Florida Gulf Coast University

Focus 2016-2021

Approved by the FGCU Board of Trustees on September 13, 2016
**Mission:**

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

*Approved by the FGCU Board of Trustees May 10, 2016.*

**Vision:**

Florida Gulf Coast University will achieve national prominence in offering exceptional value in high-quality educational programs that address regional and statewide needs. Our programs, firmly grounded in the liberal arts and sciences, will employ emerging instructional technologies. Possessing an entrepreneurial spirit, graduates will be well prepared for productive lives as civically engaged and environmentally conscious citizens with successful careers, ready to pursue further education.

*Approved by the FGCU Board of Trustees September 8, 2015.*
**Guiding Principles:**

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

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

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

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

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

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

Technology is a fundamental tool in achieving educational quality, efficiency, and distribution. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.

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

Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status-quo is questioned; change is implemented. Approved by the Deans Council June 18, 1996

Essential Activities:

FOCUS 2016-2021 builds on Florida Gulf Coast University’s existing areas of strengths such as the focus on teaching and learning, expansion of community and civic engagement, emphasizes on critical thinking skills grounded in the liberal arts and humanities. However, this plan specifically focuses our energies and resources and provides for special emphasis on the most immediate issues that FGCU is positioned to address. FOCUS 2016-2021 encourages a multidimensional approach, connecting disciplines and colleges in ways that did not previously exist in achieving goals outlined in four critical areas, or “pillars” guiding the institution to address the critical needs of our region, the State, nation and globally.

The four pillars will work synergistically to position the institution as a destination institution for students, faculty and staff preparing its students for common goals of ensuring success in four years and achieving a high paying-job or placement into an advanced degree program. The four “Pillars” are:

1. Academic Excellence
2. Entrepreneurship
3. Health Sciences
4. Emerging Pre-eminence
**Academic Excellence:**

*Defined*: We define Academic Excellence as the quality of success of an institution’s graduates, defined by several metrics (e.g. time to graduation, career placement, success on licensure exams), quality of programs offered and quality of scholarship and research produced. Furthermore, excellence is achieved when individuals are held accountable for ensuring high standards for success.

**Objective 1: FOCUS** on the creation of Honors College

**Action # 1**
- Utilize existing information from the completed Feasibility Study to launch the FGCU Honors College, identify costs associated with the Honors College, identify state and national benchmarks for the Honors College, and determine future curricular enhancements.

**Timeline**
- Fall 2016-2021

**Performance Outcomes Measure(s)**

1. Increase the 4-year graduation rate by 9 percentage points by 2020.
2. Beginning immediately, seek private funding as appropriate to support program development for the Honors College by working with the FGCU Foundation.
3. Facilitate faculty planning of the Honors College curriculum by bringing to campus (as curriculum advisors) members of a national advisory group, the National Collegiate Honors Council, in Spring 2017.
4. Enroll students in the Honors College, increasing the number of matriculating Honors students according to the following schedule:
   - Fall 2016, 674 students enrolled (baseline).
   - Fall 2017, 770 students enrolled.
   - Fall 2018, 875 students enrolled.
   - Fall 2019, 975 students enrolled.
   - Fall 2020, 1035 students enrolled.
   - Fall 2021, 1200 students enrolled.

**Lead**
- Dean of Undergraduate Studies
### Action #2

- **Collaborate with FGCU Undergraduate Admissions and recruiters, the academic colleges, and FGCU’s University Marketing and Communication office to recruit National Merit Finalists and students eligible for the Benacquisto Scholarship.**

### Timeline

- Start immediately to lay the foundation for enrolling National Merit Scholars no later than 2021.

### Performance Outcomes Measure(s)

1. Beginning immediately, collaborate to design and launch a recruitment campaign targeted to high-performing, high school students.
2. Beginning immediately, collaborate with Undergraduate Admissions to raise awareness among FGCU recruiters who work with high school counselors about the benefits of guiding high-performing students to attend FGCU.
3. Beginning immediately, increase FGCU Scholarship amounts for matriculating National Merit Scholarship-eligible students to $2,500 to match the amount that would be awarded by approved National Merit Universities (i.e., UCF, FL State, UF).
4. Purchase the list of students taking the Preliminary Scholastic Aptitude Test (PSAT), which is also the National Merit Scholarship Qualifying Test (NMSQT), to identify students with scores qualifying them as National Merit Finalists and Scholarship recipients by late Spring/Summer 2017.
5. Enroll 5 National Merit and Benacquisto Scholarship-eligible students in FGCU by Fall 2021.

### Lead

- Dean of Undergraduate Studies
- Director of Admissions
- Vice President of University Advancement
- College Deans

### Objective 2: FOCUS

Focus on expanding internship opportunities and doubling the number of co-op educational and practicum experiences.

### Action #1

- **The colleges will work with the FGCU Foundation to establish relationships and support undergraduate internships and graduate research assistantships that align with emergent technologies, STEM, and entrepreneurship.**

### Timeline

- Start immediately to raise funds and hire students as funding is obtained, achieving incremental increases each year of the plan.
1. Increase the number of funded student work hours throughout the timeframe of this strategic plan, doubling the total number by 2021.
2. The College of Education (COE) will seek external resources to increase the number of funded internship and practicum opportunities for both undergraduate students in Teacher Education and Child & Youth Studies programs and graduate students in Educational Leadership and Educational Technology programs, up to 5% each year over the five-year period, using fall 2017 as a baseline.
3. The College of Arts and Sciences (CAS) will experience 2% growth per year.
4. Each year, fifty percent of the upper level (60 credits or more) students in the U.A. Whitaker College of Engineering will have paid internships by 2021.
5. The College of Health Professions and Social Work will establish its first graduate student scholarship endowment to support research activities in Nursing, Rehabilitation Sciences, and Counseling.

**Lead**
- Dean of Undergraduate Studies
- College Deans

**Action #2**
- The colleges will collaborate to increase the number of student experiential learning opportunities in public and private sectors.

**Timeline**
- Start immediately to seek new partnerships and student placements, increasing the number of placements incrementally per year of the plan.

**Performance Outcomes Measure(s)**
1. 2017: Achieve a 10% total increase in the number of placements, from 1,151 in Fall 2016 (baseline number) to 1,266.
2. 2018: Achieve a 30% total increase in the number of placements, to 1,496.
3. 2019: Achieve a 60% total increase in the number of placements, to 1,841.
4. 2020: Achieve a 75% total increase in the number of placements, to 2,014.
5. 2021: Achieve twice as many total placements as those of 2016, reaching 2,302.

**Lead**
- College Deans
<table>
<thead>
<tr>
<th>Action # 3</th>
<th>The Office of Undergraduate Scholarship will partner with the colleges to create and increase the number of undergraduate research-oriented internship experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>Start immediately to seek new research-oriented placements, increasing the number of placements incrementally per year of the plan.</td>
</tr>
</tbody>
</table>
| Performance Outcomes Measure(s) | 1. 2017: Achieve a 10% increase in the number of research-oriented placements, from 420 in Fall 2016 (baseline number) to 462.  
2. 2018: Achieve a 30% total increase in the number of research-oriented placements, to 546.  
3. 2019: Achieve a 60% total increase in the number of research-oriented placements, to 672.  
4. 2020: Achieve a 75% total increase in the number of research-oriented placements, to 735.  
5. 2021: Achieve twice as many research-oriented placements as those of 2016, reaching 840. |
| Lead | College Deans  
Dean of Undergraduate Studies |
**Objective 3: FOCUS** on creating new and/or refine existing programs that lead to high-wage-high demand jobs.

