

THIS DOCUMENT IS A PRELIMINARY DRAFT

Introduction 2
Scope and Process..... 2
Context..... 4
Findings 5
 College of Arts and Sciences 5
 Lutgert College of Business 9
 College of Education 11
 College of Health Professions 13
 College of Professional Studies 15
Cross-Cutting Issues 18
 Interdisciplinarity 19
 General Education/Undergraduate Education 20
 Graduate Studies..... 23
 Honors..... 25
 Environmental Sustainability 26
 Service-Learning..... 27
 Resource Needs 28

DRAFT

Draft Report of the Positioning and Alignment Task Force

Introduction

On August 27, 2010, the Provost and Vice President for Academic Affairs charged the *ad hoc* Positioning and Alignment Task Force (PATF) with:

- Reviewing the positioning and alignment of the University's five colleges, their constituent units, and academic programs; and
- Providing a report describing the review, including findings and suggestions, to the Provost by November 23, 2010.

Within the scope of this charge, the PATF could suggest movements of programs, departments, divisions, and schools as it deemed appropriate including the renaming or dissolution of existing colleges and the creation of new ones.

The document "A Process for Obtaining Focused Input Regarding Positioning and Alignment of Academic Instructional Units" served as a guide for the PATF's work including the hosting of open, drop-in style conversations to gather feedback regarding positioning and alignment.

Scope and Process

The PATF invited all Academic Affairs faculty, staff, and administration via emails on September 1, September 9, and September 15, 2010, to attend one or more of the six drop-in style conversations to be held in Sugden Hall Room 114. Student Government leadership were invited via email on September 3, 2010. Drop-in style conversations were held during the following dates and times:

- Tuesday, September 7, 9:00-10:30 AM
- Friday, September 10, 12:00-1:30 PM
- Thursday, September 16, 5:00-6:30 PM
- Friday, September 17, 11:00 AM - 12:30 PM
- Monday, September 20, 2:30-4:00 PM
- Tuesday, September 21, 10:00-11:30 AM

The email invitation dated September 1, 2010, asked participants to consider the following questions prior to the conversations and to talk with their colleagues about their thoughts. These questions were also shown as PowerPoint slides during the large group discussions in the six drop-in style conversation sessions.

- What fields of study would be stronger and have greater opportunity if they were aligned?
- What organizational structure needs to be in place in order to support this alignment?
- What roles and processes need to be in place to support this alignment?

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A call-out box on the FGCU home page labeled “Academic Affairs: Positioning for the Future” linked directly to the PATF website. This website included numerous documents that provided context for the drop-in style conversations (e.g., the PATF charge and process timeline, the FGCU strategic plan, FGCU Degree Programs on the SUS Academic Program Inventory, and the FGCU Strategic Academic Program Planning List). The page also included a mechanism for submitting anonymous feedback. The following excerpt is from the feedback page:

We welcome FGCU faculty and staff to submit anonymous feedback and ideas about the alignment of academic instructional units at the department, program, division and college levels. Your anonymous feedback will be directed to Dr. Cathy Duff, the chairperson of the Positioning and Alignment Task Force (PATF). (Note: the FGCU Network utilizes Dynamic Host Configuration Protocol (DHCP) where a dynamic IP address is assigned to each device on the network. In this configuration, identifying individual network activity based on an IP Address is unreliable. Also, no association between the IP, the user, and or the computer is maintained or stored). <http://www.fgcu.edu/PATF/feedback.asp>

During the drop-in style conversations, participants were urged to provide written comments and to deposit those comments in a designated box near the door of the room. Comments were typed and coded prior to distributing them to the PATF members for discussion, a process that maintained the anonymity of the participants.

In order to fulfill this charge, the task force utilized data from the following sources:

- Written comments from drop-in style conversations
- Written comments submitted via the web
- General discussions from drop-in style conversations.
- Descriptive data including reports from the Office of Planning and Institutional Performance, the Office of Curriculum and Instruction; accreditation standards posted on accrediting agency websites; and data posted on other university websites.
- Memoranda and letters provided to the task force from individuals and groups.

There was significant discussion about the PATF process itself. Feedback gathered through conversations and the website noted the following range of comments:

- The PATF process may be flawed
 - Too short a timeline
 - Not justified – why change is needed should be addressed first
 - Less important than enrollment, resource and climate survey issues
 - The PATF process lacks integrity
- The PATF process needs more data
 - Benchmarking peer and aspirant schools should be done first
 - Revisiting Vision and Mission of the school should come first
 - Understanding the Provost’s vision should be a first step

General feedback gathered through conversations and the website noted the following range of comments:

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- Ground all decisions in the university's vision, mission, philosophy, and strategic plan.
- Realignment should support fulfillment of the university's commitment to environmental and civic engagement.
- Develop definitions for units (college, school, division, and department) in terms of criteria, size, administration, etc.
- Look at organization of peer and aspirant institutions.
- Realignment alternatives should be considered in light of the following: policies and procedures relating to annual review and criteria; workload; clinical supervisions; accreditation; licensure/certification requirements; theoretical and applied perspectives.
- Have a two-year phase-in period to organize and write evaluation standards.
- Include alumni perspectives.
- Consider impact as it relates to current and prospective donors.
- Examine the sustainability of growth of the university.
- Explore synergies between and among other areas within and outside of academic affairs including technology, media support, and library; student academic support and writing center; and testing services.
- Be sensitive to the concerns of smaller units that may be absorbed into larger units.

Context

The Provost has stated that this consideration of positioning and alignment is not a response to a broken system; it is also not conceived as a cost-saving measure. The PATF was not charged with reducing programs in order to economize or address problems in the current organizational structure. Instead, the PATF was encouraged to look at the current structure and anticipate what alignments of instructional units would best serve the FGCU of the future. How will FGCU best organize Academic Affairs to maximize student retention, success and recruiting? How will instructional units and academic programs best organize to reflect its unique values and mission?

The quality of students' classroom experience and their success is strongly influenced by structure, primarily the way in which the university recruits, retains, prepares, allocates, directs and rewards the academic faculty and staff. These functions are determined by organizational structure. Structure in an academic environment directly influences the culture and working conditions of the faculty and staff who deliver that educational experience. For instance, structure determines whether a general education political science course will be delivered by a full professor, an adjunct or a teaching assistant. Structure also determines how many upper division courses will be offered every semester, whether or not professional experience in a field is valued in faculty recruitment, and the extent to which scholarship is important in promotion decisions. These are but two examples of the way that structure influences the academic experience.

In the findings below, there are many instances in which the PATF cites additional costs as disadvantages to structural change scenarios. These added costs are only disadvantages, however, when compared to the status quo. The assumption made is that the University will continue to grow. As a necessary part of that growth, some increased costs are to be expected. In the larger context of growth, then,

increased costs can be considered necessary for molding this anticipated future expansion, rather than the creation of new costs where none would otherwise be incurred.

