracts and grant dollars, etc.).

At the April 10 meeting, FGCU Board of Trustees Chair Blake Gable will discuss with the Board the process for evaluating FGCU President Michael Martin for the 2017-2018 year, including the attached rating form to be completed by each Trustee and submitted no later than April 25, 2018 to Vice President and General Counsel Vee Leonard, who will provide the completed rating forms to Chair Gable. The performance evaluation for President Martin will be conducted at the June 5, 2018 meeting of the FGCU Board of Trustees.

The rating form must be signed by the Trustee completing the form. Evaluation materials are public records as defined under Florida Public Records law, and as such are subject to disclosure.

Supporting Documentation Included: (1) Trustee Rating Form for FGCU President Michael Martin’s Annual Performance Evaluation for 2017-2018; (2)
FGCU FOCUS 2017-2022 Strategic Plan; and (3) Resource Development Results

**Prepared by:** FGCU Board of Trustees Chair Blake Gable

**Legal Review:** Vice President and General Counsel Vee Leonard (March 21, 2018)

**Submitted by:** FGCU Board of Trustees Chair Blake Gable
Indicate your rating for each of the below President Performance Evaluation Criterion as contained in the FGCU President Employment Agreement executed on April 7, 2017 by the FGCU Board of Trustees and President Michael Martin. Optional comments regarding President Martin’s performance may be provided.

The evaluation form MUST be signed by the Trustee completing the form.

Evaluation materials are public records as defined under Florida Public Records law, and as such are subject to disclosure.

With 1 being the lowest performance rating, and 5 being the highest performance rating, circle one number for each of the three items:

Qualitative Leadership and Management Skills:       1     2     3     4     5

FGCU FOCUS 2017-2022 Strategic Plan:       1     2     3     4     5

Resource Development (i.e., private fundraising; state appropriations; and the securing of contracts and grant dollars):          1     2     3     4     5

Comments: (Optional. Use additional page if needed.)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

TRUSTEE PRINTED NAME:  _____________________________________________
TRUSTEE SIGNATURE:  ________________________________________________
RATING FORM COMPLETION DATE:  _____________________________________
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STUDENT SUCCESS
ACADEMIC EXCELLENCE
ENTREPRENEURSHIP
HEALTH SCIENCES
COMMUNITY ENGAGEMENT & OUTREACH
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.
ESSENTIAL ACTIVITIES

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. STUDENT SUCCESS
2. ACADEMIC EXCELLENCE
3. ENTREPRENEURSHIP
4. HEALTH SCIENCES
5. 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 exposes students to world-class researchers, outstanding faculty and talented staff, while providing a seamless experience for students from recruitment through graduation that leads to employment and further educational opportunities.

OBJECTIVE 3: FOCUS on delivering an affordable, high-quality education and eliminate or minimize the need for student debt.

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.
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.
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.
Florida Gulf Coast University

Resource Development Report for FGCU President Mike Martin’s 2017-2018 Annual Performance Evaluation

For July 1, 2017 to Present (as of March 21, 2018):

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Fundraising:</td>
<td>$14 Million</td>
</tr>
<tr>
<td>State Appropriations:</td>
<td>$28.266 Million*</td>
</tr>
<tr>
<td>Contracts and Grant Dollars:</td>
<td>$9.03 Million</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$51.296 Million</strong></td>
</tr>
</tbody>
</table>

* Detail for State Appropriations of $28.266 Million:
  - $13.766 Million: FGCU Operational Funding (Recurring Funds)
  - $14 Million: FGCU Integrated Watershed and Coastal Studies (Academic Building 9) (NOTE: $10 Million from PECO/Public Education Capital Outlay, and $4 Million from State’s FEMA Reimbursement)
  - $500,000: FGCU Academic and Career Attainment Initiative (Restoration of Recurring Funds)
ITEM: 11

Florida Gulf Coast University Board of Trustees
April 10, 2018

SUBJECT: Finance/Budget Update

PROPOSED BOARD ACTION

Information only

BACKGROUND INFORMATION

This report details the fiscal activities of the institution through the close of March 31, 2018.

Supporting Documentation Included: (1) Summary Memo; and (2) Finance/Budget Update

Prepared by: Director of University Budgets David Vazquez

Legal Review by: N/A

Submitted by: Vice President for Administrative Services and Finance Steve Magiera
TO: FGCU Board of Trustees  
FROM: Steve Magiera, Vice President for Administrative Services and Finance  
SUBJECT: Finance Budget Update  
DATE: April 10, 2018

For the period ending March 31, 2018, a discussion of budgeted line items greater than $2 million and a variance of more than 5%.

Revenues:

Lottery – negative variance of 50.00% ($1,276,641). This is a timing difference and we will receive all of the lottery money by year-end.

Financial Aid – positive variance of 14.50% ($3,565,854). As we have discussed previously, financial aid numbers are determined by the need of the students, which is difficult forecast in May before the students have enrolled. This fiscal year the state of Florida funded the Florida Student Assistance Grant at a much higher level. Last year we received $1.7 million and this year we have already received 4.6 million. A positive variance here usually will correspond to the negative variance in the expenditures for scholarships. This is indeed the case in this report.

Grant Associated Revenue – positive variance of 6.59% ($543,892). Grant awards often are received after the original budget is prepared and therefore often results in a positive or negative variance.

Overall revenue – positive variance of 1.40% ($2,778,697). However, because of the large dollar amount variance of Financial Aid, I believe a more valid depiction is a positive variance of $489,484. Overall variance of $2,778,697 plus the lottery variance $1,276,641 less the Financial Aid variance of $3,565,854.
Expenditures:

Other Personal Services – positive variance of 13.30% (1,348,452). This is lower than expected due to some positions hired as full time rather than part time. This results in expenditures showing up under Salaries and Benefits rather than Other Personal Services.

Capital Expenditures – positive variance of 61.81% ($2,141,711). This is the result of some of the planned capital expenditures not occurring as of the end of March. We expect this gap to close but we are expecting a positive variance in this line item at year-end.

Financial Aid/Scholarship – negative variance of 11.81% ($3,078,585). The discussion here is the same as on the revenue side of this report.

Overall Expenditures – negative variance of .76% ($1,387,381). However, because of the large dollar amount variance of Financial Aid/Scholarship, I believe a more valid depiction is a positive variance of $1,691,204. Overall variance of a negative $1,387,381 plus the Financial Aid/Scholarship variance $3,078,585.
## Grand Summary

<table>
<thead>
<tr>
<th></th>
<th>FY 16-17 Actual Revenues</th>
<th>FY 17-18 Budgeted Revenue</th>
<th>Budgeted Revenue Through March</th>
<th>Projected Revenue Through March</th>
<th>Projected Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Revenue</td>
<td>67,955,571</td>
<td>65,760,187</td>
<td>48,991,339</td>
<td>48,555,624</td>
<td>-0.89%</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>55,904,967</td>
<td>57,453,104</td>
<td>52,270,834</td>
<td>51,986,834</td>
<td>-0.54%</td>
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<tr>
<td>Lottery</td>
<td>7,684,070</td>
<td>6,383,204</td>
<td>2,553,282</td>
<td>1,276,641</td>
<td>-50.00%</td>
</tr>
<tr>
<td>Carryforward</td>
<td>-</td>
<td>6,000,000</td>
<td>6,000,000</td>
<td>6,000,000</td>
<td>0.00%</td>
</tr>
<tr>
<td>Student Activity Revenue</td>
<td>4,217,663</td>
<td>4,236,983</td>
<td>3,770,915</td>
<td>3,851,167</td>
<td>2.13%</td>
</tr>
<tr>
<td>Athletic Revenue</td>
<td>10,882,836</td>
<td>11,870,840</td>
<td>7,478,629</td>
<td>7,669,872</td>
<td>2.56%</td>
</tr>
<tr>
<td>Concessions</td>
<td>302,000</td>
<td>335,000</td>
<td>201,000</td>
<td>263,581</td>
<td>31.13%</td>
</tr>
<tr>
<td>Financial Aid Revenue</td>
<td>28,176,794</td>
<td>27,323,428</td>
<td>24,591,085</td>
<td>28,156,939</td>
<td>14.50%</td>
</tr>
<tr>
<td>Grant Associated Revenue</td>
<td>14,130,000</td>
<td>12,545,674</td>
<td>8,248,781</td>
<td>8,792,673</td>
<td>6.59%</td>
</tr>
<tr>
<td>Auxiliary Revenue</td>
<td>50,102,567</td>
<td>50,015,039</td>
<td>45,013,535</td>
<td>45,344,767</td>
<td>0.74%</td>
</tr>
<tr>
<td><strong>Summary of Revenues</strong></td>
<td><strong>239,356,468</strong></td>
<td><strong>241,923,459</strong></td>
<td><strong>199,119,400</strong></td>
<td><strong>201,898,097</strong></td>
<td><strong>1.40%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 16-17 Actual Expenditures</th>
<th>FY 17-18 Budgeted Expenditures</th>
<th>Budgeted Expenditures Through March</th>
<th>Projected Expenditures Through March</th>
<th>Projected Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>120,662,710</td>
<td>120,674,914</td>
<td>94,500,828</td>
<td>95,806,529</td>
<td>1.38%</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>12,732,160</td>
<td>13,200,906</td>
<td>10,139,543</td>
<td>8,791,091</td>
<td>-13.30%</td>
</tr>
<tr>
<td>General Expense</td>
<td>49,431,852</td>
<td>49,202,101</td>
<td>31,506,485</td>
<td>32,829,721</td>
<td>4.20%</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>2,474,609</td>
<td>5,181,297</td>
<td>3,465,081</td>
<td>1,323,370</td>
<td>-61.81%</td>
</tr>
<tr>
<td>Financial Aid/Scholarship</td>
<td>29,873,101</td>
<td>29,277,728</td>
<td>26,073,315</td>
<td>29,151,900</td>
<td>11.81%</td>
</tr>
<tr>
<td>Library Resources</td>
<td>1,881,341</td>
<td>2,202,431</td>
<td>1,519,677</td>
<td>1,320,137</td>
<td>-13.13%</td>
</tr>
<tr>
<td>Transfer to DSO</td>
<td>17,783,391</td>
<td>17,969,931</td>
<td>14,610,549</td>
<td>13,980,112</td>
<td>-4.31%</td>
</tr>
<tr>
<td><strong>Summary of Expenditures</strong></td>
<td><strong>234,839,164</strong></td>
<td><strong>237,709,308</strong></td>
<td><strong>181,815,479</strong></td>
<td><strong>183,202,860</strong></td>
<td><strong>0.76%</strong></td>
</tr>
</tbody>
</table>
Florida Gulf Coast University  
Operating Budget Update  
Fiscal Year 2017-2018

## General Revenue

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<tr>
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<tr>
<td>Carryforward</td>
<td>-</td>
<td>6,000,000</td>
<td>6,000,000</td>
<td>6,000,000</td>
</tr>
<tr>
<td><strong>Total E&amp;G Revenue</strong></td>
<td><strong>131,544,608</strong></td>
<td><strong>135,596,495</strong></td>
<td><strong>109,815,455</strong></td>
<td><strong>107,819,099</strong></td>
</tr>
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</table>

## E&G Expense

<table>
<thead>
<tr>
<th></th>
<th>FY 16-17 Actual Expenditures</th>
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<th>Budgeted Expenditures Through March</th>
<th>Projected Expenditures Through March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>95,246,394</td>
<td>95,241,572</td>
<td>74,936,719</td>
<td>76,413,473</td>
</tr>
<tr>
<td>Other Personal Services</td>
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<td>6,425,725</td>
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<tr>
<td>General Expense</td>
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<td>14,335,201</td>
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<td>Capital Expenditures</td>
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<td>4,397,187</td>
<td>3,078,031</td>
<td>1,072,445</td>
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<tr>
<td>Financial Aid/Scholarship</td>
<td>165,000</td>
<td>228,681</td>
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<td>Library Resources</td>
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<td>2,202,431</td>
<td>1,519,677</td>
<td>1,320,137</td>
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<td><strong>99,739,999</strong></td>
<td><strong>98,237,588</strong></td>
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</tbody>
</table>
## Student Related Activities

