

The mission statement expresses FGCU's 'chief aim'...

'...to fulfill the (academic, cultural, social, and career) expectations of [their] constituents'.

(120 Responses)

	6 - highly agree	5	4	3	2	1 - Not at all
This is an appropriate aim.	61 (50.41%)	37 (30.58%)	8 (6.61%)	9 (7.44%)	2 (1.65%)	3 (2.48%)
This aim is clearly expressed.	46 (38.02%)	36 (29.75%)	22 (18.18%)	6 (4.96%)	4 (3.31%)	4 (3.31%)
This aim is well aligned with <i>my</i> perception of FGCU's purpose.	43 (35.54%)	34 (28.10%)	17 (14.05%)	12 (9.92%)	4 (3.31%)	6 (4.96%)

When asked if the mission statement expresses FGCU's 'chief aim'... '...to fulfill the (academic, cultural, social, and career) expectations of [their] constituents', you responded <4 on an approval scale that rises from 1 to 6 with respect to the appropriateness of this aim.

(11 Responses)

When asked if the mission statement expresses FGCU's 'chief aim'... '...to fulfill the (academic, cultural, social, and career) expectations of [their] constituents', you responded <4 on an approval scale that rises from 1 to 6 with respect to the appropriateness of this aim.<p>
The meaning of their constituents is unclear to me. Are we trying to fulfill these expectations for the board, staff, students, etc? all of these are constituents.
Remove cultural and social as it is not the responsibility of a learning institution, nor should it be. I would include research as that does seem to be an integral component for the CAS and engineering schools.
It is not our job to fulfill their expectations, as if we were strictly a business offering a service. We are equally charged with challenging their expectations, usually showing them that they can and should expect more *of themselves* than they realized.
I don't know if their expectations are appropriate. Students need a good education, but are frequently frustrated when faculty challenge students' preconceived notions. So more concepts of "critical pedagogy" might be infused within the mission statement.
In these challenging economic times and world changing events, it is no longer enough for a university to "fulfill" or just meet expectations of the constituents. We need a university on the cutting edge of research that will engage our students and citizens to explore new, daring solutions to unprecedented social, economic and environmental crisis. FGCU has the advantage of being new enough to not be mired down with tradition. We need the university to lead and drive new industry, medical research, alternative energy, and new economic paradigms. We need the university to set the stage for SWFL culture and innovation, rather than just reflect what is already here. Engage our community in the possibilities; not the status quo.
This assumes that our primary task should be to fulfill the expectations of our students. But I think we ought to be expanding their expectations, offering them a more comprehensive and broader vision of what is possible, and give them tools for reaching above and beyond their initial expectations, so that they can envision more for themselves than what their prior experience and background might otherwise indicate. Our students suffer from limited experience and outlook and relatively unambitious expectations, which comes in part from geographic and social isolation, and in part from demographic factors. Many of them think of the university as no more than a vocational school, and courses as no

more than technical training. I am not sure that this fact of life (which is very largely true of FGCU) is in keeping with the larger mission of a university, or in keeping with other, more idealistic parts of our vision statement.
It's vague boilerplate that makes us look like Macy's. Our constituents expect us to provide credentials for a career. We can do better than that. Take out "expectations of [their] constituents"

When asked if the mission statement expresses FGCU's 'chief aim'... '...to fulfill the (academic, cultural, social, and career) expectations of [their] constituents', you responded <4 on an approval scale that rises from 1 to 6 with respect to the clarity of expression.

(13 Responses)

Same comment as above, whose expectations are we trying to fulfill?
Both statements should be re-written; they both suffer from numerous problems in style, syntax, parallel sentence structure, etc., in addition to using far too much jargon. Seriously, the statements, as presently written, are embarrassing, and desperately need revision. The sentiments are fine, if somewhat banal, but the style is horrendous.
WHO does FGCU see as our "constituents"? The students? The community? Donors? The entire mission statement is too long and wordy. A mission statement should simply define "Why are we here?" Clean, clear, and to the point. Then EVERYTHING builds from and back to that statement.
See above
Although I think this part of the mission statement is admirable and should focus on these four areas, this is rather vague. I guess I would add a little more detail, or give examples.
"Expectations" is the problem word for me. Exactly what could be those expectations, how could they be measured, etc. I imagine they are often conflicting and certainly amorphous, letting alone trying to divine what they may be. I would suggest the following revision: "to provide the opportunities for their constituents." That's a more honest, simple, measurable statement.
more proactive language vs. reactive (what is our intent rather than their expectations ?)
"fulfill the expectations of its constituents" connotes a "customer is always right" business mentality, or else a politician pandering to his constituents. Neither one is appropriate to describe what a university does. We need something that expresses the fact that our primary responsibility is to intellectual pursuits, academic standards, and the professional aspirations of our students; not to their expectations.
This is a fine mission statement, except that the details are not described and the constituents' expectations may change faster than the university can.
career is an out of place term in this endeavor, it is more a matter of "acquiring skills necessary to compete in the 21st century".....the skills can be expanded to include analytical thinking, etc. There is no mention of their most important goal.....to develop as social beings.
Not a writer...you just asked my option.

