Florida Gulf Coast University Board of Trustees  
June 15, 2010

SUBJECT: Annual Florida Educational Equity Report

PROPOSED BOARD ACTION

Approve Annual Florida Educational Equity Report for FGCU

BACKGROUND INFORMATION

Florida law requires each university president and its board of trustees to approve an Annual Florida Equity Report. The report reviews various university programs, activities and services with respect to enrollment and retention, student services, gender equity in athletics and employment. The attached information provides a snapshot of outcomes based on the achievement of goals and objectives in 2008-2009 through Fall of 2009, and areas earmarked for more progress in 2009-2010 through Fall of 2011, that will be reported on in 2010. It has been reviewed and approved by President Wilson G. Bradshaw, and is submitted for approval consideration by the FGCU Board of Trustees. The report is then submitted to the Chancellor, Information Resource Management and Academic and Student Affairs Departments of the Florida Board of Governors, and the Florida Council on Equal Opportunity and Diversity.

In addition to the attached materials, a presentation on the Florida Equity Report is made at the FGCU Board of Trustees meeting on June 15, 2010 by the University’s Director of Institutional Equity and Compliance Cheryl Seals-Gonzalez.

Supporting Documentation Included: Annual Florida Educational Equity Report – Data Year: July 1, 2008 – June 30, 2009 and Fall 2009

Prepared by: Director of Institutional Equity and Compliance Cheryl Seals-Gonzalez

Legal Review by: General Counsel Vee Leonard (May 27, 2010)

Submitted by: President Wilson G. Bradshaw
Florida Gulf Coast University

Data Year: July 1, 2008 – June 30, 2009 and Fall 2009

CERTIFICATION-

Approved by University Board of Trustees: June 15, 2010

Approved by Wilson G. Bradshaw, Ph.D.
University President

Submitted by:

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Fort Myers, Florida 33965-6565
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FLORIDA EDUCATIONAL EQUITY ACT REPORT

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FLORIDA EQUITY REPORT

FLORIDA GULF COAST UNIVERSITY

EXECUTIVE SUMMARY

BACKGROUND

Section 1000.05, Florida Statutes, of the K-20 Education Code prohibits discrimination against students and employees in the Florida K-20 public education system and mandates equality of access in athletics, retention and graduation rates for under-represented populations. In line with this State’s Education Code, Florida Gulf Coast University (FGCU) annually reviews its progress towards meeting various expectations with respect to achieving equal educational opportunity goals for students, faculty and executive/administrative/managerial staff.

The current year’s report was completed with submittals from offices within the following organizational units: Executive Services (Intercollegiate Athletics); Provost and Academic Affairs (Office of Planning and Institutional Performance, College of Arts and Sciences, College of Business, College of Education, College of Health Professions, College of Professional Studies, and Office of Graduate Admissions); Administrative Services and Finance (Human Resources Department, Office of Undergraduate Admissions, and Financial Aid and Scholarships Office), and Student Affairs (Office of First Year Advising, Career Development Services, Student Health Services, Office of Campus Recreation and Office of Housing and Residence Life). In addition, the Office of General Counsel provided advisement and key support.

All of the information was compiled based on a format derived from the Florida Council on Equal Opportunity and Diversity, in collaboration with the Florida Board of Governors.

REVIEW OF KEY COMPONENTS

Policies and Procedures in Support of Equity (Part II)

Florida Gulf Coast University disseminates its equity related regulations, policies and procedures through campus websites, publications, postings in conspicuous places such as bulletin boards throughout the University, and provides information during various campus gatherings such as orientation sessions for faculty, staff and students and training and departmental meetings. In addition, the FGCU Office of the General Counsel electronically transmits notices of all new university-wide regulations, policies
and procedures to faculty and staff. University-wide communication to students is conducted through the Division of Student Affairs.

**Academic Programs (Part III)**

Since February 2009, FGCU’s Planning and Budgeting Council has leveraged key committees to facilitate progress with respect to diversity in academic programs. The Enrollment/Retention Management Committee (ERMC) monitors efforts to enhance effectiveness and diversity of the University’s undergraduate and graduate enrollments. Committee members review practices, policies, procedures, initiatives and develops strategies necessary to ensure student diversity and persistence to graduation.

The Strategic Planning and Institutional Effectiveness Committee (SPIEC) develops a university-wide strategic planning process to ensure that institutional effectiveness is ongoing, well-executed and documented to meet the needs of the University Board of Trustees and external governing entities.

**Student Services (Part IV)**

FGCU continues to review and assess its efforts to achieve and sustain improvement and success of student-centered programs and services. The State requires a periodic review of student services to determine compliance with equity statutes and to ensure non-discrimination in application and implementation.

**Gender Equity in Athletics (Part V)**

FGCU submitted all information pertaining to gender equity in athletics, its achievements, and timetable for areas noted for improvement. The University meets the prong of “substantial proportionality.” Based on its analysis, the University will continue to maintain its commitment to substantial proportionality.

**Employment Representation (Part VI)**

The University fulfilled the requirements of the Florida Educational Equity Report by monitoring and reporting progress to achieve faculty and staff diversity. The results of accomplishments toward meeting the goals established for Fiscal Year 2009-2010 through a combination of hires and/or promotions are indicated below:

<table>
<thead>
<tr>
<th>EAP CATEGORY/GROUP</th>
<th>GOALS</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Level Administrator</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Asian/Pacific Islander or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Summary of Achievements

There were 37 total new faculty hires made in 2009-2010. Of these, 10 were minority or just above 25% of the total. To have achieved the hiring goals set for faculty would have required over half of all hires to have been minority candidates according to the Office of the Vice President of Academic Affairs. Minority faculty recruitment will be a priority for 2010-2011.

Progress was made in all except one category. Recruitment efforts are expected to continue to broaden and diversify applicants, and subsequent hires.

Protected –Class Representation in the Promotion Process (Part VII)

Unlike the process at tenure-granting universities where faculty must be nominated to receive a promotion, the process at Florida Gulf Coast University is unique. The process is open and transparent as individual faculty members self-identify for promotions according to requirements at each respective College, the Collective Bargaining Agreement and the purview of the Office of the Provost and Vice President of Academic Affairs.

Faculty Promotions and Peer Review Committee Composition (Part VIII)

While diversity is reflected on some committees, it is important to note that historically, opportunities to serve on Promotions or Peer Review Committees are provided to faculty without regard to race or gender.

Other Requirements (Part IX)

The Budgetary Incentive Plan- FGCU maintains the Budgetary Incentive Plan, which is known as the Target of Opportunity Program (TOP). TOP assists Deans by making available financial support for salaries to attract exceptional hires in difficult to recruit positions where full funding is not immediately available. The respective College that receives TOP funds is required to assume budgeting responsibility for the position after one year.

President’s Evaluation- The President’s evaluation includes a benchmark for diversity and inclusion with respect to faculty, staff and students. The process is transparent and discussed annually at a University Board of Trustees meeting.

STRATEGIES FOR IMPROVEMENT

FGCU continues to improve upon its overall systems and processes to meet its primary mission, while keeping in mind its guiding principles. Notwithstanding budgetary constraints, the University will continue to:
1. Broaden outreach to attract/recruit a diverse population within the student body, faculty and staff, as a part of its regular business.

2. Hold FGCU deans, directors and division heads accountable for developing and maintaining institutional practices that encourage the achievement of diversity goals for faculty and staff, such as the annual submittal of Diversity Recruitment Plans.

3. Update public awareness and marketing initiatives that provide awareness of FGCU's programs, services and activities to diverse populations.

4. Continue to develop, monitor and/or assess key strategies and/or implement new initiatives that will ensure progress in student retention and graduation rates at all levels.

5. Review Athletics Programs to maintain progress in substantial proportionality benchmarks with respect to gender balance, financial aid awards, promotions and other elements of the Gender Equity Plan.

6. Provide periodic updates regarding progress to decision-makers and hiring authorities.

7. Continue to monitor progress, report results, assess outcomes and revise initiatives as necessary to enhance compliance and diversity pertaining to policies, academic programs, gender equity in athletics and employment.

8. The University's Target of Opportunity Program (TOP) will remain available as an incentive and tool to enhance the diversity of faculty in under-represented areas and in difficult to recruit positions.
Florida Equity Report
Florida Gulf Coast University

PART II: POLICIES AND PROCEDURES IN SUPPORT OF EQUITY

Florida Gulf Coast University is committed to building and maintaining a diverse, accessible, civil, and supportive learning community. It fosters respect and understanding among all cultures and all individuals who work, study, live, and teach within this community. Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind transgress the university's purposes and values. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the university community learn and profit from diverse cultures and perspectives. (FGCU's Diversity Statement)

As required, select links to various policies and procedures in support of equity are provided below:

<table>
<thead>
<tr>
<th>Name of Policy/Procedure</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Discrimination and Anti-Harassment Complaint Policy and Procedure</td>
<td><a href="http://www.fgcu.edu/generalcounsel/files/policies/PLCY_1_006_NonDiscrimination_AntiHarassment_02_12_10.pdf">http://www.fgcu.edu/generalcounsel/files/policies/PLCY_1_006_NonDiscrimination_AntiHarassment_02_12_10.pdf</a></td>
</tr>
<tr>
<td>Equal Employment and Non-Discrimination Statement</td>
<td>See next page.</td>
</tr>
<tr>
<td>Postings and Solicitations on Campus</td>
<td><a href="http://www.fgcu.edu/generalcounsel/files/policies/4_007_Postings_Solicitation_on_Campus_08_14_09.pdf">http://www.fgcu.edu/generalcounsel/files/policies/4_007_Postings_Solicitation_on_Campus_08_14_09.pdf</a></td>
</tr>
</tbody>
</table>
Florida Gulf Coast University (FGCU) is committed to ensuring equity and fairness for all University employees, students, visitors, vendors and contractors. Our commitment to these principles is essential to fostering a campus community that values diversity and inclusion in our education, employment and business operations. We want individuals to feel welcomed and supported regardless of race, color, religion, age, disability, sex, national origin, marital status, sexual orientation, veteran status, or genetic predisposition.

In accordance with applicable federal, state and local laws, and also FGCU regulations, policies and practice, the University does not condone discrimination, harassment, including sexual harassment, and retaliation on any basis. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972 and the Genetic Information Non-Discrimination Act.

FGCU’s policies cover access and equity in the conduct of programs, services and activities throughout all divisions, departments and units of the University. Also, all employment actions will support equal opportunity and advance inclusion.

Questions regarding this Institutional Statement or compliance with the laws applicable thereto, should be directed to the Office of Institutional Equity and Compliance at (239) 590-7405, or outside Lee County (800) 590-3428. Thank you.

8/17/13
Date

Wilson G. Bradshaw, Ph.D
President
Florida Equity Report  
Florida Gulf Coast University

PART III: ACADEMIC PROGRAM REVIEWS

In this section, as many as eight (8) areas of review are required of each university with programs at the specified levels. Enrollment and conferring of degrees for students by gender and race/ethnicity are analyzed in six (6) areas that pertain to FGCU. In addition, the official total includes students classified as non-resident aliens and those who are not reported as part of the total number. Specifically, the University reviewed and assessed:

- First-Time-in-College (FTIC) Enrollment
- Full Time Transfers
- Retention of Full-time FTICs After One Year
- Graduation Rate of Full-Time FTICs After Six Years
- Bachelor's Degrees Awarded
- Master's Degrees Awarded

The following areas are not applicable to FGCU:

- Doctoral Degrees Awarded (New program – No degrees to date.)
- First Professional Degrees Awarded (New program – No degrees to date.)

Data details follow the assessment below.

ASSESSMENT:

First-Time in College (FTIC) and Early Admits Enrollment, Fall 2009: First-time minority enrollment as a whole grew to 21% of the total first-time enrollment compared to 17% only two years before. All categories of minority students increased in number over the previous year. In terms of growth in numbers, the first-time minority enrollment grew by about 14% over the early admit-fall 08 total. See Table 1, page 12.

Full-Time Transfers, Fall 2009 and Summer 2009: In terms of diversity of full-time transfer students, minority enrollment as a percentage of the whole increased from 18% in the prior year to 27% in summer and fall 2009. Again, in numbers, every category of minority student saw an increase. In terms of growth in numbers, the first-time minority enrollment grew by 62% over the summer-fall 08 total. See Table 2, page 12.

Retention of Full-Time FTICs and Early Admits Entering Fall 2008 or Summer 2008 and Continuing into Fall, After One Year: The First-Year Retention rate of minority
students as a whole continues to exceed that of white students (80% vs 77%) as does that of women compared to men (80% vs 75%). The retention rate overall improved slightly over last year (78% vs. 75%). See Table 3, page 13.

Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2003 or Summer 2003 Continuing into Fall, After Six Years: African American students have a higher six-year graduation rate than white or Hispanic students, but all could be improved. In this regard, it is noteworthy to point out that the six-year graduation rate overall grew to 46% from 41% for the previous cohort or an increase of 5 percentage points. This follows a trend of gradually improving graduation rates. The six-year female graduation rate remains significantly higher than that for males. FGCU loses a significant percentage of students to transfer-out in part due to the smaller range of programs offered than are available at other SUS institutions. Student support programs seem to make a difference in helping those with academic challenges persist and succeed. See Table 4, page 13.

The University would like to enhance the graduation rate for all to the SUS average, but this will require additional support from the State to enhance the many successful academic support initiatives already in place, to increase financial aid, and to expand the breadth of its undergraduate academic program offerings. In this regard, the tuition differential is helping to offset some of the losses in state support suffered in recent years.

Bachelor’s Degrees Awarded, Annual Year 2008-09, 2007-08 and 2003-04: The percentage of the total number of bachelor degrees awarded was 16% for minority students, down slightly from 18% the previous year. However, the percentage of total bachelor degrees awarded to students of unknown origin rose to just over 4% (it is assumed that many falling into this category may be multi-racial in origin). Female students account for 66% of all bachelor degrees awarded, down about four percentage points over the previous year. With enrollment numbers up for minority students, it is likely there will be a gradual increase in the percentage of the total bachelor’s degrees earned in the coming years. See Table 5, page 14.