<table>
<thead>
<tr>
<th></th>
<th>FY 16-17 Actual Revenues</th>
<th>FY 17-18 Budgeted Revenue</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Fund Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activity Revenue</td>
<td>4,217,663</td>
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<td>3,851,167</td>
</tr>
<tr>
<td>Athletic Revenue</td>
<td>10,882,836</td>
<td>11,870,840</td>
<td>7,478,629</td>
<td>7,669,872</td>
</tr>
<tr>
<td>Concessions</td>
<td>302,000</td>
<td>335,000</td>
<td>201,000</td>
<td>263,581</td>
</tr>
<tr>
<td>Financial Aid Revenue</td>
<td>28,176,794</td>
<td>27,323,428</td>
<td>24,591,085</td>
<td>28,156,939</td>
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<tr>
<td><strong>Total Local Fund Revenues</strong></td>
<td>43,579,293</td>
<td>43,766,251</td>
<td>36,041,629</td>
<td>39,941,559</td>
</tr>
<tr>
<td><strong>Student Related Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits</td>
<td>1,100,308</td>
<td>1,218,046</td>
<td>936,958</td>
<td>951,646</td>
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<tr>
<td>Other Personal Services</td>
<td>764,463</td>
<td>701,901</td>
<td>524,924</td>
<td>457,231</td>
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<tr>
<td>General Expense</td>
<td>1,972,240</td>
<td>2,090,865</td>
<td>1,463,606</td>
<td>1,557,590</td>
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<td><strong>Total Student Activities Expenditures</strong></td>
<td>3,837,011</td>
<td>4,010,812</td>
<td>2,925,488</td>
<td>2,966,467</td>
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<tr>
<td><strong>Intercollegiate Athletics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits</td>
<td>4,807,342</td>
<td>5,392,156</td>
<td>4,147,812</td>
<td>4,105,654</td>
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<tr>
<td>Other Personal Services</td>
<td>952,465</td>
<td>1,150,725</td>
<td>885,173</td>
<td>774,395</td>
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<td>General Expense</td>
<td>3,285,529</td>
<td>3,580,359</td>
<td>2,792,680</td>
<td>2,772,881</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>100,000</td>
<td>100,100</td>
<td>45,045</td>
<td>20,642</td>
</tr>
<tr>
<td>Financial Aid/Scholarship</td>
<td>1,737,500</td>
<td>1,647,500</td>
<td>1,573,033</td>
<td>1,446,877</td>
</tr>
<tr>
<td><strong>Total Intercollegiate Athletics Expenditures</strong></td>
<td>10,882,836</td>
<td>11,870,840</td>
<td>9,443,743</td>
<td>9,120,449</td>
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<tr>
<td><strong>Concessions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Expense</td>
<td>170,000</td>
<td>191,600</td>
<td>114,960</td>
<td>116,454</td>
</tr>
<tr>
<td><strong>Total Concession Expenditures</strong></td>
<td>170,000</td>
<td>191,600</td>
<td>114,960</td>
<td>116,454</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>355,000</td>
<td>300,000</td>
<td>230,769</td>
<td>271,054</td>
</tr>
<tr>
<td>Financial Aid/Scholarship</td>
<td>27,542,816</td>
<td>27,193,047</td>
<td>24,133,829</td>
<td>27,252,387</td>
</tr>
<tr>
<td><strong>Total Financial Aid Expenditures</strong></td>
<td>27,897,816</td>
<td>27,493,047</td>
<td>24,364,598</td>
<td>27,523,441</td>
</tr>
<tr>
<td><strong>Student Related Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits</td>
<td>5,907,650</td>
<td>6,610,202</td>
<td>5,084,770.77</td>
<td>5,057,300</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>2,071,928</td>
<td>2,152,626</td>
<td>1,640,866</td>
<td>1,502,681</td>
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<tr>
<td>General Expense</td>
<td>5,427,769</td>
<td>5,862,824</td>
<td>4,371,246</td>
<td>4,446,925</td>
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<tr>
<td>Capital Expenditures</td>
<td>100,000</td>
<td>100,100</td>
<td>45,045</td>
<td>20,642</td>
</tr>
<tr>
<td>Financial Aid/Scholarship</td>
<td>29,280,316</td>
<td>28,840,547</td>
<td>25,706,862</td>
<td>28,699,265</td>
</tr>
<tr>
<td><strong>Total Student Related Expenditures</strong></td>
<td>42,787,663</td>
<td>43,566,299</td>
<td>36,041,629</td>
<td>39,726,812</td>
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</tbody>
</table>
Grant and Auxiliary Activities

<table>
<thead>
<tr>
<th></th>
<th>FY 16-17 Actual Revenues</th>
<th>FY 17-18 Budgeted Revenue</th>
<th>Budgeted Revenue Through March</th>
<th>Projected Revenue Through March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant and Auxiliary Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Associated Revenue</td>
<td>14,130,000</td>
<td>12,545,674</td>
<td>8,248,781</td>
<td>8,792,673</td>
</tr>
<tr>
<td>Auxiliary Revenue</td>
<td>50,102,567</td>
<td>50,015,039</td>
<td>45,013,535</td>
<td>45,344,767</td>
</tr>
<tr>
<td><strong>Total Grant and Auxiliary Revenues</strong></td>
<td>64,232,567</td>
<td>62,560,713</td>
<td>53,262,316</td>
<td>54,137,439</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grant Activities</th>
<th>FY 16-17 Actual Expenditures</th>
<th>FY 17-18 Budgeted Expenditures</th>
<th>Budgeted Expenditures Through March</th>
<th>Projected Expenditures Through March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>7,651,490</td>
<td>7,051,603</td>
<td>5,424,310</td>
<td>4,858,914</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>1,400,167</td>
<td>399,071</td>
<td>306,978</td>
<td>804,416</td>
</tr>
<tr>
<td>General Expense</td>
<td>4,500,846</td>
<td>4,495,000</td>
<td>3,596,000</td>
<td>3,488,571</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>140,294</td>
<td>350,000</td>
<td>175,000</td>
<td>108,495</td>
</tr>
<tr>
<td>Scholarships</td>
<td>427,785</td>
<td>200,000</td>
<td>172,000</td>
<td>189,625</td>
</tr>
<tr>
<td><strong>Total Grant Activities Expenditures</strong></td>
<td>14,120,582</td>
<td>12,495,674</td>
<td>9,674,288</td>
<td>9,450,021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auxiliary Activities</th>
<th>FY 16-17 Actual Expenditures</th>
<th>FY 17-18 Budgeted Expenditures</th>
<th>Budgeted Expenditures Through March</th>
<th>Projected Expenditures Through March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>11,857,176</td>
<td>11,771,537</td>
<td>9,055,028</td>
<td>9,476,842</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>2,123,652</td>
<td>2,295,767</td>
<td>1,765,975</td>
<td>1,648,332</td>
</tr>
<tr>
<td>General Expense</td>
<td>14,237,582</td>
<td>13,671,095</td>
<td>9,945,722</td>
<td>10,559,024</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>384,510</td>
<td>334,010</td>
<td>167,005</td>
<td>121,789</td>
</tr>
<tr>
<td>Scholarships</td>
<td>-</td>
<td>8,500</td>
<td>8,124</td>
<td>2,342</td>
</tr>
<tr>
<td>Transfer to DSO</td>
<td>17,783,391</td>
<td>17,969,931</td>
<td>14,610,549</td>
<td>13,980,112</td>
</tr>
<tr>
<td><strong>Total Auxiliary Activities Expenditures</strong></td>
<td>46,386,311</td>
<td>46,050,840</td>
<td>35,552,403</td>
<td>35,788,440</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grant &amp; Auxiliary Activities</th>
<th>FY 16-17 Actual Expenditures</th>
<th>FY 17-18 Budgeted Expenditures</th>
<th>Budgeted Expenditures Through March</th>
<th>Projected Expenditures Through March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>19,508,666</td>
<td>18,823,140</td>
<td>14,479,338</td>
<td>14,335,756</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>3,523,819</td>
<td>2,694,838</td>
<td>2,072,952</td>
<td>2,452,748</td>
</tr>
<tr>
<td>General Expense</td>
<td>18,738,428</td>
<td>18,166,095</td>
<td>13,541,722</td>
<td>14,047,595</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>524,804</td>
<td>684,010</td>
<td>342,005</td>
<td>230,284</td>
</tr>
<tr>
<td>Financial Aid/Scholarship</td>
<td>427,785</td>
<td>208,500</td>
<td>180,124</td>
<td>191,967</td>
</tr>
<tr>
<td>Transfer to DSO</td>
<td>17,783,391</td>
<td>17,969,931</td>
<td>14,610,549</td>
<td>13,980,112</td>
</tr>
<tr>
<td><strong>Total Grant &amp; Auxiliary Expenditures</strong></td>
<td>60,506,893</td>
<td>58,546,514</td>
<td>45,226,690</td>
<td>45,238,461</td>
</tr>
</tbody>
</table>
ITEM: 12

Florida Gulf Coast University Board of Trustees
April 10, 2018

SUBJECT: 2018 Legislative Session

PROPOSED BOARD ACTION

Information only

BACKGROUND INFORMATION

The report details legislation and appropriations approved by the Florida Legislature in the 2018 Regular Session and the Governor’s actions.

Supporting Documentation Include: 2018 Legislative Session Report

Prepared by: Director of Government Relations Jennifer Goen

Legal Review by: N/A

Submitted by: President Mike Martin
2018 REGULAR SESSION BUDGET REPORT

The Florida Legislature convened the 2018 Session from January 9 to March 11 for the purpose of approving a constitutionally mandated balanced budget for FY 2018-2019, which takes effect July 1, 2018.

On Sunday, March 11, the Florida Legislature voted on the final version of the state’s 2018-2019 General Appropriations Act (HB 5001) totaling $88.7 billion, passing 31-5 in the Senate and 95-12 in the House. Included in the General Appropriations Act is approximately $5.1 billion specifically allocated to the State University System.

Provided below are the FGCU Board of Trustees (BOT) approved recurring revenue requests for the 2018 Legislative Session. Outcomes of FGCU’s priorities are detailed in this report.

<table>
<thead>
<tr>
<th>REQUEST</th>
<th>FUNDING REQUESTED FY 2018-2019</th>
<th>FUNDING RECEIVED FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways to Student Success/Operational Recurring Revenue</td>
<td>$13,766,000</td>
<td>$13,766,000&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Academic and Career Attainment-Restoration</td>
<td></td>
<td>$500,000</td>
</tr>
</tbody>
</table>

<sup>1</sup> This appropriation is provided in recurring funds.

<table>
<thead>
<tr>
<th>FGCU CAPITAL PROJECTS</th>
<th>FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLIC EDUCATION CAPITAL OUTLAY</td>
<td>FY 2016-2018 Funding</td>
</tr>
<tr>
<td>Integrated Watershed and Coastal Studies</td>
<td>$16,553,504</td>
</tr>
</tbody>
</table>

<sup>2</sup> $4,000,000 of this appropriation is contingent upon FEMA reimbursement.
## 2018 REGULAR SESSION BUDGET REPORT

### WGCU TELEVISION AND RADIO FUNDING INITIATIVES
**FY 2018-2019**

<table>
<thead>
<tr>
<th>REQUEST</th>
<th>FUNDING REQUESTED FY 2018-2019</th>
<th>FUNDING RECEIVED FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service Grants-Television</td>
<td>$307,447</td>
<td>$307,447</td>
</tr>
<tr>
<td>Community Service Grants-Radio</td>
<td>$100,000</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

### GRANT PROGRAMS AND GIFTS PROGRAMS
**FY 2018-2019**

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>SUS’S BACKLOG</th>
<th>FGCU’S BACKLOG</th>
<th>FUNDING RECEIVED FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alec P. Courtelis University Facility Enhancement Challenge Grant Program[^3]</td>
<td>$100,899,224</td>
<td>$1,596,000</td>
<td>-</td>
</tr>
<tr>
<td>University Major Gifts Program[^1]</td>
<td>$285,056,280</td>
<td>$11,752,281</td>
<td>-</td>
</tr>
</tbody>
</table>

[^3]: These programs remain unfunded with a backlog of $387,503,004 million for the State University System. Therefore, the program remains suspended.

### MAINTENANCE, REPAIR, RENOVATION, AND REMODELING
**FY 2018-2019**

<table>
<thead>
<tr>
<th>ALLOCATION CATALOGY</th>
<th>FY 2017-2018</th>
<th>FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University System</td>
<td>$45,562,241</td>
<td>$47,182,459</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>$729,820</td>
<td>$643,792</td>
</tr>
</tbody>
</table>

### FGCU EDUCATION AND GENERAL ACTIVITIES
**FY 2018-2019**

<table>
<thead>
<tr>
<th>ALLOCATION CATALOGY</th>
<th>FY 2017-2018</th>
<th>FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Enhancement Trust Fund</td>
<td>$6,383,204</td>
<td>$7,633,918</td>
</tr>
<tr>
<td>General Revenue Fund[^1]</td>
<td>$57,120,240</td>
<td>$66,979,192</td>
</tr>
<tr>
<td>Total E&amp;G Activities</td>
<td>$63,503,444</td>
<td>$74,613,110</td>
</tr>
</tbody>
</table>

[^1]: Figures above do not reflect distribution of performance funding to each institution.
STATE UNIVERSITY SYSTEM ISSUES

Higher Education Funding:
The FY 2018-19 General Appropriations Act (GAA), as passed by the Legislature, provides a total of $5.1 billion in operating for the State University System, which represents an increase of $141 million (2.9%) over the FY 2017-18 budget.

- **Performance Funding** - The Legislature signaled its support for Florida’s higher education system by allocating $560 million in university performance funding. This is an increase of $20 million in the state investment and $20 million in the institutional investment.

- **Preeminent and Emerging Preeminent Universities** - To advance the state’s national reputation for higher education, the budget includes $20 million for preeminent and emerging preeminent universities.

- **World Class Faculty and Scholar Program** - $20 million in new funds, bringing the total to $90 million when including 2017-18 funds. (Funds are provided directly to the universities.)

- **Professional and Graduate Degree Excellence Program** - $10 million in new funds, bringing the total to $60 million when including 2017-18 funds. (Funds are provided directly to the universities.)

