

AGENDA

FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES

Tuesday, April 11, 2023 9:45 a.m. to (estimated) 1:20 p.m.

**COHEN STUDENT UNION BALLROOM, ROOM #203
FLORIDA GULF COAST UNIVERSITY**

Indicated times within the agenda are approximate and are subject to change. Agenda items may be taken out of order at the call of the Chair and with the concurrence of the Board.

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|------------|--|
| 9:45 a.m. | Call to Order, Roll Call, Opening Remarks, and Welcome to New Trustee (and Student Government President)
<i>Emory Cavin – Chair Blake Gable</i> |
| 9:55 a.m. | Student Success – Enrollment Management Initiative –
<i>Vice President for Student Success and Enrollment Management Mitchell Cordova (TAB #1)</i> |
| 10:15 a.m. | Consent Agenda (Includes Public Comment) – Chair Blake Gable <ul style="list-style-type: none">• Minutes of February 9, 2023 Meeting (TAB #2)• Minutes of February 23, 2023 Meeting (TAB #3)• Resolution of Appreciation for Former Trustee Grace Brannigan (TAB #4) |
| 10:20 a.m. | Presentation of Resolution of Appreciation for Former Trustee Grace Brannigan – Chair Blake Gable and President Mike Martin |
| 10:30 a.m. | Standing Report from United Faculty of Florida (UFF)/FGCU Chapter – PresidentCarolynne Gischel |
| 10:35 a.m. | Standing Report from FGCU Financing Corporation Board of Directors – FGCU Board of Trustees Liaison to FGCU Financing Corporation Richard Eide, Jr. |

- 10:40 a.m. **Standing Report from FGCU Foundation Board of Directors** – *FGCU Board of Trustees Liaison to FGCU Foundation Robbie Roepstorff*
- 10:45 a.m. **Chair’s Report (Includes Public Comment)** – *Chair Blake Gable*
- Action:**
- **Presence at Babcock Ranch (TAB #5)**
- 11:00 a.m. **President’s Report** – *President Mike Martin*
- 11:15 a.m. **Presidential Search Advisory Committee Update** – *Chair of the Presidential Search Advisory Committee Edward Morton*
- 11:25 a.m. **Academic/Student/Faculty Affairs Committee (Includes Public Comment)** – *Committee Chair Jaye Semrod*
- Information:**
- **Continuance of the Florida Postsecondary Comprehensive Transition Program (FPCTP)** – Executive Vice President and Provost Mark Rieger **(TAB #6)**
- Action:**
- **FGCU Regulation 2.001 Undergraduate Admissions** – Vice President for Student Success and Enrollment Management Mitchell Cordova **(TAB #7)**
- **FGCU 2023 Accountability Plan for Board of Governors** – Executive Vice President and Provost Mark Rieger **(TAB #8)**
- **New Degree Program: Master of Arts in Instructional Design & Ed Tech** – Executive Vice President and Provost Mark Rieger **(TAB #9)**
- 11:45 a.m. **Break (5 minutes)**

11:50 a.m.

Lunch

12:15 p.m.

**Finance, Facilities and Administration Committee
(Includes Public Comment) – Committee Chair Edward
Morton**

Information:

- **Finance/Budget Update** – Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez (TAB #10)
- **Fixed Capital Outlay Budget Quarterly Update** – Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez (TAB #11)
- **FGCU Housing Invitation to Negotiate (ITN) Update** – Vice President for University Advancement, and Executive Director of FGCU Foundation Kitty Green (TAB #12)

Action:

- **Amendment of Carryforward Funds from Fiscal Year ending June 30, 2022** – Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez (TAB #13)
- **Educational Plant Survey Report** – Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez (TAB #14)
- **Florida Gulf Coast University Financing Corporation Bylaws** – Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez (TAB #15)

12:45 p.m.

**Audit and Compliance Committee (Includes Public
Comment) – Committee Chair Joseph G. Fogg III**

Information:

- **IT Security Incident Update** – Director of Internal Audit William Foster (TAB #16)
- **Status Update on Prior Corrective Actions** – Director of Internal Audit William Foster (TAB #17)

Action:

- **Course Substitutions Audit** – *Director of Internal Audit William Foster (TAB #18)*
- **WGCU Public Media Audit Report for the Years ended June 30, 2022 and June 30, 2021** – *Director of Internal Audit William Foster (TAB #19)*
- **2022 Annual Compliance Report** – *Chief Equity, Ethics, and Compliance Officer and Title IX Coordinator Precious Gunter (TAB #20)*

1:10 p.m.

Old Business – *Chair Blake Gable*

1:15 p.m.

New Business – *Chair Blake Gable*

1:20 p.m.

Closing Remarks, and Adjournment – *Chair Blake Gable*

(END)

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FGCU Board of Trustees
April 11, 2023

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19	WGCU Public Media Audit Report for the Years ended June 30, 2022 and June 30, 2021	Board Action
20	2022 Annual Compliance Report	Board Action

ITEM: 1

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

**SUBJECT: Student Success & Enrollment Management Initiative: (AI
Communication Platform for Student Success)**

PROPOSED BOARD ACTION

Information Only

BACKGROUND INFORMATION

The use of chatbots and artificial intelligence (AI) technology is becoming more prevalent in higher education. This presentation will highlight the use of this technology across a number of different areas at Florida Gulf Coast University to help improve student success. Moreover, we will show a brief live demonstration of this technology and present the future use of this technology at FGCU.

Supporting Documentation Included: N/A

Prepared by: Assistant Vice President of Student Enrollment and Financial Services Jorge Lopez, and Vice President for Student Success and Enrollment Management Mitch Cordova

Legal Review: N/A

Submitted by: Vice President for Student Success and Enrollment Management Mitch Cordova

ITEM: 2

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Minutes of February 9, 2023 Meeting

PROPOSED BOARD ACTION

Approve minutes

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees met on February 9, 2023. Minutes of the meeting were kept as statutorily required.

Supporting Documentation Included: Minutes of February 9, 2023 Meeting

Prepared by: Transcription Experts and Assistant Director of Board Operations
Tiffany Tramontozzi

Legal Review: N/A

Submitted by: President Mike Martin

FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES

Thursday, February 9, 2023

COHEN STUDENT UNION, ROOM #203 FLORIDA GULF COAST UNIVERSITY

Meeting Minutes

Members:

Present: Trustee Blake Gable – Chair; Trustee Edward Morton – Vice Chair (by phone); Trustee Grace Brannigan; Trustee Anna Carlin; Trustee Erika Donalds (by phone); Trustee Richard Eide, Jr. (by phone); Trustee Joseph Fogg III (by phone); Trustee Leo Montgomery (by phone); Trustee Luis Rivera; Trustee Robbie Roepstorff (by phone); Trustee Jaye Semrod (by phone); Trustee Peter Sulick; and Trustee Michael Wynn.

Others:

Staff: President Mike Martin; Executive Vice President and Provost Mark Rieger; Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez; Vice President and General Counsel Vee Leonard; Vice President for Student Success & Enrollment Management Mitchell Cordova; Vice President and Vice Provost for Strategy and Program Innovation Aysegul Timur; Director of Internal Audit Bill Foster; Chief of Equity, Ethics, and Compliance and Title IX Coordinator Precious Gunter; Director of Board Relations Tiffany Reynolds; Coordinator of University Communications & Media Relations Pamela McCabe; Assistant Director of Board Operations Tiffany Tramontozzi; Project Manager Melissa Pind; and Administrative Assistant II Amy Liekweg.

Item 1: Call to Order, Roll Call, and Opening Remarks

Chair Blake Gable called the meeting to order at 8:30 a.m. He asked Director of Board Relations Tiffany Reynolds to call the roll and state for the record any Trustees participating by conference call. Roll call was taken with all members participating, thus meeting quorum requirements.

Item 2: Consent Agenda (See Tab #1)

Chair Gable indicated there was one item on the Consent Agenda: Minutes of the January 10, 2023 Meeting.

Trustee Luis Rivera made a motion to approve the Consent Agenda. Trustee Peter Sulick seconded the motion. There was no public comment, or Board discussion. Chair Gable called for a voice vote with those in favor indicating “Yea” and those opposed “Nay.” The vote was unanimous in favor of the motion.

Item 3: Academic/Student/Faculty Affairs Committee (See Tab #2)

Committee Chair Jaye Semrod indicated there was one action item on the agenda, the 2022 FGCU Student Success Plan (SSP) Final Report. She noted the SSP was approved at the June 2022 FGCU Board of Trustees (BOT) meeting. She said the Plan was developed to specifically focus on improving the following five Performance Based Funding (PBF) Metrics: (1) Metric 1: Percent of Bachelor's Graduates Employed (earning \$30,000+) or Continuing their Education (one year after graduation); (2) Metric 4: FTIC Four-Year Graduation Rate; (3) Metric 5: Academic Progress Rate (APR); (4) Metric 9a: FCS AA Transfer Two-Year Graduation Rate; and (5) Metric 9b: FTIC Pell Recipient Six-Year Graduation Rate. She noted at the January FGCU BOT meeting an interim update was presented regarding the progress of the SSP, and today the final report would be presented with a summary of the deliverables and accomplishments. She noted upon approval, the 2022 FGCU SSP would be submitted to the Board of Governors (BOG) for approval at the March meeting. She asked Vice President for Student Success and Enrollment Management Mitch Cordova to present the 2022 FGCU SSP Final Report.

2022 FGCU Student Success Plan – Final Report (TAB #2)

Dr. Cordova stated that he would provide an overview of the Student Success Plan (SSP). He explained that the SSP was organized by four key strategies and rationale; the strategies aligned with one or more PBF metrics; the strategies were guided by objectives with specific deliverables or outcomes; it focused on new or enhanced strategies and objectives; and focused on improving select PBF metrics. He indicated that, collectively, there were four strategies containing 23 total objectives with 54 deliverables. He reminded the FGCU BOT that the BOG required FGCU to complete a SSP when its overall PBF score dropped two consecutive years.

Dr. Cordova said strategy one aligned with PBF Metrics #4, #5, #9a, and #9b. He said strategy one was to enhance and expand high-impact practices and interventions through data analytics for at-risk students. He reviewed strategy one objectives that were completed:

- (1) Hired five student success counselors;
- (2) Expanded use of data analytics by colleges/schools;
- (3) Created content and promoted academic support services;
- (4) Expanded analysis of student engagement data from first year co-curricular activities/events; and
- (5) Expanded/optimized communication to students across degree programs.

Dr. Cordova reviewed the key accomplishments associated with strategy one's objectives: (1) Significant coordination of data analytics was used across all colleges/schools; (2) Better understanding of interventions were developed and implementation had been established; (3) Better awareness of academic support programs offered; and (4) Significant increase in student engagement in the *Weeks of Welcome* events (there was a 9 percent increase in unique users, and a 12 percent increase in total activities).

Dr. Cordova stated strategy two (PBF Metrics #4, #5, and #9b) was to target “gateway” courses with high “D,” “F,” and “withdrawal” (DFW) rates to improve academic progression, persistence, and timely graduation. He reviewed strategy two objectives that were completed:

- (1) Optimized structural organization to better support academic programs;
- (2) Maximized resource allocation for academic support programs for courses with high DFW rates;
- (3) Appointed course coordinators to implement best practices in multi section, high DFW courses;
- (4) Enhanced faculty development for those who teach high DFW courses;
- (5) Implemented First Year Residential Experience (FYRE) education programs for math, English, and biology courses;
- (6) Expanded pre-semester Immersion Programs;
- (7) Implemented enhanced pre-semester academic “boot camps” and *Eagle Advantage* program to enhance college readiness for at-risk students; and
- (8) Launched a tuition sharing program with colleges/schools to maximize persistence and timely graduation.