**Action # 1**

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop new academic programs of strategic emphasis and collaborative programs that lead to high-wage-high-demand jobs, such as the following:</strong></td>
</tr>
</tbody>
</table>

- **B.S. in Forensic Science:** Admit students by spring 2017 [the costs are already included in current budgets].
- **M.S. in Biology:** Plan new program 2017-18; Approval 2018-19; Admit students by fall 2020 [significant new funds required for new faculty lines, laboratory space and graduate student assistants].
- **B.S. in Informatics major (LCOB & CHPSW):** New STEM program that will build upon existing, and require some new, resources in the LCOB and the CHPSW. Submit proposal in fall 2016 with approval and funding in spring 2017; hire faculty in 2017-2018; admit students by 2018.
- **B.S. in Construction Management (WCE and LCOB):** New STEM program that will use existing courses in the LCOB and the WCE, but will also require the addition of new courses that address construction management. Submit proposal in fall 2016 with approval and funding in spring 2017; hire faculty in 2017-2018; admit students by 2018.
- **M.A. in Educational Media & Instructional Technology** [intended to replace the existing M.A. Educational Technology program]: Submit proposal in Fall 2016 and get approval in Spring 2017 2017-2018 implementation.
- **B.S. in Supply Chain Management:** New STEM program that is an expansion of the existing minor in supply chain management in the LCOB. The program will require additional supply chain and logistics courses. Complete program planning during 2017-2018; hire new faculty during 2017-2018; admit students by fall 2019.
- **B.S. in Real Estate (with FAU & FIU):** New program that is a statewide educational partnership with the business schools at Florida Atlantic University and Florida International University. The program will require additional in-residence and distance learning classes in real estate taught by faculty at each of the three business schools. Complete program planning during 2018-2019; hire new faculty during 2018-2019; admit students by fall 2020.
- **B.S. in Professional Sales (with LCOB and CAS).** New program that will build upon existing courses in the LCOB and the CAS, but will also require the addition of new courses that address sales. Complete program planning during 2018-2019; hire new faculty during 2018-2019; admit students by fall 2020. (not currently a program of strategic emphasis).
- **M.S. in Engineering:** Plan and prepare in AY 2016-17 (BOT approved new program); admit students by fall 2017. Expand MSE to include Biomedical, Civil and Software Engineering over the next five years.
- **B.A. in three (3) different CIP-defined Teacher Education areas:** Explore new program content areas that fulfill PreK-12 school content needs and also directly link to high-wage-high-demand jobs in the Southwest Florida region (e.g., Business Teacher Education; Trade and Industrial Teacher Education; Education/Teaching of Individuals with Autism; Adult and Continuing Education and Teaching; Education/Teaching of Individuals with Specific Learning Disabilities). Determine degrees Fall 2016; add to Work Plan 2017; submit proposals Fall 2018; admit students Fall 2019.

Approved by the FGCU Board of Trustees on September 13, 2016
All health programs meeting this Objective are listed under Pillar 3: Health Sciences

**Action # 2**
- Create programs such as these that address the mission of the university and contribute to performance metrics such as the following:

<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feasibility studies and plans completed in the timeframes indicated above.</td>
<td>B.S. in Digital Media Design: Plan 2016-17; Approval 2017-18; Admit students by fall 2019 [Cost: 2 faculty lines upon start of program, expansion of media lab with equipment and space].</td>
</tr>
<tr>
<td>2. BOT, BOG and SACSCOC approvals.</td>
<td>B.S. in Global Studies (with LCOB to include significant entrepreneurship content): Plan 2016-17; Approval 2017-18; Admit students by fall 2019 [Modest new costs for additional sections of existing courses and 2 new courses].</td>
</tr>
<tr>
<td>3. Admission and enrollment of students.</td>
<td>Ph.D. in Environmental Sciences (in the School of Integrated Coastal and Watershed Studies): Plan 2016-17; Approval 2018-2019; Admit students fall 2020 [costs projected at $1.5-2 million recurring funds].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Deans</td>
</tr>
<tr>
<td>Provost</td>
</tr>
</tbody>
</table>

*All health programs meeting this Objective are listed under Pillar 3: Health Sciences*
### Action # 3
- **Collaborate across colleges with the Office of Internships and Cooperative Learning, the Center for Academic Achievement, the Writing Center, and the Quality Enhancement Plan (QEP); and with regional employers and community partners to create student-focused workshops and success programs that will enhance academic progress rates among participating students.**

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual assessments to occur throughout the Strategic Plan, 2016-2021.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> 2017: Revise courses across academic colleges to engage students more often in activities designed to improve their skills, such as critical thinking and communication abilities, that are desired by regional employers.</td>
</tr>
<tr>
<td><strong>2.</strong> 2018: Achieve a 3% increase in annual assessment scores of critical thinking and of written and oral communication among students who enroll in designated workshops and in revised courses.</td>
</tr>
<tr>
<td><strong>3.</strong> 2019: Achieve a 5% increase in participating students’ critical thinking and communication assessment scores.</td>
</tr>
<tr>
<td><strong>4.</strong> 2020: Achieve a 7% increase in participating students’ targeted assessment scores.</td>
</tr>
<tr>
<td><strong>5.</strong> 2021: Achieve a 10% increase in participating students’ targeted assessment scores.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Undergraduate Studies</td>
</tr>
<tr>
<td>College Deans</td>
</tr>
<tr>
<td>Provost</td>
</tr>
</tbody>
</table>

### Action # 4
- **Establish FGCU as one of the most respected Hospitality and Golf Management Programs both nationally and globally through the creation of the FGCU Resort and Golf Center. This new facility will be comprised of a lodging and conference center co-located next to a state-of-the-art golf instructional facility.**

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Securing funds from both the legislature and private donors could start immediately. Planning and construction of the new Center could begin as early as 2018. The new Center could open in a 2020 to 2022 timeframe.</td>
</tr>
</tbody>
</table>
1. **Partner with a well-respected hotel or resort operator to establish a full-service FGCU Lodging & Conference Center.** The Center would provide Resort & Hospitality Management students with "working laboratory" in which they can develop and hone their hospitality management and leadership skills and abilities.
   a. Increase in the quality of students applying to earn a degree in Resort & Hospitality Management.
   b. Establish FGCU as nationally and internationally renowned as a top Resort & Hospitality University.
   c. Increase the average starting salary of RHM graduates.

2. **Establish a dedicated and comprehensive FGCU/PGM Golf Learning and Practice Center.** The Center will include golf instructional technologies, an instructional driving range, and dedicated practice areas and practice holes.
   a. Increase in the quality of students applying for the PGA Golf Management Program.
   b. Increase in the quality of students interested in joining the FGCU men and women’s golf teams.
   c. Reduction in the costs and student fees required to provide both PGA Golf Management Program students with a highly quality college degree.
   d. Public access time at facility, generating revenue from fees.

**Lead**
- Dean of Lutgert College of Business
- FGCU Athletic Director

**Objective 4: FOCUS on increased accountability on the BOG Performance Metrics**

**Action # 1**
- Establish a college-centric system of accountability that mirrors the performance-based funding metrics employed by the Board of Governors.

**Timeline**

**Performance Outcomes Measure(s)**
- Colleges use system to benchmark improvement on metrics such as the 4-yr graduation rate and degrees awarded in areas of strategic emphasis beginning in 2017-2018 academic year.