Findings

This section (a) summarizes feedback collected at the Academic Affairs drop-in conversations, through the web, and through various reports, memoranda, and letters; (b) analyzes current structures and alternative structures for units within Academic Affairs; and (c) draws conclusions from these data and discussions. The following sub-sections are used to organize and present these findings: (a) College of Arts and Sciences, (b) Lutgert College of Business, (c) College of Education, (d) College of Health Professions, (e) College of Professional Studies, and (f) Cross-Cutting Issues. Within each subsection, a brief description of the current structure precedes a summary of the gathered data. The description and data summary are followed by an analysis of the strengths and weaknesses of the current structure and any proposed alternatives. Where appropriate, alternatives are organized by scenario subheadings. Finally, each subsection identifies conclusions.

College of Arts and Sciences

Description

The College of Arts and Sciences (CAS) currently houses the Bower School of Music, the Department of Biological Sciences, the Department of Chemistry and Mathematics, the Department of Communication and Philosophy, the Department of Language and Literature, the Department of Marine and Ecological Sciences, the Department of Social and Behavioral Sciences, and the Department of Visual and Performing Arts.

Prospective students may choose from 25 majors (20 undergraduate and five graduate). The B.A. Music Performance and B.A. Music Education majors are designated as limited access. During fall 2010, approximately 3,181 students were enrolled in CAS undergraduate majors, and 106 students were enrolled in CAS graduate majors. Also during fall 2010, approximately 631 students were classified as “undeclared” in CAS. Undeclared students are advised by First-Year Advising or CAS advisors.

During 2009-2010, CAS awarded 394 undergraduate and 18 graduate degrees.

No CAS majors are accredited by external professional organizations. The Bower School of Music is working toward earning accreditation from the National Association of Schools of Music (NASM) for the B.A. Music Education major.

Feedback

Feedback gathered through the conversations and the website included the following range of comments regarding CAS:

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- The interdisciplinary nature of CAS is an important feature that enables CAS to deliver a strong liberal arts education. Shared CAS values regarding scholarship and teaching are considered distinct from other colleges and identified as strengths of the college.
- Connections exist between traditional science and mathematics disciplines and the applied fields of engineering and computer science, as well as between traditional social and behavioral science disciplines and the applied fields of criminal justice, political science, and public administration.
- There are different opinions regarding the preferred composition of departments within CAS.
- In the current structure, some believe that there is not enough focus on the humanities, arts, and social and behavioral sciences with the natural sciences getting the primary attention of leadership and resources.
- The scope of the disciplines in CAS means that internal committees, such as Peer Review Committees, need to take special care to ensure appropriate disciplinary expertise while still maintaining cross-disciplinary balance and consistency.
- Because of its size, CAS is not proportionately represented on college-level committees where only one delegate represents the entire CAS faculty. This situation could exacerbate the effects of perceived inequities in attention and resources.

The PATF received a document containing meeting notes of the College of Arts and Sciences Reorganization Taskforce. These discussions occurred during February, March, and April 2010. The following excerpt is from the meeting notes of the Reorganization Task Force. This excerpt identifies “design principles to optimize CAS structure”:

1. Responds to enrollment growth, while balancing support for high quality upper division and general education growth and development with a focus on student learning;
2. Includes oversight for assessment leading to continuous improvement in CAS major programs and general education;
3. Fosters interdisciplinary connections across academic, scholarly and service activities;
4. Supports the faculty governance model of the CGT [College Governance Team];
5. Supports a view to national prominence and recognition, including competitive status of the unit;
6. Provides administrative leadership and staff that support the mission of the College;
7. Allows for joint appointments of faculty in departments with shared curriculum;
8. Maintains direct reporting of Department Chairs/Directors to the Dean;
9. Supports interdisciplinary focus on Civic Engagement in the curriculum, including a community voice; and
10. Is feasible based on College needs and current fiscal implications.

Meeting notes described a suggested plan for reorganizing CAS. This plan would increase the overall number of internal units (departments and school) from eight to eleven. The proposed changes are summarized below:

- Split the current Department of Chemistry and Mathematics into a Department of Mathematics and a Department of Physical Sciences;

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- Split the current Department of Social and Behavior Sciences into three departments: the Department of History, the Department of Psychology, and the Department of Anthropology and Sociology;
- Move Anthropology from its current location in the Department of Marine and Ecological Studies to the proposed Department of Anthropology and Sociology; and
- Rename the Department of Visual and Performing Arts to the Department of Theatre and Visual Arts.

The PATF received a document dated October 13, 2010, from the seven-member CAS [faculty] Governance Team. The memorandum advocated for the continuance of CAS as one undivided college and endorsed the CAS reorganization document described above.

The PATF received a document from department chair of the Department of Marine and Ecological Sciences summarizing forums held September 13 and 17, 2010, and attended by 17 department members. The document advocated for humanities remaining integrated with science “to ensure that students appreciate the societal value and application of science” because the “right academic ‘neighborhood’ makes this easier.” The summary also highlighted the importance of offering a liberal arts educational experience, allocating funding proportionally to units’ needs, and ensuring that mechanisms are in place to support cross-disciplinary productivity and interdisciplinary synergies.

The PATF received a document from the program coordinator for the History program summarizing discussions held by email and in a meeting on September 10, 2010, attended by all nine members of the history faculty. This document advocated for the continuance of CAS in its current form in order to provide a quality, integrated liberal arts educational experience. The document endorsed the CAS reorganization document, which proposes the creation of a separate Department of History. However, if it is determined that single-program departments are unfeasible, the document noted that history could be paired with a discipline that shares a similar focus on theoretical academic knowledge, fieldwork, and library-based research, such as sociology.

The PATF received a document dated October 18, 2010, on behalf of the Bower School of Music Bower of School of Music. This letter noted that the school strongly supported keeping CAS in its current departmental configuration.

Discussion and Analysis

The PATF considered the feedback and examined a number of scenarios. These scenarios included leaving CAS as one college (with or without internal restructuring, or with the possibility of Public Affairs joining CAS) and splitting CAS into two or more separate colleges.

Scenario: Maintain CAS as one college

Maintaining CAS as one college will keep its interdisciplinary foundation, and will continue to foster and nurture teaching and scholarly collaborations between its faculty. There was a great deal of feedback by FGCU faculty and staff that indicated that interdisciplinarity and collaborative exchanges are a core value. In addition, by keeping a single College of Arts and Sciences, oversight of approximately 90% of General Education courses will remain in the same academic unit.

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Most public institutions have a college of arts and sciences. Some of these institutions are as inclusive as FGCU, with nearly all liberal arts, fine arts, social sciences, humanities, sciences and applied sciences organized under one comprehensive umbrella. At some institutions, various elements of arts and sciences are broken out into separate colleges or schools, creating for example separate colleges of fine arts or music or applied sciences.

In the current structure, students benefit from having access to Academic Advisors who are cross-trained in all disciplines within CAS. A split of CAS would limit students' access to Academic Advisors who are knowledgeable about common prerequisites and upper level coursework in all CAS disciplines. Finally, maintaining CAS as one college will not necessitate the significant expenditure of funds required to support another college, dean, and associated staff.

However, as it currently stands, the large College of Arts and Sciences also experiences a lack of proportionate representation at the Council of Deans. Some raised the apprehension that the college might be "too big," although exact concerns were not specified. Also, there is a perception by some of inequity in resource allocation between the departments.