He reviewed the key accomplishments of strategy two:

- (1) Supplemental instruction was found to be effective in increased performance (grades and GPA) when used in introductory math, biology and chemistry courses;
- (2) Course coordinators were successful in implementing best practices in the courses leading in DFW rates (decrease of between 2 and 12 percent); the most significant results were seen in BSC 1010C - General Biology I (12 percent DFW rate decrease), MAC 1105 - College Algebra, (6 percent decrease), and STA 2023 – Statistical Methods (3 percent decrease); and DFW rates dropped in 13 out of 15 courses in Fall 2022 compared to Fall 2021;
- (3) Re-launched *Soar 4 Success* residential education program after COVID-19 for math, biology, and English courses, and the tutoring implemented was mostly used for MAC 1105 and BSC 1010C;
- (4) Pre-semester Immersion Program students outperformed the cohort in fall to spring retention from 97 percent (fall) compared to 94.6 percent (spring) and their fall 2022 GPA was 3.27 as compared with 3.04 of their peers; and
- (5) Pre-semester “boot camp” students in economics, chemistry, math, and biology showed in-course performance and knowledge improvement.

Trustee Sulick asked if Dr. Cordova identified two or three best practices that could be applied to other courses to encourage a decrease in DFW rates.

Executive Vice President and Provost Mark Rieger responded that using a common syllabus, going from two midterms and a final, to bi-weekly quizzes (or lower stakes exams), improved the DFW rates in many of the courses. He stated the course

coordinators met regularly to share successes. He noted not everything was transferable from a finance class to a statistics class, for example, but the coordinators met regularly to share strategies that worked.

Trustee Sulick asked if efforts were being made across the entire University to decrease DFW rates.

Provost Rieger responded that the current focus was on the 15 courses, but many of the strategies were applicable to other courses as well. He noted the focus primarily was on those top 15 courses as there were thousands of students in these courses annually.

Trustee Erika Donalds asked what was learned from the two of the 15 courses in which DFW rates increased.

Provost Rieger stated one course was Chemistry 1045, where a change in the DFW rate did not occur. He explained about 30 percent of the students taking Chemistry 1045 did not need the course to graduate and it was one of the hardest courses taught in the freshman year. He stated the approach for this class was to make sure that students understood there was an alternative course that perhaps was more appropriate, and there was no point in taking Chemistry 1045 if it was not necessary for graduation. He said he was hopeful positive results would emerge this fall.

Dr. Cordova noted the pre-semester Immersion Programs implemented were in Business, Resort & Hospitality Management, Pre-Med, Education, Engineering, Sustainability, and Academic Research. He stated pre-semester “boot camps” were overnight camps where students were engaged in trying to understand the principles and basic competencies required to be successful in these classes. He explained the result of these “boot camps” was an increase in course performance. He stated there were 72 students who participated in the biology “boot camp,” 37 in the chemistry “boot camp,” 54 in the math “boot camp,” and 10 in the economics “boot camp.” He stated “boot camp” participation in biology reached an all-time high and as a result, campers were at a 14 percent increase in their term GPA compared to non-campers in that course.

Dr. Cordova said strategy three (PBF Metrics #4, #5, #9a, and #9b) was to revise existing and implement new academic progression policies and articulation agreements to remove barriers to persistence and timely graduation.

He reviewed the completed strategy three objectives:

- (1) Created, revised, and implemented new academic progression policies;
- (2) Refined credit for prior learning policy and procedures;
- (3) Optimized *Destination FGCU* and built additional “2+2” articulations with Florida College System (FCS) partner institutions to increase associate in arts (AA) transfer students and their success; and

- (4) Increased dual enrollment with high schools to enhance college preparedness and help reduce the time-to-degree.

He reviewed the key accomplishments of strategy three:

- (1) Existing academic progression policies had been revised or new policies had been created; policies would continue to be implemented through the spring 2023 term; and new academic policies helped contribute to increasing the first-time-in-college (FTIC) 2022 fall to spring retention rate by 1.6 percentage points over last year's cohort (the highest in FGCU history);
- (2) FCS AA transfer students achieved higher cumulative and term GPAs compared to non-FCS transfer students and FCS AA transfer students earned 1.5 more credits than non-FCS transfers;
- (3) Expanded the number of scholarships to Florida SouthWestern Collegiate (FSWC) High Schools in Clewiston, Moore Haven, and Labelle in fall 2022 (added 71 new scholarship students);
- (4) Fall 2022 cohort dual-enrolled students demonstrated greater fall to spring retention rate (at 100 percent) compared to non-dual enrolled students (at 94.6 percent); and
- (5) Dual-enrolled students significantly outperformed non-dual enrolled students from the same cohort over the past three years in APR, four-year graduation rate, hours earned in the first semester term, and first semester term GPA.

Dr. Cordova said strategy four (PBF Metric #1) was to enhance FGCU graduates' workforce and career readiness. He reviewed the completed objectives of strategy four:

- (1) Developed and implemented transferrable skills and industry-specific micro-credentials, in conjunction with potential employers, to enhance career readiness;
- (2) Increased utilization of FGCU's Career Development Services (CDS) to support post-graduation preparation;
- (3) Increased awareness among graduates for post-baccalaureate degree opportunities;
- (4) Fully implemented FGCU's Career Readiness Plan; and
- (5) Re-imagined service learning across curriculum.

Dr. Cordova reviewed the key accomplishments of strategy four:

- (1) Launched the *Transferrable Skills Badging Initiative* in fall 2022 with ten new badges created in alignment with the National Association of Colleges and Employers (NACE) competencies: 180 students were enrolled across each of the ten transferable skills badging programs; eight students earned the *Emotional Intelligence* digital badge; 12 students earned the *Personal Financial Responsibility* digital badge (this was a pilot program); 21 students were currently pursuing the *Undergraduate Research* digital badge; and 24

students, alumni, and community members earned the *Entrepreneurial Mindset* digital badge;

- (2) Industry-specific micro-credential outcomes included: increased enrollment in the *Fundamentals of Medical Device Industry* micro-credential (41 students enrolled in the course for spring 2023) and 22 students had been awarded the credential since inception; the *Instructional Technology Essentials* digital badge was awarded to seven students; and the *Essentials of Professional Sales* micro-credential had been created and was now being offered for the spring 2023 term;
- (3) Employer engagements in the five-county area had continued to improve and significantly expanded industry specific badges (Hertz, Gartner, NeoGenomics, Scotlynn, Chico's, and the public-school districts), and many of these employers were invited to campus to specifically engage with students, faculty, and staff (i.e. Arthrex Day, NeoGenomics *Emotional Intelligence* badge, and the Lutgert College of Business *Preferred Employer Program*) and;
- (4) FGCU's CDS Center increased campus-wide coordination of linked students to employers through career fairs, *Eagle X*, and *Eagle Career Network*.

Dr. Cordova stated the SSP was ambitious and executed by many faculty and staff across campus and all deliverables identified in the plan were completed. He stated FGCU would continue to pursue the objectives identified in the Plan over the next few years, with refinements as needed, and the SSP would be submitted to the BOG. He said that he would present the SSP at the March 28 BOG meeting.

Trustee Michael Wynn thanked Dr. Cordova for the report and the progress, and asked about the level of empowerment that the new student success counselors were given. He noted he understood graduation could be impacted by full classes or lack of scholarships. He asked if the counselors were given the ability to override some of these impediments.

Dr. Cordova explained the student success counselors were trained and onboarded on a full complement of data analytics and the dashboard; the counselors had a much more granular view and knowledge of the students. He stated on the empowerment side, FGCU was working to ensure there were alternatives, or different courses, students could take in order to graduate. He stated FGCU was investing more in learning assistance, teaching assistance, adjunct faculty tutoring, etc.; there was a focus on maximizing efficiencies and delivering supplemental academic support programs.

Trustee Anna Carlin noted, for this specific report, the BOG was looking for what FGCU had done, the deliverables; it was not about whether the scores improved. She asked if she understood this correctly.

Dr. Cordova responded in the affirmative.

276 Trustee Carlin asked if the dual-enrolled students were high school students pursuing
277 AA degrees.

278

279 Dr. Cordova responded dual-enrolled students were FTIC, but also high school students
280 taking college courses at FGCU concurrent with high school courses.

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282 Trustee Carlin asked which metrics dual-enrolled students factored into.

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284 Dr. Cordova responded dual-enrolled students factored into all metrics, except transfer
285 metrics, if said student stayed at FGCU and earned a degree.

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287 Trustee Carlin asked how much money was being spent on the SSP strategies.

288

289 Provost Rieger responded approximately \$500,000 to \$600,000 was allocated for
290 faculty hires in math, biology, and chemistry in an effort to decrease the class sizes in
291 these freshman courses. He stated, for example, for a chemistry class with 96
292 students, FGCU was trying to bring this number down closer to 50 students. He stated
293 these faculty searches were in progress and these were recurring funds. He said he
294 believed more funds should be spent on the freshman year experience, which would be
295 a long-term payoff, but looking at best practices at other universities, English and math
296 classes were often capped at 25 students. He noted it would take a while to get there,
297 but as FGCU gradually hired more faculty each year, class sizes could be reduced in
298 freshman courses.

299

300 Dr. Cordova stated a peer-to-peer online tutoring platform was being implemented. He
301 said FGCU was investing in the learning assistance, "boot camps," pre-semester
302 Immersion Programs, etc.

303

304 Provost Rieger indicated the course coordinators collectively cost approximately
305 \$25,000 a year and "boot camps" were approximately \$2,000 each.

306

307 Trustee Carlin said faculty were curious how resources were being directed toward the
308 student success initiatives. She indicated they would be pleased to hear that some of
309 the funds were being spent on faculty hires.

310

311 Provost Rieger indicated that the majority of the funds were spent on faculty hires.

312

313 Trustee Edward Morton asked about the ratio of academic counselors to students.

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315 Dr. Cordova responded the ratio was somewhere around 350 to one or 400 to one,
316 depending on the college.

317

318 Trustee Morton stated he understood that a lower ratio of counselors to students was
319 beneficial to the students and universities. He asked if the SSP objectives were being
320 integrated into the annual evaluations of the leadership team, and was the success or
321 failure of these objectives a determining factor in their annual evaluations.

Dr. Cordova responded that his direct reports, in Student Success & Enrollment Management (SS&EM), had performance evaluation goals aligned with the metrics.

Trustee Morton asked if this was University-wide, or just in SS&EM.

Dr. Cordova responded he was unsure, but perhaps others could speak to this.

Trustee Morton suggested that FGCU begin to evaluate everyone annually with respect to the implementation and execution of these SSP objectives.

Provost Rieger indicated that he had this discussion with his deans and directors as well.

Trustee Eide thanked Dr. Cordova. He asked if the course catalog had been reviewed and edited recently, with consideration of the Governor's higher education reform proposal.

Dr. Cordova responded in the affirmative. He said the University was trying to ensure that non-major students in certain areas were taking the appropriate courses. He said the course catalog was being reviewed to see what courses were available and when they were last taught. He said courses in chemistry, economics, biology and nursing were being reviewed for malalignment for students in non-major areas.