Master’s Degrees Awarded, Annual Year 2008-09, 2007-08 and 2003-04: The percentage of the total number of master’s degrees awarded was 14% for minority students, a decrease of less than one percentage point from the previous year, but still about three percentage points higher than it was just two years before. The numbers are small so it is difficult to discern any trends in the data but it does appear that master’s degrees awarded to minority students are showing some improvement. Female students account for 72% of all master’s degrees awarded, about the same as the previous year. See Table 6, page 15.
### Table 1. Full-time First-Time-In-College Enrollment, Fall 2009 and Early Admits

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PA</th>
<th>H</th>
<th>W</th>
<th>Unk</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>9</td>
<td>37</td>
<td>6</td>
<td>21</td>
<td>127</td>
<td>677</td>
<td>3</td>
<td>880</td>
</tr>
<tr>
<td>Women</td>
<td>16</td>
<td>38</td>
<td>3</td>
<td>20</td>
<td>158</td>
<td>851</td>
<td>1</td>
<td>1,087</td>
</tr>
<tr>
<td>Total Fall 2009</td>
<td>25</td>
<td>75</td>
<td>9</td>
<td>41</td>
<td>285</td>
<td>1528</td>
<td>4</td>
<td>1,967</td>
</tr>
<tr>
<td>Category % of Total Fall 2009</td>
<td>1.3%</td>
<td>3.8%</td>
<td>0.5%</td>
<td>2.1%</td>
<td>14.5%</td>
<td>77.7%</td>
<td>0.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total FTIC Fall 2008</td>
<td>10</td>
<td>66</td>
<td>8</td>
<td>21</td>
<td>264</td>
<td>1,397</td>
<td>50</td>
<td>1,816</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>0.55%</td>
<td>3.63%</td>
<td>0.44%</td>
<td>1.16%</td>
<td>14.54%</td>
<td>76.93%</td>
<td>2.75%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>3</td>
<td>32</td>
<td>2</td>
<td>21</td>
<td>91</td>
<td>763</td>
<td>12</td>
<td>924</td>
</tr>
</tbody>
</table>

Source: IPEDS 2009-10 Part A, Fall enrollment by race, ethnicity, and gender. Column 1, First time students.

### Table 2. Full-time Transfers, Fall 2009 and Summer 2009

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PA</th>
<th>H</th>
<th>W</th>
<th>Unk</th>
<th>T</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>11</td>
<td>20</td>
<td>5</td>
<td>7</td>
<td>60</td>
<td>246</td>
<td>6</td>
<td>355</td>
<td>52.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Women</td>
<td>16</td>
<td>32</td>
<td>1</td>
<td>11</td>
<td>65</td>
<td>259</td>
<td>1</td>
<td>385</td>
<td>52.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>52</td>
<td>6</td>
<td>18</td>
<td>125</td>
<td>505</td>
<td>7</td>
<td>385</td>
<td>52.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>3.7%</td>
<td>7.0%</td>
<td>0.8%</td>
<td>2.4%</td>
<td>16.9%</td>
<td>68.2%</td>
<td>1.0%</td>
<td>100.0%</td>
<td>52.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Men Fall 2008</td>
<td>9</td>
<td>12</td>
<td>0</td>
<td>5</td>
<td>23</td>
<td>226</td>
<td>18</td>
<td>293</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women Fall 2008</td>
<td>13</td>
<td>21</td>
<td>0</td>
<td>6</td>
<td>57</td>
<td>278</td>
<td>17</td>
<td>392</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fall 2008</td>
<td>22</td>
<td>33</td>
<td>0</td>
<td>11</td>
<td>80</td>
<td>504</td>
<td>35</td>
<td>392</td>
<td>52.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Category % of Total Fall 2008</td>
<td>3.21%</td>
<td>4.82%</td>
<td>0.00%</td>
<td>1.61%</td>
<td>11.68%</td>
<td>73.58%</td>
<td>5.11%</td>
<td>100.0%</td>
<td>57.23%</td>
<td>43%</td>
</tr>
<tr>
<td>Total Fall 2004</td>
<td>17</td>
<td>34</td>
<td>3</td>
<td>8</td>
<td>39</td>
<td>424</td>
<td>12</td>
<td>537</td>
<td>209</td>
<td>328</td>
</tr>
<tr>
<td>Category % of Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2004</td>
<td>3.17%</td>
<td>6.33%</td>
<td>0.56%</td>
<td>1.49%</td>
<td>7.26%</td>
<td>78.96%</td>
<td>2.23%</td>
<td>100.0%</td>
<td>38.92%</td>
<td>61.08%</td>
</tr>
</tbody>
</table>

Source: IPEDS 2009-10 Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In
### Table 3. Retention of Full-Time FTICs Entering Fall 2008, or Summer 2008 and Continuing into Fall, After One Year

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PA</th>
<th>H</th>
<th>W</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>10</td>
<td>68</td>
<td>8</td>
<td>21</td>
<td>269</td>
<td>1,409</td>
<td>52</td>
<td>998</td>
<td>839</td>
<td>1,837</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>0.5%</td>
<td>3.7%</td>
<td>0.4%</td>
<td>1.1%</td>
<td>14.6%</td>
<td>76.7%</td>
<td>2.8%</td>
<td>54.3%</td>
<td>45.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>After 1 year</td>
<td>8</td>
<td>59</td>
<td>6</td>
<td>20</td>
<td>206</td>
<td>1,088</td>
<td>43</td>
<td>802</td>
<td>628</td>
<td>1,430</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>80.0%</td>
<td>86.8%</td>
<td>75.0%</td>
<td>95.2%</td>
<td>76.6%</td>
<td>77.2%</td>
<td>82.7%</td>
<td>80.4%</td>
<td>74.9%</td>
<td>77.8%</td>
</tr>
</tbody>
</table>

Source: Local File

### Table 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2003, or Summer 2003 and Continuing into Fall After Six Years

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PA</th>
<th>H</th>
<th>W</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>2</td>
<td>23</td>
<td>3</td>
<td>13</td>
<td>69</td>
<td>704</td>
<td>8</td>
<td>501</td>
<td>321</td>
<td>822</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>0.2%</td>
<td>2.8%</td>
<td>0.4%</td>
<td>1.6%</td>
<td>8.4%</td>
<td>85.6%</td>
<td>1.0%</td>
<td>60.9%</td>
<td>39.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>After 6 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>7</td>
<td>31</td>
<td>318</td>
<td>5</td>
<td>260</td>
<td>114</td>
<td>374</td>
</tr>
<tr>
<td>Percent Graduated</td>
<td>50.0%</td>
<td>47.8%</td>
<td>33.3%</td>
<td>53.8%</td>
<td>44.9%</td>
<td>45.2%</td>
<td>62.5%</td>
<td>51.9%</td>
<td>35.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Category % Graduated</td>
<td>0.3%</td>
<td>2.9%</td>
<td>0.3%</td>
<td>1.9%</td>
<td>8.3%</td>
<td>85.0%</td>
<td>1.3%</td>
<td>69.5%</td>
<td>30.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Number Retained</td>
<td>1</td>
<td>13</td>
<td>1</td>
<td>11</td>
<td>35</td>
<td>360</td>
<td>5</td>
<td>282</td>
<td>144</td>
<td>426</td>
</tr>
<tr>
<td>Percent Retained</td>
<td>50.0%</td>
<td>56.5%</td>
<td>33.3%</td>
<td>84.6%</td>
<td>50.7%</td>
<td>51.1%</td>
<td>62.5%</td>
<td>56.3%</td>
<td>44.9%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Category % Retained</td>
<td>0.2%</td>
<td>3.1%</td>
<td>0.2%</td>
<td>2.6%</td>
<td>8.2%</td>
<td>84.5%</td>
<td>1.2%</td>
<td>66.2%</td>
<td>33.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Local Files
Table 5. Bachelor's Degrees Awarded, AY 2008-09, AY 2007-08, AY 2003-04

<table>
<thead>
<tr>
<th>AY 2008-2009</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PA</th>
<th>H</th>
<th>W</th>
<th>Unk</th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>Men</td>
<td>6</td>
<td>21</td>
<td>1</td>
<td>4</td>
<td>37</td>
<td>366</td>
<td>19</td>
<td>454</td>
</tr>
<tr>
<td>Women</td>
<td>9</td>
<td>37</td>
<td>1</td>
<td>17</td>
<td>102</td>
<td>687</td>
<td>39</td>
<td>892</td>
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<tr>
<td>Total</td>
<td>15</td>
<td>58</td>
<td>2</td>
<td>21</td>
<td>139</td>
<td>1,053</td>
<td>58</td>
<td>1,346</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>1.1%</td>
<td>4.3%</td>
<td>0.1%</td>
<td>1.6%</td>
<td>10.3%</td>
<td>78.2%</td>
<td>4.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AY 2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Category % of Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AY 2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Category % of Total</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions 2009-10 report (degrees awarded AY 2008-09), GRAND TOTAL BY FIRST MAJOR, Bachelor's Degrees, Chart for 99.0000, All Disciplines.
Florida Equity Report  
Florida Gulf Coast University  

PART III: ACADEMIC PROGRAMS - continued

Table 6. Master’s Degrees Awarded, AY 2008-09, AY 2007-08, AY 2003-04

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PA</th>
<th>H</th>
<th>W</th>
<th>Unk</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>69</td>
<td>0</td>
<td>86</td>
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<tr>
<td>Women</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>20</td>
<td>182</td>
<td>2</td>
<td>216</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>29</td>
<td>251</td>
<td>2</td>
<td>302</td>
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<tr>
<td>Category % of Total</td>
<td>2.0%</td>
<td>3.0%</td>
<td>0.7%</td>
<td>1.0%</td>
<td>9.6%</td>
<td>83.1%</td>
<td>0.7%</td>
<td>100.0%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PA</th>
<th>H</th>
<th>W</th>
<th>Unk</th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>AY 2007-2008</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>59</td>
<td>1</td>
<td>76</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>17</td>
<td>161</td>
<td>1</td>
<td>192</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>26</td>
<td>220</td>
<td>2</td>
<td>268</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>2.6%</td>
<td>3.0%</td>
<td>0.4%</td>
<td>1.5%</td>
<td>9.7%</td>
<td>82.1%</td>
<td>0.7%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PA</th>
<th>H</th>
<th>W</th>
<th>Unk</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2003-04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>62</td>
<td>0</td>
<td>74</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>141</td>
<td>2</td>
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<tr>
<td>Total</td>
<td>3</td>
<td>8</td>
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<td>2</td>
<td>12</td>
<td>203</td>
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<td>232</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>1.3%</td>
<td>3.4%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>5.2%</td>
<td>87.5%</td>
<td>0.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions 2009-10 report (degrees awarded AY 2008-09), GRAND TOTAL BY FIRST MAJOR, Master’s degrees. Chart for 99.0000, all disciplines.
Florida Equity Report  
Florida Gulf Coast University

PART IV: Student Services

Student services require periodic review by the institution to determine compliance with equity statutes. Non-discrimination on the basis of race, gender, national origin, marital status, or disability is required. Student services include:

A. Guidance and Counseling (in higher education: “academic advising”)  
B. Admission to Academic Programs  
C. Health Services  
D. Club and Intramural Athletics (report on gender only)  
E. Student Financial Assistance  
F. Housing and Residence Life  
G. Student Employment

A. GUIDANCE AND COUNSELING

FGCU has a 1 + 3 advising model. All first-time-in-college students receive centralized academic advising in the Office of First Year Advising (FYA). Students in good academic standing are transferred to their respective college for advisement during their second semester of enrollment, where they remain through certification for graduation.

First Year Advising

The FGCU advising model allows for a “period of transition” when academic counselors in FYA work developmentally with first-year students to assist with: understanding general education objectives, clarifying state and university policies, connecting students to needed services and programs, and developing clear and purposeful educational goals. An academic advising syllabus assists first year students in

---

1 Definitions of the terms “guidance and counseling” differ between the K-12 sector and higher education. Review of the intent of the implementing rule indicates that the focus of this area was academic guidance, not personal counseling. The universities shall define the “Guidance and Counseling” language to refer to "academic advising," whether centralized or provided by academic units.

2 The universities shall define the “Academic Program” as admission to undergraduate status and admission to graduate status.

3 The word “interscholastic” is not shown here as a requirement, although it is included in the Florida Educational Equity Act. It is not a term used in higher education. Also, universities are directed to focus reports in this section on intramural and club offerings. Each university is required to provide its detailed report on intercollegiate athletics pursuant to Ch. 1006.71, Gender Equity in Athletics, in Part V.
understanding their role and responsibilities in the advisor-student relationship. Major tracks of study have been developed for each major at the university and outline suggested sequencing of courses for the first two years. The major tracks are also available online. First year advisors sponsor the annual Majors Fair, provide workshops on career and major selection as well as other programs on how to achieve success in college. In addition, the office supports FASTRACK, a web-based early warning program designed to assist faculty with early academic interventions.

A coordinated transition from First Year Advising to college advising occurs during the second semester of college for students in good standing. Advisors in each college then monitor student progress and complete degree audits. Program tracking sheets are available to students as well as comprehensive online information. College advisors also participate in the annual Majors Fair.

All academic counselors and advisors work closely to support the Title IV equal opportunity program called Student Support Services (SSS) at FGCU. This selective program supports first generation students, low income students, and/or students with disabilities to enhance their achievement in college. In addition, academic advisors and counselors work directly with staff in the Center for Academic Achievement (CAA) whose mission supports the retention and success of all FGCU students. The Center sponsors a mentoring program, a math and science walk-in tutor lab, Supplemental Instruction (SI), workshops, and online study lessons. Advisors also utilize the Writing Center as a reference for students needing assistance with written assignments and projects.

First to Second Year Retention

First Year Advising (FYA) has developed assessment tools for orientation and individual advising sessions during the academic year that include demographic information collection in adherence to IPEDS parameters. The 2009 Orientation assessment revealed that participants at freshmen and transfer orientations highly rated their advising experiences.

FYA continues to offer informational sessions to the Office of Student Support Services (SSS) to help their staff better assist their students in understanding the FGCU advising model and resources therein.

In 2008 and 2009, FYA participated in the First Year Residence Experience (FYRE) program, by providing approximately 45 hours of advising outreach to students at Everglades Hall during the academic year.