**Lead**
- Senior Associate Provost
- College Deans
<table>
<thead>
<tr>
<th>Action # 2</th>
<th>Institute Presidential Task Force on Student Success that focuses on issues of enrollment management, including: advising, course scheduling, marketing and recruiting, data analytics, use of financial aid, and policies and practices to promote student success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Report with recommendations to improve student success by June 2017.</td>
</tr>
</tbody>
</table>
| Lead       | Provost  
Vice President of University Advancement and Executive Director, FGCU Foundation  
Vice President of Student Affairs  
Vice President of Administrative Services |

<table>
<thead>
<tr>
<th>Action # 3</th>
<th>Monitor implementation of Soar in 4 to ensure eligible students are enrolled and making progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>Ongoing 2016-2021</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Report of students enrolled and percentage making progress beginning September 2017 and every year thereafter.</td>
</tr>
</tbody>
</table>
| Lead       | Provost  
Vice President of University Advancement and Executive Director, FGCU Foundation  
Vice President of Student Affairs  
Vice President of Administrative Services |

<table>
<thead>
<tr>
<th>Action # 4</th>
<th>Implement new incentive program for all undergraduates (FGCU First Time in College and transfer students from SUS and Florida College System) whereby successful completion of a bachelor’s degree within 4 years of matriculation will entitle them to pursue a master’s program at FGCU that they can be admitted to and upon successful full-time completion of the first year of the program, receive a tuition waiver to complete their final year of full-time masters study at FGCU.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>Define details of the program - 2016-2017; begin marketing and implement in fall 2017.</td>
</tr>
</tbody>
</table>
## Performance Outcomes

<table>
<thead>
<tr>
<th>Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Once the program is implemented, improved 4 and 6-year graduation rates.</td>
</tr>
<tr>
<td>2. Improved degree production.</td>
</tr>
<tr>
<td>3. Improved graduate degree production.</td>
</tr>
<tr>
<td>4. Reduced costs to students.</td>
</tr>
</tbody>
</table>

### Lead
- Provost
- Vice President of University Advancement and Executive Director, FGCU Foundation
- Vice President of Student Affairs
- Vice President of Administrative Services

### Action # 5

**Create dashboard of BOG-performance funding metrics that features each of the metrics and illustrates by student cohort (when applicable) progress on the metrics to monitor student success.**

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
</table>


### Lead
- Senior Associate Provost

### Action # 6

**Demonstrate improved performance in metrics across the university.**

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starting immediately, monitor performance metric outcomes across the university.</td>
</tr>
</tbody>
</table>

1. Demonstrate annual improvements in BOG-performance funding metrics.

### Lead
- President
### Action # 7

- Develop and implement strategies promoting a favorable environment for the delivery and strategic expansion of online education.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Ongoing</th>
</tr>
</thead>
</table>

| Performance Outcomes Measure(s) | 1. Percent of FTE in online classes  
2. Professional Development Opportunities for Faculty and Staff |
|---------------------------------|-------------------------------------------------|

<table>
<thead>
<tr>
<th>Lead</th>
<th>Provost</th>
</tr>
</thead>
</table>
Entrepreneurship

Defined: The Kauffman Foundation panel has identified Entrepreneurship as a process of fundamental transformation from innovative idea to enterprise and from enterprise to value. It further allows individuals to bring new ideas into being for the benefit of themselves and others.

**Objective 1: FOCUS** on creating an Institute of Entrepreneurship that would serve as the nucleus of all campus-wide entrepreneurial initiatives, which will be further expanded into a College.

<table>
<thead>
<tr>
<th>Action # 1</th>
<th>The ETI/I-HUB Taskforce will create an action plan/methodology for use of the ETI/I-HUB to support entrepreneurial activities in multiple disciplines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>ETI/I-HUB Taskforce will present its findings and report to President by November 2016 and UBOT by January 2017.</td>
</tr>
</tbody>
</table>
| Performance Outcomes Measure(s) | 1. Taskforce is established and charged.  
2. Final report is completed and submitted to President and UBOT by established timeline. |
| Lead       | President  
Dean of College of Health Professions and Social Work |

<p>| Action # 2 | Launch an innovative interdisciplinary university-wide degree program that combines the core entrepreneurship framework within the Lutgert College of Business (LCOB) with distinct entrepreneurship concentration options in different programs, schools, and colleges. |
| Timeline   | Submit program plan for approval in 2016-2017. Admit students to the program in fall 2017.                                                                                                                                                                              |
| Performance Outcomes Measure(s) | 1. Enrollment of ten students first year; twenty students the second year; program will continue to grow to an anticipated enrollment rate of 40 students per year.                                                                 |
| Lead       | Dean of Lutgert College of Business |</p>
<table>
<thead>
<tr>
<th>Action # 3</th>
<th><strong>Propose a business B.S. in Entrepreneurship degree program that leverages existing courses in all business programs and existing Entrepreneurship courses.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. Enrollment of ten students first year; twenty students the second year; program will continue to grow to an anticipated enrollment rate of 30 students per year.</td>
</tr>
<tr>
<td><strong>Lead</strong></td>
<td>Dean of Lutgert College of Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action # 4</th>
<th><strong>Create a graduate certificate program for Entrepreneurship within the Lutgert College of Business.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Seek approval and funding for three new graduate courses in Entrepreneurship (classes would also be offered as electives in MBA program and Education Technology program) in 2016-2017. Certificate program begins in 2017-2018.</td>
</tr>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. Enrollment of ten students first year; twenty students the second year; program will continue to grow to an anticipated enrollment rate of 30 students per year.</td>
</tr>
<tr>
<td><strong>Lead</strong></td>
<td>Dean of Lutgert College of Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action # 5</th>
<th><strong>Launch a partnership between the Institute for Entrepreneurship and the College of Education to offer a core concentration in entrepreneurship within the Education Technology graduate program.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Plan and approve for 2017.</td>
</tr>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. Enrollment of five students the first year; ten students the second year; program will continue to grow to an anticipated enrollment rate of 20 students per year.</td>
</tr>
<tr>
<td><strong>Lead</strong></td>
<td>Dean of Lutgert College of Business</td>
</tr>
<tr>
<td><strong>Action # 6</strong></td>
<td>• <em>Increase the number of Entrepreneurship Internships in the Institute for Entrepreneurship (IE).</em></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>• Fund Runway positions AY2016-17; apply for future state, internal and private funding in 2016-17 and subsequent years.</td>
</tr>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. Will have a minimum of 8-10 paid internships per semester working in the Runway Program and Entrepreneurial events, with incremental increases on an annual basis.</td>
</tr>
<tr>
<td><strong>Lead</strong></td>
<td>• Dean of Lutgert College of Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action # 7</strong></th>
<th>• <em>Create and maintain a marketing plan for internal and external promotion to support growth of entrepreneurial activities.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>• Initial plan and apply for future internal and external funding fall 2016 – spring 2017; refine and increase marketing in future years</td>
</tr>
</tbody>
</table>
| **Performance Outcomes Measure(s)** | 1. Create Strategic Work Plan fall 2016.  
2. Begin promotion and distribution of improved digital cross-campus communications for programs, printed media for Veterans Entrepreneurship Program and Runway Program.  
3. Awareness of Institute.  
| **Lead** | • Dean of Lutgert College of Business |

<table>
<thead>
<tr>
<th><strong>Action # 8</strong></th>
<th>• <em>Create an App Center within the FGCU IE Incubator as an outlet where students will work only on App development, partnering with faculty fellows in Computer Information Systems and other technology programs.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>• Spring 2017 – spring 2018: Plan &amp; apply for internal &amp; external funding; open App center in fall 2018</td>
</tr>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. App Center will house state-of-the-art software and equipment for design of Android and iOS applications.</td>
</tr>
</tbody>
</table>
Action # 9

**Construct Entrepreneurship Building to hold Entrepreneurship courses, the Institute for Entrepreneurship, FGCU’s Incubator featuring the IE, FSDBC, and the School of Entrepreneurship.**

**Timeline**

**Performance Outcomes Measure(s)**
1. Building will consist of administrative and faculty office space for the above programs, classrooms, flexible meeting and presentation areas, the IE’s Innovation Hub and Business Incubator.
2. Product prototyping, app development, and hospitality labs.
3. Research Lab serving as a research/ business analytics/ economic impact center which will include RERI and Center for Consumer Analytics.

