ITEM: 3

Florida Gulf Coast University Board of Trustees
June 15, 2010

SUBJECT: **2010-2015 Strategic Plan**

PROPOSED BOARD ACTION

Approve updated University Strategic Plan for 2010-2015

BACKGROUND INFORMATION

With the creation of the university's Planning and Budget Council in 2008, the university began the process of updating its 2005-2010 strategic plan for the next five years. As part of the university's strategic planning process, a workshop was conducted for the University Board of Trustees at its January 2010 meeting for the following purposes:

- Receive an overview of the planning process.
- Review the process leading to the reaffirmation of the university's mission and vision statements.
- Receive the results of internal and external environmental scans.
- Participate in the conception of strategic goals and associated key performance indicators for inclusion in the 2010-2015 strategic plan.

The feedback provided by the University Board of Trustees at the January Workshop informed completion of the remaining steps of the planning process. Additional background on the strategic planning process can be found on the university's strategic planning website: www.fgcu.edu/Provost/SP2010/index.html.

Following approval by the University Board of Trustees, the updated plan will be shared with the Board of Governors for their approval before being implemented.

Supporting Documentation Included: "Florida Gulf Coast University Strategic Plan for 2010-2015"

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Legal Review by: N/A

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Florida Gulf Coast University

Strategic Plan for 2010–2015

Planning and Budget Council
Chair: Provost and Vice President for Academic Affairs, Dr. Ronald B. Toll
Vice-Chair: Vice President for Administrative Services and Finance, Dr. Joseph Shepard

June 2010

TABLE OF CONTENTS

I. The University

- Institutional Profile — Page 3
- History — Page 4

II. The Strategic Planning Process

- Overview — Page 6
- Vision Statement — Page 8
- Mission Statement — Page 9
- Guiding Principles — Page 9
- Environmental Scans and Conclusions — Page 11
- University Board of Trustees Strategic Planning Workshop — Page 14

III. The Strategic Plan

- Goal 1: Academic Excellence — Page 16
- Goal 2: Student Life, Growth, and Development — Page 20
- Goal 3: Strategic Growth — Page 23
- Goal 4: Provide an Enhanced Campus Climate — Page 27
- Goal 5: Environmental Sustainability and Innovation — Page 29
- Goal 6: Community Engagement — Page 31
- Goal 7: Discovery and Application of Knowledge — Page 34

IV. Appendices: Budget Forecast: FY2011-2015 — Page 36
Enrollment Projections: AY2011-2016 — Page 39

V. Planning and Budget Council Members — Page 40

I. The University

Institutional Profile:

Florida Gulf Coast University (FGCU) is a member of the State University System of Florida, and is a new, rapidly growing institution of higher learning. Situated on 760 acres in dynamic Southwest Florida, FGCU opened for students in August of 1997 as Florida's tenth state university.

In its young history, FGCU has been highly successful by any measure. Simply stated, FGCU is the fastest growing university in the State University System of Florida. Enrollment has nearly quintupled since opening day to more than 11,100 students in fall 2009, with students from 47 states, the District of Columbia, and more than 80 countries. The number of residential students living on campus has grown from 200 in 1998 to over 2,700 today. The University also has become increasingly diverse from 12.6% minority students to 21% minority today. From just 49 degrees awarded in its first year, FGCU now awards 1600 degrees annually, and first-year retention rates have improved from roughly 43% to approximately 78% today.

Growth in full-time faculty and staff mirrors that of the student body from nearly 400 in 1997 to approximately 1000 today. The campus has grown from a handful of buildings in 1997 to over 75 buildings today, and includes a complement of social, recreational and athletic facilities for students. Instruction is offered through five colleges (Arts and Sciences, Business, Education, Health Professions, and Professional Studies) with 52 baccalaureate degree programs, 31 master's degree programs, one post-master's degree program, and one doctoral degree program. FGCU is accredited by the

Commission on Colleges of the Southern Association of Colleges and Schools (SACS), and has earned 12 specialized academic accreditations.

The University's contracts and grants have grown from $3.5 million in FY1999 to $14.8 million in FY 2009, and FGCU's Foundation has successfully raised over $300 million since its inception. In 2004, FGCU's athletics program gained membership in NCAA Division II, moved quickly to NCAA Division I a few short years later, and joined the Atlantic Sun Conference in 2007. Student-athletes hold an impressive average 3.1 grade point average (slightly above that for the student body as a whole), and compete in a variety of sports, including: men's and women's basketball, tennis, golf, soccer, and cross-country; men's baseball: and, women's softball, volleyball, and swimming and diving. Intramural sports and a variety of over 100 clubs and organizations offer students opportunities to develop leadership skills in areas related to their personal interests.