Provost Rieger noted the Task Force for Academic Progress met this week, and had been working for over a year, to review policies in the course catalog that might need to be revised to enhance student success. He stated, for example, a policy was revised to enable staff to administratively drop classes for students who were "no-shows;" this ensured those numbers did not negatively affect FGCU's PBF metrics.

Trustee Eide said he believed FGCU was working toward degrees that would be useful and led to jobs that would pay well, and SS&EM had been geared toward this for several years. He said what he was more concerned about was that the Legislature would not look favorably on course content that appeared to be "woke" or excessively politically correct, as opposed to focused on education. He noted that anything related to critical race theory (CRT) would not sit well with the Legislature. He said that FGCU offered a "White Racism" course. He noted that he did not know if anyone decided to take the course and he was unsure if the course was still offered, but he wanted to be sure the course catalog was being reviewed with such things in mind.

President Martin said the last Legislative Session mandated that all 12 SUS institutions would have to consider a new accreditor, so FGCU would be going through course content with this in mind. He noted FGCU would have to satisfy the Legislature and its new accreditor, likely the Higher Learning Commission (HLC). He stated FGCU would conduct a full review of course content in a manner to ensure FGCU did not lose accreditation in the process.

Trustee Eide noted that the Legislature wanted universities to change accreditors because staying with the same accreditor year after year was a “one-trick pony.”

President Martin stated that all accreditors belong to the Council for Higher Education Accreditation (CHEA), and therefore, they mostly all had the same standards. He said each accreditor had standards and criteria that universities had to meet, while also satisfying the Legislature, so it would be complicated.

Trustee Eide stated he was not suggesting that all courses considered “woke” be removed from the course catalog; he said it was important not to overlook the high probability that anything sent to the Legislature would be scrutinized through the higher education reform lens.

President Martin agreed. He said that he wrote a request to the Chancellor’s staff, requesting assistance with how to navigate components two and three of the HLC accreditation criteria.

Trustee Fogg said the Audit and Compliance Committee (ACC) would be undertaking the type of review that Trustee Eide referenced. He noted there would be a workshop for the Committee and any other Trustees who were interested.

Trustee Grace Brannigan said she had served as an *Eagle Advantage* peer-mentor. She asked how many students were enrolled in *Eagle Advantage* and the pre-semester “boot camps.”

Dr. Cordova responded that the maximum enrollment in the *Eagle Advantage* program was 200 students; last fall over 180 students were enrolled.

Provost Rieger said the smallest “boot camp” had approximately 25 students and the largest had approximately 50 students.

Trustee Brannigan asked how students were recruited locally to register for *Eagle Advantage*, particularly students from schools with a disproportionately underserved population and students who might need extra help. She asked how these students were identified.

Dr. Cordova said that FGCU admissions counselors visited local high schools and talked to their guidance counselors about the pre-semester programs. He said the goal was to ensure the high schools were sharing information with students about these programs. He indicated guidance counselors from across the State were invited to FGCU where the pre-semester program information also was shared. He stated the programs were marketed and branded, especially in the local area.

Trustee Brannigan said from her personal experience as a peer mentor, she believed the *Eagle Advantage* program made a difference.

Trustee Rivera asked Dr. Cordova to include more metric information in materials provided to the Board; for example, the current DFW rate and the DFW rate goal. He commended Dr. Cordova for his efforts and his presentation.

Trustee Sulick asked if essentially, with approval of this 2022 FGCU SSP Final Report, the Board was approving the Data Integrity Certification.

Chair Gable said approval of the integrity of the data would be considered in the next agenda item; this current item was asking for approval of the 2022 FGCU SSP Final Report.

Trustee Sulick asked if the BOG had direct access to the data FGCU used to compile these reports.

Dr. Cordova responded in the negative; the BOG could request the data, but they did not have direct access to FGCU's systems. He indicated data sets were uploaded to the BOG upon request.

Trustee Sulick noted there was a data administrator appointed by the President.

Dr. Cordova concurred; FGCU had a data administrator.

Trustee Sulick asked if this data was audited.

Director of Internal Audit William Foster responded in the affirmative.

Trustee Rivera made a motion to approve 2022 FGCU Student Success Plan - Final Report. Trustee Wynn seconded the motion. There was no public comment, or further Board discussion. Chair Gable called for a voice vote with those in favor indicating "Yea" and those opposed "Nay." The vote was unanimous in favor of the motion.

Item 4: Audit and Compliance Committee (See Tabs #3-4)

Committee Chair Joseph G. Fogg III said the ACC met on February 7. He stated there were two action items on the agenda and noted the first item was the audit that Trustee Sulick just inquired about; the FGCU PBF Data Integrity Audit that supported FGCU's PBF metrics. He called on Mr. Foster to present the items.

Florida Gulf Coast University Performance Based Funding Data Integrity Audit for Board of Governors (TAB #3)

Mr. Foster stated this was a request to accept the Florida Gulf Coast University (FGCU) Performance Based Funding Data Integrity Audit for the Board of Governors (BOG) and recommend its acceptance by the FGCU Board of Trustees (BOT). He indicated this report represented the results of the Audit required of all the state universities by the BOG, as described in the letter from BOG Chair Brian Lamb dated June 21, 2022 to FGCU President Mike Martin and FGCU BOT Chair Blake Gable. He explained the

purpose of the Audit was to determine whether the University's processes operated effectively to provide complete, accurate and timely data submissions that supported the PBF metrics to the BOG.

Mr. Foster stated that this year, Metrics 1, 2, and 7 were chosen for the Audit after consultation with Chair Gable and President Martin. He stated cumulatively over the last three years, the Office of Internal Audit (OIA) reviewed 10 of the 11 metrics, counting Metrics 9a and 9b separately. He noted the chosen metrics for the Audit were: Metric 1: Percent of Bachelor's Graduates Employed (earning \$30,000+) or Continuing their Education (one year after graduation); Metric 2: Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation; and Metric 7: University Access Rate (Percent of Undergraduates with a Pell Grant). He explained that the Audit process involved: verifying the accuracy of the data submitted to the BOG for these metrics; verifying the completeness of the data submitted; testing the various metrics; identifying and evaluating key processes used by the data administrator and applicable University departments responsible for processing the data; and interviewing key personnel responsible for reporting the data to make sure that their controls were sufficient. He noted the Audit tested 1,968 items which corresponded to a 95 percent competence level for testing. He said there were no comments or findings. He said based on the work performed, he believed the Audit could be relied upon by President Martin and the FGCU BOT as a basis for certifying representations to the BOG related to the integrity of data required for the PBF Model.

Trustee Fogg noted this was clean report; there were no findings. He noted that the ACC had a discussion regarding Metric 7: University Access Rate (Percent of Undergraduates with a Pell Grant). He said the Pell Grant was about \$6,000 and was awarded to students based on their family's income level. He said the reason why the BOG felt that the FGCU Pell Grant data was important was a mystery, nevertheless, it was a required PBF metric.

Provost Rieger noted that Pell Grant awardees in the U.S. were down 25 percent over the last decade. He noted the amount allowable in an individual's Pell Grant had increased, but not the overall Pell fund. He said every institution faced a decline in this metric potentially due to the Federal Government not investing more dollars into the Pell program. He stated FGCU's Pell rate dropped only 14 percent in the last decade, while it dropped 25 percent nationwide.

President Martin said there were two interesting pieces of data which were counter-cyclical to the economy; one was the Pell Grant numbers, and the other was the number of transfer students from community colleges. He noted both numbers decreased when the economy was favorable. He said he would continue to press the BOG to reconsider those metrics.

Trustee Rivera said he assumed the goal of Metric 7 was to increase the enrollment of underprivileged and underrepresented students. He asked if this was a BOG PBF metric.

President Martin responded in the affirmative. He noted most universities found ways to enhance the Pell Grant in order to attract more Pell students and drive the metric. He explained the Pell Grant cut off was at approximately 1.5 times the poverty rate for a family, so if a family's income rose above 1.5 times the poverty rate, then the student no longer qualified for a Pell Grant.

Trustee Rivera said President Martin was not suggesting that Metric 7 be eliminated; rather, he suggested that the data be measured in another way.

President Martin concurred.

Trustee Wynn made a motion to accept the Florida Gulf Coast University Performance Based Funding Data Integrity Audit for Board of Governors. Trustee Sulick seconded the motion. There was no public comment, or further Board discussion. Committee Chair Fogg called for a voice vote with those in favor indicating "Yea" and those opposed "Nay." The vote was unanimous in favor of the motion.

Florida Gulf Coast University Athletics National Collegiate Athletics Association (NCAA) Report for the Year ended June 30, 2022 (TAB #4)

Mr. Foster said this was a request to accept the Florida Gulf Coast University Athletics National Collegiate Athletics Association (NCAA) Report dated January 5, 2023 and recommend its acceptance by the FGCU BOT. He stated this Report presented the results of the agreed-upon procedures for the year ended June 30, 2022, as required by the NCAA Bylaws for Colleges and Universities in Division I Athletics. He noted that FGCU was required to use an outside certified public accountant (CPA) for this Audit. He reviewed a summary of the key points in the NCAA Agreed-Upon Procedures Report:

- Pages 1 through 10 – Independent Accountant's Report – The auditors described the procedures performed and noted for each procedure, there were no exceptions, or the variances were within the tolerable limits as prescribed.
- Pages 11 and 12– Supplement A Variances – This section described the increase in contributions received and in coaching salaries and bonuses paid out.
- Pages 13 through 94 – Supplement B – This section contained the data required by NCAA for Division I, in the format prescribed by NCAA. FGCU had six men's teams and nine women's teams. For the year ended June 30, 2022, FGCU Athletics had operating revenue of \$17.6 million with operating expenses of \$17.3 million, and a net increase of \$0.3 million. For comparison, the prior year had operating revenues of \$16.5 million and operating expenses of \$14.4 million, with a net increase \$2.1 million.

Mr. Foster indicated this report had the desired outcome.

Trustee Sulick asked if this Audit was public information.

Chair Fogg responded in the affirmative; this was now a public document.

Trustee Sulick asked if the FGCU BOT had access to the information that was compiled by the NCAA. He asked what the NCAA did with this information.

President Martin noted that the NCAA was responsible for the oversight of university sports. He believed the NCAA compiled a summary report and a copy of the report could be obtained.

Trustee Sulick made a motion to accept the Florida Gulf Coast University Athletics National Collegiate Athletics Association (NCAA) Report dated January 5, 2023. Trustee Gable seconded the motion. There was no public comment, or further Board discussion. Committee Chair Fogg called for a voice vote with those in favor indicating "Yea" and those opposed "Nay." The vote was unanimous in favor of the motion.

Item 5: Old Business

Chair Gable called on Trustee Morton to provide an update on the presidential search process.

Trustee Morton stated there were several upcoming Presidential Search Advisory Committee (PSAC) meetings. He said the meeting on February 13 would be a review for the new committee members of the changes to Florida Sunshine Law as it related to presidential searches. He noted that Greenwood Asher & Associates would host virtual listening sessions on February 14-15. He said the PSAC meeting held on February 16 was closed to the public, pursuant to Section 1004.098, Florida Statutes. He said the next public PSAC meeting would be held on February 17 to discuss the leadership profile, marketing plan, timeline and other search logistics. He said the FGCU BOT would meet virtually on February 23 to review and approve the search materials.

Item 6: New Business

Chair Gable asked if there was any new business.