Action # 10

**Establish a university-wide program to provide experienced and talented individuals in the community with an opportunity to share their knowledge and experience to enhance the quality of education provided to FGCU students.**

**Timeline**
- Create a program planning committee fall 2016.
- Develop a plan for the development, operation, and funding of the program in spring 2017.
- Hire program coordinator and budget operational funding for fall 2017.
- Initiate a prototype program in spring 2018.
- Launch the program in fall 2018.

**Performance Outcomes Measure(s)**
1. Number of community members participating in the program.
2. Increase in university awareness and reputation within Southwest Florida.
3. Increase in university financial support directly resulting from individual participation in the program.

Lead
- Dean of Lutgert College of Business
- Vice President of University Advancement and Executive Director, FGCU Foundation
- Vice President of Administrative Services

Lead
- Vice President of University Advancement and Executive Director, FGCU Foundation
- College Deans

Approved by the FGCU Board of Trustees on September 13, 2016
## Objective 2: **FOCUS** on creating Entrepreneurial mindset throughout the University Community

<table>
<thead>
<tr>
<th><strong>Action # 1</strong></th>
<th><strong>Develop a Faculty Fellows Program with Representatives from all Colleges.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Form the Faculty Fellows Program (faculty across the university): 2016-2017 and begin Strategic Plan; 2017-2018: Implementation.</td>
</tr>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. Each College and School will have a minimum of two faculty in the Faculty Fellows Program.</td>
</tr>
</tbody>
</table>

| **Lead** | College Deans |

<table>
<thead>
<tr>
<th><strong>Action # 2</strong></th>
<th><strong>Collaborate with Undergraduate Studies to establish an Entrepreneurship Living-Learning Community.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Begin planning 2016-2017. Develop curriculum and events for the program and seek funding 2017-18</td>
</tr>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. Accept first group of students 2018-2019.</td>
</tr>
</tbody>
</table>

| **Lead** | Dean of Lutgert College of Business  
Dean of Undergraduate Studies |

<table>
<thead>
<tr>
<th><strong>Action # 3</strong></th>
<th><strong>Increase the number of FGCU students and classes involved in entrepreneurship across the university.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Revise the Entrepreneurship Minor to include additional course choices, such as social entrepreneurship, starting 2016; Develop additional concentrations and certificate programs as indicated above per stated timelines; 2016-17 create an Entrepreneurship Attribute for all entrepreneurship classes to provide accurate metrics to enable tracking of entrepreneurship education.</td>
</tr>
</tbody>
</table>

Approved by the FGCU Board of Trustees on September 13, 2016
<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase by 20% a year the number of students taking entrepreneurship classes and/or minors (or majors) with a baseline of 776 students enrolled in classes and 97 declared minors for 2015-2016.</td>
</tr>
<tr>
<td>2. Establish baseline for students enrolled in courses incorporating Entrepreneurship, as indicated by the course attribute in Gulfline.</td>
</tr>
</tbody>
</table>

**Lead**
- Dean of Lutgert College of Business

---

**Action # 4**
- Increase opportunities for FGCU student involvement with entrepreneurship through the following:
  - Expanding the Runway Program, offered through the FGCU’s Entrepreneurship Incubator to include App Development and Hospitality Specialty programs.

**Timeline**
- Implement 2016-17 program and seek subsequent funding annually. Accept students by Fall 2017.

---

**Action # 5**
- Increase opportunities for FGCU student involvement with entrepreneurship through the following:
  - Increase the number of FGCU students joining and attending the Business and Entrepreneurship Club meetings from the existing 50-60 students.

**Timeline**
- Increase number of meetings and events during 2016-17.

---

**Action # 6**
- Increase opportunities for FGCU student involvement with entrepreneurship through the following:
  - Increase campus-wide entrepreneurship events and competitions to increase the number of students.
participating in student venture competitions and to stimulate entrepreneurship.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>• Host two EagleBiz competitions, one Entrepreneurial Showcase, and host the Governor’s Cup in AY 2016-2017. Add 2 cross-campus pitch competitions and Social Innovation Challenge in AY 2017-2018. Add a campus-wide pitch competition for socially conscious business services and products.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Outcomes</td>
<td>1. By 2018-2019, increase the number of students competing in Eagle Biz by 20% from existing 167 students; 2. Each event listed above will be held and by 2018, well attended; 3. Increase the seed funding for students.</td>
</tr>
</tbody>
</table>
| Lead | • Dean of Lutgert College of Business  
• Vice President of University Advancement and Executive Director, FGCU Foundation |

**Objective 3: **FOCUS on FGCU becoming the catalyst of Entrepreneurship within Southwest Florida and the State.

**Action # 1** • *Grow the Veterans Entrepreneurship Program.*

<table>
<thead>
<tr>
<th>Timeline</th>
<th>• Redesign the Veterans Program and increase seed funding &amp; sponsorship support for the Veterans and develop a marketing plan using graduates of the Veterans program in fall 2016. Program begins January 2017 and continues each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Outcomes</td>
<td>1. Increase seed funding by 5% annually; increase number of veterans completing the program by 10% annually until 2021 (from 33 in 2015-16).</td>
</tr>
</tbody>
</table>
| Lead | • Dean of Lutgert College of Business  
• Vice President of University Advancement and Executive Director, FGCU Foundation |

**Action # 2** • *Maintain a database of the alumni or students who have started businesses.*

| Timeline | • Annually per AY 2016-2021 |
Performance Outcomes Measure(s)

1. Conduct survey of all students and alumni to identify students who have started businesses.
2. Develop system to track impact of successful entrepreneurial efforts in SWFL and the state.

Lead

- Dean of Lutgert College of Business

---

**Action # 3**

- *Increase the number of student and non-student entrepreneurship ventures in SWFL that receive planning and development support from the Florida Small Business Development Center (FSBDC) and the Institute for Entrepreneurship (IE).*

Timeline

- Track outcome measures annually 2016-2021. Establish baseline in AY 2016-17 and expect increases annually thereafter.

Performance Outcomes Measure(s)

1. Number of entrepreneurial ventures in SWFL receiving assistance from the FSBDC and the IE.
2. Number of educational entrepreneurship programs offered to students and non-student community members through the IE.
3. Number of individuals receiving entrepreneurship education from the IE.
4. Number of project teams using the ETI/I-HUB to support entrepreneurship efforts.
5. Amount of external funding to support entrepreneurship programs and student contact hours conducted within the ETI/I-HUB.

Lead

- Dean of Lutgert College of Business

---

**Action # 4**

- *Provide programs for community individuals, K-12 students and high school teachers in the 5-county region of SWFL.*

Timeline

- Continue to offer annual CEO Academy held by IE in conjunction with Junior Achievement for Lee and Collier County high school students. Continue mentorship opportunities from faculty or our mentors to work with the teachers in Lee County and Collier County High Schools in entrepreneurship programs. Continue to develop the program for Pick up the Ball’s Entrepreneurship Network.
1. Increase by 5-10% annually (max 50) from 35 students in 2016 the number of high school students receiving entrepreneurial training.

**Lead**
- Dean of Lutgert College of Business

---

**Action # 5**
- Formalize an Entrepreneurship Community Mentorship Program.

**Timeline**
- Develop uniform orientation and training program for mentors and create a separate mentorship team for the RHM program to assist RHM students with their specific needs for 2016-2017.

**Performance Outcomes Measure(s)**
1. Entrepreneurial Mentor Team (EMT) will provide weekly mentorship assistance for each student in an entrepreneurship program, which currently consist of, the Runway Program, New Venture Laboratory course, Veterans Florida Entrepreneurship Program, and the CEO Academy.
2. Increase the number of non-course related mentorship events from six mentors for 2015-2016 to twenty mentors in 2016-2017.

**Lead**
- Dean of Lutgert College of Business

---

**Objective 4: FOCUS** on International development of faculty, staff, students, colleges, centers and programs to leverage business opportunities.