FGCU graduates consistently place among the State University System leaders in terms of Florida employment following graduation, and FGCU now counts over 11,000 alumni. FGCU's student-centered mission also continues to receive strong validation from the National Survey of Student Engagement (NSSE) that indicates FGCU students are highly engaged in their University education. FGCU's solid growth and development will continue into the future as it meets the higher educational needs and aspirations of the people of Southwest Florida – and serves as the region's catalyst for an even greater quality of life intellectually, culturally, scientifically, socially, economically and civically.

History:

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

The former Florida Board of Regents formally recommended in January 1991 the development of Florida's tenth state university to be located in Southwest Florida, and in May 1991, then Governor Lawton Chiles signed the legislation authorizing the new university. Southwest Florida's support for a university was never more evident than during the next year, when private landowners offered more than 20 gift sites for the University campus. In early 1992, the Board of

Regents selected the site offered by Ben Hill Griffin III and Alico, Inc. of 760 acres of land located just east of Interstate 75 between Alico and Corkscrew Roads.

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

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

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

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

In July 1999, the Board of Regents named William C. Merwin as FGCU's second president. President Merwin arrived on campus for his first day on September 16, 1999. He oversaw the transformation and growth of the university from a nascent non-traditional institution into a comprehensive state university before retiring in early 2007.

Following a nationwide search on August 25, 2007, the University Board of Trustees welcomed Wilson G. Bradshaw as third president of Florida Gulf Coast University. He put into place a planning process to carry the university forward through its second decade of growth and development as it emerges as a major modern regional university.

The Florida Legislature established governing boards of trustees for state universities in 2001, and 13 members were appointed to the Florida Gulf Coast University Board of Trustees. This governing board provides leadership that is community based, responsive to the market, and nimble. Trustees work closely with FGCU President Wilson Bradshaw to meet the needs of today and the future.

As FGCU moves forward, student enrollment continues its dramatic ascent; campus construction of academic and support buildings remains aggressive; an enhanced athletics program and other new initiatives have been launched; new degree programs are being added; the Foundation's private fundraising continues to be successful, and the excitement level for FGCU's future is high.

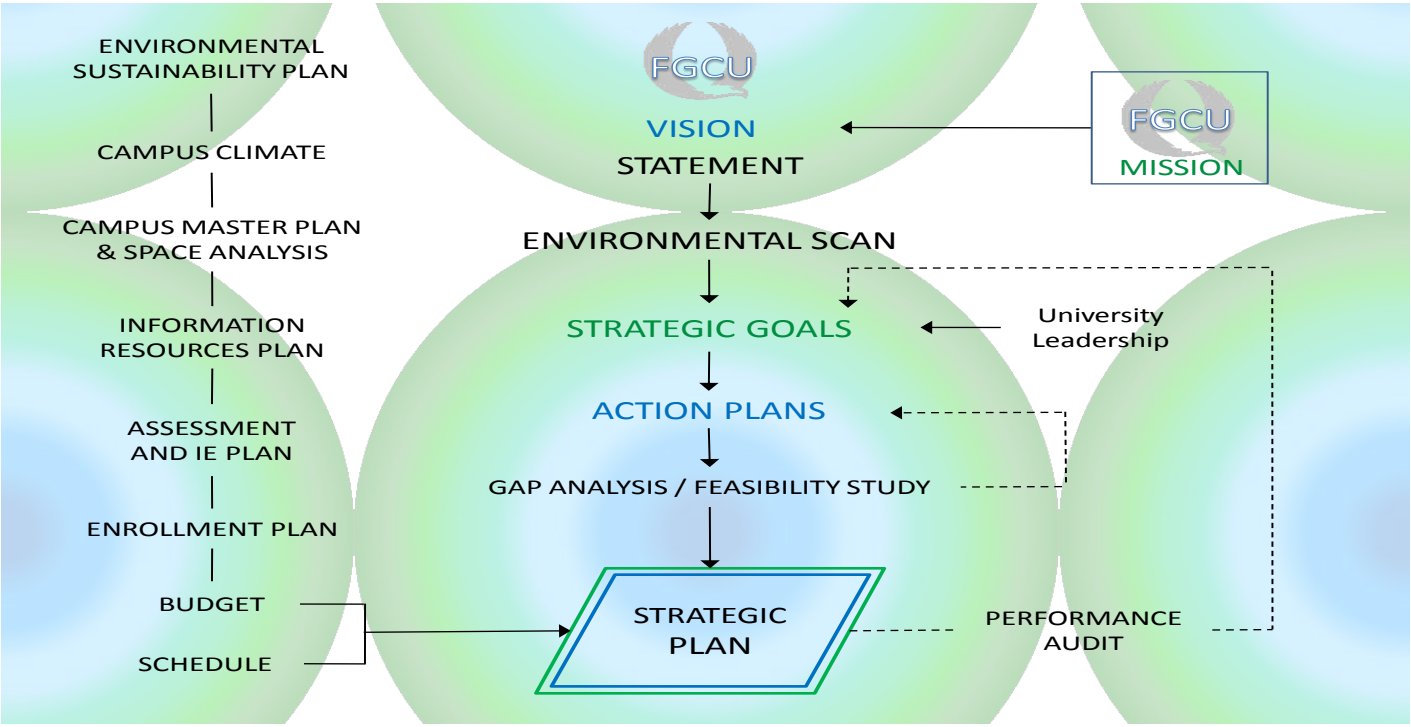
II. The Strategic Planning Process

Overview:

- Established by President Bradshaw in 2009 to coordinate and advise on planning, budgeting, and institutional improvement efforts, the Planning and Budget Council comprises the following:
  - Provost and VPAA, Dr. Ronald Toll is Chair and Vice Chair is VP for Administrative Services and Finance, Dr. Joseph Shepard
  - In addition there are 17 other members representing all major campus constituencies, including faculty senate, student government, the staff advisory council, athletics, advancement, and student affairs

- The Council reports directly to the President's Cabinet
- The Council carries out its work as a committee of the whole but also comprises 6 constituent committees:
    - Budget
    - Enrollment/Retention Management
    - Environmental Sustainability
    - Information Resource
    - Safety and Facilities
    - Strategic Planning and Institutional Effectiveness
- Together about 90 people were actively involved in updating the university strategic plan

- In February 2009, the Council charged the Strategic Planning and Institutional Effectiveness Committee to devise a planning process and timeline for updating the current strategic plan for another 5 years. A model was developed and presented to the Planning and Budget Council late last spring. The Planning and Budget Council made a few changes and then sent the model forward to the President's Cabinet for its review in July 2009. The planning model is depicted in the following slide.



As an initial step in the process of updating the University's current strategic plan, a reaffirmation process of the existing mission and vision statements was conducted. This was open to the university and to the public through an online questionnaire and three public forums held in September 2009. Results of the process led to the adoption of the following slightly revised mission and vision statements by the FGCU Board of Trustees in January 2010.

Vision Statement

*Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs. (**the change indicates FGCU will seek expanding recognition in a broader sense for its graduate offerings and not just certain programs**)*

Mission Statement

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. ***Working together, faculty and staff of the University transform students' lives and the southwest Florida region.*** ***(the change indicates that faculty and staff together work to transform students' lives)***

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.

The University mission and vision statements are complemented by the University's founding Guiding Principles which express values embraced by and at the heart of the university.

Guiding Principles

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

Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce the time it takes to earn a degree. Quality teaching is demanded, recognized, and rewarded.

Academic freedom is the foundation for the transmission and advancement of knowledge. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.

Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

Informed and engaged citizens are essential to the creation of a civil and sustainable society. The University values the development of the responsible self grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through Service Learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University's philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.

Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.

Technology is a fundamental tool in achieving educational quality, efficiency, and distribution. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes

and provides distance- and time-free learning. It requires and cultivates technological literacy in its students and employees.

Connected knowing and collaborative learning are basic to being well educated. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status quo is questioned; change is implemented.

Environmental Scans and Conclusions

Environmental scans informed the development of the strategic plan by identifying variables internal and external to the University that can affect the ability of the institution to continue to meet its mission and make progress toward the fulfillment of its vision.

The Planning and Budget Council conducted the internal scan and Dr. Gary Jackson, a faculty member in the Lutgert College of Business and Director of FGCU's Regional Economic Research Institute, conducted the external scan. Both scans employed a SWOT approach, i.e., an assessment of the Strengths, Weaknesses, Opportunities, and Threats that lie before us as we move into the next few years.

The external scan involved an analysis of extensive data series and was informed by interviews Dr. Jackson had recently conducted with many regional external stakeholders of the University.

External Scan Conclusions

- ***Strengths***
  - *Reputation within the community*
  - *Proximity to major population centers*
  - *Size of institution*
  - *Community outreach and economic development*
  - *Responsiveness to workforce needs*
- ***Weaknesses***
  - *Institutional identity still being established*
  - *Adjusting to pressures of growth*
  - *Readiness of students for college*
- ***Opportunities***
  - *Traditional college age population increasing*
  - *More adults returning to college*
  - *Increasing ethnic diversity in the region*
  - *Value of higher education in the marketplace*
  - *Research park and regional business incubator*
  - *Programs in fields marked for high growth*
  - *Growing awareness in renewable resources and sustainability*
- ***Threats***
  - *State support for higher education*
  - *Regional positioning of competition*
  - *Slower economic growth*
  - *Increasing regulatory burdens*

Internal Scan Conclusions

The internal scan was intended to identify institutional strengths and areas of challenge that can affect the successful realization of our mission and the attainment of FGCU's vision. It was carried out by the Planning and Budget Council as a whole based upon an assessment by each Vice President of their respective areas of responsibility.