Trustee Sulick asked the FGCU BOT to consider a minor modification to the charge given to the PSAC; the Committee should present "up to three" candidates, as opposed to three candidates.

Vice President and General Counsel Vee Leonard said BOG Regulation 1.002 Presidential Search and Selection required no less than two candidates; therefore, Trustee Sulick's request was consistent with the Regulation.

Trustee Brannigan stated she felt the Committee should be required to present "at least two" and "up to three" candidates; the University should have a choice as opposed to the Committee only presenting a single candidate to the Board.

Trustee Rivera noted that the University of Florida's (UF) search committee presented one candidate to their board. He asked if that was consistent with the BOG Regulation.

Ms. Leonard said she called the BOG regarding UF's search and it was discussed at the November BOG meeting; UF had other top candidates that refused to come forward unless they were the sole candidate; therefore, UF chose not to select those candidates who refused to come forward. She said the candidate that UF's search committee presented to their board was the only one willing to come forward.

Trustee Rivera said UF had two or more candidates, but only one was willing to have their name publicly disclosed.

Ms. Leonard concurred.

Chair Gable said the FGCU BOT originally charged the PSAC to present three candidates.

Ms. Leonard concurred.

Chair Gable asked if the FGCU BOT would have to take a vote if it wished to give the PSAC the discretion to present less than three candidates.

Ms. Leonard responded in the affirmative; it could be at the PSAC Chair's discretion as the original charge to the Committee was not a Board action; it was a charge by the Board Chair.

Chair Gable said he believed Trustee Morton understood Trustee Sulick's and Trustee Brannigan's points.

Trustee Rivera thanked Trustee Sulick for the clarification. He noted he understood that the BOG Regulation required that at least two candidates were brought forward.

Ms. Leonard concurred; two candidates should be brought forward to the FGCU BOT.

Item 7: Closing Remarks, and Adjournment

Chair Gable said the next meeting of the FGCU BOT was a virtual limited agenda meeting on Thursday, February 23 at 2 p.m. He stated the next regular meeting of the FGCU BOT was April 11.

Chair Gable adjourned the meeting at 9:45 a.m.

Minutes prepared by Transcription Experts, and reviewed by Tiffany Tramontozzi, FGCU Assistant Director of Board Operations.

Agenda Items:

A. See Tabs #1-3

- a. https://www2.fgcu.edu/Trustees/AgendaFile/2023/2-9-2023/FGCUBOTMTG_AGENDAPACKET_2-9-2023.pdf

B. Handout

- a. <https://www2.fgcu.edu/Trustees/AgendaFile/2023/2-9-2023/Meeting%20Handout%20-2023%20Student%20Success%20Plan%20Final%20Report%20-%20February%209,%202023%20BOT.pdf>

Attachment:

A. Record of Voice Votes

FGCU Board of Trustees - April 11, 2023

Record of Votes FGCU Board of Trustees DATE: <u>2/9/2023</u>		Consent Agenda (Tab #1) 1- Rivera 2- Sulick	2022 FGCU Student Success Plan – Final Report (Tab #2) 1- Rivera 2- Wynn	Florida Gulf Coast University Performance Based Funding Data Integrity Audit for Board of Governors (Tab #3) 1- Wynn 2- Sulick	Florida Gulf Coast University Athletics National Collegiate Association (NCAA) Report for the Year ended June 30, 2022 (Tab #4) 1- Sulick 2- Gable
TRUSTEES		Yea/Nay	Yea/Nay	Yea/Nay	Yea/Nay
1	Trustee Grace Brannigan	Yea	Yea	Yea	Yea
2	Trustee Anna Carlin	Yea	Yea	Yea	Yea
3	Trustee Erika Donalds	Yea	Yea	Yea	Yea
4	Trustee Richard Eide	Yea	Yea	Yea	Yea
5	Trustee Joseph Fogg	Yea	Yea	Yea	Yea
6	Trustee Leo Montgomery	Yea	Yea	Yea	Yea
7	Trustee Edward Morton	Yea	Yea	Yea	Yea
8	Trustee Luis Rivera	Yea	Yea	Yea	Yea
9	Trustee Robbie Roepstorff	Yea	Yea	Yea	Yea
10	Trustee Jaye Semrod	Yea	Yea	Yea	Yea
11	Trustee Peter Sulick	Yea	Yea	Yea	Yea
12	Trustee Michael Wynn	Yea	Yea	Yea	Yea
13	Trustee Blake Gable	Yea	Yea	Yea	Yea

ITEM: 3

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Minutes of February 23, 2023 Meeting

PROPOSED BOARD ACTION

Approve minutes

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees met virtually on February 23, 2023. Minutes of the meeting were kept as statutorily required.

Supporting Documentation Included: Minutes of February 23, 2023 Meeting

Prepared by: Transcription Experts and Assistant Director of Board Operations
Tiffany Tramontozzi

Legal Review: N/A

Submitted by: President Mike Martin

FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES VIRTUAL MEETING

Thursday, February 23, 2023

FLORIDA GULF COAST UNIVERSITY

Meeting Minutes

Members:

Present (virtual): Trustee Blake Gable – Chair; Trustee Edward Morton – Vice Chair; Trustee Grace Brannigan; Trustee Anna Carlin; Trustee Erika Donalds; Trustee Richard Eide, Jr.; Trustee Joseph Fogg III; Trustee Leo Montgomery; Trustee Robbie Roepstorff; Trustee Jaye Semrod; Trustee Peter Sulick; and Trustee Michael Wynn.

Not Present: Trustee Luis Rivera (Excused Absence).

Others:

Staff (virtual): President Mike Martin; Executive Vice President and Provost Mark Rieger; Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez; Vice President and General Counsel Vee Leonard; Vice President and Vice Provost for Strategy and Program Innovation Aysegul Timur; Director of Internal Audit Bill Foster; Chief Equity, Ethics and Compliance Officer and Title IX Coordinator Precious Gunter; Director of Board Relations and Associate Corporate Secretary Tiffany Reynolds; Assistant Director of Board Operations Tiffany Tramontozzi; Project Manager Melissa Pind; and Administrative Assistant II Amy Liekweg.

Item 1: Call to Order, Roll Call, and Opening Remarks

Chair Blake Gable called the meeting to order at 2 p.m. He stated the meeting was being held virtually, and he noted the following for the record:

- The meeting was duly noticed in accordance with the Board's Bylaws;
- All participants were participating virtually through Microsoft Teams;
- Public access was provided through a noticed web link for viewing access; and
- The meeting notice directed any public comment on an agenda item to be emailed to Tiffany Reynolds by 5 p.m. on Wednesday, February 22. Public comment would be read into the record prior to the Board vote, and the three-minute time limit on public speaking would apply.

Director of Board Relations and Associate Corporate Secretary Tiffany Reynolds noted that three public comments had been submitted for the meeting.

Chair Gable asked Ms. Reynolds to call the roll and identify staff participants. Roll call was taken with 12 Trustees participating, thus meeting quorum requirements. Trustee Luis Rivera was granted an excused absence.

Item 2: Presidential Search Advisory Committee (See Tabs #1-4)

Chair Gable indicated there were two action items and two information items on today's agenda. He called on Chair of the Presidential Search Advisory Committee (PSAC) Edward Morton.

Presidential Search Advisory Committee Update (TAB #1)

Trustee Morton indicated the PSAC recently met; a closed meeting, exempt and confidential pursuant to section 1004.098 Florida Statutes, was held on February 16, and a public meeting was held on February 17. He asked Greenwood Asher & Associates (GA&A) Vice President of Executive Search Jim Johnsen and Senior Executive Search Consultant Julie Schrodtt to provide an update on the search process.

Dr. Johnsen stated GA&A was honored to assist Florida Gulf Coast University (FGCU) with its presidential search. He noted that President Mike Martin gave him a tour of campus last week, which he enjoyed. He stated that they had begun receiving candidate recommendations, and they had been already reaching out to potential candidates. He said virtual listening sessions were conducted last week with faculty, staff and students. He indicated an advertising plan, position profile and timeline for the search were developed based on the feedback received and were being presented for information and approval today. He noted that the process was compliant with Florida Statutes and Board of Governors (BOG) Regulation 1.002 Presidential Search and Selection.

Dr. Johnsen summarized the listening sessions, noting there was a strong desire for an inclusive and expedited process. He said the listening sessions also revealed the challenges and opportunities that FGCU's new president would face. He noted opportunities abounded in many areas including: philanthropic growth, stronger community relations, building upon demographic diversity, FGCU's mission to serve as a comprehensive regional university, strengthening scholarship in undergraduate research, service learning and the beauty and newness of the campus. He stated with the information gathered from the listening sessions, he was confident in GA&A's ability to support the PSAC and the FGCU Board of Trustees (BOT) in attracting high quality candidates.

Marketing Plan (TAB #2)

Dr. Johnsen reviewed the Marketing Plan. He noted the agenda packet included a list of the outlets in which FGCU could choose to post the advertisement for marketing purposes. He noted posting an advertisement for a new president through these outlets was important for informing the community about the opportunity, but did not necessarily bring in the best candidates; best candidates were brought forward through nominations, suggestions and references. He said candidates also were sought out

through GA&A's process of market segmentation, which was a strategic and targeted process; nevertheless, he recommended marketing the opportunity in the listed publications, which covered the full scope of higher education media. He noted the presidential search advertisement also was included in the packet for review.

Trustee Morton stated he deferred to Dr. Johnsen and Ms. Schrod's judgment regarding how to best market this position.

Leadership Profile (TAB #3)

Dr. Johnsen said the Leadership Profile was updated with guidance from the PSAC and FGCU University Marketing & Communications. He stated the Leadership Profile was updated with new visuals, but that most of the substance from the previous version was maintained. He said the mission and values of the University were added; links to the individual academic college websites; FGCU "fast facts" were now included (in particular, one about the high percentage of students who work part time); and editorial changes had been made. He indicated that he provided a high-level overview based on the assumption that the FGCU BOT had reviewed the Leadership Profile.

Trustee Morton stated the comments made during the PSAC meeting indicated that FGCU needed to be very conscious in developing a profile of all the various stakeholders who would be involved in reviewing and approving the presidential search process. He stated he felt the Committee did an excellent job in articulating a couple of the points, as was apparent in the document. He said, after spirited review and discussion, he believed the PSAC was unanimously in support of the Leadership Profile. He noted he was in support of the profile as presented.

Chair Gable made a motion to approve the Leadership Profile as recommended by the FGCU PSAC. Trustee Michael Wynn seconded the motion.

Chair Gable called for public comment. Public comment included: Ms. Mackenzie Verna, Fort Myers, FL; Ms. Alexia Plankey, Fort Myers, FL; and Mr. Rory Cushen, Fort Myers, Florida.

There was no Board discussion. Chair Gable called for a voice vote with those in favor indicating "Yea" and those opposed "Nay." The vote was unanimous in favor of the motion.

Timeline (TAB #4)

Dr. Johnsen noted the PSAC expressed a strong interest in an expedited search process. He stated based upon GA&A's experience with expedited, thorough and inclusive searches, the presented timeline was developed. He noted that many of the timeline components had already been accomplished; the next milestone in the timeline was the PSAC's candidate review meeting on March 24, when the Committee would decide which candidates to interview. He said the semifinalist interviews would be held April 4-6, at which point the Committee would decide which candidates to move forward through the vetting process and to advance to the FGCU BOT for final interviews and

139 selection. He noted this would commence a public process including public forums in
140 April and May, the FGCU BOT would conduct the final interviews during the first week
141 of May, and the president-elect would be presented to the BOG on May 10. He noted
142 again that this was an expedited schedule, and that there was a contingency in place to
143 allow for the president-elect to be presented to the BOG at its June meeting if
144 necessary.