When asked if the mission statement expresses FGCU's 'chief aim'... '...to fulfill the (academic, cultural, social, and career) expectations of [their] constituents', you responded <4 on an approval scale that rises from 1 to 6 with respect to how well it is aligned with your perception of FGCU's purpose.

(18 Responses)

Because I do not know who the constituents are, I cannot tell if we are aligned.
to free the students from samsara
See above
See above
The aim of public higher education ought to be transformative experiences, which often means defying, going beyond,

and sometimes even initially contradicting the "expectations" of the university's "constituents." The premise of liberal arts higher education is that students don't always bring expectations that match with what a successful outcome would or will look like for them in the end. Emphasizing that our job is to fulfill their expectations positions us as a service provider to a customer, when in fact we're here to help make transformative learning experiences possible.

see above

It is unclear who "constituents" are. Residents of Southwest Florida? Students? If in the broader context of fulfilling the expectations of the region, reference to research should be explicitly stated. (To be correct grammatically, FGCU's chief aim is to fulfill expectations of its, not their constituents.)

I put "not at all" so that I could provide written commentary. There are many things that FGCU does well, but there are disturbing trends. I am increasingly concerned that the school is moving away from academics and education in favor of research. This is evidenced by the increasing class size; for example, scale up rooms in CAS with 81. In addition, the hiring of faculty for specific research goals (e.g. the environmental microbiologists hired last year), instead of their teaching role, is a disturbing trend. I am concerned about the direction of the school, which unfortunately, does not match up with the mission statement.

How are we monitoring the "constituents expectations"? In other words, do we really know what the expectations are and where/when are these expectations published? Because these expectations will be constantly changing, are we prepared to measure ourselves against a moving target?

Our rapid growth model over the last nine years has led to a decline in the quality of the educational experience that we are able to deliver. Our ability to be innovative, to move towards national prominence, to balance teaching, research, and service--all have been compromised by the rapid growth that we have experienced. Because we have been able to "balance the books" it seems that the administration thinks that everything is going smoothly. Unfortunately, we have had to compromise our ideals and provide a learning experience that is mediocre at best. Some colleges have been hit harder than others in this, but there doesn't seem to be any attempt to redress this imbalance. Simply providing more faculty does not mean that everything has been taken care of.

fewer parentheses and brackets

It's vague boilerplate that makes us look like Macy's. Our constituents expect us to provide credentials for a career. We can do better than that. Take out "expectations of [their] constituents"

The mission statement says FGCU will achieve this...

‘...by infusing the traditional strengths of a public university with innovation and a learning-centered spirit.’

(119 Responses)

	6 - highly agree	5	4	3	2	1 - Not at all
This is an appropriate strategy.	55 (45.83%)	38 (31.67%)	14 (11.67%)	6 (5.00%)	3 (2.50%)	3 (2.50%)
This strategy is expressed clearly.	39 (32.50%)	36 (30.00%)	21 (17.50%)	9 (7.50%)	6 (5.00%)	7 (5.83%)
This strategy is consistent with FGCU's current practices.	24 (20.00%)	23 (19.17%)	34 (28.33%)	18 (15.00%)	11 (9.17%)	7 (5.83%)

When asked if the mission statement will fulfill its chief aim ... ‘...by infusing the traditional strengths of a public university with innovation and a learning-centered spirit’, you responded <4 on an approval scale that rises from 1 to 6 with respect to the appropriateness of that strategy.

(8 Responses)

The term "traditional strengths" has no clear meaning to me, so I cannot comment if it is appropriate.
ON personal educational experience here as well as that of my children, I think less focus should be given on the required service learning hours (volunteering which is similar to being an indentured servant) and more focus should be given on students obtaining hands on experience in the community working on real job/career situations. This would give all students 'experience' in their career fields and help students make career choices. This would be innovation. What is a learning-centered spirit? Students either learn and aspire or don't, there is no try. I'd replace traditional strengths with some stellar details of what FGCU offers-
I would like to see FGCU strive to become a pioneer in green building for a college campus. I would like for some of that innovation to be put into figuring out how we can use less energy instead of only focusing on generating a portion of our own.
I would delete innovation and keep learning-centered spirit.
N/A, not clearly written
I wouldn't include it - vague & PC
I'm pretty sure that traditional universities include innovation and learning in their strengths. What are we doing differently from other universities? We should be specific.
"learning-centered spirit" is edu-jargon and is meaningless

When asked if the mission statement will fulfill its chief aim ... ‘...by infusing the traditional strengths of a public university with innovation and a learning-centered spirit’, you responded <4 on an approval scale that rises from 1 to 6 with respect to the clarity of expression.