In 2009, FYA collaborated with the Center for Academic Achievement (CAA) and the Office of the Registrar (ORR) to allow equal access for online registration to students on academic notice, warning, or probation, to increase the likelihood that students could register for courses needed to improve their academic standing. Students were
required to meet compliance standards devised by ORR and CAA prior to receiving access to online course registration.

FYA has continued to offer informational sessions to CAA in order to help their staff enhance the understanding of their student navigation of the FGCU advising model and resources therein.

FYA continues to offer advising and university resource referrals to students who have had early warning reports submitted on their behalf by faculty members through FYA’s Fast-track early warning online report tool. FYA receives approximately 100-200 faculty submissions per semester.

During the Fall 2010 semester, FYA staff (with the assistance of CAA and Career Development Services) have been granted permission to address first-year students in their Composition I courses about the resources and opportunities that exist on campus to help them make a decision about a choice of major (or confirm their choice of major).

**Advising and Support Websites**

Website references aiding in student navigation of FGCU policies and processes related to developmental/prescriptive advising contributing to retention and timely student progress to degree:

FYA Fast-track reporting tool:
http://enrollment.fgcu.edu/advising/FASTTrackTutorial.htm

FYA Annual Majors Fair information:
http://enrollment.fgcu.edu/advising/MajorsFair.htm

FYA website home page:
http://enrollment.fgcu.edu/advising/

FYA registration tutorial:
http://enrollment.fgcu.edu/advising/FreshmanSchedule.htm

FYA lower level curriculum major track course recommendations:
http://enrollment.fgcu.edu/advising/majortrackcourse.htm

FYA advising form clarification page:
http://enrollment.fgcu.edu/advising/advisingforms.htm

FYA general education checklist sheet:

FYA First Year Student Advising Contract:
http://enrollment.fgcu.edu/advising/FirstYearStudentAdvisingContract.pdf
FYA undecided student resource page:
http://enrollment.fgcu.edu/advising/undecidedstudents.htm

FYA Academic Advising Syllabus:
http://enrollment.fgcu.edu/advising/FYAsyllabus09-10.pdf

FYA Advising Transition website:
http://enrollment.fgcu.edu/advising/transition.htm

FYA initiatives for students on academic notice:
http://enrollment.fgcu.edu/advising/academicnoticeFYA.htm

FYA freshmen honors advising website:
http://enrollment.fgcu.edu/advising/freshmanhonorsadvising.htm

FYA remedial student resource website:
http://enrollment.fgcu.edu/advising/RemedialGuidance.htm

FYA step ahead program website:
http://enrollment.fgcu.edu/advising/FYAstepahead.htm

FYA Advising handbook:
http://enrollment.fgcu.edu/advising/fashandbook/Toc2.html

FYA pre-orientation testing preparation website:
http://enrollment.fgcu.edu/advising/mathtest.htm

FYA Accelerated program resource website:
http://enrollment.fgcu.edu/advising/acceleratedprograms.htm

FYA live chat with an advisor website:
http://enrollment.fgcu.edu/advising/ChatFYA.htm

FYA FAQ’s:
http://enrollment.fgcu.edu/advising/faq.htm

FYA Freshman Tips:
http://enrollment.fgcu.edu/advising/freshmantips.htm

Other key support websites:

General advising reference: http://www.fgcu.edu/Info/Advising.asp

First-Year advising: http://enrollment.fgcu.edu/advising/
First-Year to College Advising Transition:  
http://enrollment.fgcu.edu/advising/transition.htm

Academic Advising Handbook: http://enrollment.fgcu.edu/advising/fashandbook/

Student Support Services (SSS): http://studentservices.fgcu.edu/SSS/

Center for Academic Achievement: http://www.fgcu.edu/caa/

The Writing Center: http://www.fgcu.edu/cas/english/writingcenter/

B. ADMISSION TO ACADEMIC PROGRAMS (UNDERGRADUATE)

The undergraduate marketing and recruitment plan is reviewed each year based on the results from the most recent enrollment term and available resources for the upcoming year. Data that is reviewed includes geo-demographic data on inquiries, applicants, admitted students and enrolled students. The Office of Undergraduate Admissions tracks local high school demographic data and graduation rates in support of FGCU’s recruitment efforts. While FGCU seeks to attract students nationally and globally, the University’s primary focus is on serving the needs and providing access to the local five-county region that includes Glades, Hendry, Charlotte, Lee and Collier counties. The frequency of high school visits, contacts and allocation of resources reflects this priority.

Strategies are in place to attract and enroll a diverse student body. These strategies include targeted recruitment efforts to traditionally under-represented populations, collaboration with other university programs in their outreach efforts and developing programs to encourage students, including students from historically under-represented populations to apply, enroll and ultimately graduate.

Sample programs and initiatives follow:

Recruitment

The Office of Undergraduate Admissions

- Leverages relationships with local high schools that have a high proportion of under-represented students to conduct more frequent visits in an effort to encourage students to consider post-secondary educational opportunities at FGCU and provide assistance with the application/admission process;
- Attends college fairs throughout the state of Florida and at select locations outside of Florida that impact diversity;
- Ensure diversity among recruitment staff, including languages spoken other than English and various nationalities;
- Conduct a direct-mail campaign for minority high school juniors within select regions of Florida to enhance interest in FGCU;
• Direct advertising to publications and local media with a high minority readership/viewership to broaden FGCU's visibility and awareness; and
• Work closely with the Director for Community Outreach to improve post-secondary educational awareness and recruitment among historically under-represented/under-served populations.

Education and Awareness

The Office of Undergraduate Admissions
• Supports university outreach programs by presenting admissions workshops and making college awareness presentations.
• Hosts students involved in mentorship programs, such as Take Stock in Children, to half-day visits, which include workshops on admissions, college life and financial aid.

Enrollment Support

The Office of Undergraduate Admissions
• Provides several tuition waiver and scholarship programs that support students in outreach programs such as the College Reach-Out Program (CROP), Scholars Club and Take Stock in Children.
• Facilitates FGCU’s HOPE AdvancED pipeline initiative as the next tier for Edison State College’s Hope Scholarship students to increase state and community college transferees at FGCU.

These programs have served to enhance student diversity by assisting students who otherwise may not have considered, or been able to attend, FGCU.

ADMISSION TO ACADEMIC PROGRAMS (GRADUATE)

The changing demographics of the U.S. population require new and added emphasis regarding recruitment and retention efforts of under-represented groups. The Office of Graduate Studies has begun this effort by determining the degree to which our graduate student enrollment currently reflects the population of the five counties within our primary service area. With this information, we have worked to develop strategies to attract a more diverse graduate student body. Outlined below, and on the following pages, are strategies, which are currently in place or scheduled to launch:

Chart Depicting Description of Recruitment Efforts Designed to Promote Diversity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Information System/</td>
<td>Personalized emails and full color program-specific brochures featuring faculty and students of diverse ethnicity are mailed to all inquiring potential students. The new marketing program enhances recruitment efforts through search piece mailings allowing for targeted advertising to various minority groups.</td>
<td>Implemented Fall 2009 and updated annually</td>
</tr>
</tbody>
</table>
Chart Depicting Description of Recruitment Efforts  
Designed to Promote Diversity - continued

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies Billboard</td>
<td>Graphically designed to promote ethnic diversity, the graduate studies’ billboard is relocated regularly throughout communities within Lee County to promote awareness of FGCU graduate programs.</td>
<td>In Progress</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Each semester a Graduate Studies’ staff member leads a sit-down conversation with SSS students to demonstrate the importance and availability of graduate programs. Each participant is provided contact information for personal assistance for the graduate admissions process.</td>
<td>In Progress</td>
</tr>
<tr>
<td>Faculty Initiative Funding</td>
<td>Faculty initiative funds provide financial support to the colleges to develop program-specific recruitment materials that demonstrate diversity. These funds also allow faculty members to attend recruitment events with highly diverse populations.</td>
<td>In Progress</td>
</tr>
<tr>
<td>Target Recruiting</td>
<td>Travel to the outlying areas of the five county region (specifically Glades and Hendry counties) to meet with city, county and school administrators. These regions greater concentration of diverse populations.</td>
<td>In Progress</td>
</tr>
<tr>
<td>Fall &amp; Spring Recruitment Expos</td>
<td>Fall and Spring Expos provide opportunity for interested individuals to visit with faculty and staff regarding available programs and to explore the admissions process. The invitation list for these events is developed through community contacts, business and community partnerships, chambers of commerce, the FGCU Alumni Association, the Graduate Studies’ electronic inquiry system, and program contact lists.</td>
<td>In Progress</td>
</tr>
<tr>
<td>Area Events/Fairs</td>
<td>Recruitment events are attended throughout the area including city, county, and private business benefit and education fairs. These events cater to the collection of diverse employees in the five-county area.</td>
<td>In Progress</td>
</tr>
<tr>
<td>TV Advertising</td>
<td>TV advertisements, featuring Florida Gulf Coast University as a world class university located within reach of all southwestern Florida communities, will impact all areas of our constituency. The graduate students depicted in the commercial have been selected to showcase our diverse graduate population.</td>
<td>To launch in 2010</td>
</tr>
</tbody>
</table>

C. COUNSELING AND HEALTH SERVICES

Student Health Services

The mission of Student Health Services (SHS) is to promote the overall health of students and advocacy for a healthy campus. Student Health Services (SHS) functions as an acute care/walk-in clinic. Services are provided by advanced registered nurse
practitioners (ARNPs), and primary care physicians. Currently we do not offer radiology, dental or optometry services. Referrals are provided if these services are necessary.

For 2009 there were 12,449 contacts at SHS, which represents a 13% increase over the previous year. Forty-five percent of the student body visited the health center. Currently, the only demographic information available for reporting is gender. Of all visits from January 2009 to December 2009, females comprised 9,101 or 73% contacts and males represented 27%. The Health Center saw 4,656 individual students.

In the future we hope to collect additional demographic information with the initiation of electronic medical records.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides counseling, therapy and educational services for all Florida Gulf Coast University students. The mission of these services is to promote holistic wellness while nurturing all members of the university community in their emotional, social, intellectual, and cultural development. This objective is met through personal, career and group counseling; outreach, consultation, referral and assessment services. Services are provided by full and part time staff including licensed psychologists, licensed mental health counselors, mental health and social work interns and psychiatrists. The ratio of professional staff to students enrolled was 1:1697.

For 2009, there were 5,626 service appointments attended, a 20% increase over 2008. CAPS saw 827 students, which was 8% of all FGCU students. The average age was 22.43; 96% of CAPS clients were between 18 and 24 years of age. Sixty-four percent were female and 36% were male.

Tables depicting demographics by race/ethnicity on students seen by CAPS follow:

<table>
<thead>
<tr>
<th>Table 7. Fall 2008</th>
<th>Table 8. Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>3.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.1%</td>
</tr>
<tr>
<td>White</td>
<td>78.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>.4%</td>
</tr>
<tr>
<td>Other</td>
<td>3.2%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

D. CLUB AND INTRAMURAL ATHLETICS (REPORT ON GENDER ONLY)

The goal of the FGCU Intramural Sports Program is to provide students, faculty, and staff with the opportunity to participate in organized recreational sports. This Intramural
Program promotes sportsmanship and social growth through many individual and team activities. Information below represents demographic data comparing Fall 2008 and Fall 2009:

### Intramurals

**Table 9. Participation Demographics for Intramural Sports**

<table>
<thead>
<tr>
<th>Fall 2009</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>13</td>
<td>767</td>
<td>780</td>
</tr>
<tr>
<td>Volleyball</td>
<td>401</td>
<td>300</td>
<td>701</td>
</tr>
<tr>
<td>Soccer Flag</td>
<td>613</td>
<td>1,181</td>
<td>1,794</td>
</tr>
<tr>
<td>Football</td>
<td>0</td>
<td>2,540</td>
<td>2,540</td>
</tr>
<tr>
<td>Tennis</td>
<td>22</td>
<td>46</td>
<td>68</td>
</tr>
<tr>
<td>Co-ed Flag</td>
<td>1,137</td>
<td>1,572</td>
<td>2,709</td>
</tr>
<tr>
<td>Football</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dodge-ball</td>
<td>251</td>
<td>337</td>
<td>588</td>
</tr>
<tr>
<td>Kickball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>2,437</td>
<td>6,743</td>
<td>9,180</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>4</td>
<td>775</td>
<td>779</td>
</tr>
<tr>
<td>Volleyball</td>
<td>176</td>
<td>177</td>
<td>353</td>
</tr>
<tr>
<td>Soccer</td>
<td>265</td>
<td>494</td>
<td>759</td>
</tr>
<tr>
<td>Flag Football</td>
<td>0</td>
<td>1,278</td>
<td>1,278</td>
</tr>
<tr>
<td>Tennis</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Co-ed Flag</td>
<td>668</td>
<td>702</td>
<td>1,370</td>
</tr>
<tr>
<td>Football</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dodge-ball</td>
<td>62</td>
<td>99</td>
<td>161</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>1,180</td>
<td>3,538</td>
<td>4,718</td>
</tr>
</tbody>
</table>

### Sports Clubs

A sport club is formed by a group of FGCU students motivated by a common interest and desire to participate in a specific sport activity. The club exists to promote and develop skills, engage in competition, encourage peer leadership, and enjoy the recreational and social fellowship of a specific sport. Any student may join a club at anytime. A sport club elects officers, raises funds, schedules practices and hire their respective coaches/instructors. Such clubs are neither NCAA sports nor intramural teams.

### E. STUDENT FINANCIAL ASSISTANCE

The Financial Aid and Scholarships Office (FASO) is a service-oriented unit within the Division of Administrative Services and Finance with the primary responsibility of helping students secure the funds necessary to pursue an education at Florida Gulf Coast University. Given this mission, the FASO staff assumes a proactive role in reaching out to all enrolled and prospective students regarding availability of financial assistance at FGCU.
The Financial Aid and Scholarships Office provides services to both traditional and non-
traditional students pursuing either an undergraduate or graduate degree. Financial aid
programs available for these students include scholarships, grants, work-study
employment, and loans from federal, state, private, and institutional sources of funding.
In recent years, FGCU has established various programs to reach out to all students,
including, but not limited to, first generation students and under-represented
populations.