- **Bright Futures** - Florida Bright Futures Academic Scholars award will cover 100 percent of tuition and specified fees plus $300 per fall and spring semester for textbooks and college-related expenses and the Florida Bright Futures Medallion Scholars award will cover 75 percent of tuition and fees. Additionally, Bright Futures Scholarship is authorized for the summer-term when funding is provided.

- **National Ranking** - $5 million is to be divided between UF and FSU to assist in improving their national rankings.

- **Fixed Capital Outlay/ Public Education Capital Outlay (PECO)** - The budget approved by the Legislature contains $122.6 million for State University System facilities, $40 million for capital improvement trust fund projects, $47.2 million for maintenance and repair and $8.2 million for university lab schools.
# 2018 REGULAR SESSION BUDGET REPORT

## BOARD OF GOVERNORS INITIATIVES
### FY 2018-2019

<table>
<thead>
<tr>
<th>INITIATIVE</th>
<th>FUNDING REQUESTED FY 2018-2019</th>
<th>FUNDING RECEIVED FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant, Operations and Maintenance New Facilities</td>
<td>$17,892,795</td>
<td>$0</td>
</tr>
<tr>
<td>Plant, Operations and Maintenance/Repairs</td>
<td>$48,629,307</td>
<td>$47,182,459</td>
</tr>
<tr>
<td>Utility Infrastructure Maintenance/Repairs</td>
<td>$27,500,000</td>
<td>$0</td>
</tr>
<tr>
<td>Innovation and Online Education Initiatives</td>
<td>$2,113,160</td>
<td>$0</td>
</tr>
<tr>
<td>New College of Florida Second Year Plan for Growth</td>
<td>$3,635,000</td>
<td>$3,635,000</td>
</tr>
<tr>
<td>Strategic Cluster Hires/Research</td>
<td>$40,000,000</td>
<td>$0</td>
</tr>
<tr>
<td>FAMU/FSU College of Engineering</td>
<td>$5,600,000</td>
<td>$0</td>
</tr>
<tr>
<td>Nursing Faculty Recruitment and Retention</td>
<td>$7,500,000</td>
<td>$0</td>
</tr>
<tr>
<td>State Fire Marshall Inspections</td>
<td>$2,271,648</td>
<td>$0</td>
</tr>
</tbody>
</table>

## CAPITAL IMPROVEMENTS FEE TRUST FUND
### FY 2018-2019

<table>
<thead>
<tr>
<th>ALLOCATION CATAGORY</th>
<th>FY 2017-2018</th>
<th>FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University System</td>
<td>$45,000,000</td>
<td>$40,000,000</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>$1,570,889</td>
<td>$1,984,471</td>
</tr>
</tbody>
</table>

## FLORIDA STUDENT FINANCIAL ASSISTANCE FUNDING
### 2018-2019 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>ALLOCATION CATAGORY</th>
<th>FY 2017-2018</th>
<th>FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University System General Revenue Fund</td>
<td>$7,140,378</td>
<td>$7,140,378</td>
</tr>
<tr>
<td>Florida Gulf Coast University General Revenue Fund</td>
<td>$98,073</td>
<td>$98,073</td>
</tr>
</tbody>
</table>

## COLLEGE REACH OUT PROGRAM
### 2018-2019 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>ALLOCATION CATAGORY</th>
<th>FY 2017-2018</th>
<th>FY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Reach Out Program</td>
<td>$100,000,000</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>
During the 2018 Regular Session, the Florida Legislature passed and will send 200 Bills to Governor Rick Scott for action.

The Legislature took-up several higher education issues, as well as K-12 education, public school safety, state employee benefits, and a wide range of other important issues. This report details key policies that await the Governor’s review and final action.

**FGCU Board of Trustee Appointments**
The full Senate confirmed the following FGCU Trustees on March 8, 2018.

- Trustee Richard Eide- Term Ending on January 6, 2023
- Trustee Blake Gable- Term Ending on January 6, 2023
- Trustee Stephen Smith- Term Ending on January 6, 2021

**SB 1898 AND HB 8021 – Senator Benacquisto, Senator Passidomo and Representative Fitzenhagen – FLORIDA GULF COAST UNIVERSITY DAY**

- A resolution entitled Florida Gulf Coast University Day, recognizing January 23, 2018, as “Florida Gulf Coast University Day” in Florida.

**SB 4- Excellence in Higher Education Act of 2018- Senator Galvano**

*Approved by Governor Scott on March 11; Chapter Number 2018-004*

- **University Accountability**
  - Requires each state university use the gap analyses to identify internship opportunities for students to benefit from mentorship by industry experts, earn industry certifications, and become employed in high-demand fields.
  - Directs each university board of trustees, by June 1, 2018, to submit to the BOG a comprehensive plan to improve the 4-year graduation rate of undergraduate students for implementation beginning in the fall 2018 academic semester. Includes assurances that there will be no increased cost to students.

- **Preeminent and Emerging Preeminent Universities**
  - Revises the excellence standards for the Preeminent State Research Universities to a 4-year graduation rate of 60 percent or higher for full-time, first-time-in-college students, as reported annually to the IPEDS. (The new standard does not impact the 2018 preeminence designations).
  - Eliminates the authority for the preeminent state research universities to require FTIC students to take a six-credit unique set of courses.
2018 REGULAR SESSION POLICY REPORT

- **Cuts by half (1/4 from 1/2 of the amount given to a preeminent university) the amount awarded to a designated emerging preeminent state research university, beginning in the 2018-19 fiscal year.**

- **Programs of Excellence**
  - Changes from a recommendation to a requirement that the Board of Governors establish standards and measures for programs of excellence throughout the SUS and specifies that the programs include undergraduate, graduate, and professional degrees. Additionally, the bill requires the Board to make recommendations to the Legislature for enhancing and promoting such programs by September 1, 2018.

- **Performance Metrics**
  - Revises the performance funding metrics beginning with the 2018 award determinations.
    - Revises the 6-year graduation rate metric to a 4-year metric for full-time, first-time-in-college students.
    - Requires the access metric to include benchmarks that must be differentiated and scored to reflect varying access rates among universities, and not include bonus points.
    - Requires the Board of Governors, in consultation with the universities, submit recommendations, by October 1, 2019, on the most efficient process to achieve a complete performance-based continuous improvement funding model focused on outcomes.
    - In addition to recommendations submitted by the Board of Governors, the Legislature will review recommendations from an independent entity that consults with the Board of Governors for the purpose of receiving input on behalf of the SUS. Implementation of any recommendations will not occur unless affirmatively enacted by the Legislature.

- **Free Expression on Campus**
  - Creates the “Campus Free Expression Act” which prohibits public higher education institutions from restricting expressive activities.
  - Provides a cause of action for declaratory and injunctive relief, including reasonable court costs and attorney’s fees, if a person’s expressive rights are violated.

- **Direct Support Organizations (DSOs)**
  - Prohibits state university BOTs from permitting the use of state funds for travel expenses by any state university DSO.
  - DSOs are prohibited from giving, either directly or indirectly, any gift to a political committee.
  - Any information related to the expenditure of state funds, and any financial information related to the expenditure of private funds for travel are no longer confidential.
  - Board of trustees are required to establish thresholds for approval of purchases, acquisitions, projects, and issuance of debt.
  - Chair of the board of trustees are required to appoint at least one representative to the board of directors and the executive committee of any DSO and the board of trustees shall approve all other appointments.
  - Personal services for DSOs must comply with requirements for other state employees.
  - No later than July 1, 2019, university transfers of any state appropriation to direct-support organizations by a board of trustees may include only funds pledged for capital projects.
  - Each university board of trustees must annually report on the amount of appropriated funds that are transferred to a DSO, the purpose for each transfer, and the remaining balance, if any, of funds transferred.
2018 REGULAR SESSION POLICY REPORT

- Consolidation of USF
  - Establishes a task force to develop and implement a plan for phasing-out the separate accreditation of the USF St. Petersburg and USF Manatee/Sarasota campuses.

- World Class Faculty & Scholar Program
  - Establishes the World Class Faculty and Scholar Program to support the efforts of state universities to recruit and retain exemplary faculty and research scholars.

- State University Professional and Graduate Degree Excellence Program
  - Establishes the State University Professional and Graduate Degree Excellence Program to enhance the quality and excellence of state university programs in medicine, law, and business.

- Bright Futures
  - Expands the Florida Bright Futures Academic Scholars award to cover 100 percent of tuition and specified fees plus $300 per fall and spring semester for textbooks and college-related expenses and the Florida Bright Futures Medallion Scholars award to cover 75 percent of tuition and fees.
  - Authorizes the use of the Bright Futures Scholarship during the summer-term if funding is provided.

- Grants and Scholarships
  - Revises the state-to-private match requirements for contributions to the First Generation Matching Grant Program from 1:1 to 2:1.
  - Expands eligibility for the Benacquisto Scholarship Program to include eligible out-of-state students.
  - Establishes the Florida Farmworker Student Scholarship Program for farmworkers and their children.
  - Renames the Florida Resident Access Grant (FRAG) Program as the Effective Access to Student Success Grant (EASE) Program.

SB 1712- Postsecondary Revenue Bonds and Debt- Senator Montford-
*Presented to Governor Scott; He has until March 27 to act on the bill*

- The bill modifies restrictions on debt payment sources for state universities by authorizing them to use federal grant and contract funds to secure revenue bonds, but only as required for an institution to participate in the Historically Black College and University Capital Financing Program (HBCU Program).

HB 5001- 2018 General Appropriations Act- Appropriations Committee; Rep. Trujillo-
*Approved by Governor Scott on March 16*

- Legislators approved an $88.7 billion budget and will be presented to Governor Scott for his action.
- The total budget grew by $1.5 billion due to costs associated with recovery from the 2017 hurricanes and increased school safety and mental health funding following the Parkland shooting.
- Higher Education: Provides $7.8 million for tuition assistance in private colleges; increases Bright Futures and Medallion Scholarship funding.
2018 REGULAR SESSION POLICY REPORT

HB 5003- Implementing Language for 2018 General Appropriations Act- Appropriations Committee; Rep. Trujillo-
*Approved by Governor Scott on March 16

HB 7045- The Legislature/Date for Convening 2020 Regular Session – Rules and Policy Committee- Rep. Nunez-
*Not presented yet to the Governor Scott for review
  • Fixes date for convening 2020 Regular Session of the Legislature as Tuesday, January 14, 2020.
SUBJECT: Appointments to FGCU Foundation Board of Directors

PROPOSED BOARD ACTION

Approve appointments to FGCU Foundation Board of Directors

BACKGROUND INFORMATION

In 2018, the Florida Legislature adopted Committee Substitute for Senate Bill No. 4, which includes a variety of higher education provisions. The legislation was approved by Governor Rick Scott, and the act took effect upon becoming a law.

The new law requires that the university board of trustees approve appointments to direct-support organizations; specifically, the applicable language reads as follows:

**1004.28 Direct-support organizations; use of property; board of directors; activities; audit; facilities.**

**(3) BOARD OF DIRECTORS.** — The chair of the university board of trustees shall appoint at least one representative to the board of directors and the executive committee of any direct-support organization established under this section. The president of the university for which the direct-support organization is established, or his or her designee, shall also serve on the board of directors and the executive committee of any direct-support organization established to benefit that university. The university board of trustees shall approve all appointments to any direct-support organization not authorized by this subsection.

Florida Gulf Coast University has two direct-support organizations – the FGCU Foundation, and the FGCU Financing Corporation. This agenda item is to approve the appointments to the FGCU Foundation Board of Directors.
Supporting Documentation Included: 2017-2018 FGCU Foundation Board of Directors

Prepared by: Vice President and Chief of Staff Susan Evans

Legal Review: Vice President and General Counsel Vee Leonard (March 21, 2018)

Submitted by: President Mike Martin
Florida Gulf Coast University Foundation Board of Directors
2017-2018

**Foundation Board of Directors:**
Lawrence Antonucci    Alex Lambros
Timothy Cartwright    Dan Lavender
Harry Casimir         Bernie Lester
Thomas Corcoran       David Lucas
Dean Fjelstul         James Nathan
Joseph Gammons        Geurt Peet
Mary Beth Geier       Travus Pope
Ann Hamilton          Jeff Provol
Dennis Hansch         Mayela Rosales
Michael Hartley       Joseph Schortz
David Holmes          Samantha Scott
Laura Holquist         Lee Seidler
Kimberly Johnson      Allen Weiss
Charles Ketteman

**Chairpersons Emeriti:**
Richard Ackert        Donald “Chip” Lesch
David Call            Steve McIntosh
Joseph Catti          Edward Morton
Miller Couse          Fred Pezeshkan
Charles Edwards       David Powell
Jeffrey Fridkin       Duane Stranahan
John Fumagalli        Peter Sulick
William Horowitz      Linda Taylor
Charles Idelson       Charles Winton
James Knupp

**Foundation Fellows:**
Fay Biles
Barron Collier III
Ben Hill Griffin III
Alan Korest
Juliet Sproul

**Ex-Officio (voting members):**
Michael Martin – President, FGCU
J. Leo Montgomery – FGCU Board of Trustees Liaison

**Ex-Officio (non-voting members):**
Jesse Bouchard – Alumni Association Board Chair
John Counsell – Eagles Club Chair

(End)
Florida Gulf Coast University Board of Trustees  
April 10, 2018

SUBJECT: Appointments to FGCU Financing Corporation Board of Directors

PROPOSED BOARD ACTION

Approve appointments to FGCU Financing Corporation Board of Directors

BACKGROUND INFORMATION

In 2018, the Florida Legislature adopted Committee Substitute for Senate Bill No. 4, which includes a variety of higher education provisions. The legislation was approved by Governor Rick Scott, and the act took effect upon becoming a law.