(18 Responses)

Same comment as above.
I would be more specific regarding the "traditional strengths of a public university."
The statement as it is stated currently is vague, plus every university centers around learning so the part that says "a learning-centered spirit" is unnecessary.

by building on traditional strengths, striving for excellence as a public university through a focus on innovation, integrity and learning.
I do not understand what it is we do, or can do, that is uniquely innovative or learning-centered spirit compared to other SUS institutions.
"Spirit" is a vague term, and the phrasing is not parallel. My problem with the mission statement is that it relies heavily on this kind of language. "with learning-centered innovation." Again, more precise.
The phrase quoted above leaves the erroneous impression that the traditional strengths of a public university somehow don't include innovation and a learning-centered spirit (whatever that means).
N/A, very vague language
I wouldn't include it - vague & PC
Again, I'm pretty sure that traditional universities include innovation and learning in their strengths. What are we doing differently from other universities? We should be specific.
Adequately describing our mission..not 'of a public institution...state more clearly what we do...i.e., infusing innovation and a learning centered environment and spirit in the classroom.
"learning-centered spirit" is edu-jargon and is meaningless

**When asked if the mission statement will fulfill its chief aim ... ‘...by infusing the traditional strengths of a public university with innovation and a learning-centered spirit’, you responded <4 on an approval scale that rises from 1 to 6 with respect to FGCU's current practices.
(29 Responses)**

If this is truly the chief aim of the University, how does the university measure the success of these three areas? where are the measures of success and how are they reported? How are staff aligned to these chief aims, and how do we as staff know if we are contributing or not?
the university does is not making an effort to attract nor support innovative faculty, therefore "infusing" students with this quality may be problematic.
Not sure we are very innovative. Our use of technology is fairly normal and we are playing catch up with wireless and use of computers in classrooms. We don't fund the tech replacement plan on an annual basis and do not have an agile platform for web design and use. No portal is in place to coordinate electronic services. The ERP is cumbersome to update and there is an inadequate reporting structure out of it for data that is easily used by faculty, staff and administration without substantial technical knowledge.
I would not revise the statement, only increase the funding towards innovation so FGCU can catch up to other institutions.
Definitions of "traditional strengths of a public university" and "learning-0centered spirit" are vague and self defined. What are they? How are they acknowledged and rewarded?
Learning-centered and student-centered go hand in hand. We need enough seats in Gen Ed and other required classes to fulfill this promise. We state that our reputation will be primarily based on our undergraduates, but more and more we are falling into the pattern of major research institutions, offering graduate programs on the backs of the undergraduate students by increasing their class sizes, and using more adjuncts to teach those required classes. I don't think we should revise the statement; I think we should live up to it.
The learning centered spirit is why I rated this a 2. In reality, teaching seems to be valued equally with research and service takes a last place. At least from the faculty side. WHAT do we define as strengths of a public university? Do we really encourage innovation from a learning perspective or have we slip into the old-fashioned traditional paradigm of academia?
by infusing the traditional strengths of a environmental focused public university with innovation and a learning-centered spirit'
The innovated teaching methods should come with proper assessment techniques and a willingness by the administration to make appropriate changes when the faculty recognize problems with the methods. This is currently not done at FGCU. I think the "innovation and learning-centered spirit" is misleading without the above procedure.
I think we might have fallen behind a bit on the "innovation" part of that statement. Just because something is new or innovative does not mean it is effective.
See above for suggestions about revisions. There's nothing wrong with the sentiment embodied in this language. The problem is that no matter what we claim we believe we're doing, the pace of our growth means what we're really about is access first and last, at pretty much any and all cost. This may or may not be the best approach (we could and should have a very public and honest conversation about this), but it's NOT one that so far has been carried out in a

way that has allowed us to uphold the traditional strengths of the public university (chief among them, liberal arts education), as we claim here, much less support innovation and "a learning-centered spirit." Rather, we've had by necessity to focus on accommodating the overwhelming number of students without sufficient people to teach them and support that instruction. That may have inadvertently resulted in a learning-centered spirit or innovation (people do interesting things under sustained and enormous pressure) but one can hardly say these are the result of current practices being conducive to those aims.

It is not the statement I would revise, It is FGCU's current adherence to this section of the mission. FGCU is run like a business-- not like a traditional public university, or with an innovative learning spirit. It is not "student centered" enough, and this can stifle learning. Let's get to place where we actually comply with our own philosophy.

N/A, very vague language

I wouldn't revise the statement; I just see a disconnect with the word innovation and what we're actually doing. I am concerned that we tout ourselves as having cutting-edge technology when we do not. Our campus computer labs are small and not open much. There should be campus technology support for students and there isn't. That's a huge gap. I'm also surprised that we don't have an online communication system like Illuminate for faculty to use. I think we may be the only SUS without it (or something akin to it). And if we were truly focused on learning, we'd have a strong human resources development department and a department dedicated to teaching excellence.

We need to have professors and instructors who create learning experiences for their students in order to make it "Learning-centered". I do not think we are currently doing that, which is why I responded with a "2". Asking me to revise is in appropriate because I cannot revise other instructors' actions through a survey questionnaire.

How will we measure this to know if we have succeeded?

The school is rapidly moving away from teaching and academics and is rapidly becoming a typical comprehensive master's university that favors research over teaching. The school is growing with large class sizes, limited technology, and an increasing disconnect between students and faculty. I am just commenting on a disturbing trend.

Please define what is meant by "a learning-centered spirit". Anything can qualify as being done in the "spirit". Why is learning-centered not a traditional strength of a public university? Did you perhaps mean student-centered?