- ***Strengths***
  - *Faculty and staff*
  - *Physical plant*
  - *Quality of programs*
  - *Student outcomes*
  - *Technological infrastructure and information resources*
  - *Community engagement*
- ***Weaknesses***
  - *Continued growth of resource base*
  - *Potential space shortages*
  - *Youth of alumni base*
- ***Opportunities***
  - *Differential tuition and technology fee*
  - *Increasing bandwidth*
  - *Improving economy*
- ***Threats***
  - *Potentially impaired growth in program base and facilities expansion*

University Board of Trustees Strategic Planning Workshop

Review of the results of the mission and vision statements reaffirmation process and the two environmental scans formed the basis of a University Board of Trustees strategic planning workshop conducted at its meeting of January 19, 2010. As part of that workshop, the Board of Trustees provided input on a draft set of goals to guide the strategic plan for 2010-2015. These goals were used by the University community to draft action plans for their implementation and measures for assessing their attainment. The goals were also used by the PBC committees to develop their contributions to the strategic plan including: budget projections; an information technology plan; enrollment projections and impact; environmental sustainability recommendations; campus master plan recommendations; and an assessment and institutional effectiveness plan. These can be found on the strategic plan website http://www.fgcu.edu/Provost/SP2010/3849.asp.

III. Florida Gulf Coast University Strategic Plan for 2010–2015

GOAL 1: Academic Excellence

- FGCU will pursue academic excellence by offering diverse, high quality degree programs and unique opportunities for student research, engagement, and leadership.
- Academic pursuits will be led by faculty who are committed to excellence in teaching, scholarship and service, and by staff who are dedicated to providing effective support for academic achievement. Student learning will be designed to include unique opportunities for research, student engagement, and leadership.
- Academic excellence will be furthered through internationalization of the campus, opportunities for contributions from the community, and by providing effective library and information technology services to support the University's academic endeavors.
- FGCU will utilize its information technology resources to support student learning, faculty and staff productivity, and University growth through access to state-of-the-art tools, and enhanced programs/services.

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GOAL 1: Academic Excellence		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
1. Expand the breadth of academic programs available to meet state and regional needs. .	**1.1:** Submit application for BOG-approval of Doctor in Education (EdD). **1:2:** Submit prospectus for EdD to COC of SACS in fall 2010. **1.3:** Implement the MS in Mathematics in fall 2010. **1.4:** Implement at least seven new degree programs in the next three years.	**1.1:** Obtain approval of BOG of EdD in 2010. **1.2:** Receive approval of COC of SACS of EdD in 2011. **1.3:** Enroll at least 12 students in fall 2011. **1.4:** One new program to be implemented in 2010-2011; up to three more to be developed in 2010-2011.
2. Demonstrate and improve academic quality through assessment, institutional accreditation and accreditation of academic programs .	**2.1:** Conduct BOG-mandated academic program reviews. **2.2:** Prepare documentation for COC of SACS for continuing accreditation. **2.3:** Draft strategic plan for the future of the General Education program.	**2.1:** Carry out 7-9 academic program reviews. **2.2:** Submit Interim 5th Year Report to COC of SACS by end of March 2011. **2.3:** Complete by May 2011.

GOAL 1: Academic Excellence		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
	2.4: Implement assessment of General Education program's core competencies. **2.5:** Evaluate student preparation for professional practice.	**2.4:** Carry out assessment of all four competencies in 2011. Analyze and use assessment data to enhance/revise general education program over next three years. **2.5:** Licensure/certification pass rates in health professions programs will exceed the national average.
3. Strengthen diversity through internationalization	**3.1**: Examine participation in university exchange agreements: increase number of FGCU participants and balance with number of J visa students from abroad, and integrate international students with FGCU students. **3.2:** Increase the number of students from abroad studying at FGCU. **3.3:** Improve coordination of faculty-led study abroad.	**3.1:** Implement Eagle Ambassador program with Student Government support. **3.2**: The number of F visa students will rise by 5% over the next three years. **3.3:** Production of Faculty Handbook for Study Abroad. Feedback from students and faculty participants.
4. Provide effective academic support and library and information technology services to support the University's academic endeavors and student learning.	**4.1:** Expand access to academic support services through increased hours of availability, state-of-the-art technology, appropriate space, additional training of faculty and staff in the use of IT, and enhanced support. **4.2:** Enhanced tools and response in support of E-Learning/Distance Learning.	**4.1:** Satisfaction survey results of end users; improved grades/retention of students. **4.2:** Satisfaction survey results of end users. **4.3**: Report to the PBC from the IRC by May 2011.