The new law requires that the university board of trustees approve appointments to direct-support organizations; specifically, the applicable language reads as follows:

1004.28 Direct-support organizations; use of property; board of directors; activities; audit; facilities.  
(3) BOARD OF DIRECTORS. — The chair of the university board of trustees shall appoint at least one representative to the board of directors and the executive committee of any direct-support organization established under this section. The president of the university for which the direct-support organization is established, or his or her designee, shall also serve on the board of directors and the executive committee of any direct-support organization established to benefit that university. The university board of trustees shall approve all appointments to any direct-support organization not authorized by this subsection.

Florida Gulf Coast University has two direct-support organizations – the FGCU Foundation, and the FGCU Financing Corporation. This agenda item is to approve the appointments to the FGCU Financing Corporation Board of Directors.
Supporting Documentation Included: 2017-2018 FGCU Financing Corporation Board of Directors

Prepared by: Vice President and Chief of Staff Susan Evans

Legal Review: Vice President and General Counsel Vee Leonard (March 21, 2018)

Submitted by: President Mike Martin
Florida Gulf Coast University Financing Corporation Board of Directors
2017-2018

Financing Corporation Board of Directors:
Joseph R. Catti
Charles Winton
Larry D. Hart
W. Bernard Lester
Russell Priddy
Doug St. Cerny
Michael V. Martin, Ph.D.
Florida Gulf Coast University Board of Trustees  
April 10, 2018

SUBJECT: 2017 Educational Plant Survey

PROPOSED BOARD ACTION

Approve 2017 Educational Plant Survey

BACKGROUND INFORMATION

Florida Statutes require an Educational Plant Survey for all public educational entities. The State University System requires that at a minimum of every five (5) years each university report on its existing facilities, and project its future facilities needs for the next five (5) years. The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Florida Gulf Coast University completed the process on November 30, 2017. The FGCU Board of Trustees must approve this report prior to the Board of Governors’ approval.

Supporting Documentation Included: (1) Summary Memo; and (2) 2017 Educational Plant Survey

Prepared by: Director of Facilities Planning Tom Mayo

Legal Review by: N/A

Submitted by: Vice President for Administrative Services and Finance Steve Magiera
TO: FGCU Board of Trustees
FROM: Steve Magiera, Vice President for Administrative Services and Finance
SUBJECT: Educational Plant Survey
DATE: April 10, 2018

State of Florida Universities are required to undergo an Educational Plant Survey every five years. This survey includes an audit of existing campus facility spaces and confirmation the spaces are in use according to State reporting. It is also the opportunity for a University to seek required approval to add future PECO-funded construction projects to their Capital Improvement Plan. According to Board of Governors’ process, only construction projects recommended by the Educational Plant Survey Team are eligible for PECO-funding. In this consideration, the Educational Plant Survey Team must follow the Board of Governors established formulas for various categories of space types. After the campus visit, the Survey Team prepares a report for submittal to the Board of Governors, which becomes the basis for supporting the University’s requests for funding in the Capital Improvement Plan.

An Educational Plant Survey Team, comprised of two members of the Board of Governor’s staff and several additional members from other universities in the Florida system, completed their survey and report of the FGCU campus in November. The Educational Plant Survey team and FGCU Administration are both in agreement with the report presented today. If approved, it will go to the Board of Governors for approval at their June meeting.

The key facts to note in the report, the School of Water Resources and Integrated Sciences (previous AB-9) and the Health Sciences (previous Multipurpose Education Facility) are recommended by the Educational Plant Survey Team and may remain on our Capital Improvement Plan for PECO funding requests.
2017 Educational Plant Survey

Facilities Inventory Validation
November 29, 2017

Space Needs Assessment
November 30, 2017
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# Educational Plant Survey Team

Survey team members participating in the 2017-2018 Educational Plant Survey at Florida Gulf Coast University are as follows:

<table>
<thead>
<tr>
<th><strong>Facilities Inventory Validation</strong></th>
<th><strong>Space Needs Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey Leader</strong></td>
<td><strong>Survey Leader</strong></td>
</tr>
<tr>
<td>Azita Dashtaki Dotiwala</td>
<td>Azita Dashtaki Dotiwala</td>
</tr>
<tr>
<td>Campus Planner</td>
<td>Campus Planner</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Florida Atlantic University</td>
</tr>
<tr>
<td><strong>Team Members</strong></td>
<td><strong>Team Members</strong></td>
</tr>
<tr>
<td>Corina Mavrodin</td>
<td>Corina Mavrodin</td>
</tr>
<tr>
<td>Space Coordinator</td>
<td>Space Coordinator</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Florida Atlantic University</td>
</tr>
<tr>
<td>Itza Frisco</td>
<td>Itza Frisco</td>
</tr>
<tr>
<td>Facilities Planning Coordinator</td>
<td>Facilities Planning Coordinator</td>
</tr>
<tr>
<td>New College</td>
<td>New College</td>
</tr>
<tr>
<td>Kenneth Ogletree, Senior Architect</td>
<td>Kenneth Ogletree, Senior Architect</td>
</tr>
<tr>
<td>Florida Board of Governors</td>
<td>Florida Board of Governors</td>
</tr>
<tr>
<td>Aileen Velasquez</td>
<td>Aileen Velasquez</td>
</tr>
<tr>
<td>Facilities Planner</td>
<td>Facilities Planner</td>
</tr>
<tr>
<td>Florida Board of Governors</td>
<td>Florida Board of Governors</td>
</tr>
<tr>
<td>Peg Bonyata</td>
<td>Peg Bonyata</td>
</tr>
<tr>
<td>Assistant Director, Information Resource Management</td>
<td>Assistant Director, Information Resource Management</td>
</tr>
<tr>
<td>Florida Board of Governors</td>
<td>Florida Board of Governors</td>
</tr>
</tbody>
</table>

**Inventory Validation Facilitators**

- Tom Mayo
- Director, Facilities Planning
- Florida Gulf Coast University

**Needs Assessment Facilitators**

- Tamera Baughman
- Coordinator, Construction Projects
- Facilities Planning
- Florida Gulf Coast University

**Space Needs Assessment Facilitators**

- Tamera Baughman
- Coordinator, Construction Projects
- Facilities Planning
- Florida Gulf Coast University
I. Introduction

An Educational Plant Survey is required by Florida Statutes for all public educational entities. The State University System requires that, at a minimum of every five years, each university report on their existing facilities and also project its future facilities needs for the next five years.

Definitions and Requirements for the Educational Plant Survey

An Educational Plant Survey is defined in s.1013.01 (8) Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide appropriate educational programs and services for each student based on projected capital outlay FTE’s approved by the Florida Board Governors.

The term “educational plant” is defined in s. 101301 (7) F.S., as those areas comprised of the educational facilities, sites, and site improvements, necessary to accommodate students, faculty, administrative staff and the activities of the educational program.

The term “ancillary plant” is defined in s. 1013.01 (1) F.S., as an area comprised of the buildings, sites, and improvements necessary to provide such facilities as vehicle maintenance, warehouse, maintenance, or administrative buildings necessary to provide support to an educational program.

A Survey is required at least every five years pursuant to s. 1013.31 (1) F.S. In addition, 1013.64(4)(A) F.S. requires that each remodeling and/or renovation project, included in the Florida Board Governors Three Year PECO Project Priority List, be recommended in a Survey and that the educational specifications for new construction be approved by the Florida Board of Governors before appearing in the first year of the list.

PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01 (16) Florida Statute, a PECO Funded Project is any “site acquisition, site improvement, renovation, remodeling, construction project, funded through this source of revenue and all buildings, equipment, other structures, and educational use area that are built, installed or established must be necessary to accommodate and serve the primary educational institutional program of the University’s Board of Trustees”.

Surveys may be amended if conditions warrant a change in the construction program. Each revised Educational Plant Survey and each new Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the Board of Trustees (s. 1013.31 (1)(a) F.S.). Recommendations contained in a survey report are null and void when a new Survey is completed.
II. Overview of the Survey Process

The Purpose of the Educational Plant Survey
The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the Master Plan for the long term physical development of the university, the shorter term Five-Year Capital Improvement Program, and the development of specific building programs prior to submitting a request for funding.

Types of Facilities Addressed in the Survey
The following nine categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Study, Research Laboratory, Office, Auditorium/Exhibit, Instructional Media, Gymnasium, and Campus Support Services. These categories are included within the nationally recognized space classifications, as identified within the Postsecondary Education Facilities Inventory and Classification manual, dated May 2006. The need for merchandising facilities, residential facilities, and special purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

The Survey Process
The survey process is comprised of two main components: the Facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the survey leader from one of the university’s sister institutions. Other survey team members include an architect from the Florida Board of Governors and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. Table 1 identifies the main Survey activities and lead responsibilities.
# Table 1

## Educational Plant Survey Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish schedule</td>
<td>✓</td>
</tr>
<tr>
<td>Letter to president</td>
<td></td>
</tr>
<tr>
<td>Dates, procedures, responsibilities, designation of University representatives; determine inventory sample for validation</td>
<td>✓</td>
</tr>
<tr>
<td>Identification of existing/proposed &quot;ineligible&quot; space</td>
<td>✓</td>
</tr>
<tr>
<td>Prepare facilities inventory reports (site/building/room reports)</td>
<td>✓</td>
</tr>
<tr>
<td>Coordinate logistics for validation field work</td>
<td>✓</td>
</tr>
<tr>
<td>Perform validation (on-site field work)</td>
<td>✓</td>
</tr>
<tr>
<td>Update inventory based on validation</td>
<td>✓</td>
</tr>
<tr>
<td>Provide established enrollment projections</td>
<td>✓</td>
</tr>
<tr>
<td>Perform formula space needs analysis</td>
<td>✓</td>
</tr>
<tr>
<td>Develop proposed projects &amp; justification</td>
<td>✓</td>
</tr>
<tr>
<td>Develop survey workbook: schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries &amp; justifications</td>
<td>✓</td>
</tr>
<tr>
<td>Develop comments regarding degree program facility needs</td>
<td>✓</td>
</tr>
<tr>
<td>Develop comments regarding proposed projects (CIP &amp; Master Plan)</td>
<td>✓</td>
</tr>
<tr>
<td>Coordinate logistics for needs assessment field work</td>
<td>✓</td>
</tr>
<tr>
<td>Perform needs assessment (on-site field work): review proposed projects in relation to programs, space needs, data, current inventory, and any special justification</td>
<td>✓</td>
</tr>
<tr>
<td>Exit meeting</td>
<td>✓</td>
</tr>
<tr>
<td>Prepare initial summary of survey recommendations</td>
<td></td>
</tr>
<tr>
<td>Prepare final summary of survey recommendations</td>
<td>✓</td>
</tr>
<tr>
<td>Prepare written report</td>
<td>✓</td>
</tr>
<tr>
<td>Validate survey</td>
<td>✓</td>
</tr>
</tbody>
</table>
III. Facilities Inventory Validation

Purpose of Validation

The main purpose of the Inventory Validation component is to ensure that the facilities inventory data, used in the subsequent Space Needs Assessment component, fairly represents the existing facilities available to support educational programs.

Sampling Technique

The Inventory Validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms are selected from the Physical Facilities Inventory Report, a mainframe-based inventory system that contains data about sites, buildings, and rooms. Annually, in July, changes in the File are reconciled to specific project activity and submitted to the Board of Governors. The buildings selected for Inventory Validation include all buildings constructed since the last Survey, all buildings affected by major renovation or remodeling, all buildings the university desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories (see Table 2, Page 9).

An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room details and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

Functions of Survey Team during Validation

The main function of the team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the objective of the team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process.

The Resulting Adjusted Inventory Data

The resulting inventory file, with any required adjustments, enables preparation of reports used in the Needs Assessment portion of the Survey. Summary reports of building and net assignable space information are included in Section VIII of this report.
### Table 2
Buildings Included in Inventory Validation

<table>
<thead>
<tr>
<th>Building #</th>
<th>Building Name</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1 - Main Campus (not surveyed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site 2 – Harvey Kapnick Education and Research Center (not surveyed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site 3 – WGCCU Station (not surveyed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site 4 - Vester Marine Science Lab Field Station (not surveyed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site 5 – The Atrium (leased – not surveyed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site 6 – Gulf Coast Center at Buckingham (Toured, not surveyed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site 7 – Renaissance Academy (leased – not surveyed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site 8 – Herald Court Centre (leased – not surveyed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site 9 – Emergent Technologies Institute (see below)</td>
<td></td>
</tr>
<tr>
<td>ET01</td>
<td>Building 1 – Emergent Technologies Institute</td>
<td></td>
</tr>
<tr>
<td>ET02</td>
<td>Building 2 – Central Energy Plant at ETI</td>
<td></td>
</tr>
</tbody>
</table>
IV: The Space Needs Assessment

Objective
The object of the Survey Team during the Space Needs Assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. The Space Needs Assessment activity includes an evaluation of the following elements:
1- projects proposed by the university.
2- the results of applying a quantitative space needs model.
3- any special justification presented by the university.