**Action # 1**
- Establish and maintain educational partnerships and collaborations with universities and business enterprises outside the United States to increase student participation in international study abroad programs and exchange experiences.

**Timeline**
- Support existing Memorandums of Understanding (MOUs) and partnership agreements with our existing six educational partners in France, Germany, Sweden, Spain and New Zealand throughout 2016-2021.
Performance Outcomes Measure(s)

1. Number of FGCU undergraduate and graduate students that take advantage of global educational opportunities with collaborating institutions and business enterprises.
2. Number of students from partner institutions that send their undergraduate and graduate students to FGCU.
3. Add 2 to 3 educational partners in areas around the globe where FGCU does not have an existing educational partnership – to include Caribbean, Central America, Asia, and Africa.

Lead

- Provost
- College Deans

Action # 2

- **The College of Education will create the Center for Research Evaluation, Assessment, and Measurement (CREAM) to provide comprehensive research and evaluation services to public and private schools, human service agencies, community organizations, and other individuals.**

Timeline

- Completion of a development proposal, to include a comprehensive business plan, May 2017.

Performance Outcomes Measure(s)

1. Number of services provided.
2. Revenue generated by the center per year.

Lead

- Dean of College of Education
- Provost

Action # 3

- **Create Global Studies/Global Competitiveness major.**

Timeline

- Plan- 2016-19; approval 2017-18; Implementation 2018-19.

Performance Outcomes Measure(s)

1. Program Approval by BOT and BOG.
2. Admission and enrollment of students.

Lead

- Dean of College of Arts and Sciences
### Action # 4

- **Establish a FGCU International Faculty Development and Research Initiative that would provide faculty members from across the university with an opportunity to either teach or perform research at another well-respected global college or university.**

### Timeline

- Construct the process or policy to support the International Faculty Development Program 2016-2017. Select faculty members to participate in the initiative starting summer 2017. Expand the number of faculty members participating in the program to 20 throughout 2016-2021.

### Performance Outcomes

<table>
<thead>
<tr>
<th>Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of FGCU faculty that participate in the program.</td>
</tr>
<tr>
<td>2. Reports documenting how faculty members improved their teaching curriculum to include global topics and issues.</td>
</tr>
<tr>
<td>3. Number of presentations and published research articles authored by faculty at both FGCU and another international college or university.</td>
</tr>
</tbody>
</table>

### Lead

- Provost
- College Deans
Health Sciences

**Defined:** We must leverage the widely recognized strengths in preparing students for health related professions and develop and implement distinctive and prominent new programs that offer effective solutions to healthcare problems.

**Objective 1: FOCUS** on all clinically-oriented disciplines within healthcare and further establish the CHPSW in the region, state, and beyond as the state of Florida’s University for preparing students for all careers within healthcare except allopathic and osteopathic medicine.

<table>
<thead>
<tr>
<th>Action # 1</th>
<th>• Fully implement the Doctor of Nursing Practice–Nurse Practitioner Program graduating the first cohort of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>• First cohort of full-time B.S.N. to D.N.P. students will graduate by Spring 2019; part-time students will graduate by Spring 2020.</td>
</tr>
</tbody>
</table>
| Performance Outcomes Measure(s) | 1. > 90% of all full-time and part-time students graduate from program.  
2. The first-time pass rate for students taking the Family Nurse Practitioner National Certification exam will be 90% or higher. |
| Lead | • Dean of College of Health Professions and Social Work  
• Provost |

<table>
<thead>
<tr>
<th>Action # 2</th>
<th>• Fully implement the Masters of Physician Assistant Studies (M.P.A.S.) program graduating the first cohort of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>• First cohort of M.P.A.S. students will graduate by December 2019.</td>
</tr>
</tbody>
</table>
| Performance Outcomes Measure(s) | 1. > 90% of all students graduate from program.  
2. The first-time pass rate for students taking the Physician Assistant National Certifying Exam will be 90% or higher. |
| Lead | • Dean of College of Health Professions and Social Work  
• Provost |
| Action #3 | • *Fully implement the Bachelor of Science in Public Health (B.S.P.H.) program graduating the first cohort of students.*  |
| Timeline | • First cohort of B.S.P.H. students will graduate by December 2019.  |
| Performance Outcomes Measure(s) | 1. > 90% or more of all students graduate from program.  |
| Lead | • Dean of College of Health Professions and Social Work  
• Provost  |

| Action #4 | • *Expand capacity of existing B.S.N – RN Nursing Program to prepare more nurses in Florida.*  |
| Timeline | • Expand program by 24 additional students across fall and spring admissions cycle beginning Fall 2018.  |
| Performance Outcomes Measure(s) | 1. Three new full-time faculty lines dedicated to BSN program are added and hired for Fall 2018.  
2. Three to six new adjunct faculty are hired for Fall and Spring terms.  
3. Student enrollment across fall and spring admission cycles increases by a total of 24.  |
| Lead | • Dean of College of Health Professions and Social Work  
• Provost  |

| Action #5 | • *M.H.A. in Health Administration degree: Refine existing M.S. in Health Science degree program.*  |
| Timeline | • Submit proposal Fall 2017 with approval in Spring 2018.  |
| Performance Outcomes Measure(s) | 1. University BOT approval received.  
2. SACSCOC substantive change approval.  
3. Students enrolled.  |
| Lead | • Dean of College of Health Professions and Social Work  
• Provost  |
### Action # 6

- **Develop post-professional transitional Occupational Therapy doctoral degree (t-OTD) program.**

#### Timeline
- Submit proposal for OTD degree in Occupational Therapy in Fall 2018 with approval in Spring 2019; SACSCOC level change approval by Fall 2019; first cohort enrolled by Fall 2019.

<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University BOT and BOG approvals received.</td>
</tr>
<tr>
<td>2. SACSCOC level change approval.</td>
</tr>
<tr>
<td>3. Students enrolled.</td>
</tr>
</tbody>
</table>

#### Lead
- Dean of College of Health Professions and Social Work
- Provost

### Action # 7

- **Develop clinical doctoral degree program in Nurse Anesthesia (from existing Nurse Anesthesia M.S.N. program) within current Doctor of Nursing Practice degree (D.N.P.-Nurse Anesthesia).**

#### Timeline

<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University BOT and BOG approvals received.</td>
</tr>
<tr>
<td>2. Students enrolled.</td>
</tr>
</tbody>
</table>

#### Lead
- Dean of College of Health Professions and Social Work
- Provost

### Action # 8

- **Create Masters in Athletic Training (M.S.A.T.) degree program from existing B.S.A.T. degree.**

#### Timeline
- M.S.A.T. curriculum proposal submitted in Fall 2017, approval achieved by Spring 2018; first cohort enrolled by Fall 2018.