GOAL 1: Academic Excellence		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
	4.3: Review current business practices throughout the organizational structure associated with IT and its delivery to foster continuous improvement. **4.4:** Excel in retaining and promoting development of IT staff.	**4.4:** Develop benchmarks for IT staff turnover rates and IT staffing by May 2011.
5. Provide special opportunities for students to pursue studies, research and scholarship at FGCU.	**5.1:** Increase Foundation scholarship support to students. **5.2** Support student travel, undergraduate and graduate student research assistantships, and Research Day.	**5.1:** Amount awarded annually to grow by 5%. **5.2:** Increase amount of support by 5%.

GOAL 2: Student Life, Growth, and Development

Students will discover a myriad of opportunities for personal growth and development that fosters openness to diversity through co-curricular activities, leadership, residential life, learning communities, health promotion, recreation, study abroad, community engagement, and support of NCAA Division 1 athletics.

GOAL 2: Student Life, Growth, and Development		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
1. Promote programs that build professional identity.	**1.1:** Heighten awareness of co-curricular initiatives that expose students to professional values.	**1.1:** Increase participation in College-based honors and recognition societies.
2. Conduct assessments to determine efficacy of programs and services and foster improvements to them**.**	**2.1:** Participate in national surveys such as NSSE and Noel-Levitz to determine levels of student engagement and satisfaction with various aspects of the college experience. **2.2:** Determine assessment strategy for advising staff to further enhance student advising.	**2.1:** Response rates above 20% and results at or above the national average. **2.2:** Council of Deans to provide recommendations in consultation with the Academic Advising Council by March 2011.
3. Expand programs and services that contribute to the student experience and student success.	**3.1:** Enhance student convenience. **3.2:** Enhance student growth and development through programs that engage them and develop skills and judgment . **3.3:** Make intercollegiate athletics an example	**3.1:** Expanded use of Eagle ID; additional on-campus dining options; expanded use of E-commerce through implementation of Marketplace software; enhanced online billing and payment options. **3.2:** Assist in offering of Eagle Games; revise the student code of conduct and implement a new judicial process; hone leadership skills through the Flight School program; expand multicultural programming; add two new Greek organizations to campus in 2010-2011; expand FYRE program to encompass 1000 FTIC by 2011-12; expand the Student Support Services program to more freshmen and sophomores. **3.3:** Ensure student athletes maintain or exceed GPA of student

GOAL 2: Student Life, Growth, and Development		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
	of student success and engagement.	body as a whole; use athletics as a means to enhance student camaraderie and school spirit through increased attendance at sporting events; achieve full NCAA Division I certification and attendant increased institutional visibility.

GOAL 3: Strategic Growth

The University will pursue a course of strategic growth, in line with its capacity, that affords a wide range of Southwest Floridians access to its programs and services, recognizes variation in student enrollment across its colleges and schools, and makes effective use of its facilities and human resources. FGCU will continue as the first choice for students in SW Florida and increasingly become a preferred choice for students from beyond the region seeking baccalaureate, master's, and advanced graduate/professional education that meets their aspirations and fulfills the needs of the region and the State of Florida.

GOAL 3: Strategic Growth		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
1. Hire additional faculty/staff to support and enhance the academic mission of the university.	**1.1:** Increase faculty and staff to keep pace with growth in student enrollment and to add depth and breadth to programs and services.	**1.1:** Model resource needs and make allocations of faculty and staff positions as program needs dictate subject to budgetary capacity.
2. Use tools to deliver and/or monitor quality of programs and services in support of enrollment growth.	**2.1:** Use information technology to enhance record-keeping and tracking. **2.2:** Devise and revise existing policies and processes as necessary to improve efficiency.	**2.1:** Improved audit results; improved disbursement of student financial aid; expanded use of P-card for purchases; improved student advising; and improved work time reporting. **2.2**: Areas to be addressed include tax compliance; retention and disposition of university records; human resources; and campus reservations.
3. Ensure necessary resources (financial and physical) in support of growth are available.	**3.1:** Provide support for graduate studies. **3.2:** Provide support for summer faculty and adjunct needs to avoid lack of course sections for student progress. **3.3:** Ensure adequate space for delivery of programs and services.	**3.1:** Increase number of financial awards to graduate students. **3.2:**Increase adjunct and summer budgets in line with projected enrollment and revenue growth. **3.3:** Advance capital construction agenda; retrofit facilities as needed; analyze space needs. **3.4:** Conduct ongoing budget analyses and modeling; set goals for