University officials provide supporting information and any special justification for the proposed projects to the survey team in the form of a survey workbook and presentations.

Types of Recommendations
The projects proposed by the university include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan that include identification of proposed uses of spaces to be vacated as a result of occupying new buildings and the remodeling of existing buildings.

Space Needs Formula
The Space Needs model applied is the State University System Space Needs Generation Formula (formula). The formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. A more complete explanation of the formula is provided in Appendix B. The most important measure in the formula is full-time-equivalent student enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the formula:

<table>
<thead>
<tr>
<th>Instructional/Research</th>
<th>Academic Support</th>
<th>Institutional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>Study Facilities</td>
<td>Student Academic Support</td>
</tr>
<tr>
<td>Teaching Laboratories</td>
<td>Instructional Media</td>
<td>Office/Computer</td>
</tr>
<tr>
<td>Research Laboratories</td>
<td>Auditorium/Exhibition</td>
<td>Campus Support</td>
</tr>
<tr>
<td></td>
<td>Teaching Gymnasium</td>
<td></td>
</tr>
</tbody>
</table>

Application of the formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the formula does not support a proposed project, the justification provided by the university is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the formula. This type of space is regarded as ineligible to meet the space needs generated by the formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that formula space needs are compared to facilities designed to meet those needs. The results of applying the formula for the FGCU survey are identified within Section IX of this report.
V. Overview Florida Gulf Coast University

President
President Michael V. Martin, Ph.D.

Accreditation
Florida Gulf Coast University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctoral degrees.

Degree Programs
- 57 undergraduate degree programs
- 25 graduate degree programs
- 4 doctorate degree programs
- 12 certificate programs

Colleges
- College of Arts and Sciences
- College of Education
- Honors College
- Lutgert College of Business
- Marieb College of Health & Human Services
- U.A. Whitaker College of Engineering

Students
- Number of students: 13,594 undergraduate, 1,022 graduate
- Average SAT score for new students is 1,593
- Average grade point average (GPA) for all current FGCU students is 3.08
- 4,748 students reside in on-campus housing (including West Lake Village)
# Performance Metrics

## Performance Funding Model 2017-2018

**Florida Gulf Coast University**

<table>
<thead>
<tr>
<th>Key Metrics Common to All Universities Plus 2 Institution Specific Metrics</th>
<th>Excellence</th>
<th>Improvement</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Bachelor's Graduates Employed and/or Continuing their Education (1 Yr after Graduation)</td>
<td>65.8%</td>
<td>1.5%</td>
<td>6</td>
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<tr>
<td>Median Wages of Bachelor's Graduates Employed Full-Time in Florida (1 Yr after Graduation)</td>
<td>$36,300</td>
<td>3.1%</td>
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<tr>
<td>Net Tuition &amp; Fees per 120 Credit Hours</td>
<td>$18,790</td>
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<tr>
<td>Six Year Graduation Rate</td>
<td>45.5%</td>
<td>2.5%</td>
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<tr>
<td>Full-time and Part-time FTIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Progress Rate</td>
<td>72.9%</td>
<td>-0.6%</td>
<td>0</td>
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<tr>
<td>2nd Year Retention with GPA Above 2.0</td>
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<td></td>
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</tr>
<tr>
<td>Bachelor’s Degrees Awarded in Areas of Strategic Emphasis</td>
<td>47.5%</td>
<td>3.2%</td>
<td>6</td>
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<tr>
<td>University Access Rate</td>
<td>81.9%</td>
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<tr>
<td>Percent of Undergraduates with a Pell-grant</td>
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<td>Graduate Degrees Awarded in Areas of Strategic Emphasis</td>
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<td>Institution-Specific Metrics</td>
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<tr>
<td>Percent of Bachelor’s Degrees Awarded without Excess Hours</td>
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<td>Bachelor’s Degrees Awarded to Minorities</td>
<td>549</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>66</td>
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</tbody>
</table>

**www.flbog.edu**  
**BOARD of GOVERNORS**  
**State University System of Florida**
Campus Sites

Site 1 – Main Campus
- 800 acres
- 15-acre solar field
- 123 completed buildings

Site 2 – Harvey Kapnick Education and Research Center
- 11,667 square feet
- botanical gardens

Site 3 – WGCU Station
- 10 acres
- television and radio transmitter

Site 4 – Vester Marine Science Lab Field Station
- 14,652 square feet
- 3 buildings

Site 5 – The Atrium (lease ended November 2017)
- Formerly leased facility for classrooms and conference space

Site 6 – Gulf Coast Center at Buckingham
- 500 acres
- approximately 55 buildings

Site 7 – Renaissance Academy, Naples, Florida
- leased facility for classrooms and conference space

Site 8 – Herald Court Centre, Punta Gorda, Florida
- leased facility for classrooms and conference space

Site 9 – Emergent Technologies Institute at Alico ITEC Park (previously Innovation Hub Development)
- 7 acres
- 2 buildings
- Research and graduate education
**Florida Gulf Coast University - 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.*

**Florida Gulf Coast University - 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.*

**Florida Gulf Coast University - 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.
Florida Gulf Coast University - Historical Perspective

The history of Florida Gulf Coast University (FGCU) is a visionary one built on support for providing higher education opportunities in Southwest Florida. Area citizens began the initiative to bring a state university to this part of Florida, and their early requests were quickly supported by elected officials at the local and state levels.

The former Florida Board of Regents formally recommended in January 1991 the development of Florida’s tenth state university to be located in Southwest Florida, and, in May 1991, then Governor Lawton Chiles signed the legislation authorizing the new university. Southwest Florida’s support for a university was never more evident than during the next year, when private landowners offered more than 20 gift sites for the university campus. In early 1992, the Board of Regents selected the site offered by Ben Hill Griffin III and Alico, Inc. of 760 acres of land located just east of Interstate 75 between Alico and Corkscrew Roads.

Roy McTarnaghan was named founding university president in April 1993. Initial staff was hired that summer, and the university’s academic and campus planning began in earnest. Plans for the first phase of campus construction were unveiled in February 1994, and shortly thereafter, the Florida Legislature named the institution as “Florida Gulf Coast University.” The vision for the university was one that would address emerging higher education needs for the 21st century, including the use of technology in the learning/teaching process and multi-year contracts as an alternative to faculty tenure. The Board of Regents approved an agreement in May 1995 with the United Faculty of Florida allowing FGCU to offer a contract system for faculty.

Campus groundbreaking was held on November 28, 1995, with more than 600 people participating in the celebratory event for Southwest Florida. With aggressive academic program and campus development schedules slated to culminate in an opening day of August 25, 1997, the early staff and faculty were busy meeting deadlines every month. Inaugural degree programs were approved by the Board of Regents in March 1996. The FGCU Foundation, a private fundraising arm of the university, gained extraordinary financial support for an institution that at the time could only be seen on a drawing board. Faculty members throughout the country were attracted to FGCU for the opportunity to offer higher education in new and innovative ways.

The first FGCU student, Mariana Coto, was admitted in January 1997, and she participated in the historic ribbon cutting on the university’s August 25, 1997 opening day. The Southern Association of Colleges and Schools (SACS) awarded FGCU accreditation candidacy later that year, and a comprehensive self-study was launched. The first commencement was held in May 1998, with 81 FGCU graduates. In August 1998, the first phase of student housing opened. In September 1998, Founding President McTarnaghan announced his intention to retire as President on May 1, 1999.

FGCU’s second commencement ceremony, held May 1999, marked the last official act of the founding president. The Board of Regents launched a national search for FGCU’s second president held during the spring and summer, and the university received official notification.
in June 1999 that it had achieved, in record time, accreditation by the Southern Association of Colleges and Schools.

In July 1999, the Board of Regents named William C. Merwin as FGCU’s second president. President Merwin arrived on campus for his first day on September 16, 1999. He initiated a highly participatory strategic planning process for students, faculty, and staff to carry the young institution to its next stage of development.

The Florida Legislature established governing boards of trustees for state universities in 2001, and 13 members were appointed to the Florida Gulf Coast University Board of Trustees. This governing board continues to provide leadership that is strategic, forward-focused, community based, and responsive to the region and state.

In January 2007, FGCU President Bill Merwin retired, and Dean of the Lutgert College of Business Richard Pegnetter was named Interim President by the FGCU Board of Trustees. A highly competitive national search for FGCU’s third president was launched.

On the university’s 10th anniversary of its opening day - August 25, 2007 - the FGCU Board of Trustees selected Wilson G. Bradshaw to serve as the institution’s third president. President Bradshaw led FGCU through its second decade of development and service as a comprehensive university offering access to quality higher education in Southwest Florida.

On July 1, 2017, the FGCU Board of Trustees unanimously selected Michael V. Martin to serve as FGCU’s fourth president, leading FGCU into its third decade.

As FGCU moves forward, student enrollment remains robust; the campus continues to advance with new buildings and facilities, including our popular student housing; new undergraduate and graduate degree programs are being added; our NCAA Division I athletics program continues to soar as an emerging powerhouse; the FGCU Foundation’s private fundraising continues to be successful, and the future for Florida Gulf Coast University is bright.

**Organization of Florida Gulf Coast University**

Florida Gulf Coast University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Florida Gulf Coast University.

In addition, the university strives to achieve specialized accreditation for all its eligible programs. Currently, the following programs/units have earned specialized accreditation from professional accrediting agencies (non-state government agencies):

B.S. in Bioengineering

B.S.C.E. in Civil Engineering

B.S. in Software Engineering
B.S. Env.E. in Environmental Engineering

The B.S. Bioengineering, B.S. Civil Engineering, and B.S. Environmental engineering and B.S. in Software Engineering programs at FGCU are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Lutgert College of Business - *AACSB International-The Association to Advance Collegiate Schools of Business

(*all programs with the exception of the B.S. in Professional Golf Management and the B.S. in Resort and Hospitality Management both separately accredited, see below)

The College of Education - Council for the Accreditation of Educator Preparation (formerly NCATE)

Master of Public Administration - National Association of Schools of Public Affairs and Administration

Master of Science in Nursing Anesthesia - Council on Accreditation of Nurse Anesthesia Educational programs

Master of Science in Occupational Therapy - American Occupational Therapy Association Accreditation Council for Occupational Therapy Education

Master of Science in Physician Assistant – Provisional Accreditation – Accreditation Review Commission on Education for the Physician Assistant.

Doctor of Physical Therapy - Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association

M.A. or M.Ed. in Counseling (Concentrations in Mental Health and School Counseling) - Council for Accreditation of Counseling and Related Educational Programs/American Counseling Association

Physician Assistant Studies (M.P.A.S.) - Accreditation Review Commission on Education for the Physician Assistant has granted Accreditation-Provisional status

B.S.N. and M.S.N. (in Nursing) - Commission on Collegiate Nursing Education

B.S.W. (in Social Work) - Council on Social Work Education

M.S.W. (in Social Work) - Council on Social Work Education

Bachelor of Science in Clinical Laboratory Science - National Accrediting Agency for Clinical Laboratory Sciences

B.S. in Professional Golf Management - Professional Golf Association of America
Florida Gulf Coast University – Main Campus and Other Sites

Site 1 - Main Campus – Site Type 01 Main Campus
Florida Gulf Coast University is located in Southwest Florida. Known principally for its climate and its beaches, the area is one of the fastest growing regions in the nation. The Florida Gulf Coast University main campus was established in 1992 on 760 acres of land in south Lee County, and now consists of 89 buildings. The campus is located at 10501 FGCU Blvd. South, Fort Myers, Florida 33965-6565.

The university is developing additional facilities to provide hands-on instruction and research opportunities at unique regional sites, utilizing private donations and matching funds. Matching funds were obtained to allow the construction of a facility at the Naples Botanical Garden, which serves as a living laboratory of research, conservation and education. Projected enrollment at these off-campus sites is not included in the present facilities survey for the main campus.

In January, 2010, the FGCU Board of Trustees approved the acceptance of land located in Buckingham that was currently a state-owned land and would be incorporated into the University’s existing lase of state-owned land with the Board of Trustees of the Internal Improvement Trust Fund. This surplus land was being used by the Agency for Persons with Disabilities, a state-wide agency that provided disability and rehabilitee accommodations for persons with disabilities.

Site 2 - Harvey Kapnick Education and Research Center – Site Type 07 Special Purpose Center
An off-site property in Naples, Florida, with 11,667 square feet to include classrooms, labs, and conference space, to advance mission of environmental education and sustainability.

It houses state-of-the-art educational facilities, research laboratories, office spaces for resident and visiting scientists, and a green house. The building features a large multi-purpose room to host gatherings for community events such as flower shows, receptions and symposia.

Site 3 - WGCU Station – Site Type 07 Special Purpose Center
An off-site 10 acre property in Charlotte County housing the WGCU utility buildings.