<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. University BOT approval received.</td>
</tr>
<tr>
<td>5. SACSCOC substantive change approval.</td>
</tr>
<tr>
<td>6. Students enrolled.</td>
</tr>
</tbody>
</table>

#### Lead
- Dean of College of Health Professions and Social Work
- Provost
<table>
<thead>
<tr>
<th>Action # 9</th>
<th>• Plan for post-Masters certificate in Marriage &amp; Family Therapy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>• Plan for post-Masters certificate completed by end of Fall 2016; decision to submit approval to plan in Fall 2019.</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Plan is created and Certificate program is implemented by Fall 2017.</td>
</tr>
</tbody>
</table>
| Lead | • Dean of College of Health Professions and Social Work  
• Provost |

<table>
<thead>
<tr>
<th>Action # 10</th>
<th>• Explore creating the following inter-disciplinary Ph.D. programs in Rehabilitation Sciences and Behavioral Health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>• Feasibility plan for Ph.D. program in Rehabilitation Sciences and Behavioral Health created by Spring 2018; decision to submit approval to plan to the BOG in Fall 2019.</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Feasibility studies for each program are completed by Spring 2018; decision to submit approval to plan to the BOG made by Fall 2019.</td>
</tr>
</tbody>
</table>
| Lead | • Dean of College of Health Professions and Social Work  
• Provost |

Objective 2: **FOCUS** on developing health focus areas in other degree programs external to College of Health Professions and Social Work (CHPSW) (i.e. Medical Humanities, Medical Sales Force), and expanding Inter-professional education interaction and research collaborations

<table>
<thead>
<tr>
<th>Action # 1</th>
<th>• Explore creating B.A. or minor in Medical Humanities program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>• Feasibility plan for B.A. program in Medical Humanities program created by Spring 2017; decision to submit approval to plan in Summer 2017; if decision is yes, approval to plan is submitted to State in Fall 2017 [timeline and approval adjustments anticipated if minor instead of B.A.]; curriculum proposal created and approved during 2018-2019 academic year; students enrolled Fall 2019.</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>Timeline</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1. Feasibility study for program is completed by Spring 2017. | Feasibility plan for Medical Sales Force track created by Spring 2017; decision to submit approval to plan is made by Summer 2017; if decision is yes, approval to plan is submitted to State in Fall 2017; curriculum proposal created and approved during 2018-2019 academic year; students enrolled Fall 2019. | • Dean of College of Health Professions and Social Work  
 • Dean of College of Arts and Sciences  
 • Provost |
| 2. Decision to submit approval to plan is made by Summer 2017. | • Feasibility study for program is completed by Spring 2017.  
 • Decision to submit approval to plan is made by Summer 2017.  
 • Approval to plan is submitted by Fall 2017 (if decision to move forward by FGCU is made).  
 • Curriculum proposal submitted and approved by Spring 2019.  
 • Students enrolled by Fall 2019. | • Dean of College of Health Professions and Social Work  
 • Dean of Lutgert College of Business  
 • Provost |
| 3. Approval to plan is submitted by Fall 2017 (if decision to move forward by FGCU is made). | | |
| 5. Students enrolled by Fall 2019. | | |

**Action # 2**  
*Explore creating a Medical Sales Force track within the Professional Sales program.*

**Objective 3: FOCUS** on establishing on-campus and off-campus faculty-led practice clinics in health professions (e.g., primary care, rehabilitation, and wellness) generating alternative revenue streams to support student and faculty success.

**Action # 1**  
*Develop on-campus faculty practice clinic in Behavioral Health.*

**Timeline**  
- Develop plan to renovate existing space in Merwin Hall by June 2017; develop business plan & revenue model by December 2017; begin seeing clients February 2018.

**Performance Outcomes Measure(s)**  
1. Renovation plan is executed by timeline established.  
2. Business plan and revenue model of clinic is developed and approved supporting positive return on investments achievement by the established timeline.
<table>
<thead>
<tr>
<th>Lead</th>
<th>Dean of College of Health Professions and Social Work</th>
<th>Provost</th>
<th>Vice President of Administrative Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action # 2</strong></td>
<td>Develop on-campus faculty practice clinic in Rehabilitation Sciences (Physical Therapy, Occupational Therapy, Athletic Training), and Primary Care (Nurse Practitioner, Physician Assistant).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Develop business plan and revenue model for on-campus clinics in Griffin Hall and Marieb Hall by December 2016; gain University approvals by August 2017; begin treating FGCU faculty &amp; staff by September 2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. Business plan and revenue model of clinic is developed and approved supporting positive return on investments achieved by the established timeline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead</td>
<td>Dean of College of Health Professions and Social Work</td>
<td>Provost</td>
<td>Vice President of Administrative Services</td>
</tr>
<tr>
<td><strong>Action # 3</strong></td>
<td>Develop off-campus integrated care clinic faculty practice clinic led by FGCU in (Physical Therapy, Occupational Therapy, Exercise Science), and Primary Care (Nurse Practitioner, Physician Assistant) at Babcock Ranch.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Develop business plan and revenue model for off-campus clinic by December 2016; gain University approvals by August 2017; begin treating patients by September 2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Outcomes Measure(s)</strong></td>
<td>1. Business plan and revenue model of clinic is developed and approved supporting positive return on investments achieved by the established timeline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead</td>
<td>Dean of College of Health Professions and Social Work</td>
<td>Provost</td>
<td>Vice President of Administrative Services</td>
</tr>
</tbody>
</table>
Objective 4: **FOCUS** on creating School of Dental Medicine and a School of Pharmacy that seamlessly integrates with the existing CHPSW.

<table>
<thead>
<tr>
<th>Action # 1</th>
<th><strong>Creation of a School of Dental Medicine</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>• Develop task force and hire consultant to perform feasibility study Fall 2016 – Spring 2017; Seek approval from FGCU UBOT, FL BOG, The Commission on Dental Accreditation to plan programs from Fall 2017 – Spring 2018; upon gaining planning approvals, establish necessary curriculum proposals from Spring 2018 – Spring 2020; seek funding from State and private sources Fall 2016 – Spring 2021; hire faculty &amp; staff Fall 2019; begin construction Fall 2020, finish construction Fall 2021; obtain accreditation Spring 2022; enroll students Fall 2022.</td>
</tr>
<tr>
<td>Performance Outcomes</td>
<td>Measure(s)</td>
</tr>
<tr>
<td></td>
<td>1. Approvals received by established deadline.</td>
</tr>
<tr>
<td></td>
<td>2. Funding is secured, faculty &amp; staff are hired, facilities completed by established deadlines.</td>
</tr>
<tr>
<td></td>
<td>3. Accreditation received by established deadline.</td>
</tr>
<tr>
<td></td>
<td>4. Students enrolled by established deadline.</td>
</tr>
<tr>
<td>Lead</td>
<td>• President and Cabinet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action # 2</th>
<th><strong>Creation of a School of Pharmacy.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>• Develop task force and hire consultant to perform feasibility study Fall 2016 – Spring 2017; Seek approval from FGCU UBOT, Florida BOG, Accreditation Council for Pharmacy Education to plan programs from Fall 2017 – Spring 2018; upon gaining planning approvals, establish necessary curriculum proposals from Spring 2018 – Spring 2020; seek funding from State and private sources Fall 2016 – Spring 2021; hire faculty &amp; staff Fall 2019; begin construction Fall 2020, finish construction Fall 2021; obtain accreditation Spring 2022; enroll students Fall 2022.</td>
</tr>
<tr>
<td>Performance Outcomes</td>
<td>Measure(s)</td>
</tr>
<tr>
<td></td>
<td>1. Approvals received by established deadline.</td>
</tr>
<tr>
<td></td>
<td>2. Funding is secured, faculty &amp; staff are hired, facilities completed by established deadlines.</td>
</tr>
<tr>
<td></td>
<td>3. Accreditation received by established deadline.</td>
</tr>
<tr>
<td></td>
<td>4. Students enrolled by established deadline.</td>
</tr>
<tr>
<td>Lead</td>
<td>• President and Cabinet</td>
</tr>
</tbody>
</table>
Emerging Pre-eminence

Defined: Emerging Pre-eminence is designed to elevate the academic standards and research productivity at Florida State Universities. This is an aspirational pillar for long-term success of FGCU and initial focus will be those metrics related to student success.

Objective 1: **FOCUS** on metrics (e.g. 4-yr graduation rate, freshman retention rate, enrollment of better academically prepared students) related to student success.

**Action # 1**

- Achieve improvement on the 4-year and 6-year graduation rates through improved advising, student tracking, and incentive programs such as Soar in 4.

**Timeline**
- Ongoing from 2016-2021

**Performance Outcomes Measure(s)**
1. Achieve an increase of 9 percentage points (i.e., 30%) in the 4-year graduation rate for the class of 2015 by 2020.
2. Achieve an overall improvement of 10% points for the 6-yr graduation rate (i.e., 53%) for the class of 2013 by 2020.