Our ability to be innovative and focus on learning has been deeply compromised by the rapid growth that we have experienced and the imbalance in support provided to various colleges.

The university does not look at all diversity issues...disability as diversity!

I do not think we should use the term spirit. Instead use the term "learning-centered focus".

see above

"learning-centered spirit" is edu-jargon and is meaningless

I wouldn't revise the statement. I would revise how FGCU fulfills it.

It describes the efforts of the faculty and the University to...

'...transform students' lives and the southwest Florida region.'

(119 Responses)

	6 - highly agree	5	4	3	2	1 - Not at all
These approaches are suitable.	51 (42.50%)	37 (30.83%)	17 (14.17%)	8 (6.67%)	2 (1.67%)	4 (3.33%)
These approaches are stated clearly.	40 (33.33%)	35 (29.17%)	27 (22.50%)	9 (7.50%)	3 (2.50%)	4 (3.33%)
These approaches are consistent with FGCU's current practices.	28 (23.33%)	29 (24.17%)	33 (27.50%)	15 (12.50%)	8 (6.67%)	2 (1.67%)

When asked if the efforts of the faculty and the university to 'transform students' lives and the southwest Florida region', you responded <4 on an approval scale that rises from 1 to 6 with respect to the suitability of that approach.

(10 Responses)

Transforming students lives is not for the university to decide, it is the students to decide and it's not appropriate. Providing accredited programs, and learning resources to facilitate a qualified workforce for regional and national career fields, or something to that effect.
leave of transforming the southwest Florida region. That is impossible (unless we get a Democratic governor)
'to educate students and instill in their lives the value of informed citizenry and lifelong learning. PERIOD Faculty cannot be responsible for all of the Southwest Florida region given stringent budgets and the strong push for scholarship and research on top of excellent teaching and public service!
Nauseating. Some may "transform lives" but it shouldn't be a statement that sounds like we are doing a home makeover or something Oprah would do. Our aims and achievements are more modest, more solid: education for the 21st century, one sure investment even in times of change and challenge.
Need to include more really measurable outcomes
Transformation can take many forms. Thus, the term comes across as vague and somewhat lofty. Something along the lines of "meaningful (or purposeful) learning experiences" is clearer and imparts a similar desired outcome of faculty efforts.
Just take this out. Students transform their own lives.

When asked if the efforts of the faculty and the university to 'transform students' lives and the southwest Florida region', you responded <4 on an approval scale that rises from 1 to 6 with respect to the clarity of that statement.

(12 Responses)

Students need to recognize their role in learning at FGCU. While we can help students to transform _themselves_. A lot like therapy: until they see the problem, we can provide great avenues that are never used. I do think we have done a better job in transforming SW Florida.
to transform student lives by the conduct of scholarly research, to promote professional performance, and to address the educationally-related economic, health, environmental, social, cultural, and recreational needs of the southwest Florida region.
Need to have specific targets so that you can determine if they are achieved

"Transform" is a problematically vague word and promise. For instance, you could argue instances of sexual harassment of students as being "transformative." It also suggests indoctrination. On top of that, how do you "transform" a region? I realize English professors like endorse this kind of language, but I think a little more scrutiny and critical thinking should be applied here. I think the mission statement is fine without this kind of language, and I would suggest eliminating this statement altogether.
You can't merely restate a phrase - this is part of an entire mission statement that should be revamped from the ground up. This statement is vague, as is a lot of the current mission. Transform HOW?
See above.
There are many staff who transform lives far greater than faculty. It is a biased statement.
I don't think we clearly 'transform southwest Florida...we prepare future responsible citizens of southwest FL...who will ultimately transform the community
Just take this out. Students transform their own lives.

**When asked if the efforts of the faculty and the university to 'transform students' lives and the southwest Florida region', you responded <4 on an approval scale that rises from 1 to 6 with respect to the consistency with FGCU's current practices.
(17 Responses)**

This response also relates to the previous response. Are we each to decide how we want to "transform students Lives" and then do so in our own way? Or is there a true vision of what we mean by this? Obviously, we are having a positive impact, but the vision should present a clear picture of what we intend to do.
We are a change agent but "transform" seems a bit over the top - see above.
Transforming the region seems a bit dramatic. Enriching the educational and cultural landscape of the region is much more do-able.
See above
I do not know how to revise the statement. My rating of 3 is due to the known practices of faculty (witnessed not only as a staff member but also a current parent) of having a lackadaisical attitude with regard to students, their behaviors in class (surfing the net while in class, texting, talking amongst themselves and ignoring the professors), and their general attitude. I believe, coming "from the old school", that the students should have their feet held to the fire to fulfill the requirements of the syllabi and the requirements of the classes. NO FREE PASSES.
I do not agree that 'transforming' students should be part of our strategic plan. Giving a personalized educational experience should be but this may or may not transform a student.
Again, students have a transactional relationship with FGCU. They attend classes and leave. This does not transform student lives.
see above.
See above.
Transforming students' lives is what we should be all about, but this is a process that takes several years to be meaningful, deep, and rich. With enormous classes at the General Education level, we do not reach our students for their first two years of their educational experience. Without a coherent first year program, we do not provide a rich foundation for their learning. Only in the last two years, when they are in the upper level and taking decent sized classes, do we have the opportunity to have an effect on their lives.
Too much turn over...Look at student affairs?
see above
Just take this out. Students transform their own lives.
I wouldn't revise the statement. I would change the way FGCU fulfills it.