Site 4 – Vester Marine Science Lab Field Station – Site Type 07 Special Purpose Center
An off-site property in Bonita Springs, Florida, with 14,652 square feet to include labs, apartments, docks. This site is just 12 miles south of the FGCU main campus. The property was once a commercial fish house, then an old Florida-style resort.
The space now holds the FGCU program in Marine Sciences as it integrates traditional scientific disciplines by focusing them on the study of the world’s oceans and coastal waters. This interdisciplinary program combines aspects of biology, chemistry, ecology, geology, meteorology, mathematics, and physics in order to provide a well-grounded education in the natural sciences, and it applies a systems approach to identifying and understanding the roles that the oceans play in the functioning of our planet.

**Site 5 – Atrium – Site Type 06 Special Purpose Site**

An off-site leased property in Fort Myers for classrooms and conference space, was affected by Hurricane Irma in 2017, and subsequent termination of the lease on 10-31-2017.

**Site 6 – Gulf Coast Center at Buckingham – Site Type 07 Special Purpose Center**

An off-site 505 acres property, with approximately 60 buildings, softball field, pool, and a challenge course. The land is approximately 500 acres with 300 acres having been developed. The remaining 200 acres are prime lands for mitigation in conjunction with the County’s 20/20 lands which are adjacent. There are approximately 55 structures/buildings on the land including a water tower, swimming pool, chapel, gymnasium and dormitory accommodations that have in recent times housed 300 people. There are several houses on the site that were used for on-site administrators. There is also a large commercial kitchen with an associated dining area in addition to a smaller café with commercial kitchen equipment.

The property has an outdoor softball/baseball field and an adjoining picnic area. Most of the 300 developed acres is grass. The structures were built in the 1950s and 1960s. They require various compliances for current fire and ADA codes. The site is connected to Lee County water and sewage, and each building has a back-up generator.

Under the present condition, FGCU could use the land for research, more renewable energy (such as solar), our golf management program, cross country, student life retreat area, continuing education, or could sublease it to various local, county, or state agencies provided that the use was consistent with the University’s educational mission as defined in our master lease with the State. There are no plans to use it to offer FGCU for-credit courses.

**Site 7 – Renaissance Academy – Site Type 06 Special Purpose Site**

An off-site leased property in Naples, Florida for classrooms and conference space, offering non-credit courses. The Renaissance Academy is the University’s and region’s premier lifelong learning program for adults. It is based on the premise that learning should never cease, that keeping the mind intellectually, creatively and culturally active fundamentally enriches and invigorates our lives.

Among the Academy’s offerings are affordable, non-credit single lectures, short courses, day trips, computer classes, film series, life enrichment classes, writing workshops, music lessons, travel abroad programs and other special events providing academic substance in an interactive format that encourages the exchange of ideas and provides both intellectual stimulation and personal enjoyment.

**Site 8 – Herald Court Centre – Site Type 06 Special Purpose Site**

An off-site leased property in Punta Gorda, Florida, for classrooms and meeting space. The Charlotte Center is a primary FGCU commitment to enhance access to the University for the populations of Charlotte County.
The Center strives to form partnerships to make available its knowledge, resources, services and educational offerings at times, places, in forms and by methods that will meet the needs of Charlotte County. Its role parallels the role of the larger University in the region and state.

**Site 9 – Emergent Technologies Institute – Site Type 07 Special Purpose Center**

The Emergent Technologies Institute (ETI) is an FGCU Center of Excellence located at the Alico ITEC Park (previously the Innovation Hub Development). ETI consists of a building with classrooms, research laboratories, and a large multipurpose conference room, and an outdoor energy park that serves as a teaching and research laboratory that provides for outdoor tests, displays new solar technologies and the space to build pilot scale projects.

**VI. Academic Degree Programs**

The academic degree programs of the University and student enrollment within the programs generate the primary demand for facilities. The approved programs for the University are identified within **Table 3**.

**Table 3**

<table>
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<th>CIP</th>
<th>CIP Title</th>
<th>FGCU</th>
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</thead>
<tbody>
<tr>
<td>3.0103</td>
<td>Environmental Studies</td>
<td>BM</td>
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<tr>
<td>3.0104</td>
<td>Environmental Science</td>
<td>M</td>
</tr>
<tr>
<td>3.0205</td>
<td>Water, Wetlands, and Marine Resources Management</td>
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<tr>
<td>9.0101</td>
<td>Speech Communication and Rhetoric</td>
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<td>9.0702</td>
<td>Digital Communication and Media/Multimedia</td>
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<td>Education, General</td>
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<td>Educational Leadership and Administration, General</td>
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<td>Special Education and Teaching, General</td>
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<td>13.1101</td>
<td>Counselor Education/School Counseling and Guidance Services</td>
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<td>Reading Teacher Education</td>
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<td>42.0101</td>
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<td>Criminal Justice/Safety Studies</td>
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<td>43.0111</td>
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<td>45.0601</td>
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<td>45.1001</td>
<td>Political Science and Government, General</td>
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<td>Sociology</td>
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<tr>
<td>50.0501</td>
<td>Drama and Dramatics/Theatre Arts, General</td>
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<td>50.0701</td>
<td>Art/Art Studies, General</td>
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<td>50.0903</td>
<td>Music Performance, General</td>
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<td>51</td>
<td>Health Services/Allied Health/Health Sciences, General</td>
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<td>51.2305</td>
<td>Music Therapy/Therapist</td>
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<td>51.3818</td>
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<td>52.0201</td>
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</tr>
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<td>52.0301</td>
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<td>Marketing/Marketing Management, General</td>
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<td>54.0101</td>
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<td>30.0000</td>
<td>Multi-/Interdisciplinary Studies, General</td>
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VII. Analysis of Student Enrollment

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 30 credit hours per academic year for undergraduates and 24 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for survey purposes is the level for the fifth year beyond the year the survey is conducted. For this survey, the projected enrollment used is for academic year 2016-2017.

The University’s Board of Trustees approved the University Work Plan which includes planned enrollments for the next five years. This data was provided to the survey team and was used in the survey. Table 4 identifies the Statutorily Required Enrollment Plan (based on State-Fundable Florida FTE), taken from Page 12 of the 2017 Work Plan.
### Table 4

**Enrollment Plan**

#### Planned FTE Enrollment Plan by Student Level

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<td>588</td>
<td>594</td>
<td>600</td>
<td>606</td>
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<td>618</td>
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<td>173</td>
<td>174</td>
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<td><strong>TOTAL</strong></td>
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<td>11,624</td>
<td>11,740</td>
<td>11,858</td>
<td>11,976</td>
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<td>599</td>
<td>605</td>
<td>611</td>
<td>617</td>
<td>623</td>
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<td>264</td>
<td>267</td>
<td>270</td>
<td>272</td>
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<td><strong>TOTAL</strong></td>
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<td>915</td>
<td>924</td>
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<td>943</td>
<td>952</td>
<td>962</td>
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<td><strong>TOTAL</strong></td>
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<td>12,530</td>
<td>12,655</td>
<td>12,782</td>
<td>12,910</td>
<td>13,039</td>
<td>13,169</td>
<td>13,301</td>
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<td>Lower</td>
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<td>95</td>
<td>96</td>
<td>97</td>
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<td>99</td>
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<td>66</td>
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<td>68</td>
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<td>69</td>
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<tr>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>122</td>
<td>180</td>
<td>182</td>
<td>184</td>
<td>185</td>
<td>187</td>
<td>189</td>
<td>191</td>
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</tbody>
</table>

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

The overview of the university includes a general description of the sites where educational program activity is carried out by the university. This section provides information about buildings located at the sites.

The building information provided in Table 5 includes Status, Condition, Assignable Square Feet (ASF), and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition identifies whether a building is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the university and concurred with by the survey team. Buildings considered satisfactory are classified as either satisfactory or in need of remodeling. Buildings considered unsatisfactory are classified as those to be terminated for use or scheduled for demolition and include all modular and portable structures.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas which have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

<table>
<thead>
<tr>
<th>Instructional/Research</th>
<th>Academic Support</th>
<th>Institutional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>Study Facilities</td>
<td>Student Academic Support</td>
</tr>
<tr>
<td>Teaching Laboratories</td>
<td>Instructional Media</td>
<td>Office/Computer</td>
</tr>
<tr>
<td>Research Laboratories</td>
<td>Auditorium/Exhibition</td>
<td>Campus Support</td>
</tr>
<tr>
<td></td>
<td>Teaching Gymnasium</td>
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</tbody>
</table>

Table 6 identifies the amount of satisfactory eligible space, by space type, for each building which supports the above-stated functions. As stated within the Space Needs Assessment section, eligible space refers to whether the space meets a need identified as a formula-generated space need. The buildings included within these tables are only those located on land the university leases from the State of Florida or land leased for a long term to the university on which buildings have been constructed by the university. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida.
**Table 5**  
Building Inventory Report

<table>
<thead>
<tr>
<th>SITE ID</th>
<th>BLDG ID</th>
<th>BLDG NAME</th>
<th>Status</th>
<th>GSF</th>
<th>NASF</th>
</tr>
</thead>
<tbody>
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<td>Y</td>
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<td>REED HALL</td>
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<td>3</td>
<td>LIBRARY</td>
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<td>32,237</td>
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<td>HOWARD HALL</td>
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<td>5</td>
<td>MCTARNAGHAN HALL</td>
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<td>ET02</td>
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<td>Grand Total</td>
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<td>3,637,744</td>
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### Table 6
Eligible Assignable Square Footage of Satisfactory Space by Category

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<tr>
<th>SITE NAME</th>
<th>CLASS</th>
<th>TEACH</th>
<th>LAB</th>
<th>STUDY</th>
<th>RES</th>
<th>LAB</th>
<th>OFFICE</th>
<th>AUD/EXH</th>
<th>INST</th>
<th>MED</th>
<th>GYM</th>
<th>CAMP</th>
<th>SUPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - MAIN CAMPUS</td>
<td>89843</td>
<td>117856</td>
<td>69822</td>
<td>19312</td>
<td>194695</td>
<td>13195</td>
<td>1129</td>
<td>21379</td>
<td>9300</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9 - EMERGENT TECHNOLOGIES INSTITUTE</td>
<td>4129</td>
<td>2222</td>
<td>494</td>
<td>6566</td>
<td>2455</td>
<td>2242</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTALS</td>
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<td>120078</td>
<td>70316</td>
<td>25878</td>
<td>197150</td>
<td>15437</td>
<td>1129</td>
<td>21379</td>
<td>9300</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2 - HARVEY KAPNICK EDUCATION & RESEARCH CTR | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 - WGCU STATION                        | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 - VESTER MARINE SCIENCE LABORATORIES  | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 6 - GULF COAST CENTER AT BUCKINGHAM     | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
IX. Quantitative (Formula) Space Needs

The basic method used to determine the facilities required by a university to accommodate educational programs, student enrollments, personnel, and services, is the Fixed Capital Outlay Space Needs Generation Formula. The Space Needs Formula (formula) provides the three general classifications of space: instructional, academic support, and institutional support. Within these classifications, ten categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, student academic support, office, and campus support services. While the FTE enrollment projection acts as primary generator, the formula recognizes variation in space requirements derived from discipline grouping, course levels, research programs, and library holdings, as well as faculty, staff, and contract and grant positions. The outcome of running the formula is a campus-wide aggregate of the ten categories of space, based on each individual university’s make of students, programs, faculty and staff.

Table 7 reports the results of comparing the generated space needs to the existing satisfactory and eligible facilities inventory for the main campus.

Table 8, also known as the “Form B”, shows the details of these comparison results.