**Lead**
- President and Cabinet

**Action # 2**

- Increase freshman retention rate of Full-time First-time in College students by recruiting better qualified students, enhanced advising, and early warning systems.

**Timeline**
- Ongoing 2016-2021

**Performance Outcomes Measure(s)**
1. Increase by 7% percentage points so that the cohort of students who enroll at FGCU in fall 2019 demonstrate a second year retention rate of 86%.

**Lead**
- President and Cabinet

**Action # 3**

- Improve the average GPA and SAT scores for incoming freshmen in the fall semester through implementation of an honors college and significantly enhanced institutionally and state-based grant/scholarship support.

**Timeline**
- Ongoing 2016-2021
1. The entering student profile GPA will increase from 3.8 currently to 3.9.
2. The entering student profile SAT will increase from 1583 to 1700 or its equivalent.

<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead</strong></td>
<td>• President and Cabinet</td>
</tr>
</tbody>
</table>

**Action # 4**

- *Increase the FGCU Foundation’s endowment to $100 million in the next five years through ever greater annual giving and more successful portfolio management to provide greater scholarship and academic support.*

<table>
<thead>
<tr>
<th>Timeline</th>
<th>• Ongoing 2016-2021</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
<th></th>
</tr>
</thead>
</table>
| **Lead** | • President  
          • Vice President of University Advancement |

**Action # 5**

- *COE will increase degree awards in Special Education, Early Childhood Education, Elementary Teacher Education, and STEM related Secondary Teacher Education.*

<table>
<thead>
<tr>
<th>Timeline</th>
<th>• Incrementally over the next 5-year period</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
<th></th>
</tr>
</thead>
</table>
| **Lead** | • Dean of College of Education  
          • Provost |

Approved by the FGCU Board of Trustees on September 13, 2016
**Objective 2:** **FOCUS** on expanding enrollments and number of degrees awarded in selected Graduate (Master) Programs.

**Action # 1**
- *Increase graduate degrees awarded within programs of strategic emphasis, especially those in STEM.*

**Timeline**
- The U.A. Whitaker College of Engineering (WCE) will launch the M.S. in Engineering program with a limited scope in fall 2017, and will broaden the number of engineering disciplines included in the program as resources for new faculty lines become available in forthcoming years.

**Performance Outcomes Measure(s)**
1. Number of graduate degrees awarded annually from programs of strategic emphasis supported by the WCE.

**Lead**
- Dean of Whitaker College of Engineering
- Provost
- Dean of Graduate Studies

**Action # 2**
- *Engage in promoting graduate degree programs and recruiting graduate students.*

**Timeline**
- Continuous for the next five years.

**Performance Outcomes Measure(s)**
1. Increase of the number of applications, admissions, and enrollment in selected graduate programs.
2. Number of students enrolled through the new incentive program for all undergraduate students who graduate in four years or less.

**Lead**
- Dean of Graduate Studies
- College Deans
- Provost

**Action # 3**
- *Develop new graduate Master and Doctoral degree programs in the BOG strategic areas of emphasis.*

**Timeline**
<table>
<thead>
<tr>
<th>Performance Outcomes Measure(s)</th>
<th>Establishment of new master and doctoral degree programs per year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead</td>
<td>• Dean College of Arts and Sciences</td>
</tr>
<tr>
<td><strong>Action # 4</strong></td>
<td>• Develop plans for a Science Library to support expansion of graduate and professional programs that includes space for students, faculty and researchers to access scholarly information resources and interact with subject specialist librarians.</td>
</tr>
<tr>
<td>Timeline</td>
<td>• Plans for the Science Library will be developed in accordance with the program planning timeline set by the Colleges.</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Feasibility plan / study for Library expansion to support these graduate programs gets created.</td>
</tr>
<tr>
<td>Lead</td>
<td>• Dean of Library</td>
</tr>
<tr>
<td><strong>Action # 5</strong></td>
<td>• Explore creating an interdisciplinary M.S. in Applied Analytics.</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Enrollment of 5 students first year, with continual increased enrollment</td>
</tr>
<tr>
<td>Lead</td>
<td>• College Deans</td>
</tr>
</tbody>
</table>
Objective 3: **FOCUS** on recruitment and retention of high quality faculty.

**Action # 1**
- *Expand upon current professional development and training opportunities through the Lucas Center for Faculty Development to help faculty members become more successful at FGCU.*

**Timeline**
- 2016-2017 academic year inventory of all existing programs established; 2017-2018 academic year refinement of existing programs completed; 2018-2019 academic year current programs expanded or created to meet faculty demand.

**Performance Outcomes Measure(s)**
1. All faculty programs inventoried.
2. Existing faculty programs are refined.
3. Current programs are expanded.
4. New programs are developed.

**Lead**
- Provost
- Dean of Undergraduate Studies

**Action # 2**
- *Define programs of distinction in strategic emphasis areas where a deliberate and focused faculty recruitment plan to attract eminent scholars in their discipline(s) can be established.*

**Timeline**
- 2016-2017 academic year programs are defined; 2017-2019 academic years resources are secured to support faculty hires; 2020-2021 academic year, faculty are hired.

**Performance Outcomes Measure(s)**
1. Programs of distinction are defined.
2. Resources are secured through State and private funds.
3. Number of faculty are hired and supported.

**Lead**
- College Deans
- Provost
- Vice President for University Advancement
### Action # 3

- **Develop long-term plan to establish the E&G funded Research Foundation Fund (RFF) a Direct Support Organization (DSO) in support of research activities and administrative costs. The RFF exists in other SUS campuses which is additional to the Sponsored Research Trust Fund (SRTF) established by the revenues generated by the Facilities & Administrative (F&A) costs (a.k.a. Indirect costs).**

**Timeline**


**Performance Outcomes Measure(s)**


**Lead**

- Associate Vice President for Research and Graduate Studies
- Provost

### Action # 4

- **Provide start-up funds, course release, research lab space, support for graduate and undergraduate student research and teaching assistants, etc. to both newly recruited research professors and current FGCU in-unit faculty active in research.**

**Timeline**

- Continuous funding for the next five years and beyond.

**Performance Outcomes Measure(s)**

1. Increase in resources to support research per year.
2. Plans are created to meet the needs outlined above.

**Lead**

- College Deans
- Associate Vice President for Research and Graduate Studies
- Provost

### Action # 5

- **Provide E&G funds for patent/IP application fees, annual patent/IP maintenance fees, fees for research compliance training and certification (e.g., membership, certificate, training modules, etc.).**

**Timeline**

- Continuous funding for the next five years and beyond.
1. The number of patent/IP applications and commercialization agreements.

**Action # 6**  
Support faculty-mentored undergraduate research across all colleges and the library.

**Timeline**  
2016-2020

1. Provide Undergraduate Student Scholarship Support Award (USSSA) mini-grants to support student-faculty collaborative research through collaboration with the Office of Undergraduate Scholarship and Office of Research and Graduate Studies.
2. Analyze graduation rates among awarded students, seeking to improve FGCU’s performance on this metric.
3. Seek additional funds to support undergraduate research.

**Lead**  
- College Deans
- Associate Vice President for Research and Graduate Studies
- Dean of Undergraduate Studies

**Objective 4: FOCUS** on increasing Research Expenditures by 100% in next 5 years.

**Action # 1**  
Act on strategic hiring of faculty in BOG identified strategic areas of emphasis as well as to strengthen current research areas at FGCU. It is anticipated that the research faculty will be recruited at the Full Professor or Associate Professor levels with outstanding track records of securing extramurally funded research grants as well as publishing in high impact journals.