This issue could be addressed by considering realignment within the college. In 2010, a reorganization task force in CAS considered the organization of the college and developed a plan that would better align units. It involved the splitting of a number of current departments, such that CAS would be made up of eleven departments. The members of the CAS community largely agreed that this internal reorganization would address internal perceptions of inequity.

Another possibility could be that subunits (such as "Arts & Letters" and "Natural and Social Sciences") are created within the college of arts and sciences. These divisions may help address parity in issues of evaluation and/or promotion.

A suggestion was made to move Public Affairs to the CAS. This suggestion had the strong support of faculty in Public Affairs. This would have the benefit of increasing interdisciplinarity, having nearly 95% of general education courses housed in one academic unit, expanding CAS offerings, and easing collaborations with environmental policy related courses. However, advising difficulties and potential cultural differences need to be considered.

Scenario: Split CAS into two or more colleges

CAS could be split into one or more colleges. These might be a College of Arts and Letters and a College of Social and Natural Science. Alternately, there could be three colleges: Arts and Letters, Social Sciences, and Natural Sciences. There is also the possibility that Engineering could merge with the College of Natural Sciences.

An advantage might be increased representation at the Council of Deans. Being in a smaller academic unit may give members greater autonomy and flexibility. It may also simplify the process of evaluation and promotion.

However, a number of concerns were raised regarding this scenario. The loss of interdisciplinary collaborations between arts and sciences was considered a major flaw in this situation. More administrative barriers to collaborations would exist, and the loss of diversity in the units may weaken some interactions. A split of CAS would also require more specialized advising. Deans from these newly

created colleges would each have a voice at a larger Council of Deans. And while some units in the current CAS may feel that they are underrepresented, there is no guarantee that being in a stand-alone college would rectify these concerns. A number of concerns were raised regarding the possibility of merging engineering with a college of natural sciences. Different standards for evaluation and promotion, different intellectual approaches to research, and different accreditation-driven pedagogy as well as pay scale inequities may be especially problematic. Finally, this split would require a significant financial outlay, including more deans, staff, advisors, and even office supplies.

Conclusion

Based on the previous analysis, the PATF supports maintaining the CAS as a single college, but encourages a reevaluation of its internal structure, with the foundation being the existing alignment document submitted by the CAS reorganization taskforce. In this scenario, as the college grows, CAS members might consider ways to improve autonomy, perhaps by moving some decision-making processes closer to the departmental level. Concerns, issues, and needs should flow upward rather than downward. CAS might also consider the development of divisions within the college. At best, this could allow CAS to maintain interdisciplinarity and collaboration, but give all departments equitable representation.

Lutgert College of Business

Description

The Lutgert College of Business (LCOB) currently houses the Whitaker School of Engineering (WSOE), the Department of Accounting, the Department of Economics and Finance, the Department of Information Systems and Operations Management, the Department of Management, and the Department of Marketing.

Prospective students may choose from 14 majors (10 undergraduate and four graduate). Of the 10 undergraduate majors in LCOB, four are offered by WSOE. No LCOB or WSOE majors are designated as limited access. However, prospective students must meet requirements higher than the minimum University admission requirements.

During fall 2010, approximately 1,431 students were enrolled in undergraduate pre-majors, 702 were enrolled in undergraduate majors, and 265 were enrolled in graduate majors. During fall 2010, approximately 439 students were enrolled in LCOB/WSOE undergraduate pre-majors and 209 were enrolled in LCOB/WSOE undergraduate majors. A pre-major classification means that the student has declared the intent to enroll in a LCOB or WSOE major and is working toward meeting admission requirements for the relevant major.

During 2009-2010, LCOB awarded 340 undergraduate business degrees and 96 graduate business degrees. During 2009-2010, LCOB/WSOE awarded 43 undergraduate degrees.

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LCOB undergraduate and graduate programs in accounting, computer information systems, economics, finance, management, marketing, and the MBA are accredited by AACSB—the Association to Advance Collegiate Schools of Business. Undergraduate programs in bioengineering, civil engineering, and environmental engineering are accredited by the Engineering Accreditation Commission of ABET, Inc.

Feedback

Feedback gathered through the conversations and the website included the following range of comments regarding the Whitaker School of Engineering:

- LCOB provided a successful situation for incubation of engineering, but that relationship is not sustainable.
- Engineering should be its own autonomous college, assuming it has the requisite elements to move from a school to a college. Reasons for being an autonomous college included the ability to attract more students, enhanced funding and grant opportunities, increasing student enrollments, and greater influence in decisionmaking.
- Engineering has logical connections with the science and mathematics disciplines and the fields of marine science, ecological science, and sustainability.
- Any decisions regarding engineering should not jeopardize ABET accreditation.

In addition, feedback from the conversations and the website included the following range of comments regarding LCOB:

- Leave LCOB as is except for engineering.
- Economics has flourished in LCOB.
- The LCOB fields of advertising and marketing have alignments with the CAS fields of public relations and communication.

The PATF received a document dated September 22, 2010, which was signed by the faculty of the Department of Economics and Finance. The document described the origins of economics at FGCU and advocated for no change to the present location of economics within the LCOB Department of Economics and Finance. The document also included a summary of successes achieved during recent years in teaching, research, and service and provided assurances that, with appropriate resources, the economics program could enhance access to economics in its present location in LCOB.

The PATF received a document on October 26, 2010, signed by the faculty and staff of the Whitaker School of Engineering. This document noted that the current organizational structure in which WSOE is a part of the LCOB has been extremely successful over the short term, but it is not sustainable and has outlived its utility. The document advocated for the establishment of engineering as an independent college, with representation on the Council of Deans. Past growth, anticipated growth, and the desire to produce scholarship and leadership within the region, state, and nation are identified as supporting factors. The document referenced three public documents that included statements about the School of Engineering becoming the College of Engineering after an incubation period. All of the engineering programs within the State University System of Florida, with the exception of the University of West Florida, are part of a stand-alone college of engineering (some also include computer science or computing in the college title). A free-standing college of engineering will attract students and faculty and demonstrate a commitment to external constituencies.

Discussion and Analysis

The PATF considered feedback and inputs received and considered two scenarios. The first scenario was to maintain the college as is. The second scenario proposed separating the WSOE from the LCOB to create a stand-alone academic unit.

Scenario: Maintain LCOB as is

Leaving LCOB unchanged would conserve resources. In addition, the current inclusion of Economics within the Department of Economics and Finance works well. However, the current structure does not address the numerous issues concerning the WSOE.

Scenario: Create a free-standing unit for engineering

As a free standing unit, the WSOE would realize several advantages including consistency with other institutions within the SUS and nation-wide, specialized and consistent advising, and better marketability of the engineering program. As a stand-alone academic unit, the WSOE may be better able to focus on the unit's needs and advocate for resources, especially with anticipated growth of student numbers, degree programs, graduate programs, and research efforts. The ability to formulate its own evaluation and promotion standards may also be an advantage. Additional bureaucratic costs for this approach would be minimal as the current framework includes a director of the school.

Conclusion

Based on the previous analysis, the PATF supports separating the WSOE from the LCOB and making it a free-standing academic unit.