<table>
<thead>
<tr>
<th>Table 7</th>
<th>Formula Generated Net Assignable Square Feet by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Space Needs by Space Type</td>
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<tr>
<td>Instructional</td>
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</tr>
<tr>
<td>Classroom</td>
<td>100,760.80</td>
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<tr>
<td>Teaching Laboratory</td>
<td>125,950.60</td>
</tr>
<tr>
<td>Research Laboratory</td>
<td>252,975.00</td>
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<tr>
<td>Academic Support</td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>182,142.00</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>40,476.00</td>
</tr>
<tr>
<td>Auditorium/Exhibition</td>
<td>25,189.80</td>
</tr>
<tr>
<td>Teaching Gymnasium</td>
<td>47,797.00</td>
</tr>
<tr>
<td>Instructional Support</td>
<td></td>
</tr>
<tr>
<td>Office/Computer</td>
<td>303,570.00</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>54,643.00</td>
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<tr>
<td>Total</td>
<td>1,133,504.20</td>
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</tbody>
</table>
### Table 8

**ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B REVISED**

- **Florida Gulf Coast University**
- **Main Campus**

*Does not include Harvey Kapnick Education Center, Vester Marine Science Laboratories or Gulf Coast Center at Buckingham*

**Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting**

**Revise**: 27-Oct-17

<table>
<thead>
<tr>
<th>Space Needs by Space Type*</th>
<th>2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom**</td>
<td>100,761</td>
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<tr>
<td>Lab**</td>
<td>125,951</td>
</tr>
<tr>
<td>Study</td>
<td>182,142</td>
</tr>
<tr>
<td>Teaching Lab**</td>
<td>252,975</td>
</tr>
<tr>
<td>Research</td>
<td>303,570</td>
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<tr>
<td>Audit**</td>
<td>25,190</td>
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<tr>
<td>Instruct.**</td>
<td>1,129</td>
</tr>
<tr>
<td>Academic Media**</td>
<td>0</td>
</tr>
<tr>
<td>Support Gym**</td>
<td>25,878</td>
</tr>
<tr>
<td>Naves (NASF)</td>
<td>546,393</td>
</tr>
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</table>

1. **Current Inventory as of:** Oct 2017
   - **Total FTE=** 10,119
   - Traditional FTE= 7,966
   - On-Line FTE= 2,153

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<tr>
<td>Unsatisfactory Space to be Demolished</td>
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<tr>
<td>Ineligible Space</td>
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<table>
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<th>Plus</th>
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<tbody>
<tr>
<td>Total Under Construction</td>
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<tr>
<td>NLV Dining Facility (Auxiliary Funded)</td>
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<tr>
<td>Beginning Inventory for Form B Purposes</td>
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</table>

**Net Space Needs**

- **Total** | 546,393 |
- **Percent of Current Inventory and Funded Projects**
  - **Minus Demolition**
    - **Space Needs**
      - 93% 98% 39% 10% 73% 61% 3% 4DB/0 45% 25% 52%

**Online FTE excluded from Classroom, Teaching Lab, Auditorium/Exhibition, and Gymnasium needs.**

1. Unsatisfactory Space with No Requested Action: 3256, 152, 24828, 4236
2. Unsatisfactory Space to be Renovated/Remodeled
### Florida Gulf Coast University
#### 2022-2023

<table>
<thead>
<tr>
<th>Class-</th>
<th>Teaching</th>
<th>Research</th>
<th>Aud/</th>
<th>Instructor</th>
<th>Academic</th>
<th>Campus</th>
<th>Support</th>
<th>Gym</th>
<th>Services</th>
<th>Total</th>
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<tr>
<td>room</td>
<td>Lab</td>
<td>Study</td>
<td>Lab</td>
<td>Office</td>
<td>Exhibition</td>
<td>Media</td>
<td>Support</td>
<td>Gym</td>
<td>Services</td>
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<tr>
<td>100.76</td>
<td>125.93</td>
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<td>252.97</td>
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#### Net Space Needs from Form B

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### Projects Funded for Planning

**SCHOOL OF WATER RESOURCES AND INTEGRATED SCIENCES (formerly A89)**

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<td>97.01%</td>
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<td>28.73%</td>
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<tr>
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<td>348,471</td>
<td>28.73%</td>
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### New Construction Projects

**HEALTH SCIENCES (PREV. MULTIPURPOSE EDUCATION FACILITY)**

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<td>28.73%</td>
</tr>
<tr>
<td></td>
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### Remodeling Projects

**CENTRAL ENERGY PLANT EXPANSION - PHASE 3**

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<td>97.01%</td>
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**Remodeling Projects**

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**Remodeling Projects**

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**Remodeling Projects**

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**Remodeling Projects**

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**Remodeling Projects**

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**Remodeling Projects**

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### Proj 3)

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<th>After Remodel</th>
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</tr>
<tr>
<td>Total Percent</td>
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### Proj 4)

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<th>After Remodel</th>
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</thead>
<tbody>
<tr>
<td>Total Net Space Needs</td>
<td>(8,811)</td>
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</tr>
<tr>
<td>Total Percent</td>
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<td>105.86%</td>
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### Proj 5)

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<tr>
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<td>Total Percent</td>
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### Proj 6)

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<td>Total Percent</td>
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### 6) Renovation Projects**

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<table>
<thead>
<tr>
<th>Prior to Renovation</th>
<th>Proposed Renovation</th>
<th>After Renovation</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Prior to Renovation</th>
<th>Proposed Renovation</th>
<th>After Renovation</th>
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<tbody>
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<td>#REF!</td>
<td>#REF!</td>
<td>#REF!</td>
</tr>
</tbody>
</table>

| Total Net Space Needs | (8,811) | 105,674 | 139,427 | 65,592 | 753 | 28,847 | 0 | 26,418 | 36,940 | 387,456 |
| Total Percent of Net Space Needs | 108.74% | 105.86% | 41.98% | 44.89% | 78.39% | 97.01% | 28.73% | #DIV/0! | 44.73% | 32.40% | 38.97% |
| Total Unsatisfactory Space | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! |
* Assumes that no substantial amount of satisfactory space is being repurposed, and that the repurposed space is currently unsatisfactory, as defined by the university.
** Assumes that renovations address unsatisfactory space, as defined by the university.

<table>
<thead>
<tr>
<th>Definitions:</th>
<th>Remodeling</th>
<th>Renovation</th>
<th>Termination</th>
<th>Demolition</th>
<th>Total Space Inventory</th>
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<tbody>
<tr>
<td></td>
<td>f.s. 1013.01(17) - the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.</td>
<td>f.s. 1013.01(18) - the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure.</td>
<td>to take space completely out of all space use categories.</td>
<td>to completely raze a facility.</td>
<td>sum of all eligible satisfactory and unsatisfactory E&amp;G space.</td>
</tr>
</tbody>
</table>
X. Recommendations of Survey Team – December 5, 2017

Survey Team Members: Azita Dashtaki Dotiwal, Team Leader (FAU), Corina Mavrodin (FAU), Kenneth Ogletree (BOG), Aileen Velazquez (BOG), Peg Bonyata (BOG), Itza Frisco (NC)

1. Site Improvements Recommendations:

1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding the campus as identified in the adopted Campus Master Plan.

1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.

1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water, controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

   The following specific project is recommended:

   1.3a Central Energy Plant Expansion – Phase 3

2. Remodeling/Renovation Recommendations:

2.1 No Remodeling/renovation projects were requested. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.

2.2 All significant remodeling/renovation projects must be specifically identified. The projects must identify the space categories affected (i.e. from existing space use to proposed space use). Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental survey.

3. New Construction Recommendations:

New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

3.1 Health Sciences Building (Clinical & Translational Health Research Institute) 77,100 NSF (3,500 study, 48,600 Research Lab, 10,000 Office, 9,000 Auditorium/Exhibition, 6,000 Instructional Media)

4. Projects Based on Exception Procedure (New Construction):

No projects were presented.
5. Demolition Recommendations:

Pursuant to Board of Governors’ Regulation 9.004, Razing of Buildings, demolition projects beneath the $1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected in the Form B.

6. Continuing Survey Recommendations

These projects were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for these projects.

6.1 School of Water Resources and Integrated Sciences Building
77,670 NSF (15,600 classroom, 10,000 teaching lab, 2,500 study, 39,070 research lab, 6,000 office, 4,500 Instructional Media)

7. Special Purpose Center Recommendations:

7.1 N/A

8. Standard University-wide Recommendations:

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans Disabilities Act are recommended.

SR3. Projects required to repair or replace a building’s components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

9. Notes:

1.1 University is to write recommendation text in accordance with current Educational Plant Survey format criteria.

9.2 The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).

9.3 The Survey Team’s new construction recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:

   a. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
   b. Reduce square footage in space use categories exceeding 100%
c. Delete a project or the space in a use category that exceeds 100%
d. Substitute with other proposed space categories within the same project.
e. Shift requested project priorities to stay below 100% threshold.
f. Provide a university strategy to support temporary overages.

9.4 Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.
XI: Funding of Capital Projects

The projects recommended by the survey team may be funded based on the availability of funds authorized for such purposes. The primary source available to the university is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Art. XII, § 9(a)(2), Fla. Const., as amended. These funds are appropriated to the State University System pursuant to § 1013.64(4), Fla. Stat., which provides that a list of projects is submitted to the Commissioner of Education for inclusion within the Commissioner’s Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair, and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated to the universities. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees for a total of $6.76 per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. The projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Division of Colleges and Universities for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant "Courtelis Program" Program, established pursuant to § 1013.79, Fla. Stat., provided for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 1013.74, Fla. Stat., provides authority to accomplish capital projects from grants, and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects.

Table 9 identifies the specific project appropriations made available to the university over the last five years.
<table>
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<tr>
<th>University</th>
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<th>2013-14</th>
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<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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<td>Maintenance, Repairs, Renovations and Remodeling</td>
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<td>*6,800,000</td>
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<td>8,299,177</td>
<td>7,212,389</td>
<td>4,580,281</td>
<td>13,343,867</td>
<td>33,928,964</td>
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* $2,800,000 of the $6,800,000 appropriated funding was reverted back to the State, with a remaining balance of $4,000,000.
Appendices
A. Overview of the Educational Plant Survey Process

EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW
BOARD OF GOVERNORS
Office of Finance & Facilities
Chris Kinsley, Director
FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA
Revised: January 25, 2011

Section 1013.31, Florida Statutes, requires that, at least once every five years, each University Board of Trustees shall arrange for an Educational Plant Survey to aid in providing physical facilities necessary to accommodate its academic programs, students, faculty, staff, and services during the next five-year period.

1. Designation of Responsibility

The University to be surveyed (the “University”) appoints the Survey Team Coordinator. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors (the “Board”) staff during the survey process. It is recommended in order to expedite the overall process and to maintain consistency and quality that the coordinator be a staff person from the Board.

It is recommended that the Survey Team Leader be requested from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All team members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process.

The University President appoints the Survey Team Facilitator for its University from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the University activities for the team during the survey process at the University.

For continuity and consistency of the final report, Survey Team Members will consist of staff from universities not being surveyed that year and should include a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year. Board staff should also be included.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections based on the work plans submitted annually to the Board by the universities pursuant to Board regulation 2.002. One undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours.
Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System. Staff of the University prepare a list of programs for the survey, indicating which existing programs the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula (the “Formula”). The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) standard space categories based on the combination of students, programs, faculty and staff unique to the University.

4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, (the “Space File”) as well as building schematics. The staff of the university and the validation team members visits all sites and selected buildings. The buildings to be visited for Inventory Validation purposes should include any buildings that have not been previously surveyed, buildings which the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, University staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the validation.

An important part of the Inventory Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.
Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard per diem for members of the Inventory Validation team.

5. University Identification of Needs

Administrators and staff of the University undergoing the survey prepare lists for each site of needs identified by the University for site acquisition, development and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the list of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the University's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the Formula approach. This method involves performance levels for space use by the University based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categorical square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula, the Survey Team Coordinator ensures the preparation of space needs analyses by the University for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University staff develops requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

In conjunction with the Formula, Space Factors (the “Factors”), have been developed as part of the process and are used to expedite the use of the Formula in determining university space needs. The Factors are periodically reviewed and revised by the Board Office of Finance and Facilities. Each university at the time of its survey, after the Inventory Validation and prior to the Needs Assessment, may make a presentation and request a recommendation from the survey team to revise one or all of their Factors as a result of data or policy actions taken by its Board of Trustees and its university. The presentation should include, at a minimum, data based on the projected space needs using existing factors, a presentation on changes at the University that make the current Factors inappropriate (i.e. the policy action by its Trustees or University), and documentation of what the space impact of the requested revised Factors would be. In
addition, a comparison against the other universities in the System should be included.

The Survey Team will review the data and make a recommendation to modify or leave the Factors unchanged as part of their survey recommendations. The team will evaluate the request for consistency with other universities in the system and comparison for similar issues.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the University has special problems or extraordinary needs not supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, University staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility needs beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the university for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the university should not include requests related to these needs.

6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the University. It is supplemented by available
information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.

8. Needs Assessment Segment of Survey

The Survey Team Leader and the University make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with university administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the Validation and Needs Assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach, modification of Factors and the exception procedure, cost estimates for recommendations, and the university-wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the University, has been recommended and authorized by the Legislature.

10. Written Survey Reports

The University prepares the draft and the final written report of the findings and recommendations of the Survey Team for review and approval by the University Board of Trustees (UBOT's). After approval by the UBOT's, the university must submit the official copy of the report to the Chancellor, State University System of Florida.
B. Explanation of the Space Needs Generation Formula

The space needs generation formula uses three types of information to determine unmet space needs:

- Workload measures such as enrollment, positions, and library materials
- Space standards including station sizes and utilization levels
- Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

A revised factor list (2010) accompanies this report to provide updated data which has been incorporated to ensure that the factors better represent the current state of the universities.

FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual FTE’s requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detain allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space include:

<table>
<thead>
<tr>
<th>Instructional/Research</th>
<th>Academic Support</th>
<th>Institutional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>Study Facilities</td>
<td>Student Academic Support</td>
</tr>
<tr>
<td>Teaching Laboratories</td>
<td>Instructional Media</td>
<td>Office/Computer</td>
</tr>
<tr>
<td>Research Laboratories</td>
<td>Auditorium/Exhibition</td>
<td>Campus Support</td>
</tr>
<tr>
<td></td>
<td>Teaching Gymnasium</td>
<td></td>
</tr>
</tbody>
</table>

Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. Related service areas such as projection rooms, telecommunications control booths,
preparation rooms, closets, storage areas, etc. are included in this category if they serve classrooms.