145
146 Trustee Richard Eide noted that one key date was missing from the timeline; the date
147 GA&A's portal would open for PSAC members to begin reviewing candidates' materials.

148
149 Dr. Johnsen indicated the portal would open on March 15, which was approximately two
150 weeks prior to the candidate review meeting.

151
152 Trustee Eide noted March 15 only allowed nine days for them to review the candidates.
153 He asked for the portal to be opened sooner.

154
155 Dr. Johnsen indicated the confidential portal could be opened at any time for the PSAC.
156 He noted, however, candidates would continue to be added to the portal up until a few
157 days prior to the candidate review meeting.

158
159 Trustee Grace Brannigan agreed with Trustee Eide. She noted it was easier to review
160 the candidates as they applied, as opposed to reviewing the candidates all at once just
161 a few days before the candidate review meeting.

162
163 Dr. Johnsen stated the portal could be opened next Monday, and he would
164 communicate directly with the PSAC members on how to gain confidential access to the
165 portal.

166
167 Trustee Eide thanked Dr. Johnsen.

168
169 Trustee Leo Montgomery asked if the April 4-6 semifinalist interviews would be open to
170 the public or to Trustees who were not members of the PSAC.

171
172 Dr. Johnsen responded in the negative. He noted the finalist interviews would be
173 conducted by the FGCU BOT and would be a public meeting.

174
175 Trustee Robbie Roepstorff asked if the Trustees who were not members of the PSAC
176 would be given access to the portal.

177
178 Ms. Reynolds indicated she would have Dr. Johnsen and Ms. Schrodtt reach out to the
179 Trustees individually to provide their credentials for portal access.

180
181 Chair Gable asked if the Trustees were still covered by the confidentiality agreement
182 signed last year.

Vice President and General Counsel Vee Leonard responded in the affirmative; there was no need for an additional agreement.

Trustee Wynn said with respect to confirming the date for finalist interviews the week of May 1, he wanted to ensure there would be close collaboration to make certain there could be as much Trustee participation as possible. He noted he was traveling that week, but could join the meeting virtually.

Chair Gable asked Ms. Reynolds to confirm the meeting date by the end of the week to provide the Trustees plenty of notice.

Ms. Reynolds indicated this would be done.

Trustee Joseph Fogg made a motion to approve the Presidential Search Timeline. Trustee Wynn seconded the motion. There was no public comment, or further Board discussion. Chair Gable called for a voice vote with those in favor indicating "Yea" and those opposed "Nay." The vote was unanimous in favor of the motion.

Item 3: Old Business

There was no old business for discussion.

Item 4: New Business

There was no new business for discussion.

Item 5: Closing Remarks, and Adjournment

Trustee Peter Sulick congratulated Trustee Eide on his reappointment to the FGCU Board of Trustees.

Trustee Brannigan stated this was her last meeting as an FGCU BOT member as her term would expire on April 1. She noted she would remain on the PSAC.

Chair Gable thanked Trustee Brannigan for her service on the Board.

Chair Gable adjourned the meeting at 2:32 p.m.

Minutes prepared by Transcription Experts, and reviewed by Tiffany Tramontozzi, FGCU Assistant Director of Board Operations.

230 Agenda Items:

231

232 A. See Tabs #1-3

233 a. [https://www2.fgcu.edu/Trustees/AgendaFile/2023/2-23-](https://www2.fgcu.edu/Trustees/AgendaFile/2023/2-23-2023/FGCUBOTMTG_AGENDAPACKET_2-23-2023.PDF)
234 [2023/FGCUBOTMTG_AGENDAPACKET_2-23-2023.PDF](https://www2.fgcu.edu/Trustees/AgendaFile/2023/2-23-2023/FGCUBOTMTG_AGENDAPACKET_2-23-2023.PDF)

235

236 Attachment:

237

238 A. Record of Voice Votes

DRAFT

FGCU Board of Trustees - April 11, 2023

Record of Votes FGCU Board of Trustees DATE: <u>2/23/2023</u>		Leadership Profile (Tab #3) 1- Gable 2- Wynn	Timeline (Tab #4) 1- Fogg 2- Wynn
	TRUSTEES	Yea/Nay	Yea/Nay
1	Trustee Grace Brannigan	Yea	Yea
2	Trustee Anna Carlin	Yea	Yea
3	Trustee Erika Donalds	Yea	Yea
4	Trustee Richard Eide	Yea	Yea
5	Trustee Joseph Fogg	Yea	Yea
6	Trustee Leo Montgomery	Yea	Yea
7	Trustee Edward Morton	Yea	Yea
8	Trustee Luis Rivera (excused absence)		
9	Trustee Robbie Roepstorff	Yea	Yea
10	Trustee Jaye Semrod	Yea	Yea
11	Trustee Peter Sulick	Yea	Yea
12	Trustee Michael Wynn	Yea	Yea
13	Trustee Blake Gable	Yea	Yea

ITEM: 4

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Resolution of Appreciation for Former Trustee Grace
Brannigan

PROPOSED BOARD ACTION

Approve resolution

BACKGROUND INFORMATION

FGCU Student Government President Grace Brannigan served on the Florida Gulf Coast University Board of Trustees during the 2022-2023 year. The proposed resolution is in appreciation for her service.

Supporting Documentation Included: Resolution of Appreciation

Prepared by: Director of Board Relations and Associate Corporate Secretary
Tiffany Reynolds

Legal Review: N/A

Submitted by: President Mike Martin

A Resolution of the Florida Gulf Coast University Board of Trustees

WHEREAS, in 2001 there was created a new system of K-20 seamless education for the State of Florida, which included installation of the Florida Gulf Coast University Board of Trustees; and

WHEREAS, the President of each state university's Student Government is statutorily appointed as a trustee for his or her respective university; and

WHEREAS, Grace Brannigan was elected by her peers as President of the Florida Gulf Coast University Student Government in 2022, thereby causing her to be appointed to the Florida Gulf Coast University Board of Trustees; and

WHEREAS, Grace Brannigan served with great distinction on the Florida Gulf Coast University Board of Trustees during 2022-2023 as a representative of the 15,000 students at Florida Gulf Coast University;

NOW, THEREFORE BE IT RESOLVED that the Florida Gulf Coast University Board of Trustees wishes to express appreciation for Grace Brannigan's outstanding service, and wishes to recognize her commitment to Florida Gulf Coast University's students of today and for generations to come.

DULY ADOPTED THIS 11th DAY OF APRIL IN THE YEAR 2023.

SIGNED:

Blake Gable
Chair, Florida Gulf Coast University Board of Trustees

ITEM: 5

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Presence at Babcock Ranch

PROPOSED BOARD ACTION

Approve

BACKGROUND INFORMATION

The FGCU Board of Trustees supports a long-term presence at Babcock Ranch, which would include a "School for Resiliency and Sustainability."

Supporting Documentation Included: Prospectus for FGCU School for Resiliency and Sustainability

Prepared by: FGCU Board of Trustees Chair Blake Gable, and President Mike Martin

Legal Review: Vice President and General Counsel Vee Leonard (March 27, 2023)

Submitted by: President Mike Martin

Florida Gulf Coast University
School for Resiliency and Sustainability
By M.V. Martin
January 5, 2023

Florida Gulf Coast University seeks \$8 million in planning funds for a School for Resilience and Sustainability—a partnership with the State of Florida, Babcock Ranch, and State University System of Florida institutions. The School for Resiliency and Sustainability will address the following goals:

- **Expand access to higher education for residents of Charlotte County, one of five Southwest Florida counties FGCU was established to serve**, by focusing on high-demand and degree completion courses as well as on certificate programs and micro-credentialing related to regional workforce development.
- **Offer new interdisciplinary degree programs that prepare students for sustainability and resilience related careers**, an emerging and rapidly growing employment sector state-wide, nationally, and globally. These programs will help meet Florida's employment needs as more and more governments and businesses are hiring resiliency and sustainability officers/managers, and they will enhance student success by preparing FGCU graduates for higher wage jobs.
- **Create an institute for the study of sustainability and community resilience** that capitalizes on a unique geographic setting where students, faculty, fellows, and visiting scholars will have access to town of Babcock Ranch, a forward looking and innovation-centered residential community that embraces sustainability and resilience as core values, as well as to the surrounding 148,000 acres of natural and agricultural lands that comprise the Babcock Ranch Preserve and the Fred C. Babcock/Cecil M. Webb Wildlife Management Area.

The proposed **120,000 sq. ft. facility will house laboratories, classrooms, and meeting space** to support research and education programs and to create a space where experts in sustainability and resilience can convene to address Florida challenges. We were reminded once again, this time by Hurricane Ian, of the need for our communities to become more resilient and of the stress to existing infrastructure due to record growth.



Total cost for the project is estimated at \$88 million, including architectural and engineering costs. **This initial request for \$8 million is to fund conceptual planning for the proposed facility, including the identification of programming needs, site planning, and preliminary architectural design.** Initial talks with representatives of Babcock Ranch/Kitson & Partners have identified locations in the town of Babcock Ranch for the facility. **In addition to providing the site, Babcock Ranch/Kitson & Partners have already committed \$3 million toward the project.** Faculty and staff needs will be met through a combination of new (i.e., cluster hire) and existing faculty, and grant-driven research will provide facilities and administrative support to help defray the cost of daily operations. FGCU will begin discussions with the State of Florida to ensure that the new facility and the town of Babcock Ranch have access to the 148,000 acres of State-owned lands adjacent to Babcock Ranch for use in its educational and research programs.

FGCU will partner with Charlotte County, the fastest growing county in FGCU's five county service area, to conduct a needs assessment that identifies existing educational programs that can be expanded through course offerings at Babcock and that **support high-demand, high-skill jobs in the region.** This process will ensure that educational offerings meet the needs of Charlotte County residents (23.8% of Charlotte County residents hold a bachelor's degree, far less than the 30.5% average for the State of Florida) and that demand drives the selection of courses offered. Further, with 40.5% of Charlotte Counties residents being 65 years or older, outreach programs related to positive aging would likely be a good fit.

Because of the unique and synergistic opportunities provided by the site itself—at the intersection of communities, natural lands, and agriculture—interdisciplinary degree programs will be developed to prepare students for careers in sustainability and community resilience to ensure a future for Florida that is bright. **Potential new degree programs include:**

- Sustainability and Community Resilience
- Sustainable Construction Engineering
- Sustainable Infrastructure
- Landscape Ecology
- Restoration Ecology

Housed within the proposed School of Resilience and Sustainability will be an **institute that focuses on the study of sustainable development and community resilience.** The institute will be underpinned by interdisciplinary graduate degree programs, faculty from across colleges, institute fellows from Florida and from around the country invited for their expertise in the fields of sustainability and resilience, and visiting scholars from around the world. **This convening of scholars and experts will enrich the educational experience of students as they work together to develop solutions that address specific Florida challenges.**

ITEM: 6

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Continuation of Florida Postsecondary Comprehensive
Transition Program (FPCTP)

PROPOSED BOARD ACTION

Information Only

BACKGROUND INFORMATION

On June 9, 2020 the Florida Gulf Coast University Board of Trustees approved establishment of the Florida Postsecondary Comprehensive Transition Program (FPCTP), formerly known as SEA@FGCU, now known as FGCU R.I.S.E (Real Independence, Successful Employment). The FGCU R.I.S.E program is a continuing postsecondary program allowing individuals with intellectual and developmental disabilities to earn a Credential in Community Employment via successful completion of coursework and internship experiences. Instruction takes place on the Florida Gulf Coast University campus as well as other appropriate sites throughout the Southwest Florida Community. Florida Gulf Coast University is in the process of submitting a grant application for continuance of the program through the Florida Center for Students with Unique Abilities and will acknowledge the first class of completers during the May 2023 commencement ceremony.