College of Education

Description

The College of Education (COE) is currently organized into two divisions: Undergraduate Studies and Graduate Studies. Prospective students may choose from 20 majors (7 undergraduate and 13 graduate) including the Educational Specialist (Ed.S.) and Doctorate in Education (Ed.D.).

During fall 2010, approximately 520 students were enrolled in COE undergraduate pre-majors, 277 students were enrolled in COE undergraduate majors, and 333 were enrolled in COE graduate majors. A pre-major classification means that the student has declared the intent to enroll in a COE major and is working toward meeting admission requirements for the relevant major.

During 2009-2010, COE awarded 175 undergraduate degrees and 122 graduate degrees.

The following COE programs are accredited by or recognized by external professional agencies:

- The M.A. Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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- The undergraduate teacher education majors in Early Childhood Education, Elementary Education, Special Education, and Secondary Education are approved by the Florida Department of Education.
- The graduate Educational Leadership and School Counseling majors are approved by the Florida Department of Education.

No COE majors are designed as limited access; however, students applying to undergraduate teacher certification programs (Early Childhood, Elementary, Secondary Biology, Secondary Mathematics, Secondary Social Science, and Special Education) must meet requirements higher than the minimum University admission requirements.

Feedback

Feedback gathered through conversations and the website included the following range of comments regarding COE:

- No changes should be made to COE.
- Position COE for the future; adapt to meet the needs of tomorrow's students; develop a component for marriage and family therapy leading to licensure for social work and licensed mental health care practitioners.
- The internal structure of COE should be modified along different lines—elementary education, secondary education, graduate, and certificate.
- The COE mental health program should be aligned with the College of Health Professions.

Discussion and Analysis

The PATF considered feedback and inputs received and considered two scenarios. The first scenario was to maintain the college as is. The second scenario proposed moving the mental health counseling program to the College of Health Professions (CHP).

Scenario: Maintain COE as is

Keeping COE as currently structured will continue the positive synergies and interdisciplinary interactions already present in the college. Most COE programs are approved by the Florida Department of Education, so keeping these programs in the same unit is a reasonable expectation. It was noted that currently COE has an internal structure that includes an undergraduate division and a graduate division. This internal structure is different from the internal structure of other colleges.

Scenario: Move the mental health counseling program to Health Professions

The mental health counseling program that is currently housed in COE has some synergies with programs in the College of Health Professions; however, moving mental health counseling to another college would present a number of concerns. The mental health counseling major and school counseling major share resources and faculty, and both are authorized under CIP 13.1101 (Counselor Education).

Conclusion

Based on the previous analysis, the PATF supports the maintenance of COE as a college. There are a number of opportunities for COE to adapt to meet the needs of tomorrow's students. One possible opportunity is to develop a lab school. The task force encourages the reevaluation of the COE internal structure.

College of Health Professions

Description

The College of Health Professions (CHP) is organized into two schools: the School of Nursing and the School of Health and Rehabilitation. The School of Health and Rehabilitation has two departments and one division: the Department of Physical Therapy and Human Performance, the Department of Occupational Therapy and Community Health, and the Division of Health Sciences.

Prospective students may choose from 13 CHP majors (seven undergraduate and six graduate). Of these, the School of Nursing offers one undergraduate and four graduate majors. The areas within the School of Health and Rehabilitation offer the remaining five undergraduate and three graduate programs, including the Doctor of Physical Therapy. During fall 2010, approximately 887 students were enrolled in CHP undergraduate pre-majors, 409 were enrolled in CHP undergraduate majors, and 231 were enrolled in CHP graduate majors. A pre-major classification means that the student has declared the intent to enroll in a CHP major and is working toward meeting admission requirements for the relevant major.

The B.S. Nursing and B.S. Athletic Training undergraduate programs are designated as limited access. Applicants to other CHP programs must meet requirements higher than the minimum University admission requirements and go through a selective application process.

During 2009-2010, CHP awarded 178 undergraduate degrees and 75 graduate degrees.

The following CHP programs are accredited by or recognized by external professional agencies:

- The M.S.N. Nurse Anesthesia program is accredited by the American Association of Nurse Anesthetists (AANA)/Council on Accreditation of Nurse Anesthesia Educational Programs (CoANA).
- The M.S. Occupational Therapy program is accredited by the American Occupational Therapy Association (AOTA)/Accreditation Council for Occupational Therapy Education (ACOTE).
- The D.P.T. Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)/American Physical Therapy Association (APTA).
- The B.S. Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Florida Board of Nursing.
- The M.S.N. Nursing programs (including Acute Care Nurse Practitioner and Primary Health Care Nurse Practitioner) are accredited by the Commission on Collegiate Nursing Education (CCNE).
- The B.S. Clinical Laboratory Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

THIS DOCUMENT IS A PRELIMINARY DRAFT

- The B.S. Athletic Training program is accredited by the Commission on Athletic Training Education (CAATE).
- The B.S. Human Performance's educational program in strength and conditioning is officially recognized by the National Strength and Conditioning Association (NSCA).

Feedback

Feedback gathered through conversations and the website included the following range of comments regarding CHP:

- CHP should be left as is.
- The CHP internal organizational structure and nomenclature needs to be examined. It is currently not consistent with other units.
- Create a college of health and public affairs and develop holistic nursing/wellness programs.

Discussion and Analysis

The task force considered feedback gathered during this process and examined two scenarios. These scenarios were (a) to maintain CHP as currently structured and (b) to add the social work program currently in the College of Professional Studies.

Scenario: Maintain CHP as is

Having a college dealing with the health professions has an historical basis within and outside of FGCU. Within State University System of Florida (SUS) universities, health professions programs are located within various free-standing colleges or schools:

SUS University	Unit Name
Florida A&M University	Colleges of Pharmacy and Pharmaceutical Sciences; Schools of Allied Health Sciences; and Nursing
Florida Atlantic University	Colleges of Business; Medicine; and Nursing
Florida International University	Medicine; Nursing and Health Sciences; and Public Health and Social Work
Florida State University	Colleges of Human Sciences; Medicine; and Nursing
University of Central Florida	Colleges of Health and Public Affairs; Medicine; and Nursing
University of Florida	Colleges of Dentistry; Health and Human Performance; Medicine; Nursing; Pharmacy; and Public Health and Health Professions
University of North Florida	Colleges of Health; and Education and Human Services
University of South Florida	Colleges of Behavioral and Community Sciences; Pharmacy; Public Health; Medicine; and Nursing
University of West Florida	College of Professional Studies

It was noted that currently CHP has an inconsistent internal structure that includes divisions and departments within two schools. This inconsistency is highlighted by the disparity between the leadership roles and support allocated to the two schools. Inconsistency in nomenclature and support for the five colleges has been identified as a factor to consider.

Scenario: Move social work programs to CHP

The scenario to add the social work program currently housed in the College of Professional Studies is addressed in the section dealing with the College of Professional Studies.

Conclusion

Based on the previous analysis, the PATF supports the maintenance of CHP as a free-standing college. The task force encourages the reevaluation of the CHP internal structure.

College of Professional Studies

Description

The College of Professional Studies (CPS) is currently organized into four divisions: the Division of Public Affairs, the Division of Justice Studies, the Division of Resort and Hospitality Management, and the Division of Social Work.