College Goal Sunday

Three Financial Aid staff members participated in the annual College Goal Sunday
event. Financial Aid staff members assisted students on an individual basis to complete
the Free Application for Federal Student Aid (FAFSA). Students were informed on the
Financial Aid process in general, as well as important deadlines to be able to maximize
their financial aid opportunities and eligibility. The majority of these students are from
underrepresented populations, and first generation college families, who benefit greatly
from the one-on-one assistance. Two out of the three staff members from FGCU who
participated in College Goal Sunday also speak Spanish.

Bilingual Financial Aid Staff and Literature

FASO provides FAFSA information in English and Spanish, which is available online
and/or paper. Additionally, there are four full-time staff members who speak Spanish
and are always available to assist students and/or parents who need it.

Hope AdvancED

FGCU in conjunction with Edison State College established the HOPE AdvancED
Scholarship. The Edison State College Project HOPE (Help One Person Excel) Scholarship Program was created in 1993. Its vision is that through a scholarship incentive program, Edison College could inspire “at risk” and first-generation middle and
high school students to stay in school.

As a result, FGCU established The HOPE AdvancED Scholarship in 2007 through the
Office of Institutional Equity and Compliance, which presents qualified HOPE graduates
with the opportunity to transfer to Florida Gulf Coast University, continue their
education, and graduate with a Bachelor’s Degree. Through campus involvement and
leadership activities, graduates are encouraged to go on to lead productive lives and
become positive, contributing members of society.

Take Stock in Children

In conjunction with the Take Stock in Children Foundation, FGCU established the
FGCU TSIC Scholarship program. This scholarship was created in an effort to continue
to provide educational opportunities for a wide range of students. This Scholarship
assists low-income students succeed in life by providing them with financial assistance
to obtain a College education.
assists low-income students succeed in life by providing them with financial assistance to obtain a College education.

Additional Financial Aid Activities

Financial Aid Presentations to Community College tours of FGCU:
- Edison State College
- Palm Beach Community College
- Hillsborough Community College

Financial Aid Presentations sponsored by CROP:
- Lee County Program held at Fort Myers HS
- Collier County Program held at Golden Gate HS

Annual Financial Aid Awareness Nights encouraging early FAFSA completion:
- Lely High School
- Immokalee High School (provided bi-lingual presenter)
- Gateway Charter School (provided bi-lingual presenter)

TSIC and HOPE AdvancED additional programs:
- Edison HOPE Visit - Outlined Scholarship Requirements
- TSIC Eagle Expo Visit – Outlined Schol. Requirements
- TSIC Hands-On FAFSA Workshop at Lely HS

F. HOUSING AND RESIDENCE LIFE

At FGCU, campus living combines the essential elements for a successful college experience. The Office of Housing & Residence Life offers opportunities for residents to participate in programs that enhance their personal and academic development. These programs are designed to highlight the University's ten learning goals. The learning goal pertinent to the Florida Equity Report is Goal 2 – culturally diverse perspective ("know and understand the diversity of the local and global communities, including cultural, social, political and economic differences").

The Office of Housing and Residence Life provides numerous academic, cultural, educational, social, and recreational programs each semester. These programs are conveniently located within the residence halls. In addition to providing great opportunities to build community, student residents get to meet and interact with peers and learn new skills in an excellent living environment.

The FGCU Housing Agreement includes the following statement:

9. ASSIGNMENTS: Assignments are made by the Office of Housing and Residence Life without regard to race, religion, national origin, sexual orientation, age, or disability, except as needed to accommodate a disabled student.
Gender is considered in the assignments process because FGCU does not house students of the opposite gender in the same apartment/suite.

F. HOUSING AND RESIDENCE LIFE - continued

Table 10. Demographics on FGCU Housing Assignments

<table>
<thead>
<tr>
<th>Demographic Data</th>
<th>Fall 2009</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1,207</td>
<td>43.6%</td>
</tr>
<tr>
<td>Female</td>
<td>1,562</td>
<td>56.4%</td>
</tr>
<tr>
<td>Total</td>
<td>2,769</td>
<td>100.0%</td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>2,769</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>2,769</td>
<td>100.0%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>162</td>
<td>5.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native</td>
<td>9</td>
<td>.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>56</td>
<td>2.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>340</td>
<td>12.3%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>85</td>
<td>3.0%</td>
</tr>
<tr>
<td>White</td>
<td>2,117</td>
<td>76.5%</td>
</tr>
<tr>
<td>Total</td>
<td>2,769</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

G. STUDENT EMPLOYMENT (ON CAMPUS) - 2008-2009

In addition to assisting students in the career search process and internship opportunities, FGCU’s Office of Career Development Services (CDS) serves as the clearinghouse for on-campus jobs for students. Through the Office’s web-based job listing system, College Central Network, University departments are encouraged to list on campus job opportunities.

CDS actively promotes the College Central Network system to students, and advocates the benefits of working on-campus, which includes gaining work experience and developing professional skills. Demographic data for student employees provided by the Human Resources Department’s information system follows:

See the associated table following this page.
G. STUDENT EMPLOYMENT (ON CAMPUS) - 2008-2009 - continued

Table 11. Comparison of Student Employee Demographics by Race/Ethnicity – Fall 2009 and Fall 2008

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>FALL 2009</th>
<th>FALL 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>15</td>
<td>2.7</td>
</tr>
<tr>
<td>Black</td>
<td>53</td>
<td>9.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>73</td>
<td>13.1</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>416</td>
<td>74.6</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>.2</td>
</tr>
</tbody>
</table>

Table 12. Comparison of Student Employee Demographics by Gender – Fall 2009 and Fall 2008

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FALL 2009</th>
<th>FALL 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>259</td>
<td>46.4</td>
</tr>
<tr>
<td>Female</td>
<td>299</td>
<td>53.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>558</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Florida Equity Report
Florida Gulf Coast University

PART V: GENDER EQUITY IN ATHLETICS

According to the Florida Educational Equity Act and the requirements of Section 1006.71, Florida Statutes, each university shall prepare an annual update to the Gender Equity Plan and include a description of the findings followed by an assessment of equity.

Beginning in 2007 to 2008, Florida Gulf Coast University’s Athletics Department has been entrenched with developing a “plan for growth and success” while meeting all standards for compliance. Various elements of the Gender Equity Plan are addressed along with a timetable to achieve improvement as applicable. The elements included in this report are:

1. Sports Offerings
2. Participation Rates by Gender, Compared with Full-time Undergraduate Enrollment by Gender
3. Availability of Facilities, Defined as Locker Room, Practice and Competitive Facilities
4. Scholarship Offerings for Athletes
5. Funds Allocated for the Athletics Program, Administration, Recruitment, Comparable Coaching, Publicity and Promotion, Other Support Costs and Travel/Per Diem Allowances
6. Provision of Equipment and Supplies
7. Scheduling of Games and Practice Times
8. Opportunities to Receive Tutoring
9. Compensation of Coaches and Tutors
10. Medical and Training Services
11. Housing and Dining Facilities and Services

ASSESSMENT

- Sports offerings for female student-athletes exceeds those for male-student athletes.
- The University is within the acceptable range with respect to participate rates of male and female student athletes compared to the overall full-time undergraduate student enrollment.
- Facilities for men’s and women’s sports are assessed to ensure appropriate availability.
- Scholarship designation are monitored to ensure appropriate proportionality.
- All funds are distributed in a manner that ensures equity.
- According to feedback from student-athlete surveys and coaches through the Specific Sports Needs Evaluation, the men’s and women’s programs receive high quality equipment and supplies.
- Scheduling of games and practice times are selected so as not to violate NCAA expectations.
- Opportunities are available to student-athletes to receive tutoring the same as for other students.
- Efforts are made to ensure equity in compensation considerations, the availability of medical and training services, housing and dining.
# Florida Equity Report  
## Florida Gulf Coast University  
### PART V: GENDER EQUITY IN ATHLETICS

#### A. Annual Update

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>ASSESSMENT</th>
<th>Area for improvement? (Check if yes, and describe.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sports offerings</td>
<td>FGCU offers 14 intercollegiate sports; 6 for males (baseball, basketball, cross country, golf, soccer and tennis) and 8 for females (basketball, cross country, golf, soccer, softball, swimming and diving, tennis and volleyball).</td>
<td></td>
</tr>
<tr>
<td>2. Participation rates, male and female, compared with full-time undergraduate enrollment</td>
<td>Using the NCAA &quot;first day of contest&quot; standard, there were 111 (43.36%) male and 145 (56.64%) female participants in intercollegiate athletics. This compares to the institution's 58.04% full-time female and 41.96% male undergraduate populations according to the FGCU Office of Planning and Institutional Performance. Based on the above, there is a 1.4% difference in enrollment and participation rates for females, which is within the accepted 3% differential.</td>
<td></td>
</tr>
<tr>
<td>3. Availability of facilities, defined as locker room, practice, and competitive facilities</td>
<td>Men's and women's basketball and women's volleyball have exclusive locker rooms in the same building as their practice/competition site (Alico Arena). Also housed in Alico Arena are the men's and women's tennis locker rooms that are respectively shared with men's and women's cross country and also used as visiting team quarters. Baseball, softball, and men's and women's soccer have exclusive locker rooms in the Outdoor Sports Complex, which is centrally located to all fields. The swimming and diving team has a private locker room located at the aquatics facility. Each team has comparable locker rooms and facilities within each sport. All teams practice in the same facility in which they compete and all facilities are on campus (with the exception of golf and cross country) so the availability of the facilities is excellent. Cross country has a new practice course on campus that was constructed this year. Although softball has an excellent facility, it is in need of a press box, similar to that provided to baseball.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### PART V: GENDER EQUITY IN ATHLETICS

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>ASSESSMENT</th>
<th>Area for improvement? (Check if yes, and describe.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Scholarship offerings for athletes</td>
<td>The male student-athletes received $732,247 (38%) in athletic scholarships (includes waivers and other countable aid). The female student-athletes received $1,206,037 (62%) in athletic scholarships, including waivers and other countable aid. Because female athletes are 56.64% of the total number of athletes, the scholarship designation should be more in line with this percentage.</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Funds allocated for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) the athletic program as a whole</td>
<td>A majority of the department's revenue is received through student fees; however, the department does a good deal of its own fundraising and currently provides 21% of its current budget from outside contributions.</td>
<td></td>
</tr>
<tr>
<td>b) administration</td>
<td>The administrative staff includes the Director of Athletics, the Senior Associate Athletic Director for External Affairs, the Associate Athletic Director for Student-Athlete Services/SWA, the Assistant Athletic Director for Business Operations, the Assistant Athletic Director/Head Athletic Trainer and the Assistant Athletic Director for Facilities and Operations. Funds are allocated for the administration to have professional development as well as travel costs to attend necessary conferences and meetings.</td>
<td></td>
</tr>
<tr>
<td>c) travel and per diem allowances</td>
<td>The state of Florida mandates a maximum daily per diem of $36/day ($6 for breakfast, $11 for lunch and $19 for dinner). However, the departmental policy is to spend an equivalent of $30/day on meals when traveling because coaches try to get accommodations at a hotel that serves a complementary hot breakfast. Modes of transportation were fairly consistent across men's and women's teams. Almost all teams took chartered buses for trips within the state of Florida (except for the smaller teams such as golf and tennis who took vans) and flights for trips outside of the state. Both the men's and women's teams stay in moderately-priced hotels of similar quality.</td>
<td></td>
</tr>
</tbody>
</table>
## PART V: GENDER EQUITY IN ATHLETICS

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>ASSESSMENT</th>
<th>Area for improvement? (Check if yes, and describe.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) recruitment</td>
<td>Recruiting budgets for 2009-10 show $75,900 (54%) allocated for the women's teams and $63,800 (46%) allocated for the men's teams. Recruiting budgets are determined by the Director of Athletics, sport coordinators and the Assistant Athletic Director for Business Operations based on the number of student-athletes each team needs to replace.</td>
<td></td>
</tr>
<tr>
<td>e) comparable coaching</td>
<td>All teams are provided a full-time head coach with men's and women's cross country sharing a coach. During the 2009-10 academic year, the women's teams were allocated 59% of the total funds to compensate coaches in the athletics department.</td>
<td></td>
</tr>
<tr>
<td>f) publicity and promotion</td>
<td>Funds for publicity and promotion are provided to the sports information office and the marketing office. These two offices support all athletic teams. Media guides, programs for home events, posters, and schedule cards are just some of the printed and online publications that are produced. Game day promotions are provided as well in an equitable fashion.</td>
<td></td>
</tr>
<tr>
<td>g) other support costs</td>
<td>Funds are provided for other support costs such as administrative, clerical, athletic training, academic advising services and compliance. All of these support services provide equivalent service to all sports teams.</td>
<td></td>
</tr>
</tbody>
</table>

6. Provision of equipment and supplies

According to feedback from student-athlete surveys and coaches through the Specific Sports Needs Evaluation, the men's and women's programs receive high quality equipment and supplies. Coaches receive an operating budget and purchase the necessary equipment and supplies for their team. The amount and quality of equipment and supplies are determined by the individual coach, based on their preferences and budget. In 2009-10, a rotation system of replacing uniforms was implemented based on the condition and age of current uniforms.
# PART V: GENDER EQUITY IN ATHLETICS