**Timeline**  
Continuous for the next five years.

1. The number of research faculty recruited per year.
2. The increase of total research funding and expenditures.

**Lead**  
- College Deans
- Provost
### Action #2
- **The ETI will support emergent technologies research in areas such as sustainable energy, sustainable waste and water treatment, other emergent technologies, entrepreneurship, and STEM education.**

#### Timeline
- The ETI is currently supporting funded research and proposals and this support will continue.

#### Performance Outcomes Measure(s)
1. External research proposals funded from ETI support.
2. External research funding received.
3. Scholarly publications and number of student research assistant work hours funded from ETI support.

#### Lead
- College Deans
- Office of the Provost

### Action #3
- **Create inter-disciplinary research focus area among faculty in bioengineering and rehabilitation sciences that leads to the dissemination of research and collaborative grant submissions and extramural funding.**

#### Timeline
- Establish formal research team in Fall 2016; develop focused research agenda by end of Spring 2017; submit IRB protocols supporting new research agenda by end of Spring 2017; solicit internal grant award(s) to support preliminary data; begin data collection on projects during Fall 2017; complete data collection disseminate results through presentations, manuscript submissions, and publications by Fall 2018; submit Federal grant proposals (e.g. NSF, NIH, DOD, etc.) by Fall 2018; receive grant award(s) by Spring 2019 or Fall 2019.

#### Performance Outcomes Measure(s)
1. Research team(s) established within timeline.
2. Research agenda(s) established within timeline.
3. IRB protocols approved within timeline.
4. Data collection commences and is on-going within timeline.
5. New research findings disseminated within timeline.
6. Grant proposals submitted to Federal agencies within timeline.
7. Federal grant(s) awarded within timeline.

#### Lead
- Dean of College of Health Professions and Social Work
- Dean of Whitaker College of Engineering
- Provost
- Associate Vice President for Research and Graduate Studies
### Action # 4
- Increase the number of doctoral degree programs in both basic and applied/interdisciplinary areas, mainly programs of Doctor of Philosophy.

**Timeline**
- Continuous for the next five years. 2016-17 decision on proceeding, 2017-18 planning; 2018-19 approval, 2019-20 implementation.

**Performance Outcomes Measure(s)**
1. Identification of potential doctoral degree programs to pursue.

**Lead**
- College Deans
- Dean of the Library
- Provost
- Associate Vice President for Research and Graduate Studies

### Action # 5
- Establish biotechnology ventures and research partnerships at the Emergent Technologies Institute that lead to the discovery of new knowledge and technologies that can be commercialized.

**Timeline**
- Establish biotechnology venture during Spring 2017 term; develop research partnership by Summer 2017; submit IRB protocols supporting new research agenda by Fall 2017 and begin patent application(s) for new technologies throughout Fall 2017 and Spring 2018 terms; begin data collection on projects during Fall 2017 and Spring 2018; complete data collection and disseminate results through presentations, manuscript submissions, and publications by Spring 2019; submit Federal grant proposals (e.g., NSF, NIH, DOD, etc.) by Spring 2019; receive grant award(s) by Spring 2021; new patent(s) awarded by Fall 2021.

**Performance Outcomes Measure(s)**
1. Biotechnology ventures and research partnerships within timeline.
2. Research agenda(s) established within timeline.
3. IRB protocols approved within timeline.
4. Patent applications started within timeline.
5. Data collection commences and is on-going within timeline.
6. New research findings disseminated within timeline.
7. Grant proposals submitted to Federal agencies within timeline.
8. Federal grant(s) procured within timeline.
9. New patent(s) awarded within timeline.

**Lead**
- College Deans
- Provost
- Associate Vice President for Research and Graduate Studies
Objective 5: **FOCUS** on resources and structures to foster faculty research and scholarships while also expanding opportunities for undergraduate and graduate student research.

<table>
<thead>
<tr>
<th>Action # 1</th>
<th>Create School of Integrated Coastal and Watershed Studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>Plan is developed 2016-17, School is created by 2019-20.</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Timeline benchmarks are met.</td>
</tr>
</tbody>
</table>

| Lead          | Dean of College of Arts and Sciences  
|               | Dean of Whitaker College of Engineering  
|               | Provost |

<table>
<thead>
<tr>
<th>Action # 2</th>
<th>Develop Ph.D. program in environmental sciences.</th>
</tr>
</thead>
</table>
| Performance Outcomes Measure(s) | 1. Program is approved by BOT, BOG and SACSCOC.  
|                                  | 2. Substantive change is granted by SACSCOC.  
|                                  | 3. Students are admitted and enrolled. |

| Lead          | Dean of College of Arts and Sciences  
|               | Provost |

<table>
<thead>
<tr>
<th>Action # 3</th>
<th>Increase the depth and breadth of the Library’s collections to support greater emphasis on research. Subject specialist librarians will work with program faculty to assess collections and identify gaps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>As the FGCU research agenda is defined, the collections supporting those efforts will be assessed.</td>
</tr>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Faculty and students will have ready access to the library materials and resources they need to complete grant proposals and research successfully.</td>
</tr>
</tbody>
</table>
### Action # 4

**The U.A. Whitaker College of Engineering, in collaboration with the ETI, will support emergent technologies research and development in areas such as sustainable energy, sustainable waste and water treatment, entrepreneurship, and sustainability/STEM education.**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>The ETI is currently submitting proposals and conducting externally funded research; these activities will continue and expand.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. External research proposals, external research funding, scholarly publications and number of student research assistant work hours funded from ETI support.</td>
</tr>
</tbody>
</table>

**Lead**
- Dean of the Library
- College Deans
- Provost

### Action # 5

**Allocate funds and faculty and students’ time to support undergraduate student research publications.**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>2016-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Increase faculty and financial support for the publication of two student scholarly journals: Mangrove Review (which disseminates creative works) and Aquila (which publishes academic papers).</td>
</tr>
</tbody>
</table>

**Lead**
- Dean of Whitaker College of Engineering
- College Deans
- Provost

### Action # 6

**Support multiple symposiums for students to present results of their scholarly activities.**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>2016-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Outcomes Measure(s)</td>
<td>1. Increase the number of forums in which undergraduate students present the results of their scholarly activities.</td>
</tr>
</tbody>
</table>

**Lead**
- Dean of Whitaker College of Engineering
- College Deans
- Provost
<table>
<thead>
<tr>
<th><strong>Action # 7</strong></th>
<th>Increase the number of opportunities for authentic class-based research experiences in traditional classrooms.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>2016-2021</td>
</tr>
</tbody>
</table>
| **Performance Outcomes/Measure(s)** | 1. Create a Gulfline designation to recognize courses that integrate authentic class-based research experiences.  
2. Using the Lucas Center and other resources, provide at least one workshop per semester for faculty professional development on how to engage undergraduate scholars. |
| **Lead**      | College Deans  
Provost |

<table>
<thead>
<tr>
<th><strong>Action # 8</strong></th>
<th>Create The Journal of Formative Design in Learning in collaboration with the College of Education (COE), Springer Publication and Association for Educational Communications and Technology (AECT).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Starting AY2016-2017 and continuous initiative.</td>
</tr>
</tbody>
</table>
| **Performance Outcomes/Measure(s)** | 1. The COE Program in Educational Technology will achieve AECT recognition by fall 2017.  
2. Journal circulation will increase by 10% each year, using fall 2016 as a baseline. |
| **Lead**      | Dean of College of Education  
Provost |

<table>
<thead>
<tr>
<th><strong>Action # 9</strong></th>
<th>Create an interdisciplinary Center for Consumer Analytics, initially a collaboration between the LCOB (marketing, ISOM &amp; RHM programs) and CHPSW, adding relevant disciplines over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>Phase 1: Internal and external fundraising and planning for an initial research center could begin immediately, with hired during 2017-2018.</td>
</tr>
</tbody>
</table>
| **Performance Outcomes/Measure(s)** | 1. Existence of center.  
2. Increased publications.  
3. Opportunity for student research. |
| **Lead**      | Dean of Lutgert College of Business |