GOAL 3: Strategic Growth		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
	3.4: Determine revenue necessary to sustain overall enrollment growth and enhance quality of programs and services. **3.5:** Maintain safety and security as growth continues.	information technology funding. **3.5:** Expand police force in line with enrollment growth; expand use of technology to increase security profile; improve traffic control.
4. Expand enrollment in line with available resources.	**4.1:** Enhance recruitment efforts to meet University goals for increasing FTICs, transfer students, students of color, international students and other underrepresented groups. **4.2:** Expansion of directed efforts to recruit more diverse student body. **4.3:** Further improve graduate student diversity and retention of non-traditional graduate students.	**4.1:** Acquisition and implementation of Customer Relationship Management (CRM) system as soon as practicable; meeting targets for applications and admissions for these various populations; improved processing speed of admissions materials; completed study of non-traditional prospective student base by May 2011. **4.2:** Targeted visits to high schools and community colleges; use of high school alums; partnership agreements. **4.3:** Greater numbers of minority and non-traditional students enrolled and earning graduate degrees.
5. Increase degree production to meet BOG-defined targets for FGCU and the	**5.1:** Increase degree production at all levels and in key areas designated by the BOG as critical to the state and region through expanded enrollment, improved retention, and additional	**5.1: C**omplete study of existing student success support to determine efficacy of effort by May 2011; *****Bachelors-- annual total will increase as will each of the following categories: Awarded to minorities (African American and Hispanic); Awarded to Pell

GOAL 3: Strategic Growth		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
SUS.	degree programs.	recipients; Awarded in STEM fields; Awarded in specified health profession critical needs areas; Awarded in specified education critical needs areas. *Masters-- annual total; Awarded in specified STEM fields; Awarded in specified health profession critical needs areas; Awarded in specified education critical needs areas. Professional doctorates will begin production in the Doctor of Physical Therapy (2011); implement the Doctorate in Education (EdD) (Summer 2011), and develop the Doctor of Nursing Practice (2012).Retention and Graduation Rates will improve by cohort for FTIC (6yr), AA transfers (4yr), and other (5yr) transfers. ***Degree targets as approved in the FGCU 2010-2011 BOG Work Plan**.

GOAL 4: Provide an Enhanced Campus Climate

FGCU fosters a welcoming and inclusive environment for the pursuit of higher education that embraces diversity, is respectful of the rights of others, expresses tolerance, promotes the development of its students, faculty, and staff, and serves as a model for the community it serves.

GOAL 4: Provide an Enhanced Campus Climate		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
1. Continue to diversify faculty and staff.	**1.1:** Continue to enhance the diversity of hiring pools.	**1.1:** Meet annual hiring goals as set forth in the annual Equity Report.
2. Provide opportunities for faculty/staff professional development.	**2.1:** Offer programs to faculty and staff to enhance their professional performance and career development.	**2.1:** Number of programs and participants.
3. Identify areas in need of improvement and recommend necessary strategies.	**3.1:** Use results of Campus Climate Survey and follow-up input sessions to craft recommendations to realize change covering topics such as communication, compensation, morale, and trust.	**3.1:** Report to be submitted to the President's Cabinet by the end of December 2010.

GOAL 5: Environmental Sustainability and Innovation

To meet the challenges of the 21st Century and benefit the local economy, the University will demonstrate responsible leadership and innovation by infusing environmental sustainability throughout critical dimensions of University life and community interactions. This will be accomplished through curriculum; research; public service; campus development; administration and operations; and student life that embrace service learning and engagement opportunities.

GOAL 5: Environmental Sustainability and Innovation		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
1. Promote energy conservation and efficiency.	**1.1:** Implement and promote strategies to reduce energy consumption.	**1.1:** Study recommendations of the Environmental Sustainability Committee (ESC) and identify those to be implemented; all new buildings will be built to at least LEED standards; automate buildings and retrofit to reduce energy consumption; realize a 5% reduction per square foot in savings during 2010-11 from these actions.
2. Sustainability as it applies to the Campus environment in its myriad ways will be pursued.	**2.1:** Review holistically recommendations of the ESC concerning curriculum, physical plant operations, waste minimization, student involvement, research, investments, transportation, and staff development; update campus master plan with embedded considerations of environment and safety; mitigate campus natural areas to sustain habitat.	**2.1:** Planning and Budget Council to develop strategic plan through ESC by May 2011; complete updated master plan by end of spring 2011; eliminate Melaleuca trees; create master plant list; plant native species.

GOAL 6: Community Engagement

The University will increasingly become a force for positive change in Southwest Florida through the leadership and actions of its faculty, staff, and students, in terms of the following: workforce development; cultural/recreational events; scholarship; lifelong learning and the Renaissance Academy; and public service that are intended to promote economic diversity and the welfare of its people. In turn, the community will increase its engagement with the University and contribute to its success.