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>ASSESSMENT</th>
<th>Area for improvement? (Check if yes, and describe.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Scheduling of games and practice times</td>
<td>NCAA Bylaws dictate the maximum number of contests and dates of competition for each sport, as well as the minimum contests and participant requirements for sports sponsorship. The number of conference games is determined by the Atlantic Sun Conference. Those sports that have their own facilities for practice and competition (softball, baseball, men's and women's cross country, men's and women's golf, swimming and diving, and men's and women's tennis) select practice times that are most conducive to the student-athletes' class schedules. The coaches of those sports that share a facility (men's and women's soccer; volleyball, and men's and women's basketball) meet each year to decide on practice times for the year.</td>
<td></td>
</tr>
<tr>
<td>8. Opportunities to receive tutoring</td>
<td>Tutoring, supplemental instruction and other academic assistance programs are equally available to all female and male student-athletes.</td>
<td></td>
</tr>
<tr>
<td>9. Compensation of coaches and tutors</td>
<td>Compensation for tutors: Tutors are provided by the Department of Athletics to the student-athletes who request the assistance. The tutors hired go through special training and are paid $10/hour unless otherwise designated from the Athletic Academic Advisor. Some tutors may earn community service hours through their tutoring service. Compensation for coaches: Rates of compensation are determined by a number of factors including experience and market conditions for the position. During the 2009-10 academic year, the women's teams were allocated 59% of the total funds to compensate coaches in the athletics department.</td>
<td></td>
</tr>
<tr>
<td>10. Medical and training services</td>
<td>Each athletic team is assigned a certified/licensed athletic trainer whose responsibility includes providing basic medical attention to student-athletes and making referrals for urgent/emergency medical care. Currently, the softball team and swimming team share an athletic trainer, while baseball has a designated athletic trainer that covers no other team.</td>
<td>Yes</td>
</tr>
<tr>
<td>11. Housing and dining facilities and services</td>
<td>Male and female student-athletes are provided the same housing and dining facilities available to the general student body.</td>
<td></td>
</tr>
</tbody>
</table>
PART V: GENDER EQUITY IN ATHLETICS

B. Gender Equity in Athletics - Areas for Improvement

<table>
<thead>
<tr>
<th>AREAS FOR IMPROVEMENT</th>
<th>PROGRAM FOR IMPROVEMENT</th>
<th>TIMETABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The softball complex needs a press box to mirror baseball provision.</td>
<td>Finalize plans for architectural drawings for installation. Obtain necessary funding.</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>The scholarship dollar allocation is not proportional to male and female participation ratios.</td>
<td>Increase scholarship allocation to male teams 1% each year until equity is achieved. If female scholarship allocation increases, the male teams will be increased that amount plus 1%.</td>
<td>2013-14</td>
</tr>
<tr>
<td>The softball team needs a designated certified/licensed athletic trainer.</td>
<td>Hire a certified/licensed athletic trainer for softball.</td>
<td>Fall 2012</td>
</tr>
</tbody>
</table>

C. Basis for Assuring Compliance

CHECK ONE BASIS BELOW FOR ASSURING THAT THE UNIVERSITY IS IN COMPLIANCE WITH THE FLORIDA EDUCATIONAL EQUITY ACT:

- Accommodation of Interest and Abilities
- X Substantial Proportionality
- History and Practice of Expansion of Sports
PART VI: EMPLOYMENT REPRESENTATION

The guidelines for the Employment equity report measure achievement of appropriate representation in selected faculty and administrative employment categories. Employment data is derived from the IPEDS Fall Staff Report, which is completed annually by each university.

Florida Gulf Coast University provided an assessment and data details on the following:

- Category Representation: Tenured Faculty
- Category Representation: Tenure-Track Faculty *(Not applicable)*
- Category Representation: Faculty Not on Tenure Track or Faculty Employed at a Non-Tenure-Granting University
- Category Representation: Executive/Administrative/Managerial employees

**ASSESSMENT:**

Although Florida Gulf Coast University (FGCU) is a non-tenure granting university, some faculty members have maintained this status having transferred from another university during FGCU's formation. The data regarding tenure-earning faculty, therefore, is not an indicator that is reviewed for purposes of equity and compliance. *See Tables 1 and 3, pages 36 and 37.*

There were 37 total new faculty hires made in 2009-2010, including one advisor who is not reflected within Table 7, which depicts 36 hires. Of these, 10 were minority or just above 25% of the total. The net results indicate a need to strengthen recruitment strategies to ensure minority faculty participation in all aspects of the search and screen process, and implementing actions noted in diversity recruitment plans created by each College and School. *See Tables 3 and 5, pages 37 and 38.*

Employee representation in the executive/ administrative/managerial category continues as a focus for progress through promotions and direct hires. *See Tables 4 and 6, pages 37 and 38.*
### Table 1. Category Representation – Tenured Faculty

<table>
<thead>
<tr>
<th>Indicator</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PI</th>
<th>H</th>
<th>W</th>
<th>Not Reported</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2009</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>0</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Number, Fall 2008</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>5</td>
<td>12</td>
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<tr>
<td>Percentage Change From Fall 2008 to 2009</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0%</td>
<td>10.0%</td>
<td>N/A</td>
<td>20.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Number, Fall 2004</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Percentage Change From Fall 2004 to 2009</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0%</td>
<td>-21.4%</td>
<td>N/A</td>
<td>-14.3%</td>
<td>-18.8%</td>
</tr>
</tbody>
</table>

**Source:** IPEDS Fall Staff 2009, 2008 and 2004

### Table 2. Category Representation – Tenured Track Faculty (Not Included)

Because Florida Gulf Coast University does not have tenure-track faculty, the table pertaining to category representation for tenure track faculty is not included in this section of the Report.
Florida Equity Report  
Florida Gulf Coast University

PART VI: EMPLOYMENT REPRESENTATION - continued

<table>
<thead>
<tr>
<th>Table 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Number, Fall 2009</td>
</tr>
<tr>
<td>Number, Fall 2008</td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2009</td>
</tr>
<tr>
<td>Number, Fall 2004</td>
</tr>
<tr>
<td>Percentage Change From Fall 2004 to 2009</td>
</tr>
<tr>
<td>Area for improvement, compared with national standards? (Check if yes)</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Staff 2009, 2008 and 2004

<table>
<thead>
<tr>
<th>Table 4. Category Representation – Executive/Administrative/Managerial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Number, Fall 2009</td>
</tr>
<tr>
<td>Number, Fall 2008</td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2009</td>
</tr>
<tr>
<td>Number, Fall 2004</td>
</tr>
<tr>
<td>Percentage Change From Fall 2004 to 2009</td>
</tr>
<tr>
<td>Area for improvement, compared with national standards? (Check if yes)</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Staff 2009, 2008 and 2004
## PART VI: EMPLOYMENT REPRESENTATION - continued

Table 5. New Hires AY 2008-2009 – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

<table>
<thead>
<tr>
<th>Indicator</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PI</th>
<th>H</th>
<th>W</th>
<th>Not Reported</th>
<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Number, Fall 2009</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>31</td>
<td>0</td>
<td>17</td>
<td>36</td>
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<tr>
<td>Number, Fall 2008</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2009</td>
<td>N/A</td>
<td>100.0%</td>
<td>N/A</td>
<td>100.0%</td>
<td>N/A</td>
<td>24.0%</td>
<td>N/A</td>
<td>21.4%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Number, Fall 2004</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>31</td>
<td>0</td>
<td>20</td>
<td>39</td>
</tr>
<tr>
<td>Percentage Change From Fall 2004 to 2009</td>
<td>N/A</td>
<td>100.0%</td>
<td>N/A</td>
<td>-33.3%</td>
<td>-75.0%</td>
<td>0.0%</td>
<td>N/A</td>
<td>-15.0%</td>
<td>-7.7%</td>
</tr>
</tbody>
</table>

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

Source: IPEDS Fall Staff 2009, 2008 and 2004

Table 6. New Hires AY 2008-2009 – Executive/Administrative/Managerial

<table>
<thead>
<tr>
<th>Indicator</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PI</th>
<th>H</th>
<th>W</th>
<th>Not Reported</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2009</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Number, Fall 2008</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2009</td>
<td>N/A</td>
<td>100.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100.0%</td>
<td>N/A</td>
<td>0.0%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Number, Fall 2004</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Percentage Change From Fall 2004 to 2009</td>
<td>N/A</td>
<td>N/A</td>
<td>-100.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>-66.7%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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

Source: IPEDS Fall Staff 2009, 2008 and 2004
## Florida Equity Reports

### Florida Gulf Coast University

### PART VII: Representation in the Promotion Process, 2008 - 2009

### FGCU University-wide Faculty Promotions

<table>
<thead>
<tr>
<th></th>
<th>Total Applicants</th>
<th>Total Withdrawn</th>
<th>Total Forwarded to the Provost</th>
<th>Total Denied</th>
<th>Total Promoted</th>
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<tbody>
<tr>
<td></td>
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<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td><strong>MALES</strong></td>
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<td></td>
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<tr>
<td>American Indian or Alaskan Native</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, Not Hispanic</td>
<td>2</td>
<td></td>
<td>2</td>
<td>100.0</td>
<td>1</td>
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<td>Hispanic</td>
<td>1</td>
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<td>1</td>
<td>100.0</td>
<td>1</td>
</tr>
<tr>
<td>White, Not Hispanic</td>
<td>17</td>
<td>3</td>
<td>14</td>
<td>82.3</td>
<td>2</td>
</tr>
<tr>
<td>Other, Not Reported or Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>3</td>
<td>17</td>
<td>85.0</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Applicants</th>
<th>Total Withdrawn</th>
<th>Total Forwarded to the Provost</th>
<th>Total Denied</th>
<th>Total Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td><strong>FEMALES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, Not Hispanic</td>
<td>2</td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td></td>
<td>1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>White, Not Hispanic</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>15.4</td>
<td>11</td>
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<tr>
<td>Other, Not Reported or Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
<td>3</td>
<td>18.7</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

**LEGEND**

- **APPLICANTS**: Faculty who submitted their names for promotional review to respective College Committee(s).
- **WITHDRAWN**: Faculty who withdrew from consideration for promotion after applying for review.
- **FORWARDED**: Faculty for whom application is forwarded to the Provost for promotional consideration.
- **DENIED**: Faculty for whom promotion was denied during the review process.
- **PROMOTED**: Faculty for whom promotion is forwarded to the University Board of Trustees (UBOT) for approval.
# Florida Equity Reports
Florida Gulf Coast University

**PART VIII: Promotions Committee Composition for Non-Tenure Granting Universities, AY 2008-09**

<table>
<thead>
<tr>
<th>Committee</th>
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<th>American Indian/Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>White, Not Hispanic</th>
<th>Other, Not Reported</th>
<th>Total including Other, Not Reported</th>
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</thead>
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<tr>
<td>College of Arts and Sciences</td>
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<td></td>
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<tr>
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<td>M</td>
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<td>M</td>
<td>F</td>
<td>M</td>
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<td>3</td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Florida Equity Report
Florida Gulf Coast University

PART IX: OTHER REQUIREMENTS

A. Budgetary Incentive Plan

The Budgetary Incentive Plan, known as the **Target of Opportunity Program** at FGCU, is designed to accomplish employment equity goals for faculty positions and in difficult to recruit positions. More information follows:

According to FGCU's Strategic Plan, the University also seeks "to create a university environment of diversity in an increasingly interdependent world," which includes faculty and staff. With a belief that the academic nature of the University is enhanced by the pursuit of knowledge from a variety of perspectives, cultures, and points of view, FGCU has established "TOP," which is the acronym for **Target of Opportunity Program**.

Through TOP, the University seeks to employ highly-qualified and diverse professionals in under-represented fields who are prepared to accept faculty and managerial positions immediately. By design, TOP allows an academic unit to immediately take advantage of recruitment opportunities at any time, leading to an appointment effective in the current academic year or with the beginning of the next academic year. In essence, the program helps to attract candidates with special skills and background for which there may not be a current opening but there is an obvious need.

Chairs and department heads who know of a highly-qualified candidate whose abilities can make an immediate contribution in their areas and improve diversity of their unit can request, through the Provost's Office, approval to hire the candidate. In some instances, a department will have the allocated funds for a position but an insufficient amount to make a competitive offer, in which case a request will be made for supplemental funds. The position would be funded from the President's discretionary funds for a specific period. At the conclusion of the time period for use of funds, the department will absorb the responsibility of completely funding the FTE for the filled position.

The goals for 2010-11 are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Level Administrator</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
</tr>
<tr>
<td>Asian American/Pacific Islander</td>
<td>3</td>
</tr>
<tr>
<td>or Native American Indian</td>
<td></td>
</tr>
</tbody>
</table>
B. President's Evaluation

President's Evaluation. Each university President shall be evaluated on the results of the Florida Equity Reports. FGCU's performance goals include equity and diversity accomplishments for the President, which is publicly reviewed and discussed annually at a scheduled University Board of Trustees meeting.

The President's evaluation was discussed as part of Agenda Item 12 of the University Board of Trustees June 16, 2009 meeting. Details of that discussion are included in the minutes of that meeting and follow this page: Florida Gulf Coast University Board of Trustees, September 15, 2009, Subject: Minutes of June 16, 2009.
ITEM: 1

Florida Gulf Coast University Board of Trustees
September 15, 2009

SUBJECT: Minutes of June 16, 2009 Meeting

PROPOSED BOARD ACTION

Approve minutes

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees met on June 16, 2009. Minutes of the meeting were kept as statutorily required.

Supporting Documentation Included: Minutes of June 16, 2009 Meeting

Prepared by: Executive Assistant to the President Barbara Krell

Legal Review: N/A

Submitted by: President Wilson G. Bradshaw
MINUTES
FLORIDA GULF COAST UNIVERSITY
TUESDAY, JUNE 16, 2009 – 8:30 A.M. – 12:15 P.M.

STUDENT UNION BALLROOM #230-B

Trustee David Lucas for Chair Scott Lutgert convened the meeting of the FGCU Board of Trustees in the Student Union Ballroom at 8:30 a.m. on Tuesday, June 16, 2009 with the following members present:

Lindsay Harrington
Bernie Lester
David Lucas
Isaac Roman
Halcyon St. Hill
Jerry Starkey
Doug St. Cerny
Jaynie Whitcomb

Steve McIntosh, FGCU Foundation Board Liaison

Members of Staff Present:

Wilson Bradshaw, President
Ron Toll, Provost and Vice President for Academic Affairs
Joe Shepard, Vice President for Administrative Services and Finance
Steve Magiera, Vice President for Advancement
Mike Rollo, Vice President for Student Services
Susan Evans, Chief of Staff
Vee Leonard, General Counsel
Kathy Bottoms
Barbara Krell

Guests: Ken Kavanagh, Carol Slade, Cheryl Seals-Gonzalez, Jennifer Goen

1. Call to Order, Roll Call and Call for Executive Session – Trustee David Lucas for Chair Scott Lutgert

Trustee Lucas called the meeting to order and Ms. Evans stated there will be two different roll calls, one for the meeting of the Board of Trustees and one for the Executive
Session. She announced that a roll call vote will be taken from this point forward on all votes by the Trustees. Ms. Evans called the roll and the above list reflects those in attendance. Trustee Lucas stated that we will first go into Executive Session and he called on Ms. Leonard for comments. Ms. Leonard stated that at this time she is requesting to see the Board on matters of litigation, particularly the case of Bonnie L. Yegidis versus Florida Gulf Coast University Board of Trustees. Trustee Lucas stated the FGCU Board of Trustees will meet from 8:35 A.M. until 9:50 A.M. in Room 213 of the Student Union to discuss Matters of Litigation. The estimated length of the Executive Session will be one hour and 15 minutes. At the conclusion of the Executive Session, the Board will return to this room to resume the public meeting no earlier than 10:00 A.M. The individuals who will be in attendance in the Executive Session are as follows:
(1) The members of the FGCU Board of Trustees, including trustees Scott Lutgert, Larry Hart and Jim Malone joining us by telephone; (2) President Wilson Bradshaw; (3) General Counsel Vee Leonard; (4) Outside Counsel Theresa Gallion from Fisher & Phillips, LLP, and (5) A court reporter from Fort Myers Court Reporting.