The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

\[
0.92 \text{ (Space Factor)} \times 15.0 \text{ (Weekly Student Hours Per FTE)} = 13.8 \text{ NASF Per FTE}
\]

where

\[
\text{Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} = \frac{22}{40 \times 0.60} = 0.92 \text{ NASF}
\]

### Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped room if they are used primarily or group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

\[
7.81 \text{ (Space Factor)} \times 5.0 \text{ (Weekly Student Hours Per FTE)} = 39.05 \text{ NASF Per FTE}
\]

where

\[
\text{Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} = \frac{125}{20 \times 0.80} = 7.81 \text{ NASF}
\]

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.
Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

Study Facilities

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The NASF needed for study facilities is based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms) The NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms The NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrels The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate
science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas  The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year’s acquisitions.

<table>
<thead>
<tr>
<th>Non-Law Stacks</th>
<th>Law Stacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.10 NASF/volume for the first 150,000 volumes</td>
<td>0.14 NASF/volume for the first 150,000 volumes</td>
</tr>
<tr>
<td>0.09 NASF/volume for the second 150,000 volumes</td>
<td>0.12 NASF/volume for the second 150,000 volumes</td>
</tr>
<tr>
<td>0.08 NASF/volume for the next 300,000 volumes</td>
<td>0.10 NASF/volume for the next 300,000 volumes</td>
</tr>
<tr>
<td>0.07 NASF/volume for all volumes above 600,000</td>
<td>0.09 NASF/volume for all volumes above 600,000</td>
</tr>
</tbody>
</table>

Study Facilities Service Areas  The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

Instructional Media Facilities

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video or audio cassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

Auditorium/Exhibition Facilities

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff, and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

Teaching Gymnasium Facilities

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms
generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollment, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

**Student Academic Support Facilities**

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

**Office/Computer Facilities**

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

**Campus Support Facilities**

Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

**Existing Facilities Inventory**

The facilities inventory for each university is designed using the format and definitions prescribed in the *Postsecondary Education Facilities Inventory and Classification Manual*, 2006, published by the U. S. Department of Education, National Center for
Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics area.
C. Executive Summary of the Campus Master Plan

As one of the youngest institutions in the State University System of Florida, Florida Gulf Coast University faces an exceptional opportunity to embody on its campus the best contemporary approaches to academic teaching, research, and service to society. This master plan seeks to build upon the thoughtful planning that set the initial physical patterns of the campus, and provides guidance for the facility development challenges that lie ahead. Revisions to the FGCU Mission were made in 2015, and revisions to the FGCU Vision were made in 2016. These efforts refocused the Vision Statement for the June 2010 Strategic Plan stating “Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs.” Taking this information and guidance of goals, and mission, the planning team has derived the following material to align with all the material that developed the 2015 Strategic Plan for the university.

Growth at FGCU will affect not only the campus community, but the areas adjacent to the campus, the local host community, the region, and the state of Florida. A major purpose of this master plan update is to project the impacts of future growth of the FGCU campus on the host community, as the basis for an updated Campus Development Agreement that serves the needs of both the University and its host community.

This master plan has been developed in conformance with Section 1013.30, Florida Statutes, and rules adopted by the Board of Governors of the State University System of Florida. In accordance with those mandates, this volume of the 2015-2025 Campus Master Plan contains the Data Inventory and Analysis Report and the Goals, Objectives, and Policies intended to guide development of the campus over the coming decade.

The proposed 2015-2025 Campus Master Plan was adopted by the Florida Gulf Coast University Board of Trustees at its Board meeting on December 11, 2015.

Note: Because of the large size of the Master Plan, please see the URL below linking you to the 2015-2025 Campus Master Plan:

https://www2.fgcu.edu/Facilities/MasterPlan2015.html

Volume I - Evaluation & Appraisal, Data Inventory and Analysis
(pdf- 42,192kb)
https://www2.fgcu.edu/Facilities/Files/2015-2025_CMP_VOL_I.pdf

Volume II - Goals, Objectives, and Policies
(pdf- 24,727kb)
https://www2.fgcu.edu/Facilities/Files/2015-2025_CMP_VOL_II.pdf
D. **Unsatisfactory Space** (as listed on Form B)

**SITE 1 – MAIN CAMPUS**
- 905A Campus Recreation Equipment Modular
- 913A Campus Recreation Administration Modular
- 910A Modular Building A - Lot 7
- 910B Modular Building B - Lot 7
- 910C Music Modular
- 910D Environmental Health & Safety
- 914A Campus Recreation Administration Modular
- 914B Student Health Services Modular
- 915A Modular 3 – Lot 7

E. **FGCU President Acknowledgement of the Educational Plant Survey Recommendations**
SURVEY RECOMMENDATIONS

December 14, 2017

Marshall M. Criser III, Chancellor
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Dear Chancellor Criser:

The Needs Assessment portion of Florida Gulf Coast University Educational Plant Survey was conducted on November 29-30, 2017. This letter reports the University’s understanding of the recommendations of the Survey Team as follows:

1. Site Improvements Recommendations:

1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding the campus as identified in the adopted Campus Master Plan.

1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.

1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water, controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

The following specific project is recommended:

1.3a Central Energy Plant Expansion – Phase 3

2. Remodeling/Renovation Recommendations:

2.1 No Remodeling/renovation projects were requested. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.

2.2 All significant remodeling/renovation projects must be specifically identified. The projects must identify the space categories affected (i.e. from existing space use to proposed space use). Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental survey.
3. **New Construction Recommendations:**

New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

3.1 Health Sciences Building (Clinical & Translational Health Research Institute)
77,100 NSF (3,500 study, 48,600 Research Lab, 10,000 Office, 9,000 Auditorium/Exhibition, 6,000 Instructional Media)

4. **Projects Based on Exception Procedure:**

No projects were presented.

5. **Demolition Recommendations:**

Pursuant to Board of Governors’ Regulation 9.004, Razing of Buildings, demolition projects beneath the $1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected in the Form B.

6. **Continuing Survey Recommendations:**

These projects were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for these projects.

6.1 Integrated Watershed and Coastal Studies Building
77,670 NSF (15,600 classroom, 10,000 teaching lab, 2,500 study, 39,070 research lab, 6,000 office, 4,500 Instructional Media)

7. **Special Purpose Center Recommendations:**

7.1 N/A

8. **Standard University-wide Recommendations:**

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans Disabilities Act are recommended.

SR3. Projects required to repair or replace a building’s components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

9. Notes:

9.1 University is to write recommendation text in accordance with current Educational Plant Survey format criteria.

9.2 The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).

9.3 The Survey Team's new construction recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:

a. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
b. Reduce square footage in space use categories exceeding 100%
c. Delete a project or the space in a use category that exceeds 100%
d. Substitute with other proposed space categories within the same project.
  e. Shift requested project priorities to stay below 100% threshold.
  f. Provide a university strategy to support temporary overages.

9.4 Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

Sincerely,

[Signature]

Mike Martin
President
Florida Gulf Coast University

Cc: Steve L. Magiera, CPA, MS
    Vice President
    Administrative Services & Finance

    Thomas Mayo, Director
    Facilities Planning

    Kenneth Ogletree, Senior Architect
    State University System of Florida
    Board of Governors
F. State University Checklist for Submitting Educational Plant Survey Reports to the Florida Board of Governors

This checklist is to be used by the university before submitting state university educational plant survey reports pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (√) beside an item number indicates the answer is “Yes;” an ex (X) beside a number indicates “No.”

1. Name of university: Florida Gulf Coast University
2. Date of previous five-year survey: 2012-13
3. Date of this survey: November 29, 2017 and November 30, 2017
4. New survey out year: 2017-18
5. Three copies of survey report submitted to the Board of Governors (BOG). √
6. Was the survey report made available on the university web site? √
7. Was the survey conducted for official sites only? √
8. Is each site described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? √
9. Throughout the report, are sites referred to by name and number? √
10. Is a copy of the current list of Institutional Sites by Type for the State University System attached? N/A
11. Has a current site inventory report for the university been forwarded to the Board of Governors? √
12. Is a copy of the approved current five-year planned enrollments for the university attached? √
13. Do FTE figures used in the survey report match those in the five-year planned enrollments? √
14. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? √
15. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year? √
16. Have all space needs been generated correctly? √
17. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? √

18. Is a copy of the current building inventory report for the university available? √

19. Is a copy of a site plan showing building locations attached for each site? √

20. Is a copy of the current room inventory report for the university available? √

21. Is a copy of the current existing satisfactory aggregate assignable square feet by space category by site report for the university attached? √

22. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? √

23. Throughout the report, are buildings referred to by number and name? √

24. Are the aggregate amounts of existing satisfactory square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? √

25. Does the survey report contain recommendations for each site? N/A

26. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? √

27. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? √

28. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned? √

29. Are the amounts of square feet planned the same as the amounts of square feet needed? √

The Educational Plant Survey for Florida Gulf Coast University was approved by the University Board of Trustees on __________________________. __________________________

Date Date

__________________________________________  ____________________________________
University President Chair, Board of Trustees

Date Date
G. Building System Condition Survey Forms

No recommendations for extensive remodeling and/or demolition.
SUBJECT: Ethics Training

PROPOSED BOARD ACTION

Information only

BACKGROUND INFORMATION

BOG Regulation 4.003, State University Compliance and Ethics Programs, requires the Chief Compliance and Ethics Officer to provide University employees and members of the FGCU Board of Trustees (BOT) with training regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures.

The ethics training also is responsive to a commitment made by the FGCU BOT in response to an Investigative Report released by the Board of Governors on March 28, 2017.

The Chief Compliance and Ethics Officer will present a 30-minute ethics training to the FGCU BOT.

Supporting Documentation Included: FGCU Code of Conduct

Prepared by: Chief Compliance and Ethics Officer Stacey Chados

Legal Review by: N/A

Submitted by: Chief Compliance and Ethics Officer Stacey Chados
AGENDA

- Purpose of C&E Program
- Compliance vs. Ethics
- Ethical Lapses
- Florida Statutes
- Resources
- Hotline
- Benefits
COMPLIANCE AND ETHICS PROGRAM

- Standards and Procedures
- Governance Structure
- Training and Education
- Communication
- Monitoring, Auditing, and Evaluation
- Incentives and Discipline
- Review Allegations; Take Corrective Action
ETHICS VS. COMPLIANCE

Ethics
The moral standards you rely on when making a decision.

Compliance
Conforming or adapting your actions to a law, rule, or regulation.
ETHICS VS. COMPLIANCE

- Ethics tells us what we ought to do; compliance dictates what we must do.
# ETHICS VS. COMPLIANCE

## ETHICS
- Honesty
- Integrity
- Loyalty
- Fairness
- Caring
- Keeping Your Promises
- Leading by Example
- Accountable

## COMPLIANCE
- State and Federal Regulations
- BOG Regulations
- FGCU Policies and Regulations
- Relevant Case Law
- Accreditation Standards
- Contract and Grant Regulations
- Employment Contracts
- CBA
C&E PROGRAM FUNCTION

- Ethics
- Rules and Regulations
- Values
- Research
- Moral Principles
- Ethical Practices
- Rules of Conduct
THE FGCU MORAL COMPASS

- Is the action legal?
- Is it ethical?
- Does it violate policy?
- Does it align with our Guiding Principles?
- Does it appear inappropriate?
- If it becomes known, will it embarrass FGCU or its stakeholders?
FGCU’S REPUTATION

The reputation of a thousand years may be determined by the conduct of one hour.

~ Japanese Proverb
FGCU’S REPUTATION

It takes 20 years to build a reputation and five minutes to ruin it.
If you think about that, you’ll do things differently.
- Warren Buffett
UC DAVIS
ETHICAL LAPSES

- Debunk the myth that it can never happen at FGCU
- Conduct risk assessments and monitor for compliance
- Set high ethical standards and demand accountability
- Encourage dialogue and even dissent
- Expect and plan for a crisis
- Have the courage to do the right thing
- Seek legal advice

Sometimes the hardest thing and the right thing are the same.
ETHICS AND UNIVERSITIES

Get out of our silos (at least occasionally)
ETHICS AND UNIVERSITIES
ETHICS AND UNIVERSITIES
FLORIDA CODE OF ETHICS
FOR
PULBIC EMPLOYEES

- Solicitation and Acceptance of Gifts/Honoraria
- Unauthorized Compensation
- Misuse of Public Position
- Misuse of Non-Public Information
- Business and Employment Relationships
- Nepotism
- Post Employment Restrictions
- Statement of Financial Interests
IT’S OKAY TO ASK
RESOURCES

- Ombuds
- Human Resources
- Institutional Equity and Compliance
- Internal Audit
- Compliance and Ethics
FGCU HOTLINE

SOAR WITH INTEGRITY

If you believe that FGCU’s ethical standards are being compromised, you can do something about it.

TELL US, IT MATTERS

Call the University’s Hotline to report:
HARASSMENT, DISCRIMINATION, RETALIATION / SAFETY
MISUSE OF SPONSORED FUNDS / THEFT / MISCONDUCT
FRAUD, WASTE, ABUSE

(844) 300-1073
or fgcu.ethicspoint.com

24 HOURS A DAY / 365 DAYS A YEAR

For further information, contact FGCU’s
Chief Compliance and Ethics Officer at 239-590-1039.
EFFECTIVE PROGRAM

- Keep costs down
- Keep students safe
- Focus on educating students
- Be good stewards of sponsored program funds

- Avoid loss from noncompliance
- Prevent damage to reputation
- Avoid demands on executives’ time that come with compliance crises