Supporting Documentation Included: FPCTP Support Letter from President Martin

Prepared by: Executive Vice President and Provost Mark Rieger

Legal Review: N/A

Submitted by: Executive Vice President and Provost Mark Rieger



Office of the President

March 23, 2023

Florida Center for Students with Unique Abilities
Attention: Janice Seabrooks-Blackmore, Ph.D.
University of Central Florida-420 Teaching Academy
4000 Central Florida Boulevard
P.O. Box 161250
Orlando, FL 32816-1250

Dear Dr. Seabrooks-Blackmore,

In recognition of action taken by the Florida Gulf Coast University Board of Trustees at their meeting on June 9, 2020, this letter serves to communicate institutional support for the continuance of the Florida Postsecondary Comprehensive Transition Program (FPCTP) postsecondary program formerly known as SEA@FGCU, now known as FGCU R.I.S.E. The FGCU R.I.S.E program is a continuing post-secondary program allowing individuals with intellectual disabilities to earn a Credential in Community Employment via successful completion of coursework and internship experiences. This program is fully-inclusive, and instruction will take place on the Florida Gulf Coast University campus as well as other appropriate sites throughout the Southwest Florida Community.

One of my goals as President of FGCU is to ensure that every citizen of the Southwest Florida community has a reason to value FGCU. I strongly support the establishment and operation of the FGCU R.I.S.E. program, as it helps achieve this goal by providing benefit to another worthy yet often underserved segment of our community.

Thank you for your reconsideration of our FPCTP application. We hope for prompt notification of approval of the continuance of the FGCU R.I.S.E program so that we can continue this important work.

Sincerely,

Mike Martin
President

ITEM: 7

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: FGCU Regulation 2.001, Undergraduate Admissions

PROPOSED BOARD ACTION

Approve amendment to FGCU Regulation 2.001, Undergraduate Admissions

BACKGROUND INFORMATION

This Regulation is being amended to provide additional methods to determine English language proficiency for international students seeking admission to FGCU.

Supporting Documentation Included: Notice and Text for FGCU Regulation 2.001, Undergraduate Admissions

Prepared by: Associate Vice President for Enrollment Management Lisa Johnson

Legal Review: Vice President and General Counsel Vee Leonard (February 23, 2023)

Submitted by: Vice President for Student Success and Enrollment Management Mitch Cordova



FLORIDA GULF COAST UNIVERSITY

NOTICE OF REGULATORY ACTION

REGULATION TITLE:

Undergraduate Admissions

REGULATION NO:

2.001

SUMMARY:

This Regulation is being amended to provide additional methods to determine English language proficiency.

FULL TEXT:

The full text of the regulation being proposed is attached and can also be found at <https://www.fgcu.edu/generalcounsel/regulations/>

AUTHORITY:

Chapter 1007, Part II, Florida Statutes; Board of Governors Regulations 1.001, 6.001, 6.002, 6.004, 6.006, 6.007, 6.009, and 6.018; Section 504 of the Rehabilitation Act of 1973

UNIVERSITY OFFICIAL INITIATING THE PROPOSED/REVISED REGULATION:

Mitchell L. Cordova, Vice President for Student Success and Enrollment Management

UNIVERSITY OFFICIAL APPROVING THE PROPOSED/REVISED REGULATION:

Mitchell L. Cordova, Vice President for Student Success and Enrollment Management

CONTACT INFORMATION REGARDING THE PROPOSED/REVISED REGULATION:

Todd Caraway
Office of the General Counsel
10501 FGCU Blvd. S., Fort Myers, FL 33965-6565
(P): 239.590.1101 | (F): 239.590.7470 | Email: gco@fgcu.edu

Any person may submit written comments concerning a proposed regulation, amendment, or repeal to the contact person identified above within 14 days after the date this notice was posted. The comment(s) must identify the regulation to which you are commenting. You may also submit comments using this link:

https://fgcu.formstack.com/forms/policies_and_regulations_feedback

THIS NOTICE WAS POSTED ON THE FGCU WEBSITE ON MARCH 08, 2023.



FGCU REGULATION 2.001

Undergraduate Admissions

*Effective Date
of Regulation:*

June 24, 2022

A. GENERAL STATEMENT

Florida Gulf Coast University ("University" or "FGCU") encourages application from all qualified individuals regardless of age, race, religion, national origin, ethnicity, color, sex, sexual orientation, disability, marital status, or veteran's status. The Office of Undergraduate Admissions provides prospective students, parents, and other interested individuals with admission counseling, presentations, tours, and informational workshops. All credentials and documents submitted during the admission (from submission of the application to rendering of an admission decision) and enrollment (from admission decision to registration for course work) processes become the property of FGCU and will not be returned to the applicant or forwarded to another institution, agency, or person. Furnishing any false or fraudulent statements or information in connection with the admission or enrollment process may result in disciplinary action, denial of admission, and invalidation of credits or degrees earned.

Admission of new undergraduate students to FGCU includes the review of credentials such as grades and grade trends, test scores, pattern and rigor of courses completed, class rank, educational objectives, past conduct, school recommendations, personal recommendations, and personal records. Eligibility for admission does not guarantee admission to the requested degree program. Preference for admission is given to those applicants whose credentials indicate the greatest potential for academic success at FGCU.

B. APPLICATION DEADLINES

1. Applicants are encouraged to apply as early as possible - up to twelve (12) months before the requested entry date. Application deadlines are listed on the Admissions website. Applicants still enrolled in high school at the time of application should submit a high school transcript showing at least six (6) semesters of completed course work. Students admitted to FGCU must submit a final high school transcript following the conferral of the high school diploma.
2. Transfer students, with courses "In Progress" at the time of the initial application, must submit a final, official transcript showing grades for all course work and any degree conferred upon completion of the academic term. Admission remains contingent upon successful completion of in-progress coursework. Applications received after published website deadlines will be processed on a space-available basis.
3. International students should refer to the section on International Admissions for appropriate deadlines.

C. APPLICATION FEES

1. Application fees for Undergraduate and Non-Degree Seeking students are required and non-refundable. The application fee is a one-time payment, provided the student is admitted and matriculates within one (1) year (defined as the original term of admission plus the following two (2) terms) (which includes the summer term). If the student fails to complete the application, is denied admission, or once admitted does not matriculate within this one (1) year a new application and fee are required.
2. Students returning to FGCU after a period of non-enrollment (at least one (1) year) as either degree seeking or non-degree seeking, alumni returning to FGCU, and non-degree seeking students submitting a degree-seeking application do not have to submit the application fee. Application fees will be waived in the following situations:
 - a. When students submit a Request for Waiver of College Application Fee from the SAT or ACT Program Fee-Waiver Service, or a National Association for College Admission Counseling (NACAC) Application Fee Waiver form, Common Application Fee Waiver;
 - b. For special programs initiated by the University that are designed to help specific groups of students who would otherwise not be able to attend the University. Request to waive the application fees for students in these programs should be made to the Assistant Vice President for University Admissions well in advance of the program start; or
 - c. For other populations determined by the University to meet strategic objectives.

D. OFFICIAL TRANSCRIPTS AND TEST SCORES

Official transcripts and test scores, if applicable, are required of applicants seeking formal admission to FGCU. To be official such documents must be sent directly to FGCU from the issuing institution and must be received by the published deadlines. It is the applicant's responsibility to have the required documentation forwarded to the FGCU Undergraduate Admissions in order for the application to be processed. All materials and fees (except the on-line application) may be mailed to Florida Gulf Coast University, Undergraduate Admissions, 10501 FGCU Boulevard South, Fort Myers, FL 33965-6565. Documents may also be electronically transmitted using recognized services. Official test scores (ACT or SAT), a high school transcript, and transcripts of all previously attended colleges and universities should be sent to Undergraduate Admissions.

E. EARLY COLLEGE PROGRAMS

1. FGCU has full-time and part-time dual enrollment agreements with local school boards for academically talented high school students who would like to challenge themselves by enrolling either full-time at FGCU in the Accelerated Collegiate Experience (FGCU ACE) program, or part-time at participating high schools. Courses taken will count

towards high school graduation and University degree completion.

2. Criteria for Early College Programs:

An applicant for early college programs must meet the following criteria:

- a. Demonstrate exceptional academic ability and college readiness;
- b. Be enrolled in a rigorous college preparatory curriculum; and
- c. Meet the minimum grade point average (GPA), test score requirements, and eligibility requirements as established in the dual enrollment agreement. Specific admission requirements and the application procedures are available through the office or program sponsoring the early college program, including FGCU ACE. Application requirements may vary depending on the individual college path. Contact Undergraduate Admissions for further directions.

3. Required Admission Materials

Students should consult the FGCU ACE website for the application procedure, including deadlines and required documents.

F. FIRST-TIME-IN-COLLEGE STUDENTS

1. Applicants for admission as first-time, degree-seeking freshman (FTIC) must meet the minimum requirements set forth in Florida Board of Governors (BOG) Regulation 6.002 as well as any admissions criteria set by the University. FTIC students are defined as students who have earned a high school diploma from a Florida public or regionally accredited high school, or its equivalent, and who have earned fewer than twelve (12) semester hours of transferrable credit since receiving a high school diploma or its equivalent. FTIC applicants who earn transferable college credit, regardless of the total number, before graduating high school are considered freshman (FTIC). Applicants must submit an application for admission, official transcripts of all secondary work from each post-secondary institution, as appropriate, and official ACT or SAT test scores.
2. An FTIC student must be a graduate of a Florida public or regionally accredited high school, or its equivalent, and have completed eighteen (18) Carnegie units which are year-long courses and not remedial in nature. At a minimum, the following units must be completed: four (4) units of English (at least three (3) with substantial writing); four (4) units of mathematics at the level of algebra I or higher (algebra A, B is equivalent to one (1) unit of algebra I); three (3) units of natural science (at least two (2) with a laboratory); three (3) units of social science (to include anthropology, history, civics, political science, economics, psychology, sociology, or geography); two (2) units of the same foreign language (American Sign Language can substitute for a foreign language) (see section G.3. below regarding foreign language competency); and two (2) academic electives (a. Two (2) credits from among Level II courses listed in the Department of Education

Course Code Directory in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the Directory in any academic or career and technical education credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted; OR
 b. One (1) credit courses from previously described electives and one (1) credit from grade nine (9) or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee.)