Prospective students may choose from 11 CPS majors (seven undergraduate and four graduate). During fall 2010, approximately 25 students were enrolled in CPS undergraduate pre-majors, 1627 in undergraduate majors, and 218 in graduate majors). A pre-major classification means that the student has declared the intent to enroll in a CPS major and is working toward meeting admission requirements for the relevant major.

During 2009-2010, CPS awarded 330 undergraduate degrees and 49 graduate degrees.

The following CPS programs are accredited by external professional agencies:

- The B.S. PGA Golf Management program is accredited by the Professional Golf Association of America.
- The B.S.W. Social Work program is accredited by the Council on Social Work (CSWE)/ Division of Standards and Accreditation.
- The M.S.W. Social Work program is accredited by the Council on Social Work (CSWE)/ Division of Standards and Accreditation.
- The M.P.A. Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

The B.S. PGA Golf Management program is limited access.

Feedback

Feedback gathered through the conversations and the website included the following range of comments regarding CPS:

- Political science and public administration, within the Division of Public Affairs, has alignments with CAS disciplines of history, philosophy, and sociology. Public Affairs should move to CAS.
- Justice studies and public affairs are large enough to be a college.
- The college currently functions well and offers interdisciplinary opportunities, so there should be no changes to structure.
- Social work has alignments with health professions and should be moved to CHP.
- Social work shares affinities with social and behavior sciences.
- RHM has a large business component and should be moved to LCOB.
- RHM should be its own college because it has a large number of students and has financial and other types of support from the community.

The PATF received a strategic planning document dated September 2010 from the FGCU Resort and Hospitality Management Advisory Board. This document described strengths, weaknesses, opportunities, and threats facing the Resort and Hospitality Management program. The document noted that the current realignment effort at the University “could allow RHM to become its own college or at the very least a school.” The document identified potential threats to accreditation, recruitment, retention, and growth potential if RHM is absorbed by the College of Business. The document identified primary areas of concern, including autonomy. The advisory board indicated that RHM should “work towards having its own College within the University. An alternative path to achieve this goal would be to establish an autonomous RHM school within the college of business.”

The PATF received a document dated September 28, 2010 signed by most full-time in-unit faculty of the Division of Public Affairs. The document provided a rationale for moving the Division of Public Affairs from its current location in CPS to the CAS which included the following: political science is located within a liberal arts college at every other state university in Florida; in recent years, the interdisciplinary initiatives of political science faculty and the interdisciplinary affinities of the MPA program have gravitated toward CAS; political science regularly contributes to the university’s general education program; there is reason to believe that the division will receive a higher and more appropriate level of faculty resources in CAS than in its current location; the division’s two programs have grown within CPS, however these programs have grown “*toward* the College of Arts and Sciences and remained largely unconnected to other College of Professional Studies programs.”

The PATF received a document dated October 21, 2010, from the Division of Social Work. The document described the strong desire of the division to retain its current location in the College of Professional Studies. Ideally, the Division of Social Work would become the School of Social Work, thus increasing visibility of the discipline in order to more effectively compete for resources to support increased student enrollments. If realignment to another college happens, then alignment with the College of Health Professions would be the most reasonable; however, realignment to a health professions environment would pose problems relating to integration and identity.

Discussion and Analysis

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The Task Force considered all feedback and examined a number of scenarios including (a) leaving CPS as is; (b) merging CPS with CHP; (c) combining CPS units that have program specific alignment with other existing Colleges; and (d) the creation of freestanding academic units from existing CPS divisions.

Scenario: Maintain CPS as is

Keeping CPS as is will preserve the similarity in approach to educational and professional goals and support natural synergies between some programs. However for some programs these benefits are minimal and there may be increased value to realignment.

Scenario: Merge CPS with CHP

Merging CPS with CHP could support interdisciplinarity and reduce costs. However it could potentially increase the perception of inequality within the merged college and cultural clash with some units.

Scenario: Combine some CPS units with other existing colleges

Combining units that have better program specific alignment with other existing colleges can help to improve mission accomplishment. Specifically, alignment of Public Affairs in CAS will support the desire of the faculty of the division to join that college, based on similar academic focus, synergies across the disciplines, consistency with other SUS alignments, and ability to focus General Education courses in the same academic unit.

However, joining social work in CHP or CAS is less favorable because Social Work would prefer to become a free-standing academic unit or remain in CPS, where they believe they have good interdisciplinarity, cultural similarities, and support. Similarly moving RHM to LCOB could exacerbate issues with salary inequities, promotion and evaluation issues as well as creating substantial potential cultural conflict among faculty.

Scenario: Create free-standing academic units from existing CPS divisions

There could be advantages to moving units out of CPS and positioning them as free-standing units. For example, Public Affairs and Justice Studies could be a free-standing unit based on synergies and the number of students in the growing programs. Some faculty within the Division of Public Affairs have already expressed a strong desire to move to CAS. Consequently, these faculty may not support the creation of a free-standing academic unit from Public Affairs and Justice Studies. Nonetheless, Justice Studies as a free-standing unit could support stronger alignment with other universities and allow them to develop a stronger regional or national identity for the program. RHM could also be a successful free-standing unit based on the capability to grow and direct its own programs in response to the needs of the community. RHM could develop a stronger identity making this program a more competitive choice for students and faculty. The drawback would be that this may entail additional costs and complicate administrative oversight.

Conclusion

Based on the previous analysis, the PATF supports the following changes to CPS: move Public Affairs to CAS, develop RHM as a free-standing academic unit, and maintain Justice Studies and Social Work in

CPS. These proposals would potentially give the best support to student, staff and faculty equally and best accommodate the future growth of these programs.

Cross-Cutting Issues

Several cross-cutting issues emerged during the drop-in style conversations. One issue involved the variety of ways in which colleges organize internally. Another issue involved the lack of clarity regarding the meaning of the following terms: college, school, division, department, and program. Similarly, there is confusion regarding titles and responsibilities for deans, directors, heads, and chairs. Creating common definitions for these terms would be helpful in determining whether a particular unit meets the classification criteria. For example, what are the criteria that must be met for a unit to become a college? Are schools subunits of colleges? Or can a school be a free-standing unit?

Faculty and staff voiced concerns regarding the degree to which the structure of Academic Affairs represents FGCU's mission and values. The structure of Academic Affairs must align with the values and mission of the university, and these valued structures need to be provided with resources to effectively function. Some mission-driven programs, such as the honors program, graduate programs, general education, service learning, and the University Colloquium, are provided with resources to support their operation, although their structural relationship to the other instructional units may not clearly represent their importance to the unique mission and character of FGCU. Other values, such as interdisciplinary learning, are neither structurally represented nor provided with exclusive resources. These important functions of the University could benefit by the attention and support of formal structures with clearly defined relationships, connections to the instructional disciplines, and dedicated resources.

Feedback

Feedback gathered through the conversations and the website included the following range of comments regarding these cross-cutting issues. This feedback strongly affirmed the principles described in FGCU's mission statement, including a commitment to environmental sustainability, civic responsibility, and interdisciplinary and collaborative learning.