2. Executive Session – Matters of Litigation, Pursuant to 286.011(8),F.S.

3. FGCU Board of Trustees Meeting Resumes – Trustee David Lucas for Chair Scott Lutgert

For the record, Trustee Lucas stated that the Executive Session has concluded, and we now will reconvene the regular meeting. He asked for a roll call for attendance and those in attendance were: Trustee Harrington, Trustee Lester, Trustee Lucas, Trustee Roman, Trustee Starkey, Trustee St. Cerny, Trustee St. Hill, Trustee Whitcomb. Trustee Lucas called on President Bradshaw to introduce each of our standing reports this morning and then to make his report.

4. Remarks from FGCU Staff Advisory Council (SAC) – President Ruth Rodrigues

Ms. Rodrigues updated trustees regarding SAC activities this semester. President Bradshaw thanked Ms. Rodrigues for her service as SAC President and noted this is her last meeting as President.

5. Remarks from FGCU Student Government President – Isaac Roman

President Bradshaw noted that this is Trustee Roman’s first meeting as a trustee and welcomed him. Trustee Roman reported on student activities during this past semester.

6. Remarks from FGCU Faculty Senate – President Halecyon St. Hill

Trustee St. Hill summarized faculty activities during this past semester. President Bradshaw noted that this was Trustee St. Hill’s last meeting and thanked her for her service.
7. Remarks from FGCU Foundation Board of Directors – Chair Steve McIntosh

President Bradshaw introduced Dr. McIntosh and welcomed him to his first meeting as the Ex-Officio Member of the FGCU Board of Trustees because of his position of Chair of the FGCU Foundation Board of Directors. Dr. McIntosh made remarks regarding the FGCU Foundation Board.

At this point in the meeting Trustee Lucas greeted Chair Lutgert who joined the meeting via conference call.

8. President’s Report- President Wilson Bradshaw

President Bradshaw greeted trustees and stated there is time later on the agenda to discuss the past year’s accomplishments, so this report will be brief.

President Bradshaw thanked Dr. JoAnn Nester who served valiantly as the Interim Athletics Director and kept the Athletics Program on the upward spiral it has had for the past eight years. He stated we now have a new Director, Ken Kavanagh, and he asked Mr. Kavanagh to come forward. Mr. Kavanagh addressed the Board.

President Bradshaw stated we had our Spring Commencement a few weeks ago and we had graduated our largest class ever—1,128 graduates. We also graduated our 10,000th student. He thanked everyone who participated in this special occasion.

President Bradshaw reported we held our 8th Annual Research Day and the 12th Annual Celebration of Excellence which is an opportunity to demonstrate the scholarship activities of our faculty and students.

President Bradshaw reported that FGCU recently became an Equity Member in the Florida LambdaRail, a high-speed, broadband network that will provide the University with greatly expanded Internet access and bandwidth.

President Bradshaw reported that this year’s legislative session was very challenging for all due to the serious budget constraints. He stated that Director of Government Relations, Jennifer Goen, will give a more detailed report, but that the session was primarily about money and the lack thereof. President Bradshaw thanked the members of our legislative delegation and also Governor Crist for their leadership in supporting higher education to the extent they were able. He stated that in addition to Ms. Goen providing a legislative summary, he has asked Vice President Shepard to make a presentation on FGCU’s budget—including the effect from the State cuts; our operating budget position as we go into the new fiscal year; federal stimulus funding; and enrollment growth as it relates to the budget.

President Bradshaw stated that the University recently honored our first employees to be employed with FGCU for 15 years. Barbara Krell, Susan Evans and Jack Fenwick were each honored for completing 15 years with FGCU.
9. Consent Agenda – Trustee David Lucas

Trustee Lucas stated we have four items on today’s consent agenda:

- Minutes of April 21, 2009 (Addendum A)
- FGCU Board of Trustees Meeting Dates for 2009-2010 (Addendum B)
- Resolution of Appreciation for Sean Terwilliger (Addendum C)
- Resolution of Appreciation for Peter Sulick (Addendum D)

Motion was made by Trustee Harrington to approve the consent agenda. Motion was seconded by Trustee Lester. After a roll call vote, the motion carried unanimously. Ms. Evans read the Resolutions of Appreciation.

10. Academic/Student/Faculty Affairs Committee Meeting – Trustee David Lucas for Committee Chair Larry Hart

Trustee Lucas stated for the benefit of the audience, all members of the Board serve on its committees – (1) Academic/Student/Faculty Affairs Committee, (2) Finance & Administration Committee (3) Audit Committee. He stated we will first convene the Academic/Student/Faculty Affairs Committee and take up the committee items. Prior to any votes, public comment will be heard on agenda items to which individuals have indicated they wish to speak. Following this public comment, we will vote on action items, and the vote outcome will constitute action by the entire Board. He further stated that in accordance with our policy on public input, if anyone in the audience wishes to speak to an agenda item please complete a speaking card with Kathy Bottoms at the staff table. He stated he would call on any such individuals prior to our taking a vote on each action item.

Trustee Lucas called upon Dr. Toll to present the following action items:

- Regulation: FGCU-PR3.004 Educational Research Centers for Child Development (Addendum E) – Motion was made to approve Regulation: FGCU-PR3.004 Educational Research Centers for Child Development by Trustee Harrington. Motion was seconded by Trustee St. Hill. After a roll call vote the motion carried unanimously.
- Faculty Promotions (Addendum F). Motion was made by Trustee St. Hill to approve Faculty Promotions. Motion was seconded by Trustee Harrington. After a roll call vote, the motion carried unanimously.

11. Audit Committee – Trustee David Lucas for Committee Chair Scott Lutgert

Trustee Lucas convened the Audit Committee and called upon Ms. Slade to present the Audit Committee items:
Information Only:

- 2008-2009 Internal Audit Activity Report (Addendum G)

Action Items:

- 2009-2010 Internal Audit Plan (Addendum H) – Motion was made by Trustee Whitcomb to approve the 2009-2010 Internal Audit Plan. Motion was seconded by Trustee Starkey. After a roll call vote, motion carried unanimously.

12. Finance & Administration Committee Meeting – Committee Chair David Lucas

Committee Chair Lucas introduced Dr. Shepard to handle the Finance and Administration Committee items:

Information Only:

Dr. Shepard introduced Ms. Goen to present:

- 2009 Post Legislative Session Report (Addendum I)

Dr. Shepard provided the following information and action items and answered questions from Trustees:

- Finance /Budget Update - Dr. Shepard provided a PowerPoint presentation(Addendum J)
- 2009-2010 Budget Presentation (Addendum K)

Action Items:

- 2009-2010 Tuition and Fee Regulations (Addendum L) – Motion was made by Trustee Starkey to approve 2009-2010 Tuition and Fee Regulations. Motion was seconded by Trustee Whitcomb. After a roll call vote, motion carried unanimously.
- 2009-2010 Operating Budget (Addendum M) – Motion was made by Trustee Harrington to approve 2009-2010 Operating Budget. Dr. Shepard noted an error on page three in the first column under Financial Aid for Scholarships, 3rd line from the bottom, $697,337, needs to be changed to $310,000. Motion was seconded by Trustee Starkey. After roll call vote, motion carried unanimously.
- Credit Card Convenience Fee (Addendum N) – Motion was made by Trustee St. Hill to approve the Credit Card Convenience Fee. Motion was seconded by Trustee St. Cerny. After roll call vote, motion carried unanimously.
- 2010-2011 Fixed Capital Outlay Budget Request (Addendum O) – Motion was made by Trustee St. Hill to approve the 2010-2011 Fixed Capital
Outlay Budget Request. Motion was seconded by Trustee Whitcomb. After roll call vote, motion carried unanimously.

- Regulation: FGCU-PR9.001 – Use of University Facilities (Addendum P) – Dr. Shepard noted that name changes of various organizations will be adjusted as needed. Motion was made by Trustee Roman to approve Regulation: FGCU-PR9.001 – Use of Facilities. Motion was seconded by Trustee Harrington. After roll call vote, motion carried unanimously.

- Dr. Shepard introduced Ms. Seals-Gonzales to provide the following report:
  Annual Florida Educational Equity Report (Addendum Q) – President Bradshaw stated that this item is more than a report; it is a tool the administration uses as a guideline for decision making across all areas of the University. A motion was made by Trustee St. Hill to approve the Annual Florida Educational Equity Report. Motion was seconded by Trustee Whitcomb. After roll call vote, motion carried unanimously.

- FGCU President’s Annual Performance Evaluation for 2008-2009 (Addendum R)

Trustee Lucas stated that the annual performance evaluation of the University president is one of the Board’s most important statutory responsibilities. He reported that each year at the June, fourth quarter meeting, the Board conducts the performance evaluation for the president. Prior to the meeting, the president prepares a self-evaluation report regarding his accomplishment of the past year’s goals as approved by the Board. This self-evaluation report was contained in the agenda materials for today’s meeting. Trustee Lucas called on President Bradshaw to make comments regarding his self-evaluation for the performance evaluation.

President Bradshaw thanked Trustee Lucas and stated the Board members have reviewed the self-evaluation materials. He stated he does not plan to review point-by-point, but will review a few of our accomplishments and then open it up for discussion. President Bradshaw stated that we were able to accomplish what we have in this report because we have people who are very committed and who understand how to make difficult decisions while advancing the academic mission of the University. President Bradshaw thanked his direct reports and the many individuals who are in their offices today for helping him achieve these goals. President Bradshaw proceeded to review the highlights of the self-evaluation document.

Chair Lutgert stated that these accomplishments are difficult during any time, but they are especially appreciated during the challenging times we are going through right now. He stated that the President has shown leadership and stated he is bright, committed, ethical, and funny. Chair
Lutgert congratulated President Bradshaw on what he is doing for this University and for the community.

Trustee Whitcomb stated she would like to thank the President for a tremendous year during economic difficult times. She stated that President Bradshaw is very involved with the students and the atmosphere on campus is very positive and that does not happen without leadership.

Trustee St. Hill thanked President Bradshaw, on behalf of the faculty, for his leadership and things he has done for us during these trying times. She thanked President Bradshaw for always being transparent.

Trustee Starkey stated he echoed the comments of the other Trustees and remembered the interview with President Bradshaw and felt that the Board made the right choice. He thanked Dr. Bradshaw for doing a great job.

Trustee Lester stated that when we prepared the goals last year, Dr. Bradshaw was still relatively new to the position when you think about how he had to find out what the expectations were of the Legislature, Board of Governors, faculty, staff and this Board, it adds significance to these results. Trustee Lester stated it is obvious that both he and Mrs. Bradshaw spend a great deal of time with students.

Trustee Roman thanked President Bradshaw for the warm welcome and stated he looks forward to working with him next year. He thanked the President for showing up at student events and supporting all of the student initiatives.

Trustee St. Cerny stated it has been a pleasure to work with President Bradshaw and when it comes to leadership he is very steady. He stated President Bradshaw exudes confidence and he believes this is very important. He stated that President Bradshaw is always positive and that is contagious throughout the University. He stated the camaraderie is obvious.

Trustee Harrington echoed all the fine comments regarding President Bradshaw and feels the University is doing a fine job. He stated his character stands out especially after one particular phone conversation he had with the President. After that conversation he knew that we had made a great choice in President Bradshaw. He stated the President has done a wonderful job. He looks forward to better economic times and believes that under President Bradshaw’s leadership we will arrive there.

Trustee Lucas agreed President Bradshaw did an excellent job under difficult circumstances this year. He stated that because of Dr. Bradshaw’s self confidence, he has an open style and he takes input very
well. He stated President Bradshaw is willing to admit to what he does not know and is willing to change when new data comes along.

President Bradshaw thanked Trustees for their input and stated their comments were overwhelming.

A motion was made by Trustee Whitcomb that the FGCU Board of Trustees find that President Wilson Bradshaw has achieved satisfactory performance on his 2008-2009 goals as approved in June 2008. Motion was seconded by Trustee Harrington. After roll call vote, motion carried unanimously.

A motion was made by Trustee Harrington that the FGCU Board of Trustees accepts President Wilson Bradshaw’s request to forego the award of the performance incentives provided in his contract, despite achieving satisfactory performance on his 2008-2009 goals. Motion was seconded by Trustee St. Hill. After roll call vote, motion carried unanimously.

- Trustee Lucas called on President Bradshaw to make comments regarding his proposed goals for 2009-2010:

FGCU President’s Performance Measures for 2009-2010 (Addendum S) President Bradshaw provided highlights of the President’s Performance Measures for 2009-2010. Trustee Lester asked for an addition to item number 7 regarding fund solicitation. He stated the involvement by the University in the community and the community back to the University has had a lot to do with the growth and performance of the University. Trustee Lester stated it would be appropriate to add to goal 7 wording that the University will encourage all University personnel to participate in community leadership activities and likewise the University will solicit leadership activities on the part of the community through advisory committees and other appropriate activities. Motion was made by Trustee Lester to approve FGCU President’s Performance Measures for 2009-2010 with additions to goal 7 as described. President Bradshaw stated that he agrees with Trustee Lester’s comments and we will attend to that and be more diligent in reporting the involvement of our community. Motion was seconded by Trustee St. Cerny. After roll call vote, motion carried unanimously.
13. Old Business – Trustee David Lucas

There was no old business to come before the Board.