3. Students who entered high school as a freshman prior to July 1, 2007 are required to complete three (3) units of mathematics and three (3) academic electives. FGCU will utilize a weighted GPA as determined by the Undergraduate Admissions. Weighted GPAs include one (1) point for credits earned in Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE) courses, and Dual Enrollment courses for grades of C or higher. One-half (1/2) point for honors courses, Pre-AICE, and Pre-IB for grades of C or higher.
4. Academic and elective courses are listed in the Counseling for Future Education Handbook published by the Florida Department of Education. Initial application review is based on high school weighted grade point average (GPA) in the academic units and performance on standardized admission tests. Acceptable tests include the SAT, or the ACT. Students who graduate from high school in 2006 or later must submit the new SAT with the writing test or an ACT with the combined English and writing score. Students applying for Spring 2017 or later are not required to submit an essay score.
5. Each FTIC student admitted to FGCU is expected to demonstrate competency of foreign language or American Sign Language equivalent to the second (2nd) high school level or higher (Spanish 2, Haitian Creole 2, for example). A limited number of students not meeting the high school foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree. These students may meet this foreign language admission requirement by demonstrating competency at the elementary two (2) level in one foreign language or American Sign Language at an undergraduate institution; demonstrating equivalent foreign language competence on the basis of scores determined by the Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies, as adopted by the Board of Governors; or demonstrating equivalent foreign language or American Sign Language competence through other means approved by the university. Any FTIC student with a disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to BOG Regulation 6.018, Substitution or Modification of Requirements for University or Program Admission, Undergraduate Transfer, or for Graduation by Students with Disabilities.
6. FTIC students applying to FGCU may be considered for admission based on the following criteria. Meeting the minimum requirements does not guarantee admission as factors such as number of qualified applicants and available space may be taken into consideration.

- a. A 3.0-weighted GPA on a 4.0 scale paired with one (1) of the standardized admission tests. Subsections of each test must be above minimum or remedial levels, as determined by the Florida Board of Governors and the State Board of Education; or
- b. An FTIC student may be admitted if he or she has a high school weighted GPA of 2.5 - 2.99 on a 4.00 scale. Course work from which a student has withdrawn with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each SAT Reasoning Test or ACT section as outlined below:
 - 1) SAT: Reading Test ≥ 24 , or ACT: Reading ≥ 19 ,
 - 2) SAT: Mathematics ≥ 24 , or ACT: Mathematics ≥ 19 , and
 - 3) SAT: Writing & Language ≥ 25 , or ACT: English ≥ 17 and English/Writing ≥ 18 .
5. Talented Twenty. Within space and fiscal limitations, any student ranked in the top twenty percent (20%) of his or her Florida public high school that has passed all required academic units and who has submitted SAT scores from the College Board or ACT scores from ACT, Inc., prior to enrollment, shall be admissible to FGCU. Admission to the University does not guarantee placement in the academic program of the applicant's choice.
6. Home Education or Other Non-traditional high school program of study. Any applicant who completed a non-traditional high school program of study, which is not measured in Carnegie Units, such as home schooling, or a student who presents a General Equivalency Diploma (GED) instead of a standard high school diploma, may not qualify for admission based on the criteria listed above. Instead, the applicant must present a total score of at least 1450 on the SAT (Critical Reading + Math+ Writing & Language) or a 21 composite on the ACT plus writing. Students applying for Spring 2017 and later must present a combined score of at least 1060 on the SAT (or concordant redesigned SAT combined score) or an ACT composite score of 21. Sub-sections of each test must be above the minimum or remedial levels as described above.
7. Alternative Admission. A student applying for admission who does not meet these requirements may be eligible for admission through a student alternative admission, which considers additional factors, including, but not limited to, the following: a combination of test scores and GPA that indicate a potential for success, improvement in high school record, military service, family educational background, socioeconomic status, graduation from a low-performing high school, graduation from an International Baccalaureate program, the length of time since high school graduation, geographic location, creativity, character, and special talents or abilities. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, ethnicity, color, national origin, disability, sex, or marital status. These students may be admitted if, in the judgment of the Admissions Committee, there is sufficient evidence

that the student can be expected to succeed at the institution.

- a. The number of FTIC students admitted each year through alternative assessment shall not exceed ten percent (10%) of the total number of admitted FTIC students.
- b. Students admitted through alternative assessment shall be monitored and provided a learning plan to help ensure that their retention and graduation rates remain at or near the institution's average. Each year a report will be provided to the FGCU Board of Trustees reviewing the success of these students.
- c. Any FTIC or Transfer student with a learning disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to Board of Governors Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities.

G. LOWER DIVISION TRANSFER

1. Transfers with less than thirty (30) transferrable hours - Students who are lower division transfer applicants (those with at least twelve (12) but fewer than thirty (30) semester hours of transferable credit as determined by Undergraduate Admissions) must meet all requirements of incoming FTIC applicants as described in the above section. These students must also have a minimum cumulative transfer GPA of at least 2.0 (on a 4.0 scale) as calculated by the University and be eligible to return as a degree-seeking student in good standing to the last institution attended, as evidenced by an official transcript from any post-secondary educational institution.
2. Transfers with thirty (30) or more, but less than sixty (60) transferrable hours – Lower division transfer students with thirty (30) or more, but less than sixty (60) transferrable hours must have a minimum transfer GPA of at least 2.0 (based on a 4.0 scale) as calculated by the University and be eligible to return as a degree seeking student in good standing to the last institution attended. In addition, students must have successfully completed (C or Higher) at least one (1) English Composition course and one (1) college level mathematics course, that consists of three (3) semester credit hours (prior to enrollment in upper division courses). High school transcripts may be required to demonstrate completion of the foreign language admission requirement. Students not meeting these requirements must then meet the requirements for transfer students with less than thirty (30) transferrable hours.
3. A limited number of lower division transfer students not meeting admission criteria may be admitted if the student can reasonably be expected to complete satisfactory academic work. Factors such as the number of post-secondary hours completed, grades obtained, coursework completed, military credit earned, and length of time since high school graduation are some of the factors that will be considered.
4. Lower division transfer students who meet minimum requirements are not guaranteed

admission into FGCU.

H. TRANSFER WITH FLORIDA ASSOCIATE OF SCIENCE DEGREE

1. FGCU has entered into articulation agreements with several Florida College System institutions for the purpose of facilitating transfer into FGCU degree programs. Applicants who have received an Associate of Science degree immediately prior to transferring to FGCU will be admitted if, and only if, the following requirements are met:
 - a. The AS degree is in one (1) of the approved disciplines listed on the FGCU Undergraduate Admissions website in the transfer section;
 - b. From an approved Florida College System institution; and
 - c. The applicant has applied for the corresponding FGCU degree program.
2. However, transfer applicants with an Associate of Science degree who matriculate to a post-secondary institution and fail to maintain at least a 2.0 GPA in additional courses, will not be eligible to transfer to FGCU. Admission is not guaranteed to programs designated as limited access. Some programs have additional program admission criteria.

I. TRANSFER WITH FLORIDA ASSOCIATE OF ARTS DEGREE

1. Admission of Associate of Arts (AA) degree graduates from Florida College System institutions, state colleges, and state universities will be governed by the Articulation Agreement between the state universities and Florida College System institutions, as approved by the Board of Governors and State Board of Education. These Florida Associate in Arts graduates shall receive priority for admission over out-of-state transfer students. The agreement states that, except for limited access programs, admission as a junior to the upper division of the University may be granted to any graduate of a state-approved Florida College System institution or State University System institution who transfers to FGCU, who has completed the university parallel program, and who has received the AA degree which includes all of the following:
 - a. AA degree has been awarded and posted on official college transcript;
 - b. Completion of sixty (60) semester hours of college credit courses in an established program of study, exclusive of courses not accepted in the state university system, and including a general education core curriculum of thirty-six (36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences with the remaining twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives.
 - c. Completed an approved general education program of at least thirty-six (36) semester hours; and

- d. Has a minimum cumulative 2.0 GPA (on a 4.0 scale) as calculated by the University and is eligible to return as a degree-seeking student in good standing (with at least a 2.0 GPA) to the last institution attended.
2. In addition to completion of requirements for English and mathematics courses as adopted by the Board of Governors and the State Board of Education, each transfer student admitted to FGCU is expected to demonstrate competency of foreign language or American Sign Language equivalent to the second (2nd) high school level or higher (Spanish 2, Haitian Creole 2, for example). A limited number of students not meeting foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree. These students may meet this foreign language admission requirement by demonstrating competency at the elementary 2 level in one foreign language or American Sign Language at an undergraduate institution; demonstrating equivalent foreign language competence on the basis of scores determined by the Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies, as adopted by the Board of Governors; or demonstrating equivalent foreign language or American Sign Language competence through other means approved by the university.
3. Transfer students, both Lower Level and Upper Level, must submit an application for admission to the University and official transcripts from every post-secondary institution attended.
4. Individual programs may have additional requirements over and above that which is required to gain University admission including a supplemental application, minimum GPA, pre-requisites courses, and test scores. Students should verify specific program requirements prior to commencing the application process.

J. UPPER DIVISION TRANSFER (NON-FLORIDA ASSOCIATE OF ARTS)

1. Students with at least sixty (60) semester hours of transferable credit (as determined by the Office of Undergraduate Admissions) are not required to submit test scores for admission to the University. Transfer students must submit the application to the University as well as an official transcript from every postsecondary institution attended.
2. A transfer student must also have a minimum cumulative 2.0 GPA (on a 4.0 scale) as calculated by the University and be eligible to return as a degree-seeking student in good standing (with at least a 2.0 GPA) to the last institution attended. A transfer student also must have completed at least two (2) college level math and English courses with grade of C or higher.
3. Each Transfer student admitted to FGCU is expected to demonstrate competency of foreign language or American Sign Language equivalent to the second (2nd) high school level or higher (Spanish 2, Haitian Creole 2, for example). A limited number of students not meeting the foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate

degree. These students may meet this foreign language admission requirement by demonstrating competency at the elementary 2 level in one foreign language or American Sign Language at an undergraduate institution; demonstrating equivalent foreign language competence on the basis of scores determined by the Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies, as adopted by the Board of Governors; or demonstrating equivalent foreign language or American Sign Language competence through other means approved by the university.

4. Individual programs may have additional requirements over and above that which is required to gain University admission including a supplemental application, minimum GPA, pre-requisites courses, and test scores. Students should verify specific program requirements prior to starting the application process.
5. Upper division transfer students who meet minimum requirements are not guaranteed admission into FGCU.

K. NON-FLORIDA RESIDENTS TRANSFERRING IN FROM IN-STATE INSTITUTIONS

A transfer student from a Florida postsecondary public institution who is admitted to a university pursuant to this regulation shall be entitled to pursue a degree in accordance with the transfer requirements afforded native students as outlined in the University catalog that was in effect for the academic year in which the transfer student was initially enrolled as a freshman at his or her prior postsecondary institution, provided the student has maintained continuous enrollment.

L. FORMER STUDENT RETURNING

1. A returning student is any former FGCU degree-seeking undergraduate student who has not earned a degree, who has not been enrolled at FGCU for at least a year, and who wishes to re-enroll. The former student must submit a readmission application by the appropriate application deadline. A new application fee is not required. Students should refer to the Readmission Student Website for guidance on application processes. Readmission to FGCU does not equate to readmission into a specific academic program. Students who do not meet stated progression requirements, or criteria for admission into a limited access program, will need to select an alternate program of study. Additionally, students who are not in good academic standing should refer to the Academic Standing section of the Academic Catalog for guidance and reinstatement options.
2. Students enrolled in an FGCU-Approved study abroad program are exempt from this requirement and will be permitted to re-enroll upon their return to FGCU.