- FGCU's mission and values should be represented in the structure of academic affairs
- Any reorganization should support a system of promotion and incentives that reflect the mission and requirements of the discipline and the university
- Resources should be allocated proportionately to units based on their size, needs and strategic goals

The Positioning and Alignment Task Force recommends that these central values be represented—and supported—in the structure of Academic Affairs. These issues and values are discussed in the following sections.

Interdisciplinarity

Description

Interdisciplinarity was raised, time and time again, as one of the defining foundations of the university. FGCU's guiding principles states "Connected knowing and collaborative learning are basic to being well educated. The university structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines."

Feedback

Feedback gathered through conversations and the website included the following range of comments regarding interdisciplinarity:

- Need to maintain a strong interdisciplinary core.
- Encourage cross-program and cross-college collaboration.
- Need mechanisms to promote, reward, and support interdisciplinary scholarship within and between units.
- Consider developing unique interdisciplinary centers or strong interdisciplinary departments.

Discussion and Analysis

Currently, it can be difficult for faculty to engage in interdisciplinary interactions. While IDS (interdisciplinary studies) courses are available for faculty in CAS, similar courses are not as accessible or apparent for those in other colleges. Faculty are often not aware of potential interactions that may be present and it can be difficult for them to seek these out on their own. Also, not only do university incentives for teaching interdisciplinary courses not exist, but there may be significant barriers to teaching outside of one's discipline. For example, faculty who desire to teach interdisciplinary courses may be required to teach them as an overload rather than as part of their regular course load. Additionally, cross-college administrative oversight is unclear, and faculty may be unsure as to the practicalities of how one goes about teaching an interdisciplinary course.

One way to support this mission-driven value could be through the development of a Center for Interdisciplinary Learning (CIL), that would foster interdisciplinary interactions in teaching and scholarship, both within a college and between colleges. The director of the CIL, who could be represented at the Council of Deans, could oversee these interactions; recognize collaborative opportunities between individuals or groups; and provide support, resources, and incentives for these relationships.

There are a number of benefits in developing a center for interdisciplinary learning. A CIL may increase opportunities for faculty collaboration and enhance faculty awareness of interdisciplinary interactions and opportunities. Often, teaching and scholarly interactions are limited to those within a faculty member's own college, and faculty may be unaware of what opportunities exist for interactions with those in other departments or colleges. Resources provided by the CIL could include workshops and forums so faculty, staff, and students could identify areas of overlap. In addition, through

interdisciplinary courses and scholarly endeavors, students will be encouraged to think across disciplines. Students who can bring varied disciplinary perspectives together have an advantage in the increasingly collaborative and global workplace, making their academic situation more applicable to the global realities of the current workplace.

Another advantage would be that cross-disciplinary majors, minors, and programs could be developed, housed, or supported in the CIL. As an example, the field of gender studies encompasses many disciplines, including biology, psychology, economics, politics, sociology, history, performance, and law, to name just a few. The Gender Studies minor is currently housed in CAS, but because it does not “belong” to a certain major, it is not provided with the same staff or other resources. Furthermore, the minor would benefit from the participation of those in other colleges outside of CAS. Cross-disciplinary university centers could also be housed in the CIL. One respondent suggested the development of an interdisciplinary center focusing on the development and impact of alternative energy sources. Additionally, because it is an interdisciplinary course taken by all students at the university, oversight of the Colloquium could be housed in the Center for Interdisciplinary Learning.

Accomplishments that support FGCU’s commitment to interdisciplinary learning should be rewarded. Some possible roles for the CIL could include funding grants for travel to present on interdisciplinary topics, or to develop interdisciplinary course material. Funds could also be provided to support and encourage faculty members who want to develop interdisciplinary courses. The CIL could provide funds for a faculty member to receive a course release for interdisciplinary contributions. The center could also reward interdisciplinary excellence in teaching and/or scholarship.

Disadvantage in developing a center for interdisciplinary learning are the cost and resources necessary to support this center.

Conclusion

Based on the previous analysis, the PATF supports the representation of interdisciplinarity in the University’s structure, possibly in the form of a Center for Interdisciplinary Learning.

General Education/Undergraduate Education

Description

In accordance with BOG Regulation 6C-8.014, the program of study for an undergraduate (baccalaureate) degree at FGCU consists of 120 semester credit hours. Some baccalaureate degree programs have been granted exceptions to this rule and have more than 120 hours. The first 60 hours of the baccalaureate degree include the general education core curriculum, common prerequisite coursework, and electives. The last 60 hours include IDS 3920 University Colloquium; coursework required by the college, major, and/or concentration; electives; and other non-course requirements.

In accordance with Florida statutes, students complete 36 credit hours of general education coursework within the subject areas of communication, mathematics, humanities, social sciences, and natural sciences. The FGCU general education program supports the university mission and guiding principles by promoting academic excellence, preparing students for their majors, and cultivating habits of lifelong

learning. General education coursework promotes the development of skills in written and oral communication, critical thinking, and quantitative reasoning.

The curriculum for each course designated as general education was developed by one or more faculty members with expertise in the subject area. The General Education Council of the FGCU Faculty Senate has primary responsibility for all curricular aspects of the FGCU General Education Program and is the unit-level review body for curricular proposals affecting general education and related university requirements. The General Education Council collaborates with the director of General Education on policy matters related to administration of the program. The director reports to the Office of Curriculum and Instruction, which is housed in Academic Affairs.

Feedback

Feedback gathered through conversations and the website included the following range of comments regarding general education/undergraduate education:

- General education needs to support all units of the university and professional disciplines.
- Some institutions have undergraduate colleges or separate colleges to deliver the general education or required common curriculum.
- Consider a structured one-year liberal studies experience.
- Additional resources need to be allocated to support the general education program. Enhance pedagogy and provide for more and better prepared full-time instructors and professors to teach general education courses.
- Move undergraduate admissions from Administrative Services to Academic Affairs.

Discussions in the drop-in style sessions noted that the General Education experience must serve not only those students who have not completed General Education requirements but also all majors. Because of this, General Education is a central means by which FGCU creates a unique value in education. There is a concern that the current organizational alignment of the General Education function does not reflect the importance of this function or support the best accomplishment of this critical mission requirement. Participants were not criticizing the contribution of the current faculty, staff and administrators to General Education. Instead, the comments seemed to be directed toward an increased organizational focus on this function in order to enhance delivery and ensure that future students and programs are appropriately served as the university grows substantially.

Discussion and Analysis

The Task Force considered the feedback and considered the following scenarios: (a) maintain the current structure; (b) elevate the status, authority, and centralization of the General Education function; (c) centralize authority for General Education in the College of Arts and Sciences; (d) create a common “first year” integrated, undergraduate experience; and (e) create a two-year Undergraduate College, responsible for all “pre-major” education.

Scenario: Maintain current structure for General Education

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The University placed General Education administrative responsibilities in the Office of Curriculum and Instruction. Leaving General Education as it currently stands will preserve the intent of decentralized control. Further, a more comprehensive assessment program for General Education is currently under development, so maintaining the current structure will allow this effort to continue.

However, the status quo does not address concerns expressed through the feedback. Several of these concerns reach beyond the scope of this alignment analysis, because the processes for admission, orientation, first year advising, General Education course delivery, long-term advising, instructor staffing and evaluation are distributed across three divisions: Academic Affairs, Student Affairs, and Administrative Services and Finance. No matter what solution is decided within Academic Affairs, the broad distribution of these responsibilities makes proactive planning for the delivery of General Education problematic.