It seeks to achieve this through the actions of ‘Outstanding faculty who uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring.’

(118 Responses)

	6 - highly agree	5	4	3	2	1 - Not at all
These approaches are suitable.	66 (55.00%)	36 (30.00%)	9 (7.50%)	2 (1.67%)	1 (0.83%)	4 (3.33%)
These approaches are stated clearly.	58 (48.33%)	34 (28.33%)	15 (12.50%)	3 (2.50%)	2 (1.67%)	6 (5.00%)
These approaches are consistent with FGCU's current practices.	31 (25.83%)	19 (15.83%)	21 (17.50%)	20 (16.67%)	20 (16.67%)	7 (5.83%)

When asked if the efforts of the faculty and the university to 'transform students' lives and the southwest Florida region'..' through the actions of ‘Outstanding faculty who uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring.’ you responded <4 on an approval scale that rises from 1 to 6 with respect to the suitability of this approach.

(5 Responses)

I believe that this statement is part of HOW we implement the vision, not the vision itself. The words "through the actions" show that this is how we will transform the lives of students, so I believe that this should not be in the vision itself.
really tough to balance all of these thing, but at least perhaps eliminate redundancy of "research" *and* "scholarly activities."
Outstanding faculty who uphold challenging academic standards and balance TEACHING, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. There is no teaching in the above statement. Scholarly and research are one in the same.
With our massive growth and the subsequent teaching load, we have very little time for research and scholarship. We have also been deliberately hiring teachers rather than scholars. Without remaining active in scholarship, many of our faculty may not keep pace with their fields. This may be catastrophic for areas like the sciences.
This is simply false. This is not how the place actually works and we should stop pretending otherwise. The reality is that faculty are under great pressure to publish. Teaching and especially service are low priorities. No one has ever been denied promotion for inadequate service. Also, we're not social engineers. We don't transform the lives of students. We can provide the tools, but students transform their own lives.

When asked if the efforts of the faculty and the university to 'transform students' lives and the southwest Florida region'..' through the actions of ‘Outstanding faculty who uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring.’ you responded <4 on an approval scale that rises from 1 to 6 with respect to the clarity of this approach.

(8 Responses)

If the vision is clear, then action plans such as this are appropriate and each action will provide clarity in the approach to implementing the vision.

People are confused about what the university wants. If this is it, then fine, but it seems like a lot still.
Outstanding faculty who uphold challenging academic standards and balance TEACHING, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. There is no teaching in the above statement. Scholarly and research are one in the same.
research is a scholarly activity; no need for both
What about the highly qualified staff?
This is simply false. This is not how the place actually works and we should stop pretending otherwise. The reality is that faculty are under great pressure to publish. Teaching and especially service are low priorities. No one has ever been denied promotion for inadequate service. Also, we're not social engineers. We don't transform the lives of students. We can provide the tools, but students transform their own lives.

When asked if the efforts of the faculty and the university to 'transform students' lives and the southwest Florida region..' through the actions of 'Outstanding faculty who uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring.' you responded <4 on an approval scale that rises from 1 to 6 with respect to the consistency current practices at FGCU. (36 Responses)

Because there is no measure of how we do this, there is no consistency. We each do our own thing and we may or may not be right. additionally, the way I achieve this may be totally contrary to someone in another part of the organization. The message is too vague.
I feel the research that happens at FGCU is down played in the media. We have many excellent professors here but there are some that don't come to class prepared or have appropriate syllabus', mentoring between students and faculty is becoming more limited as the number of students increase and will continue to increase with little or no additional funding.
Few faculty at FGCU can be designated as "outstanding" in research. Few faculty publish articles in peer reviewed journals or receive research grants. Furthermore, the FGCU website link for "research" is directed at ORSP and appears as if no legitimate research is being conducted at FGCU. I would either remove "research" from the statement or make an effort to make research a more visible aspect of education at this university.
I wouldn't revise it. I'd recommend strong measures to institutionalize support for faculty so they CAN "uphold challenging academic standards", because currently there are disincentives to do so: overemphasis, i.e. almost complete emphasis on SAI's, lack of support for faculty when students complain, grade changes above the faculty member's level, encouragement of grade inflation, etc. etc.
It is my observation that academic standards at FGCU are far too low. I am also unsure that all faculty are "outstanding" - some I have little professional and personal respect for. I am deeply put off by the sexual escapades and real and conjured law suits that seem to infuse this place. Central responsibilities ought to include professional activity and contributions in the field of specialization. FGCU needs to better align its reward systems with its goals and mission.
As teaching loads increase for those of us who teach undergraduates (and some graduates, as well) and comment on promotion documents from administration focus on more scholarship without much focus on demonstrating effective teaching, we move further away from transforming students' lives and closer to grinding out diplomas...
Teaching and mentoring are NOT considered central responsibilities. This is more about culture than anything. Excellent teachers are not even acknowledged here.
I have less of a problem with this than with the preceding sections. Outstanding faculty who uphold challenging academic standards and who balance scholarly activities and service expectations with their central responsibilities of teaching and mentoring.'
I think it would be more appropriate to word it with hate teaching and mentoring FIRST and lessen the role of scholarly activities unless more release time is provided for such activities.
Again, I do not think the statement should be revised. I believe that "faculty who uphold challenging academic standards" should, itself, be challenged. There is too much "extra credit" or "we'll drop the lowest score(s)", or whatever accommodating action is taken towards students who consistently fail to rise to their challenge and perform academically should be supported and enforced. The students these days want the easy way out and are inconvenienced if they actually have to do some work; the faculty should hold them to the requirements and, if they don't meet them, fail them. Don't "just pass them" to let them move through the system.
Too much emphasis given to student's perception of the quality of teaching. The regularly scheduled student survey