GOAL 6: Community Engagement		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
1. Use FGCU's public media to fulfill expressed community needs.	**1.1:** WGCU will survey the community to inform programming decisions. **1.2:** WGCU will produce and broadcast FGCU Perspectives monthly and increase visibility of FGCU in association with the station and the community. **1.3:** Enhance, support, and maintain the FGCU Internet presence.	**1.1:** Retain high ratings; produce 4 "Your Voice" initiatives; produce 200 one-hour "Gulf Coast Live" programs; use its resources to continue 48 minutes of weekday local radio newscasts. **1.2:** Produce 12 "Perspectives" broadcasts; publish faculty articles; work with the Foundation; explore FGCU Athletics – focused programming. **1.3:** Monthly analysis of Web use and similar statistics.
2. Curricular initiatives will promote community awareness among students.	**2.1:** Efforts to improve attainment of the learning goal involving community awareness and involvement will be made.	**2.1:** Assessment of the Foundations of Civic Engagement course; additional collaboration between the Office of Service Learning and the faculty and the Office of Student Involvement, in the Division of Student Affairs with the faculty; development of Professional Development Schools with two schools in Naples; service hours contributed by the Athletics Department student athletes and staff; and at least 10,000 hours of service learning focusing on environmental sustainability contributed by Colloquium students.

GOAL 6: Community Engagement		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS FOR 10-11**
3. Engage the community in efforts to raise funds in support of University programs and services that fulfill FGCU's mission and benefit the community.	**3.1:** Identify donors and community partners to support academic programs; secure funding for priority facilities; meet Foundation fundraising goal; support Athletics; document new revocable and irrevocable deferred gifts; increase alumni base; enhance community outreach; maximize use of media; raise support for minority programs intended to have middle and high school students move on to college.	**3.1:** Gifts solicited; gifts funded; dollars raised; students served.
4. Foster business/community partnerships to stimulate economic development and promote professional growth.	**4.1:** Create partnerships and programs that are regionally responsive to the economic development needs of SW Florida and that are strengthened through state, national, and global outreach through programs of the Center for Leadership Innovation and its constituent units (e.g., like the Small Business Development Center); Exploration of private/public partnerships (e.g., with Algenol, Jackson Laboratories, and environmental sustainability enterprises); opening of new leased CE learning center in Punta Gorda; development of a strategic plan for the use of the Buckingham site; enhanced professional development programming through the IOG and COE.	**4.1:** As appropriate, participant statistics, reports, presentations, partnership agreements, and programming plans.

GOAL 7: Discovery and Application of Knowledge

As a public comprehensive regional university, FGCU will emphasize the discovery and application of knowledge in its degree programs, through its research and sponsored programs, and through its efforts designed to diversify and develop the region's economy in cooperation with local industry whenever possible.

GOAL 7: Discovery and Application of Knowledge		
STRATEGY	**ACTIONS**	**BENCHMARKS/GOALS 10-11**
1. Support scholarship and research.	**1.1:** Leverage University faculty, staff, students and facilities to enhance regional economic diversification. **1.2:** Purchase needed equipment; provide support for grant-seeking to increase scholarly productivity; continue funding for faculty travel to present at professional conferences.	**1.1:** Pursue private public partnerships (e.g., with Algenol, Jackson Laboratories, and environmental sustainability enterprises) to promote alignment of FGCU academic programs and research with the external community. **1.2:** Number of proposals submitted and funded; number of publications reported; BOG--Federal Academic Research and Development expenditures will increase from $6.8M (07-08) to at least $7.1M (11-12); BOG--Total Academic Research and Development Expenditures will increase from $11.7M (07-08) to at least $12.2M (11-12); Licensing Income and Licensing Options Executed will increase.

Budget Forecast

FY2011-FY2015

Updated May 21, 2010

New Revenues	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Recurring					
Prior Year Net Position		(1,542,439)	2,388,394	5,889,074	11,165,686
Tuition generated by growth	2,735,421	3,161,611	4,138,041	5,225,448	6,389,707
Tuition generated by tuition increase	5,348,282	5,939,918	6,928,815	8,146,023	9,606,876
PO&M Allocation		1,800,000			
FY 10-11 State Shortfall	(1,474,473)				
Restoration of Non-Recurring Discretionary - Stimulus	233,875				
Base Budget Adjustment Addback	814,996				
Financial Aid Assistance	(5,825)				
Contingency Shortfalls at 7%		(3,212,537)	(3,069,614)	(2,844,737)	(2,629,864)
Recurring Revenue Total	7,652,276	6,146,553	10,385,635	16,415,808	24,532,406
Non-Recurring					
ARRA Funding					