Just within the context of Academic Affairs, however, there is concern that the distributed method of management of General Education diffuses responsibility so much that it is currently hard to meet the demands of high quality course delivery, and it will become increasingly hard as the University grows and diversifies. Maintenance of the status quo may represent a lost opportunity to get ahead of these issues before they become even more serious.

Scenario: Elevate status, authority, and centralization of General Education functions

Elevating the status and authority of the General Education function in a centralized location would promote the integration of instructional support and the delivery of the general education program while preserving interdisciplinary connections and collaboration from different colleges. At eight of the eleven SUS institutions, general education is housed in an office or division of undergraduate studies overseen by at least a dean. In this new unit in the organizational structure, assessment could be continued as it currently has been proposed, but the unit would be provided with greater resources to facilitate and support the long term growth and improvement of General Education, not as a subset of a college but as a cross-cutting capability. The new organizational structure could potentially facilitate planning and scheduling due to the elevated status of general education and the official recognition of authority. Communication between Admissions and the new General Education structure might be improved with a single central point of management within Academic Affairs, and this in turn could facilitate scheduling and forecasting of needs which would support greater capacity for student enrollment and retention. However, it could increase costs since resources would be needed to support a new centralized unit and could complicate the evaluation and enhancement of instructors by creating dual lines of authority—one to the “home” unit and one to General Education.

Scenario: Centralize General Education function within the College of Arts and Sciences and elevate status, authority, and centralization of General Education functions

This approach provides similar benefits to the second option. Currently approximately 90% of General Education courses are delivered by CAS. In addition, if the Division of Public Affairs is moved into CAS as suggested earlier in this report, General Education delivery is even more centralized. This would all but eliminate the potential drawback of “matrixed” evaluation of General Education faculty since the home unit and the General Education unit would be contained in the same college. However, as previously discussed, this option would carry the risk of returning to the same structure that was changed several years ago.

Scenario: Create a common first-year integrated, undergraduate experience

This approach to General Education offers great opportunities for an integrated “FGCU” experience. However, it fails to address the current concerns expressed through the feedback and limits students’ options for scheduling. This scenario, while innovative, is probably not feasible in a way that is equitable to students based on our diverse student population, transfer student type and time of admission. It is also not consistent with other SUS approaches, and with the requirements of portability of coursework and ability to easily transfer within the State system.

Scenario: Create a two-year undergraduate college

With this approach, the concentration of advising resources could potentially improve chances of student retention, especially for undeclared students based on greater opportunities for cross-training among academic advisors. It would also provide an opportunity for better coordination with K-12, especially for freshmen. However, concerns about the different requirements among majors and the different policies across colleges are challenges and the reliance on adjunct faculty is still a concern not addressed with this approach.

Conclusion

Based on the previous analysis, the PATF supports elevating the General Education function so that it is officially recognized and valued as a cross-cutting academic unit, with the capability to acquire, evaluate and direct resources and strategically plan for the ongoing success of General Education. The centralization of the General Education program would greatly enhance the delivery of the general education experience.

Another factor that is outside of the scope of the PATF charge is the consideration of integrating Admissions and First Year Advising as part of Academic Affairs in order to support the continuous planning, communication, and understanding of General Education needs and recognize the importance of offering students a solid foundation in Undergraduate Education.

Graduate Studies

Description

The Office of Graduate Studies has primary responsibility for recruiting graduate students; hosting Eagle Expo; processing graduate admissions materials; conducting graduate orientation sessions; retaining graduate students; and supporting graduate student organizations. Each college and/or program is responsible for making final decisions regarding admission into its graduate programs. The Office of Graduate Studies is led by a part-time director who reports to the Provost and Vice President of Academic Affairs. Office staff include three full-time permanent positions (assistant director, coordinator, and admission officer) and one temporary position (office assistant).

The creation and implementation of graduate academic policies are handled through a collaboration between the Office of Graduate Studies and the Graduate Affairs Team (Faculty Senate). The awarding of research and teaching assistantships is coordinated by the Office of Graduate Studies in cooperation with the colleges, the Office of Research and Sponsored Programs, and the Grants and Research Team

(Faculty Senate). The creation and revision of graduate curricula and academic programs are coordinated by the Office of Curriculum and Instruction, which reports to the Provost and Vice President of Academic Affairs, in cooperation with the faculty, departments, programs, colleges, and the Graduate Curriculum Team (Faculty Senate).

Feedback

Feedback gathered through conversations and the website included the following range of comments regarding graduate education:

- Need a division/dean of graduate studies; more resources and more support for graduate students; and more teaching assistants and graduate assistants.
- An enhanced graduate presence will result in increased prestige for the university.

Discussion and Analysis

The task force considered feedback gathered during this process and identified the following issues related to the current structure of graduate education that merit further exploration:

- The impact of the growth in the number of graduate programs on some colleges.
- The trend in numerous fields that requires a graduate degree as the minimal level of education for entering a profession.
- The increasing number of graduate and advanced graduate degrees that require additional student, faculty, and administrative faculty support systems.
- The need for reliable data to make decisions.
- The need to provide effective, data-driven, and timely advising of graduate students (degree audit).
- The need for career and professional advising for graduate students.

The task force examined two scenarios: maintaining the current structure or creating a free-standing unit that has responsibility for a wide range of graduate issues.

Scenario: Maintain the current structure

This scenario maintains the status quo of the Office of Graduate Studies. The Office of Graduate Studies would continue to support recruitment, aid in the application process, organize orientation, and support retention of graduate students. Other efforts that pertain to graduate education will continue to be handled through collaborative efforts between Graduate Studies and other units. An advantage of this scenario is that it would incur no additional costs. Disadvantages in this scenario would be that it would leave unaddressed numerous issues identified in this process including inefficiencies in performing degree audits by hand; the lack of access to and knowledge of Banner for advising; insufficient support for career and professional advising; insufficient support for internship placement; increased workload for advising graduate students; the development and the lack of a coordinated graduate assistant program

Scenario: Create a comprehensive graduate unit

This scenario would create a comprehensive free-standing unit that has responsibility for a wide range of graduate support issues. In addition to the current responsibilities of the Office of Graduate Students, this unit would develop and coordinate a graduate assistant program; provide leadership, oversight and resources for a number of graduate issues including advising, internships, career guidance, and professional placement; serve the increasing number of graduate students and graduate programs; and provide greater connection with sponsored research and financial aid. This scenario would require additional resources to plan, implement, and manage the enhanced graduate support mechanisms.

Conclusion

Based on the previous analysis, the PATF supports the creation of a comprehensive free-standing unit that has responsibility for a wide range of graduate issues. In addition, as more graduate programs are established with more students participating in each program, there will be an increased need to examine faculty assignments and workload in directing student work related to dissertations, independent study, and independent research. The demands placed upon faculty for instructional efforts and supervision of student research may necessitate a new model for assigning and evaluating faculty activities and rewards.