leads to mediocrity when the results are depended on as the "only quantifiable evidence" of quality teaching.
I wouldn't revise the statement. I'd stop admitting so many students or I'd hire enough faculty to responsibly manage the workload created by this rapid growth so that faculty could meaningfully work toward the goal expressed in this language.
Outstanding faculty who uphold challenging academic standards and balance TEACHING, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. There is no teaching in the above statement. Scholarly and research are one in the same.
There is a disconnect between what is valued and what is rewarded. Although we profess to value teaching as central to the mission, when it comes to promotion, it is not valued on the same level as scholarship.
As a mission this language is correct. As a reality I'm not sure that all faculty truly challenge their students
I would not revise the statement. I just do not believe each college has challenging academic standards for promotion. I think that we are understaffed compared to other public state universities our size and that impacts the ability of faculty to attend to the business of research, scholarship and service.
see above
Faculty are not always able to balance research, scholarly activities, and service expectations. Some college require (by way of the PDP) more service of their faculty than others, and do not allow for faculty to create the balance needed. Little time is left for research in my college due to the service (committees for everything) and my main responsibility as an instructor.
Again, we are not doing a fabulous job of balancing teaching with scholarship. This may come back to haunt us.
I think that this statement is true for the faculty, but not the administration. With increased class size (e.g. large-format scale-up classrooms & senior-level classes with 35 - 50 students), we lose the ability to teach and mentor. In addition, the balance is moving away from teaching to research.
If there is a faculty member that is not outstanding but mediocre or below is the university willing to dismiss them, so far it seems not. Also many highly effective instructors seem to be excluded since they do not do research, scholarly activities, or community service.
Given the very large class sizes, at least in one college, faculty do not have the opportunity to have balanced lives. We spend more time on teaching and service, and have little time for research.
Hey the faculty is good at getting students pregnant?
Outstanding faculty who uphold challenging academic standards in their central responsibilities of teaching and mentoring
Outstanding faculty are overburdened with outside committee, accreditation, and other responsibilities to have a balance. IF our central core is teaching and mentoring..we have too many other expectations to achieve this. We have very little support for research and scholarly activities and service has become an overwhelming way of putting anything else that can be done..just label it service.
This is simply false. This is not how the place actually works and we should stop pretending otherwise. The reality is that faculty are under great pressure to publish. Teaching and especially service are low priorities. No one has ever been denied promotion for inadequate service. Also, we're not social engineers. We don't transform the lives of students. We can provide the tools, but students transform their own lives.
I wouldn't revise the statement. I would change the way FGCU fulfills it.
I would not revise the statement, I would work to change some of our practices to advance this part of our mission better. Faculty do not currently have sufficient resources to dedicate themselves fully to all three of these areas. If the central responsibility is teaching and mentoring, then this needs to be reflected better in our evaluation documents and process.

It goes on to detail specific methods for fulfillment of the university mission.

‘Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university’s purpose.’

(118 Responses)

	6		5		4		3		2		1	
q13	64	(53.78%)	28	(23.53%)	11	(9.24%)	9	(7.56%)	1	(0.84%)	5	(4.20%)
q14	51	(42.86%)	33	(27.73%)	14	(11.76%)	9	(7.56%)	3	(2.52%)	6	(5.04%)
q15	32	(26.89%)	25	(21.01%)	18	(15.13%)	15	(12.61%)	14	(11.76%)	10	(8.40%)

When asked about the details of specific methods for fulfillment of the university mission, ‘Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university’s purpose.’ you responded <4 on an approval scale that rises from 1 to 6 with respect to the adequacy of these strategies.

(7 Responses)

I have been here for about 20 months and can tell you how I do things related to these methods, but this is only based on our departmental attempts to achieve these ideals. I have seen no chart that shows how the university is doing. Are we doing better or worse than last year. If we are not tracking progress or failure, how do we know if they are adequate?
Yuck. Too much going on here. Really icky. Hardly even sounds good and will not translate to the outside community. Sounds like an academic laundry list.
When asked about the details of specific methods for fulfillment of the university mission, ‘Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, leverages technological advances, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university’s purpose.’ you responded 1 - Not at all on an approval scale that rises from 1 to 6 with respect to the clarity of those strategies. Include a phrase expressive of 'leverages technology' or 'leverages technological advances' to indicate that FGCU attempts to be at the cutting edge of new technologies.
‘Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, promotes awareness of cultural accomplishments, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university’s purpose
The current culture values teaching load over advancement of knowledge. In fact, in some areas (environmental sustainability) dogma and conformity is promoted over new ideas.
A noble statement, but not true in fact. Public service is NOT valued. Diversity and responsibility are not valued as can be seen with all the faculty who have inappropriate relationships with students and keep their jobs. It’s never been about truth here. Just the number of articles in your vita.