14. New Business – Trustee David Lucas

There was no new business to come before the Board.

15. Chair’s Closing Remarks & Adjourn Meeting – Trustee David Lucas

Trustee Lucas stated the next meeting of the Board of Trustees will be Tuesday, September 15, 2009. Meeting adjourned at 12:10 p.m.
Addendums:

A. Minutes of April 21, 2009
B. FGCU Board of Trustees Meeting Dates for 2009-2010
C. Resolution of Appreciation for Sean Terwilliger
D. Resolution of Appreciation for Peter Sulick
E. Regulation: FGCU-PR3.004 Educational Research Centers for Child Development
F. Faculty Promotions
G. 2008-2009 Internal Audit Activity Report
H. 2009-2010 Internal Audit Plan
I. 2009- Post Legislative Session Report
J. Finance/Budget Update
K. 2009-2010 Budget Presentation
L. 2009-2010 Tuition and Fee Regulations
M. 2009-2010 Operating Budget
N. Credit Card Convenience Fee
O. 2010-2011 Fixed Capital Outlay Budget Request
P. Regulation: FGCU-PR9.001 – Use of University Facilities
Q. Annual Florida Educational Equity Report
R. FGCU President’s Annual Performance Evaluation for 2008-2009
S. FGCU President’s Performance Measures for 2009-2010
Florida Gulf Coast University Board of Trustees
June 16, 2009

SUBJECT: FGCU President's Annual Performance Evaluation for 2008-09

PROPOSED BOARD ACTION

Conduct the annual performance evaluation for 2008-09 of FGCU President Wilson G. Bradshaw.

BACKGROUND INFORMATION

Florida’s state university boards of trustees are authorized to evaluate and compensate their respective institutions’ presidents, who serve as chief executive officers. The FGCU Board of Trustees is scheduled to conduct the 2008-09 performance evaluation of President Wilson G. Bradshaw during the Board’s June 16 meeting. President Bradshaw is providing a self-evaluative report that addresses outcomes for each of the 2008-09 President’s performance measures adopted last year by the FGCU Board.


Prepared by: Associate Provost for Planning and Institutional Performance Paul Snyder

Legal Review by: N/A

Submitted by: President Wilson G. Bradshaw
MEMORANDUM

TO: Florida Gulf Coast University Board of Trustees
FROM: Wilson G. Bradshaw, Ph.D., President
DATE: June 1, 2009

SUBJECT: Results on Performance Goals for 2008-09

Florida’s system of state university governance has among its many merits the responsibility for university boards of trustees to evaluate and hold accountable their respective university presidents. This responsibility is carried out by the Florida Gulf Coast University (FGCU) Board of Trustees’ annual performance evaluations that employ the president’s self-evaluative report as it relates to the annual performance measures as adopted by the Board and which are aligned with the goals of the University’s strategic plan. The annual performance goals are institutional in nature, with the premise that the University’s degree of success is in large part attributable to the degree of leadership success of the president.

I will have the opportunity during the upcoming June 16 Board meeting to review with you the results – and the University’s continued high degree of success – with respect to the 2008-09 goals. Also, during the June meeting, I will present for your consideration proposed performance goals for 2009-10.

Aligning the annual goals with the University’s strategic plan provides an excellent foundation from which to measure performance, even in a year of significant and increasing budget pressures as FGCU has experienced. The 2008-09 year has been marked by the third consecutive year of State budget cuts, and the challenges have been great to lead FGCU in a context of budget retrenchment yet continued high quality and development. I am pleased with what the FGCU team has been able to accomplish, especially under these very serious budget constraints, and would be remiss if I did not recognize the fine efforts our faculty, staff and administrators. Our conservative budget and cost-cutting approaches greatly contributed to our ability to avoid employee layoffs and furloughs, and I am appreciative of a shared FGCU philosophy that places students and high quality education at the center of all we do.

I look forward on June 16 to discussing with you the results for the 2008-09 performance goals, and I believe you will agree the University has made great strides, even in light of the grim budget realities. As you know, my FGCU employment contract includes provisions for an annual salary increase of 5% and an annual performance bonus of up to $60,000 upon a satisfactory performance evaluation. However, given FGCU’s current budget challenges and the ensuing inability to provide salary increases
and bonuses for our deserving employees, I would respectfully decline a salary increase and performance bonus for my 2008-09 evaluation, should the Board wish to make these awards.

In closing, let me thank you for your collective and individual support during this past year. It is an honor to serve an institution that meets serious fiscal and other challenges in a manner that belies its relative youth. Together we are continuing to build an important foundation that is FGCU and that will serve generations of students to come through access to high quality higher education in Southwest Florida. This does not happen accidentally or easily, but rather by true and abiding commitment, vision and hard work on the part of many. Thank you.
Results on FGCU Performance Goals for 
President Wilson G. Bradshaw 
For July 1, 2008 – June 30, 2009

I. GOAL: High Quality Education. 

FGCU’s Vision: Pursue academic excellence to achieve national prominence in undergraduate education and expanding recognition for selected graduate programs.

- Restore 8 faculty positions lost to budget cuts in 2007.
- Open new laboratory facilities to support students and faculty in physical therapy, occupational therapy, athletic training, human performance, and nursing.
- Inaugurate new buildings: Holmes Hall (U.A. Whitaker School of Engineering), Lutgert Hall (Lutgert College of Business), and Sugden Hall (Resort and Hospitality Management).
- Enroll students in FGCU’s first advanced graduate degree programs in Education (the Ed.S.) and Physical Therapy (D.P.T.).
- Add 10 new faculty positions to the College of Arts and Sciences.

RESULTS:

- The 8 faculty positions lost to budget cuts in the College of Arts and Sciences in 2007 were restored, recruited and filled for fall 2009.
- Renovated lab facilities meeting accreditation standards were completed affecting programs in the College of Health Professions, including: Physical Therapy, Occupational Therapy, Athletic Training, Human Performance, and Nursing.
- Grand Openings of Holmes Hall, Lutgert Hall, and Sugden Hall occurred this year allowing Engineering, Computer Science, Business, Professional Golf Management, and Resort and Hospitality Management students access to state-of-the-art facilities.
- The College of Education enrolled 17 in its first cohort of Educational Specialist (Ed.S.) degree program students. The College of Health professions enrolled 23 in its first cohort of Doctor of Physical Therapy (D.P.T.) degree program students.
- The College of Arts & Sciences was authorized to recruit 11 new faculty positions for fall 2009: Chemistry, Communication (2), Math, Psychology, Sociology, Literature (3), Music Education, and Art History. In addition, the College of Professional Studies was given permission to recruit a position in Social Work, the College of Health Professions a position in Physical Therapy, the Lutgert College of...
Business a position in Economics, and Library Services a position in Public Service.

II. GOAL: The Student Community.
Provide quality educational opportunities serving the region, under-represented populations, the State of Florida and beyond.

- Increase Enrollment

  **Fall Term Headcount:**

  **Actual Fall 2006**
  8316 (15% Increase)

  **Actual Fall 2007**
  9388 (13% Increase)

  **Projected Fall 2008**
  10000 (7% Increase)

  **RESULT: Actual Fall 2008**
  10238 (9% Increase)

  **Full-Time Equivalent (Fundable):**

  **Actual 2006-07**
  5018 (16% Increase)

  **Actual 2007-08**
  5731 (14% Increase)

  **Projected 2008-09**
  6200 (8% Increase)

  **RESULT: Actual 2008-2009**
  6439 (12% Increase)
• Diversify Student Body:

  Students of Color:

  Actual Fall 2006
  1431 (18% Increase)

  Actual Fall 2007
  1662 (16% Increase)

  Projected Fall 2008
  1828 (10% Increase)

  RESULT: Actual Fall 2008
  1867 (12% Increase)

  International Students:

  Actual Fall 2006
  508 (18% Increase)

  Actual Fall 2007
  584 (15% Increase)

  Projected Fall 2008
  642 (10% Increase)

  RESULT: Actual Fall 2008
  620 (6% Increase)

  • Retention and Degree Production

  First-Year Student Retention:

  Actual Fall 2006
  73.1%

  Actual Fall 2007
  75.8%
Projected Fall 2008
76.5%

RESULT: Actual Fall 2008
74.5%

Degree Production:

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<th>Actual 2007-08</th>
<th>Projected (est.) 2008-09</th>
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<tr>
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<td>1214</td>
<td>1400 (15% Increase)</td>
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<tr>
<td>Master:</td>
<td>268</td>
<td>250 (7% Decrease)</td>
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<tr>
<td>Total:</td>
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<td>1650 (11% Increase)</td>
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</table>

RESULT: 1650 (estimated)

Increase Academic Outreach:

- Add new undergraduate degree programs in the College of Arts and Sciences, resources permitting.
- Implement joint facility collaboration with Edison State College in Charlotte County.

RESULTS:

1. The College of Arts and Sciences modified the curriculum of its existing B.A. in Marine Science that resulted in the creation of a new B.S. degree program. The Lutgert College of Business will introduce its newly approved B.S. in Economics in fall 2009. In addition the M.A. in Environmental Studies was approved for implementation in fall 2009.

2. A new partnership agreement with Edison State College to expand degree offerings together at the Edison Charlotte campus was signed in fall 2008. However, its implementation requires requested funding from the Legislature that was not provided. Sharing existing facilities there continues. Additional collaboration with Edison State College included the introduction of the College of Education's B.S. in Child Development.
III. GOAL: Co-curricular and Athletic Programming.

Offer quality co-curricular and athletic programming that promotes and enhances student development and community engagement.

- Seek and receive accreditation through the International Association of Counseling Services (IACS) for the Center for Counseling and Psychological Services (CAPS).

Result:
The Center for Counseling and Psychological Services (CAPS) began an extensive application process to receive national accreditation from the International Association of Counseling Services (IACS) the Accreditation Association for University & College Counseling Services. After an extensive self-assessment and submission of our documents for review, we have been informed that we have been approved for a formal site visit by a team from IACS. However, IACS has informed us it cannot conduct this visit until 2009-2010.

- Establish and assess the impact on the First Time in College Student participating in the First Year Residence Experience (FYRE) program in Everglades Hall.

Result:
The First Year Residence Experience (FYRE) program was established in Everglades Hall at its inception as a model to provide unique and focused experiences to support First Time in College (FTIC) students as they transitioned into the university experience. The programming model focused on Personal Development, Community Development, and Academic Development. The staff provided opportunities for students to interact with faculty, have support services brought to their residence hall (The Writing Center, First Year Advising, Center for Academic Achievement, Group Fitness, the Math Lab, etc.), and to develop high levels of interaction between staff and students to build positive communities.

The FYRE Program was assessed by a satisfaction survey of residents, review of data regarding attendance at programs, comparative grade point averages with other FTIC students, and through a Quality of Residence Life Survey. FTIC students in the FYRE Program reported overall increased satisfaction with the residence hall experience as compared to FTIC students residing in the apartments in North Lake Village.
• Student-athletes’ average GPA will be comparable to or better than that for the student body as a whole (roughly 3.0).

**Result:** Student athletes posted a cumulative GPA of 3.1.

• Continue to provide at least 5000 community service hours by student-athletes.

**Result:**
Transitions in the Athletics Department led to fewer service hours (2600) being contributed than in previous years. However, service by student athletes took place in a wide array of settings regionally and even abroad.

• Obtain second year status with the NCAA Division I membership.

**Result:**
The program has implemented the 08-09 phase of its plan necessary for the transition and is moving forward toward full NCAA Division I membership.

• Finish in the top half of the regular season Atlantic Sun Conference/Coastal Collegiate Swimming Association results in half of the sports that are eligible to compete.

**Result:**
The program finished in the top half in 10 out of 14 sports, or over 70% of sports. There have been 4 conference first place finishes this year, including the second consecutive first place finish for baseball.

• Have 50 Academic All-Conference student-athletes.

**Result:**
130 student-athletes have achieved Academic All-Conference status this past year.

• Have 10 All-Conference student-athletes.

**Result:**
FGCU athletics achieved 26 declared first-team all-conference student-athletes.
IV. GOAL: Talented and Dedicated Faculty.

Build a diverse team of exceptional faculty and staff who support the mission and guiding principles of the University.

Equity Accountability Program (EAP) for Recruitment and Promotion of Women and Minority Professionals. Hold FGCU deans, directors and division heads accountable for developing and maintaining institutional practices that encourage the achievement of equity goals for faculty and staff.

The recruitment and promotion goals for 2008-09 were as follows:

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<tr>
<td>African American</td>
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<td>1</td>
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<tr>
<td>Asian American/Pacific Islander</td>
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<tr>
<td>Or Native American Indian</td>
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<tr>
<td>African-American</td>
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</table>

RESULTS:

- In five cases the goals were met or exceeded. In nine cases the goals were not met. The hiring of Hispanics proved to be the most difficult goal to meet with no goal fully attained, followed by African Americans with one goal exceeded.
Faculty and Staff Development:
- Maintain employee programs and services, including tuition waivers, Winter Break, and Wellness Center membership.
- Increase available training to faculty and staff in the areas of supervision and performance evaluation.

RESULTS:
- All these programs have continued. In the past year alone, nearly 275 staff and their dependents have benefited from approximately $229,000 in tuition waivers. This represents a 13% increase in the number of waivers awarded over 2007-2008 and a 31% increase in the amount of waivers awarded. Winter Break and Wellness Center memberships were also continued as major benefits to FGCU employees. In addition, a wide variety of professional development programs were offered to employees even though the university experienced budget reductions. Many of these programs focused on leadership and management issues.

Growth: Full-time faculty and staff will grow from 917 to 940.

RESULTS:
- Despite budget reductions full-time faculty and staff grew to 945 (3%) in fall 2008. Faculty grew by 5% and staff by 3%.

V. GOAL: State of the Art Infrastructure.
Maintain a state-of-the-art campus that harmonizes with the environment and includes high quality facilities, furnishings, technology, equipment and support services.

