

Questions to ask President Martin
Faculty Senate
Friday, September 1, 2017

1. As you evaluate FGCU's current status, what strengths and weaknesses do you perceive in the institution, and where do you see us going in the next 5 years under your leadership?

Strengths

Faculty want to come here to work
& many stay 15-20 yrs.

- Where are we going?
- 56% 6 yr. graduation rate
- 36-40% 4 yr. graduation rate.
- Intercollegiate growth rate
- Blding. & rec. center needs
- Work with community & employers
- 58% of graduates stay within our five county area.

Weaknesses

Performance based funding & losing students after sophomore yr.
Need more scholarships, not just research.

Q1 by S. Isern- Which specific mechanisms/plans will you employ to enhance faculty scholarship?

Work with Deans, Professional Organizations, and colleagues from other institutions. Have visiting scholars here using non-recurring dollars.

Q2 by J. MacDonald- Expand on your centers for excellence idea.

What do we have that is unique? We will use things to our benefit. Different populations with diversity, tropical zone issues etc.

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2. Faculty shouldered many of the budget cuts caused by FGCU's poor standing on performance-based metrics. These cuts include:
- Loss of all travel funds
 - No compensation for large enrollment classes
 - Lack of certainty about the availability of PDFG funds
 - No cost of living increase
 - All with an expectation of increased focus on scholarship.

How is the administration sharing the pain? What parallel reductions are upper administration making in their operation?

Can we wring some savings from administration?

- Protect the academic core.
- Protect student services.
- Seeking help to get ideas for restructuring certain areas- possible outside consultant to be brought in.
- Looking at other services: i.e.: legal department.
- Looking for ~15% savings in operating budget- related to people and attrition to decrease numbers.
- Looking at what can be off campus to save on housing.
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Q1 by M. Feuerbach- Issues continue with large classes, yet less time with students. What can be done?

- Need to adapt advising to better the students.
- It is a problem & needs to be re-evaluated.
- It is a challenge-hopefully, our budget issues will be bettered.
- Playing an internal game-where is the payoff first? What is the highest benefit? We need to keep ourselves on course. Our BOT is committed to trying to help us.

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3. Promotions are a sensitive issue for faculty, as they are one of the few opportunities for faculty raises. They have become contentious and divisive between faculty and Academic Affairs. Current practices have precipitated a brain drain from the university. In your experience, what are the best practices for the evaluation and awarding of promotion at a school that fashions itself as a ladder, not a filter?
- Promotions are a bet on what you are going to do in the future, not what you did do previously. Need the evidence to show what you are going to do with this promotion. The promotion is not so someone can “coast.”
 - Need clear expectations & standards.
 - Need deeper conversations on what is expected & what is their future.
 - Scholarship is not just writing- it is art, music etc.

Q1 by J. MacDonald- He was chair of promotions in CAS with course correction- what is an example?

- Between the faculty & chair as to what was done, did it meet expectations etc.?
- Recommended sharing promotion portfolio with experts in the field.
- Need to empower dept. chairs with faculty to challenge them to do more.
- Dept. chairs need to do this to contribute to the future.

Q2 by S. Isern- The current practice at FGCU is that the President has not been involved in the promotion process. Do you see this role changing and for the President to become more involved in the process?

- Wants to be a part of building a new and/or better faculty in the interests of the University.
- Will leave most to the Deans & Provost to follow the criteria for promotion.

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4. Given FGCU's current ranking within the SUS and the attendant funding problems, in your view, where does accountability lie? What immediate changes will you make to FGCU's organization and personnel?
- Immediate as he feels comfortable to do it right. Now he is a student of FGCU.
 - Accountability is that it is on his watch but all of us need to be ready to meet challenges. We are colleagues 1st & foremost.
 - No edicts coming- Being open though that things may change in the next 20 yrs.; not the way of the 1st 20 yrs.
 - Need to recognize the uniqueness of our students.
 - We all need to be a part of the process.
 - No one person's fault for anything- it's been a transition over time.

Q1 by S. Isern- Regarding accountability. Existing practices have gotten us here, and you were not part of that team. Do you plan to reshuffle the team or recruit new players?

- Always is some but nothing fast. Wants to avoid adding more personnel.
- Wants to add a more robust evaluation of the team.
- Wants to be able to get a grade from faculty (anonymously) for all VP's, Pres., & Deans. The evaluation needs to be more detailed but focused.

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5. Our current financial plan allocates a fixed budget to cover summer courses, which leaves many students and faculty lacking opportunity and resources, and results in buildings being underutilized. Please envision for us a new approach for offering and funding summer classes.
- Going to push the expansion of summer.
 - Will increase graduation rates.
 - More scheduling & marketing.
 - Will work with ERMC & building issues.

Q1 by C. Villiers- Summer & scholarly activity- how to do both?

- Deans, Chairs, & faculty need to communicate.
- Hopefully, with grants, donors, & recruiting endowed chairs to help pay for salaries. This will allow more time for scholarship, but not drain the University.
- Need to make this successful & get more money.

Q2 by J. Stecher- MCHHS is already a 12 month college. What do you envision with the other colleges if there are more summer classes?

- Try to recruit more money for faculty time with a reduction in class time.
- No one package works for all departments.

Q3 by S. Acuila- As a student herself, she is in the trenches with the students. There seems to be key people missing from the advising discussion table. No one hears them. What can be done?

- We will have a mixed group to talk about this.
- Changes are needed in advising, perhaps have one advisor, from entrance to graduation.

Q4 by J. MacDonald- Will you stay longer than the one year?

- He can but will he?
- He's planning on doing this job and doing it well.
- It's interesting, fun, & worthwhile!

Q5 by J. MacDonald- In your introduction, you said making the strategic plan more overarching. What is missing?

- Under-recognized COE.
- K-12 under performs.
- Met with school boards- Deans to go over this information.
- Need broader categories & expectations.
- University advancement needs a bigger voice & needs to be re-organized.

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- We need a four year outcome but stay rigid- strategies are not tactics!!

Q6 by S. Isern- How can we as faculty help you fast track your initiatives and experiments?

- What do you see? What should change in the curriculum?
- What are the barriers you see?
- We need more hybrid courses.