	3,428,533	-	-	-	-
Non-Recurring Total Revenue	3,428,533	-	-	-	-
Total Revenue	11,080,809	6,146,553	10,385,635	16,415,808	24,532,406
New Expenses					
Recurring					
Expense adjustments (faculty, utilities, etc.)	2,666,151	3,097,396	3,662,139	4,230,835	4,526,994
FY 08-09 Operating Shortage	3,583,134				
Gulf Coast Center	1,800,000				
Faculty Promotion Estimate	201,780				
Adjustment to Life Insurance Program	195,000				
Endowment Shortage, Incremental Amt.	300,000				
30% of Differential Tuition for need based aid	448,650	660,763	834,422	1,019,287	1,235,608
Recurring Expense Total	9,194,715	3,758,159	4,496,561	5,250,122	5,762,601
Non-Recurring					

Non-Recurring Expense Total	-	-	-	-	-
Total Expenses	9,194,715	3,758,159	4,496,561	5,250,122	5,762,601
Net Recurring Position	(1,542,439)	2,388,394	5,889,074	11,165,686	18,769,804
Net Non-Recurring Position	3,428,533	-	-	-	-
Total Net Position	1,886,094	2,388,394	5,889,074	11,165,686	18,769,804
Estimated Base Funding Levels -GR					
General Revenue/Lottery Funding	45,893,392	43,851,634	40,639,097	37,569,482	34,724,745
Projected Reduction to Base Percentage		7.00%	7.00%	7.00%	7.00%
Projected Reduction Estimates	(2,041,758)	(3,212,537)	(3,069,614)	(2,844,737)	(2,629,864)

Enrollment Projections: AY2011-16

FTE	Funded 2009-10	2009-2010 est*	2010-2011	1 year 2011-12	2 Year 2012-13	3 year 2013-14	4 year 2014-15	5-year 2015-16	5-year Avg Annual Growth Rate
Fl Resident Lower	**2,224**	**3,170**	3,354	3,567	3,857	4,190	4,557	4,911	7.77%
Fl Resident Upper	**2,319**	**2,827**	2,989	3,165	3,402	3,670	3,965	4,254	7.31%
Fl Resident Grad I	**520**	**607**	641	664	708	752	798	846	5.96%
Fl Resident Grad II	**10**	**51**	64	90	95	100	105	122	15.90%
Total Fl Resident	**5,073**	**6,655**	7,048	7,485	8,061	8,712	9,425	10,133	7.53%
Non-res Lower	**180**	**212**	249	265	287	311	339	365	7.77%
Non-res Upper	**108**	**125**	165	174	187	202	218	234	7.31%
Non-Res Grad I	**12**	**22**	31	32	34	37	39	41	5.96%
Non-Res Grad II	**0**	**1**	1	1	1	2	3	3	
Total Non-res	**300**	**360**	446	473	510	552	599	644	7.58%
Total Lower	**2,404**	**3,382**	3,603	3,832	4,144	4,501	4,896	5,276	7.77%
Total Upper	**2,427**	**2,952**	3,154	3,339	3,589	3,872	4,183	4,489	7.31%
Total Grad I	**532**	**629**	672	696	742	789	837	887	5.96%
Total Grad II	**10**	**52**	65	91	96	102	108	125	16.53%
Total FTE	**5,373**	**7,015**	7,494	7,958	8,571	9,264	10,024	10,777	7.48%
Headcount	**UG**	**10,119**	**10,798**	**11,402**	**12,295**	**13,313**	**14,345**	**15,331**	
	Grad	**986**	**1,067**	**1,141**	**1,215**	**1,292**	**1,370**	**1,467**	
	Total	**11,105**	**11,865**	**12,543**	**13,511**	**14,605**	**15,715**	**16,798**	

*As of May 12, 2010

Planning and Budget Council Members 2009-2010
Chair: Provost and Vice President for Academic Affairs, Dr. Ronald B. Toll
Vice-Chair: Vice President for Administrative Services and Finance, Dr. Joseph Shepard

Administrative Liaison: Associate Provost for Planning and Institutional Performance, Dr. Paul Snyder

Lisa Banks, SAC President, Assistant Director, Institutional Research and Analysis
Curtis Bullock, Executive Director, FGCU Financing Corporation
Kathleen Crawford, SAC Representative, Coordinator, Environmental Health and Safety
Shawn Felton, Faculty Senate Representative, Instructor II, College of Health professions
Barrett Genson, Director, Facilities Planning
Donna Henry, Council of Deans, Dean, College of Arts and Sciences
Lewis Johnson, Director, Environmental Health and Safety
Kenneth Kavanagh, Director, Athletics
Reid Lennertz, Director, Career Development Center
Steve Magiera, Vice President, University Advancement
Helen Mamarchev, University Omsbud
Kay Oistad, Faculty Senate Representative, Business Librarian
Thomas Roberts, Associate VP, Research and Sponsored Programs
Mike Rollo, Vice President, Student Affairs
Isaac Roman, President, Student Government
Shirley Ruder, Faculty Senate Representative, Associate Professor, College of Health professions
Shelton Weeks, Faculty Senate Representative, Lucas Professor, Lutgert College of Business