Honors

Description

The University Honors Program offers special opportunities for select students to pursue challenging academic work that is tailored to individual interests and abilities. The Honors Program has experienced rapid growth in the past two years, with 253 students enrolled in fall 2010. The program has the potential to grow to 510 students by fall 2014. This growth can be attributed to the leadership of the director, curricular innovations in the Honors Program, success of the President's Gold Scholarship Program, and the intentional focus on recruiting and retaining top students. The Honors Program is led by a full-time director who reports to the Office of Curriculum and Instruction in Academic Affairs. Additional staff include a part-time senior secretary and a work study student.

Feedback

Feedback gathered through the conversations and the website included the following range of comments regarding honors:

- Several large universities have honors colleges.
- The honors program is thriving in the Office of Curriculum and Instruction.

The honors program is a significant part of FGCU's overall academic experience, with the potential to become even more important as the University grows. The program provides students with an array of unique experiences that lend themselves toward developing enriched, transformed individuals and is a noteworthy, signature aspect of FGCU, helping to maintain competitiveness within the SUS. However, resources are needed to maintain and guarantee the program.

Discussion and Analysis

The program's mission is aligned with that of FGCU as the program values academic achievement, civic engagement, thoughtful leadership, global citizenship and personal excellence.

To acknowledge the vital role that the honors program plays at FGCU, the PATF felt that attention should be given toward the overall structure of the program. For the Honors Program, the PATF considered leaving the structure as it is currently conceived or creating a free-standing honors college.

As currently conceived, the Honors Program functions well under established leadership and remains a university-wide program, not aligned with any one college and inclusive of all. Resources for this present incarnation are appropriate if the program retains its modest size and low profile. However, with a higher profile, an honors college could better provide honors students with their unique needs and ease the management, oversight, and assessment of specialized honors majors. Having an honors college may confer a competitive advantage to FGCU, as many of the university's direct competitors—FIU, FAU, UCF, USF, and New College—have an honors college. Five of FGCU's comparison universities also have honors colleges. Finally, an honors college could take advantage of further branding opportunities and opportunities to seek endowments.

Conclusion

Based on the previous analysis, the PATF supports the elevation of the Honors Program to an honors college when warranted. Creating an honors college require more resources and would by necessity demand further attention for curriculum design and coordination and student advisement.

Environmental Sustainability

Description

The University should continue to practice and promote environmental sustainability whenever possible. The Planning and Budget Council (PBC) currently has a subcommittee that focuses on the different efforts made across campus to support this very important task. This subcommittee, the Environmental Sustainability Committee, should continue to work with the different units across campus, ensuring that our sustainability efforts continue to be a part of how the university conducts its business as well as assist the different units with being/becoming creative with their sustainability efforts. The Environmental Sustainability Committee has begun to compile a list of all courses that address sustainability with the aim of communicating these efforts across units within academic affairs.

University Colloquium (IDS 3920) is a three-credit hour course that is required of all undergraduate students. It is an interdisciplinary environmental education course designed to explore the concept of sustainability as it relates to a variety of considerations and forces in Southwest Florida. The course explores environmental, social, ethical, historical, scientific, economic, and political influences from an interdisciplinary perspective.

Feedback

Feedback gathered through the conversations and the website included the following range of comments regarding environmental sustainability:

- Realignment should support fulfillment of the university's commitment to environmental and civic engagement

Discussion and Analysis

The PATF discussed the importance of environmental sustainability within academic affairs. It was noted that not all courses need to address environmental sustainability but that awareness of these issues as part of each student's education was an important core value of the university. Further, the sole reliance upon the Colloquium course to fulfill that goal was not sufficient. Identifying and facilitating the use of educational material with a sustainability focus and encouraging interdisciplinary approaches to teaching might well be fostered by the aforementioned Center for Interdisciplinary Learning.

Conclusion

Based on the previous analysis, the PATF supports an enhanced focus on developing environmental sustainability course material that is available for students in all disciplines.

Service-Learning

Description

The Center for Civic Engagement and the Service-Learning Program facilitate civic engagement; encourage community responsibility through active, reciprocal, and reflective learning; and promote sensitivity to cultural, economic, and social needs and differences. Service-learning facilitates an appreciation for the interconnectedness of individuals, the communities in which they live, and the resources required to sustain both. The Center for Civic Engagement and Service-Learning Program are staffed by an interim director, office manager, and program assistant, and a part-time coordinator. These areas report to the Office of Curriculum and Instruction in Academic Affairs.

Feedback

Feedback gathered through the conversations and the website included the following range of comments regarding service learning:

- Have service-learning as a component of each of the five colleges and eliminate the separate office.
- Formalize the Center for Civic Engagement (Office of Service-Learning).

Discussion and Analysis

The PATF discussed the importance of service-learning and noted the inconsistent nature in which service-learning is promulgated, especially in the lack of congruency of service learning activities with each student's course of study. The overwhelming logistical issues involved with service-learning and with its administration are recognized as severe constraints.

Conclusion

The PATF feels that service-learning should be examined to ensure a consistent and quality academic experience. Consideration should be given to incorporating at least some part of service-learning into the curriculum for each major, better tying the experience to the overall educational goals of each student.

Resource Needs

The need for resources to ensure quality in existing programs and services and to support growth was a recurring theme during the drop-in style conversations.

Feedback

Feedback gathered through conversations and the website included the following range of comments regarding resources:

- Provide greater resources to general education.
- Add full-time faculty at same rate as enrollment increases.
- Allocate resources based on program needs, proportional to activities.
- Classes are too large.
- Need more staff to support technology needs; use distance learning fee to support distance learning programs.
- Reconsider how sponsored research funds are allocated.
- Provide equity in staff pay.
- Allocate resources in an open and fair manner.

Discussion and Analysis

When considering the alignment of programs, it is important to carefully consider the day-to-day reality of how faculty and staff in these programs function. The evaluative process should be fairly applied to all. Some important considerations include promotion criteria, accreditation and licensure issues, and salary discrepancies. Promotion standards must be appropriate for all disciplines and programs within a College. A college's performance and evaluation document may need to allow for different criteria for different disciplines. It is also vital that accreditation issues are considered in any potential realignment of departments. Faculty members and staff should be able to expect equal pay for equal work, under equivalent promotion standards. There is currently a wide salary disparity between faculty members in different colleges. The promotion standards of four of the five colleges are still, after many years of consideration by both the current and former Provost, under consideration and modification. If programs from different colleges are realigned into one unit, or if there is an effort to apply uniform promotion and evaluation standards across the current significant differences in salaries, there is the potential for resentment between colleagues because of a reasonable perception of lack of equity. Finally, the evaluation process should recognize and reward mission-driven accomplishments outside of the focus of the program, such as efforts that support the Colloquium, civic engagement, or interdisciplinary studies.

The allocation of resources is also vitally important to a well-functioning division of Academic Affairs. Our mission must be considered when resources are allocated, and programs and centers that support our values and missions need to be provided with the means to function. In addition, the PATF has received many suggestions to allocate resources proportionately to the size—both in terms of numbers of students and also in terms of the intensity and complexity of the curriculum-in the unit.

Conclusion

Based on the previous analysis, the PATF supports the proportional allocation of resources in accordance with each unit's size, needs, and strategic goals.

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