Buildings and Infrastructure:
- Complete construction of Holmes Hall (U.A. Whitaker School of Engineering Building), Lutgert Hall (Lutgert College of Business Building), and Sugden Hall (Resort and Hospitality Management Building).
- Phase IX of Student Housing will begin construction.
- Phase II of Sugden Hall will be designed and under construction.
- Laboratory Sciences Building (College of Arts and Sciences, AB7), the Student Union additions, and the Naples Botanical Garden Center will begin construction.
- The Music Building design will be completed and construction begun.
- The Health Professions Building (AB8) will be programmed and an architect selected to begin design.

**RESULTS:**

1) Holmes, Lutgert, and Sugden Halls were all completed and inaugurated during the 08-09 academic year. Phase VIII of Student Housing (i.e., South Village Dining Facility/Everglades Residence Hall) was also completed and occupied.

2) Phase IX of Student Housing (Biscayne Hall) is under construction and will be open in fall 2009.

3) The following buildings are under design: Sugden Hall Phase II, the Student Union additions, Fine Arts II (Music Education Building), and the Health Professions Building (AB8).

4) The Laboratory Sciences Building (AB7) is under construction as is the Naples Botanical Garden Center Building.

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**Technology:**

- Continue development of the one-card system, including the deployment of card readers to streamline business processes and increase security, and utilization of the ‘store of value’ feature of the card in more locations, both on and off campus. Use of the ‘store of value’ feature will go hand-in-hand with efforts to expand the ability of students to handle funds, transactions, and payments online.

- Continue to anticipate and meet the university’s continuously growing need for reliable, high-speed internet connectivity.

**RESULTS:**

1. FGCU has increased its ability to offer online solutions to streamline business processes. We have upgraded the payment gateway, which is the underlying software application that enables electronic commerce, and FGCU has achieved compliance with the Payment Card Industry standards for security. We have implemented Touchnet Marketplace, which will enable the sale of goods and services online. The one card system has been extended and additional activity readers are in use across the campus to authenticate students for entrance to events and access to services. A new web application allows students (and their parents) to add Eagle Dollars to their one card using a credit card.

2. In the past year we have doubled our internet bandwidth, and before the start of the fall 2009 semester, we will quadruple it. FGCU has
also been accepted as an equity member in the Florida LambdaRail (FLR). The Florida LambdaRail, LLC is a complementary initiative to the National LambdaRail (NLR), a national research and experimentation optical-based network infrastructure. The first of its kind in Florida, the FLR is a high-performance experimental, research and production networking and support infrastructure that enables participants and their partners to take part in advanced research, education, and economic development activities. It will also allow FGCU to significantly increase our commodity Internet bandwidth capacity, provide failover connectivity, and eliminate more costly circuits. FGCU's investment in FLR will give us the opportunity to meet our long term network connectivity needs, and redefine what our campus community can accomplish.

VI. GOAL: Research and Sponsored Programs.
Foster research and sponsored programs that engage faculty, challenge students, and promote public/private academic collaboration.

- Sponsored Research Funds:
  2006-07 Actual: $13.6 Million
  2007-08 Actual: $13.7 Million
  2008-09 Goal: $13.6 Million

RESULTS:
$13 million is projected by the end of the current fiscal year.

VII. GOAL: Community Leadership.
Position FGCU in a leadership role to address the educational, cultural, social, and economic interests of Southwest Florida.

Private Contributions & Gifts:
2006-07 Actual: $30 Million
2007-08 Actual: $21 Million
2008-09 Goal: $17 Million

- Continue to seek donors for the Music Education Building and Naples Center. Assess Academic needs and prioritize same for future capital campaign. Increase the Endowment by 10%.
- Secure private funding to complement $7.5M in state funding (reduced by the state from the original $8.5M) for the development of a solar field to make FGCU self-sufficient in energy generation.
- Expand Renaissance Academy programs further into Lee and Charlotte Counties.

RESULTS: The economic downturn has had a negative impact on our development efforts.
- $11 Million is the projected amount of private contributions and gifts to be raised for 08-09.
- Music education:
  - Drawings and plans for the Music Education Building have been completed.
  - A prospect list of potential donors has been created and cultivation efforts begun.
- Solar Field:
  - A private partnership was created providing the needed $7.5M match.
- Renaissance Academy (RA):
  - Lee County Expansion: Doubled the number of Lee County sites offering RA courses from 4 to 8.
  - Charlotte County Expansion – The spring 2009 Charlotte RA term ended March 30, 2009. Fifteen courses were held at four delivery locations in the county with a total student headcount of 163.

In addition, President Bradshaw was elected to the Campus Compact; became chair of The Alliance of Educational Leaders; is now on the Board of Directors of the Naples Botanical Garden, and is a member of the Founding Board of Directors for “Searching for Solutions.”

VIII. GOAL: Ongoing Quality Improvement.
Implement and sustain an institutional effectiveness model for the University that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission.

- Southern Association of Colleges and Schools (SACS, Regional Accreditation): Prepare materials for submission on time for part 2 of the university’s level change to offer doctoral degrees and host
The Quality Enhancement Plan (QEP) will conduct a peer review of its status with the assistance of an external expert as a means of gauging project progress in preparation for the 2010 progress report due to SACS in spring 2011.

- End with a balanced FGCU budget June 30, 2009.

RESULTS:

1. The university submitted necessary documentation by the required deadline. A very successful SACS site visit occurred March 24-26 and the results should be known at the annual SACS meeting in December 2009. The QEP conducted a peer review using an assessment expert from FGCU who is external to the QEP program. The consultant made several recommendations concerning student assessment that are currently being considered by the QEP leadership.

2. Despite state budget reductions, FGCU will end the 2009 fiscal year with a reduced but balanced budget.

(END)
ADDENDUM “S” - President’s Performance Measures for July 1, 2009 – June 30, 2010
Florida Gulf Coast University Board of Trustees  
June 16, 2009

SUBJECT: President's Performance Measures for July 1, 2009 – June 30, 2010

PROPOSED BOARD ACTION

Approve proposed measures.

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees is required by law to annually evaluate the performance of the FGCU president. Historically, the board of trustees first conducted such a review at its June 2002 meeting, followed by the fall 2002 negotiation and approval of an employment contract for then President Bill Merwin. President’s performance measures for 2002-03 were subsequently adopted by the FGCU Board of Trustees, and were used as the basis for the Board’s annual evaluation of the president during its May 29, 2003 meeting. Each year thereafter the board has conducted such a cycle of goal-setting tied to the university’s strategic plan followed by a review of performance one year later. President Bradshaw’s first review was conducted last year and his first full-year review will occur at this meeting.

The last few years have seen significant declines in state support for the State University System and FGCU. The economic situation remains volatile and unpredictable. To the extent changes in the university’s revenue picture in the coming fiscal year may affect attainment of some of the proposed goals, these measures will serve as the basis for the president’s June 2010 evaluation.


Prepared by: Associate Provost for Planning and Institutional Performance Paul Snyder

Legal Review by: N/A

Submitted by: President Wilson G. Bradshaw
FGCU Performance Goals for President Wilson G. Bradshaw
For July 1, 2009 – June 30, 2010

I. GOAL: High Quality Education.

FGCU's Vision: Pursue academic excellence to achieve national prominence in undergraduate education and expanding recognition for selected graduate programs.

- Add 15 new faculty positions across the university to keep pace with enrollment growth.
- Complete construction on the Laboratory Sciences Building (AB7) to provide expanded laboratories and classrooms serving the College of Arts and Sciences (CAS) and begin occupancy in January 2010.
- Enroll students in new programs including the M.A. in Environmental Studies, B.S. in Economics, and B.S. in Marine Science.
- Achieve initial accreditation of the U.A. Whitaker School of Engineering and the Bachelor of Social Work program. Achieve reaccreditation for the School of Nursing and the Professional Golf Management program.
- Seek final approval of the Doctorate in Education (Ed.D.) by the Board of Governors and begin to seek initial approval by the Southern Association of Colleges and Schools.

II. GOAL: The Student Community.

Provide quality educational opportunities serving the region, under-represented populations, the State of Florida and beyond.

- Increase Enrollment

  Fall Term Headcount:

  **Actual Fall 2006**
  8316 (15% Increase)

  **Actual Fall 2007**
  9388 (13% Increase)

  **Actual Fall 2008**
  10238 (9% Increase)
Projected Fall 2009
11000 (7% Increase)

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Full-Time Equivalent (Fundable):

Actual 2006-07
5018 (16% Increase)

Actual 2007-08
5731 (14% Increase)

Actual 2008-09*
6439 (12% Increase)

Projected 2009-10
6900 (7% Increase)

*As of 5/21/09

• Diversify Student Body:

Students of Color:

Actual Fall 2006
1431 (18% Increase)

Actual Fall 2007
1662 (16% Increase)

Actual Fall 2008
1867 (12% Increase)

Projected Fall 2009
2100 (12% Increase)

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International Students:

Actual Fall 2006
508 (18% Increase)

Actual Fall 2007
584 (15% Increase)
Actual Fall 2008
620 (6% Increase)

Projected Fall 2009
650 (5% Increase)

- Retention and Degree Production

First-Year Student Retention:

Actual Fall 2006
73.1%

Actual Fall 2007
75.8%

Actual Fall 2008
74.5%

Projected Fall 2009
75%

Degree Production:

<table>
<thead>
<tr>
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<th>Actual 2008-09*</th>
<th>Projected 2009-10</th>
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<tbody>
<tr>
<td>Bachelor</td>
<td>1400</td>
<td>1500 (7% Increase)</td>
</tr>
<tr>
<td>Master</td>
<td>250</td>
<td>260 (4% Increase)</td>
</tr>
<tr>
<td>Total</td>
<td>1650</td>
<td>1760 (7% Increase)</td>
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*Estimated

Increase Academic Outreach:

- Update current strategic plan for the next five years.
- Add new undergraduate degree programs resources permitting.
III. GOAL: Co-curricular and Athletic Programming.

Offer quality co-curricular and athletic programming that promotes and enhances student development and community engagement.

- Counseling and Health Services will purchase an electronic medical record system, supporting hardware and establish a staff training program to provide a paperless confidential service with electronic student records for students using health related services on campus. The process will be implemented and functioning for Counseling Services by June 30, 2010.

- Assess the campus’ student leadership development opportunities and develop a coordinated programmatic effort across the Divisions designed to meet the needs of the Florida Gulf Coast University community by June 30, 2010.

- Complete the accreditation process through the International Association of Counseling Services (IACS) for the Center for Counseling and Psychological Services (CAPS).

- Extend the successful impact on First Time in College Students participating in the First Year Residence Experience (FYRE) program in Everglades Hall to the new Biscayne Hall in fall 2009 and assess the continued progress of FYRE by May 1, 2010.

- Student-athletes’ average GPA will be comparable to or better than that for the student body as a whole (roughly 3.0).

- Increase community service hours by 25% from 2600 to 3250 for student-athletes.

- Continue transition to full NCAA Division I membership.

- Finish in the top half of the regular season Atlantic Sun Conference/Coastal Collegiate Swimming Association results in half of the sports that are eligible to compete.

- Have 75 Academic All-Conference student-athletes.

- Have 20 All-Conference first-team student-athletes.
IV. GOAL: Talented and Dedicated Faculty.

Build a diverse team of exceptional faculty and staff who support the mission and guiding principles of the university.

Equity Accountability Program (EAP) for Recruitment and Promotion of Women and Minority Professionals. Hold FGCU deans, directors and division heads accountable for developing and maintaining institutional practices that encourage the achievement of equity goals for faculty and staff.

The goals for 2009-10 are as follows:

<table>
<thead>
<tr>
<th>Goal</th>
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<tbody>
<tr>
<td>Senior Level Administrator</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>African American</td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>African American</td>
</tr>
<tr>
<td>Asian American/Pacific Islander</td>
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<tr>
<td>Or Native American Indian</td>
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</tbody>
</table>

Faculty and Staff Development:
- Maintain employee programs and services, including tuition waivers, Winter Break, and Wellness Center membership.
- Increase available training to faculty and staff in the areas of supervision and performance evaluation.

Growth: Full-time faculty and staff will grow from 945 to 960.
V. GOAL: State of the Art Infrastructure.
*Maintain a state-of-the-art campus that harmonizes with the environment and includes high quality facilities, furnishings, technology, equipment and support services.*

**Buildings and Infrastructure:**
- Complete construction of the Laboratory Sciences Building (College of Arts and Sciences-AB7), Parking Garage III, the Solar Field, the Naples Botanical Garden Center, Phase II of Sugden Hall, and Biscayne Residence Hall.
- Complete renovation of the Network Operations Center (NOC).
- Complete designs of the Health Professions Building (AB8), Fine Arts II, and the Student Union additions.

**Technology:**
- Implement participation in the LambdaRail Consortium to provide expanded bandwidth for the university.
- Implement student technology fee to maintain state-of-the-art information technology serving FGCU students.

VI. GOAL: Research and Sponsored Programs.
*Foster research and sponsored programs that engage faculty, challenge students, and promote public/private academic collaboration.*

- **Sponsored Research Funds:**
  2006-07 Actual: $13.6 Million
  2007-08 Actual: $13.7 Million
  2008-09 Projected: $13.0 Million
  2009-10 Goal: $13.5 Million
VII. GOAL: Community Leadership.

*Position FGCU in a leadership role to address the educational, cultural, social, and economic interests of Southwest Florida.*

**Private Contributions & Gifts:**
- 2006-07 Actual: $30 Million
- 2007-08 Actual: $21 Million
- 2008-09 Projected: $11 Million
- 2009-10 Goal: $11 Million

- Continue to seek donors for the Music Education Building and Naples Center.
- Increase the Endowment by 10%.
- Increase giving to the President’s Society by 10%.
- Develop a program to increase alumni giving by 15%.
- Increase Renaissance Academy programs further in Charlotte County and develop a presence in Hendry and Glades Counties as well.

VIII. GOAL: Ongoing Quality Improvement.

*Implement and sustain an institutional effectiveness model or the University that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission.*

- The Southern Association of Colleges and Schools (Regional Accreditation) will continue the university’s accreditation at the doctoral level. Continue assessment of the Quality Enhancement Plan.
- End with a balanced FGCU budget June 30, 2010.

(END)