When asked about the details of specific methods for fulfillment of the university mission, ‘Florida Gulf Coast University continuously pursues academic excellence, practices and

promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.' you responded **<4** on an approval scale that rises from 1 to 6 with respect to the clarity of those strategies.
(13 Responses)

Clarity would be improved if the vision and values are clear, and if senior leaders communicate to employees how they will show commitment to those values. The leaders should show how they will involve the entire workforce in achieving these and monitor performance. The key short and long term objectives should be included here, but should be followed by action plans which deploy the objectives.
It's too wordy
When asked about the details of specific methods for fulfillment of the university mission, 'Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, leverages technological advances, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.' you responded 1 - Not at all on an approval scale that rises from 1 to 6 with respect to the clarity of those strategies. Include a phrase expressive of 'leverages technology' or 'leverages technological advances' to indicate that FGCU attempts to be at the cutting edge of new technologies.
N/A, very vague language. Would break apart.
Can't tweak this mission statement - should rewrite from ground up. This sentence basically says FGCU wants to be all things to all people.
The list is inelegant and suggests a footnote of extra items, when really these are the most important things in the mission statement, far more so than information on when & how the university was founded. You could group these goals by theme and create 3 or 4 sentences that highlight the centrality of these goals
We are lagging in several of these areas.
A noble statement, but not true in fact. Public service is NOT valued. Diversity and responsibility are not valued as can be seen with all the faculty who have inappropriate relationships with students and keep their jobs. It's never been about truth here. Just the number of articles in your vita.

When asked about the details of specific methods for fulfillment of the university mission, 'Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.' you responded **<4** on an approval scale that rises from 1 to 6 with respect to the consistency with FGCU's current practices.
(30 Responses)

Again, consistency cannot be achieved through the use of these vague statements.
I think the destruction acres of the preserve area that had the endangered snakes is a blatant hypocrisy of this statement.
There is no pursuit of academic excellence; it's all about research and scholarship here, to the detriment of teaching. Also, the student as consumer mindset has gotten out of control. FGCU "keeps the ...pursuit of truth as a noble ideal": This does reflect the fact the FGCU appears to believe that truth is a noble but unattainable and irrelevant goal, born out by many administrative actions. There is no support for truth nor teaching excellence.
We continue to struggle with diversity despite our best efforts and are uneven in developing civic responsibility and strength of the curriculum. Our first year experience programs are not coordinated well and there is a drifting by the faculty away from the ideals we were established with when our size made it easier to gain consensus.
Please see my previous two comments with regard to academic excellence. As far as diversity embracing is concerned, I do not fully believe we "walk the talk". Yes, lots of things are said and written, but I do not believe them to be sincere.
I just think the sentence is cumbersome and could perhaps be revised by separating out a few related elements into discreet sentences.
The environmental sustainability is a complete joke at this school and should be taken off the plan. Many smaller

<p>schools do more for environmental sustainability and they do not rub it into the public's face. The reality is that the University tries to promote this 'green' image in the face of the public, but the reality is that FGCU is far from that. Fortunately a solid number of faculty are realizing this and a growing number of students are recognizing it.</p>
<p>When asked about the details of specific methods for fulfillment of the university mission, 'Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, leverages technological advances, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.' you responded 1 - Not at all on an approval scale that rises from 1 to 6 with respect to the clarity of those strategies. Include a phrase expressive of 'leverages technology' or 'leverages technological advances' to indicate that FGCU attempts to be at the cutting edge of new technologies.</p>
<p>see above</p>
<p>I wouldn't revise this statement either. Instead, I'd bring the university's practices closer in line with its aspirational statements. Of the items listed about, it is at best arguably true that the institution is currently configured in such a way that it "continuously pursue academic excellence" (see previous answer) or "practices and promotes environmental sustainability" (as opposed to window dressing).</p>
<p>No revisions - we should aspire to this, but academic excellence is increasingly threatened by growth and budget</p>
<p>We are lagging in several of these areas.</p>
<p>With the lack of resources provided to the university, we are not able to meet these ideals. We need a better approach to education than we have taken over the last ten years, which has been all about growth, growth, growth. How about if we begin to talk about quality?</p>
<p>Stared that way...now it's just a job to most of it.</p>
<p>A noble statement, but not true in fact. Public service is NOT valued. Diversity and responsibility are not valued as can be seen with all the faculty who have inappropriate relationships with students and keep their jobs. It's never been about truth here. Just the number of articles in your vita.</p>
<p>I wouldn't revise the statement. I would change the way FGCU fulfills it.</p>
<p>I would not revise the statement. I would work to make FGCU's current practices more consistent with the statement. I believe this statement is the core of who we say we are and we want to be but I do not believe that we always live this as well as we should.</p>

Florida Gulf Coast University's vision statement says that it...

'will achieve national prominence in undergraduate education with expanding recognition for selected graduate programs.'

(117 Responses)

	6	5	4	3	2	1
q16	48 (40.00%)	30 (25.00%)	17 (14.17%)	8 (6.67%)	5 (4.17%)	9 (7.50%)
q17	48 (40.00%)	35 (29.17%)	18 (15.00%)	6 (5.00%)	4 (3.33%)	6 (5.00%)

When asked about Florida Gulf Coast University's vision statement saying that it... 'will achieve national prominence in undergraduate education with expanding recognition for selected graduate programs,' you responded <4 on an approval scale that rises from 1 to 6 with respect to how fitting this aspiration is.

(15 Responses)

We need to have a stronger, more elevated vision than this, e.g. it might be better to say that FGCU will achieve Nat'l prominence in undergrad and grad education, instead of waffling on the "selected graduate programs."
National prominence is a ridiculous, empty statement for a new University. Take out the word "national."
It should not be so focused on under graduate education. There is a disconnect between the vision and mission. the vision should be something like: FGCU presents the opportunity for educational experiences which positively transform lives.
strikes me as vague and unreasonable. Let's try for state prominence first.
It is totally uninspiring. I'd scratch this and start over focusing on ecological literacy and real actions to suit that vision and how it plays out in the ways outlined in the mission statement
'will achieve prominence in undergraduate education and graduate programs.'
I do not agree that national prominence is the most important mission for an "environmental" university to aspire to achieve. The search for prominence was perhaps a leading factor in placing the ground-level solar panel field in the clear-cut upland pine area, allowing clear visibility from the high traffic levels on Ben Hill Griffin Parkway. Perhaps a more admirable mission is seeking to become a leader in environmentally sustainable higher education. It would be a unique, admirable aspiration rather than seeking the prominence for which nearly every other university strives.
Our University needs to decide if we are going to build quality graduate programs or if we are going to place our efforts in undergraduate education. We are somewhere in between right now and I feel that both programs are suffering from that. The graduate programs are not well supported with regard to funding and are very disorganized in terms of policies and procedures required of the students. This is because there isn't enough money or faculty time handed over for such needs. On the other hand, we have faculty in several departments that simply refuse to teach a course unless it is a graduate level course. They do not offer any research opportunities for undergraduates but place all of their time and efforts into the graduate students. FGCU needs to decide which direction the school wants to go.
I meant to give this a "1," not that I'm rereading this statement. Our vision statement is essentially a lie, and I view it now as a statement that allowed the university to run away from its nascent vision and to grow unfettered, and the costs of that has been a complete degradation of our undergraduate programs: larger classes, greater reliance on unranked faculty, etc. I would point to the development of HUM 2520 as a primary example of how this vision statement has enabled destructive curriculum decisions. I would also point to the Nursing Program's well-publicized issues, in which I believe our culture of growth, which this statement endorses, is essentially to blame. This statement is a sham. I also find the word "recognition" very problematic as well. It's not about creating robust undergraduate programs (which require hard work), but only creating the perception of them, which requires only clever marketing and manipulation of assessment practices and conclusions. Our vision should simply be about providing viable, relevant, and challenging education programs. I would not distinguish between undergraduate and graduate programs. I would say nothing about attaining "recognition."
will strive to dedicate resources sufficient to achieve national prominence in undergraduate education with expanding recognition for selected graduate programs,

I don't feel that this statement is 'visionary' in any way, it is descriptive to a degree but not inspiring or challenging in any way.
he university is doing ok, but why do we have to complete w/ "Edison College"?
We should first seek regional prominence then go for national prominence. I think the vision statement should reflect both but with the priority regional prominence.
What does "national prominence" actually mean. FGCU is a regional teaching institution and we should focus on doing this well. "National prominence" is more of a feel good fundraising term and hints at FGCU becoming a research institution (which would require money we don't have). Forget the mission creep. We are a teaching institution and should be good at teaching. Which politically programs will be selected? Will it be based on the needs of our constituents or administrative fiat?

When asked about Florida Gulf Coast University's vision statement saying that it... 'will achieve national prominence in undergraduate education with expanding recognition for selected graduate programs,' you responded <4 on an approval scale that rises from 1 to 6 with respect to the clarity of this statement. (10 Responses)

The vision is rather weak and lacks clarity regarding FGCU's grad programs.
'will achieve prominence in undergraduate education and graduate programs.'
National prominence is too vague a term, need to have specific measures of success
as above
This is so vague. Which programs will be nationally prominent? The only program I see being promoted nationally is athletics.
We need to achieve local and state prominence first...we are still young ..this is aspirational at best.
What does "national prominence" actually mean. FGCU is a regional teaching institution and we should focus on doing this well. "National prominence" is more of a feel good fundraising term and hints at FGCU becoming a research institution (which would require money we don't have). Forget the mission creep. We are a teaching institution and should be good at teaching. Which politically programs will be selected? Will it be based on the needs of our constituents or administrative fiat?