M. INTERNATIONAL STUDENT ADMISSION

1. FGCU is authorized under Federal law to enroll non-immigrant students. Applicants are classified as international if they are not United States citizens, dual citizens, or

permanent residents, and if they are applying for an F-1 student visa or a J-1 Exchange Visitor visa (Exchange visitors are classified as either scholar or student). International students may apply to study in any degree program or major for which the University has been granted authorization by the U.S. Department of Homeland Security, Student Exchange Visitor Program, or U.S. Department of State to enroll international students. Degree majors with program designs and limitations that do not comply with federal regulations or are pending federal approval are not open to international student applicants.

2. International students must meet admission criteria at the level of entrance for the program to which they apply, as well as the following:
 - a. International students must have all credentials and admission information submitted to Undergraduate Admissions prior to the published deadline on the Admissions website for international students. Students whose applications are not completed by these respective dates (all elements of the application process including submission of required documents, transcripts and evaluations, test scores, and application fee, etc.) may be deferred to the next fall or spring term for admission.
 - b. All transfer coursework submitted must be evaluated by an international evaluation agency. Agency recommendations are listed on the University's international admission website. A course-by-course evaluation is required. The applicant pays for this service and contacts the evaluating agency directly.
 - c. International students currently attending any institution in the United States must submit a visa clearance form issued by FGCU to be completed by their current school designating Florida Gulf Coast University as their transfer institution and confirming their status as an F or J visa holder.
 - d. Applicants must demonstrate English proficiency in accordance with University policy, and will be required to submit satisfactory evidence to demonstrate English proficiency based on the following options:
 - 1) TOEFL (Test of English as a Foreign Language) scores, unless the country of origin uses English as the official language.
 - a) A minimum score of 213 is required on the computerized TOEFL, 79 on the Internet-based TOEFL, and 550 on the paper-based TOEFL.
 - b) Some academic programs may require a TOEFL score greater than the minimum (see program requirements).
 - 2) With the approval of the Assistant Vice President for University Admissions and the appropriate Dean, applicants may furnish satisfactory evidence of English competency in lieu of the TOEFL. Examples of satisfactory evidence include, but are not limited to:

- a) Completion of the IELTS (International English Language Testing System, www.IELTS.org) with a minimum score of 6.5;
- b) Completion of ENC 1101 and ENC 1102 (or equivalent) with a grade of C or higher;
- c) Receipt of an AA degree from a Florida public institution; ~~or~~
- d) A Bachelor's Degree from a U.S. regionally accredited institution;
- e) Completion of the Duolingo English test with a minimum score of 110;
- f) Graduation from a United States high school where instruction was in English if enrolled for at least four (4) years; or
- ~~d)g) An English Language proficiency assessment by a certified ESL faculty. Proficiency assessment will include the following: Listening, Reading, Writing, and Speaking. The certified ESL faculty will provide Undergraduate Admissions with a written evaluation of the assessment and their recommendation that the international student has the language skill to do full-time university work.~~
- e. The applicant must file a Certification of Finances confirming availability of specific funds to finance the first (1st) year of study before the University issues the appropriate documents for obtaining a visa.
- f. A J-1 student's Certification of Finances must document that the student is directly or indirectly financed by the U.S. government, the government of their home country, an international organization of which the U.S. is a member (by treaty or statute) or if they are substantially supported by funding from any source other than personal or family funds, including an FGCU tuition waiver.
- g. No international student in F or J non-immigrant status shall be permitted to register, or continue enrollment, without demonstrating that the student, and in the case of J visa holders, their accompanying spouse and dependents have adequate medical insurance coverage for illness and accidental injury and which meets the minimum requirements set forth in FGCU Regulation 4.008, International Student Insurance, and the BOG Regulation 6.009, Admissions of International Students to State University System (SUS) Institutions.
- h. International students are subject to the same University policies and procedures that apply to all students, such as admission, enrollment, immunization, etc. Additionally, international students are obligated to follow and comply with the laws and regulations set by the United States Department of State, United States Department of Homeland Security and the United States Citizenship and Immigration Services,

which may determine the student's eligibility for enrollment, residency status, limitations on credit hours or semesters of study, limitations on enrollment of distance learning courses, and length of presence in the U.S.

N. ACADEMIC AMNESTY

A readmitted undergraduate student who has not been in attendance at FGCU for a period of at least three (3) years may apply to the Academic Standards Committee for academic amnesty. Specific details on the policy for amnesty, how to apply, and the conditions under which amnesty may be granted are published in the University Catalog by Records and Registration.

O. SUBSTITUTION OR MODIFICATION OF ADMISSION REQUIREMENT

A student who is requesting a reasonable substitution or modification for any requirements for admission into an undergraduate program due to a disability must provide appropriate documentation (less than three (3) years old) that supports the ability to succeed at the university level to the Office of Adaptive Services. The admission decision will be made on an individual basis from documentation provided by the student. If an admission test score is required for the specific category of undergraduate admission, the test score will not be waived.

P. PRIOR CONDUCT

1. Florida BOG Regulation 6.001, General Admissions, section (7), authorizes universities to refuse admission to applicants due to past misconduct. The Dean of Students, or designee, reviews all applications disclosing information regarding any academic or conduct violation. Applicants must submit to Undergraduate Admissions information regarding academic or legal violation including, but not limited to, criminal charges, convictions, criminal traffic violations, a conduct case at another institution, or pending FGCU Student Code of Conduct charges. Decisions are made in the best interest of the University community consistent with state and federal law.
2. A misrepresentation in the response to the conduct history questions may result in a rescinding of admission.

Q. APPEALING ADMISSIONS DECISIONS

1. Applicants denied admissions may appeal the decision to the Associate Vice President for Enrollment Management, or designee, by sending a written request to Undergraduate Admissions and including new and compelling information that was not part of their original application. Notification of the decision will be sent in writing within ten (10) days after final review.
2. Applicants denied admission should submit letters of recommendation, additional test scores, or transcripts, disability documentation (if applicable), or personal

statements/essays to Undergraduate Admissions.

3. If students are admitted to the University yet denied admission to a limited access program, an appeal should be made to the specific program appeals committee.

R. DEFERRING OR CHANGING ADMISSION TERM

A student who does not enroll in the term to which he or she has been admitted may defer or change admission to a future term by submitting a *Change of Term* form to Undergraduate Admissions. Admission in the new term is not automatic and a student requesting a new term must meet the admission requirements in effect for the new term. Entry dates for some programs are limited to specified terms. If a student attends another post-secondary institution in the interim, a new application for admissions is required as well as official transcripts of all classes attempted. Deferrals will only be considered for up to one (1) year.

S. TRANSFER OF COURSEWORK

1. Undergraduate Admissions is responsible for receiving and evaluating transfer credit. The office evaluates the acceptability of total credits transferable to FGCU and identifies total credits accepted at the lower division (1000 and 2000 level courses). The college of the student's major assigns equivalent upper division (3000 and 4000 level) courses and graduate (5000 and 6000 level) courses in determining which courses are applicable toward specific degrees.
2. The University reserves the right to evaluate transfer courses on an individual basis. Age and concordance of content to current requirements may be factors in determining course transfer and acceptance toward degrees; individual colleges and programs have the authority to establish age standards for acceptance of transfer courses.
3. FGCU evaluates transfer coursework taken at another college or university if that institution is accredited, or in candidacy for accreditation, by the SUS approved accrediting body or one (1) of the following regional accrediting associations:
 - a. New England Association of Schools and Colleges, Inc. /Commission on Institutions of Higher Education;
 - b. Middle States Association of Colleges and Secondary Schools;
 - c. Higher Learning Commission;
 - d. Northwest Commission on Association of Schools and Colleges;
 - e. Southern Association of Colleges and Schools/Commission on Colleges; or
 - f. Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities and Accrediting Commission for Community and Junior

Colleges.

Transfer credit from all post-secondary education institutions will be considered on a case-by-case basis.

4. General guidelines for awarding transfer credit:

- a. Credit is not given for technical, vocational, or pre-college courses, or for courses completed below a grade of D-.
- b. Credit by departmental examination from another institution and credits awarded by another institution solely based on SAT or ACT scores will not be accepted by FGCU.
- c. Courses with a transfer grade of C- or below may not be used toward satisfaction of computational and communication requirements.
- d. An equivalent FGCU course number will be entered on the student's official academic transcript.
- e. Transfer credits will not be computed into a student's FGCU institutional GPA for FGCU coursework, but will be included in the student's overall GPA.
- f. All coursework completed in an international post-secondary institution required for an admissions decision must be evaluated by an international evaluation agency. Agency recommendations are listed on the international admission website. A course-by-course evaluation is required. The applicant pays for this service and contacts the evaluating agency directly.
- g. All transfer credit evaluations are completed during the evaluation process to determine admission to the University. Only courses included on official transcripts will be articulated and posted to the official FGCU academic transcript.
- h. Transfer students from non-regionally accredited Florida institutions that follow the state common course numbering system may have a limited number of courses credited.
- i. Transfer of credit from an institution based on the quarter system will be converted to the semester system by multiplying the credit by a factor of .67.
- j. Transfer credit earned through the Statewide Course Numbering System is acceptable, based on the System's guidelines.

5. College Credit for Military Training and Education Courses:

- a. Undergraduate Admissions shall review college credit submitted by an applicant

which was earned through military training or coursework which is recognized by the American Council on Education (ACE).

- b. Undergraduate Admissions office shall utilize the ACE Guide to the Evaluation of Educational Experiences in the Armed Services (as listed on the Joint Services Transcript (JST) or the Community College of the Air Force Transcript (CCA)) in order to determine equivalency and alignment of military training or coursework with University courses.
 - c. If it is determined that the military training or coursework is equivalent to and fulfills a general education or major course or degree program requirement, the training or coursework will be credited towards the student's degree plan. Alternative course credit, including free elective course credit, will be granted if the coursework is not equivalent to a general education, major course, or degree program requirement.
 - d. Articulation credit earned via military training and coursework that was previously evaluated and awarded by a college degree granting institution, which is part of the State University System of Florida, and that is appropriate to the transfer student's major at the University, will be accepted, subject to the University's limit on the amount and level of transfer credit allowed for a given degree.
 - e. Credit awarded for military education and training shall be noted on the student's transcript and documentation of the credit equivalency evaluation shall be maintained in the student's education record.
6. College Credit for Online Courses Completed Prior to Initial Enrollment
- a. If requested by an applicant prior to the student's initial term of enrollment in undergraduate education, FGCU shall evaluate online coursework. Credit will be awarded if the academic program determines the online course content and learning outcomes are comparable to FGCU offered courses, the online course meet the quality and accreditation standards intended for transfer courses, and the online course is relevant to the applicant's intended program of study.
 - b. It is the applicant's responsibility to initiate the request for review of such online coursework. The request should be made to the Undergraduate Admissions and include an official transcript, course description, and syllabus. Additional documentation made be required as determined by the reviewing academic program.
 - c. A student denied transfer of online coursework may submit a written appeal to the appropriate college Dean.
 - d. Credit awarded by the University for online coursework will be noted on the student's transcript.

T. SECOND BACCALAUREATE DEGREE

Graduates from regionally accredited four-year U.S. institutions may apply for admission to work toward a second (2nd) undergraduate degree. The first (1st) baccalaureate degree satisfies the general education requirement and provides exemption from the foreign language requirement for admission. Second (2nd) baccalaureate degree applicants should submit all transcripts and an undergraduate application for acceptance into the University. Individual programs may have additional requirements over and above that which is required to gain University admission, including a supplemental application, minimum GPA, prerequisites courses, and test scores. Students should verify specific program requirements prior to commencing the application process.

U. LANGUAGE ADMISSION REQUIREMENT

All admitted undergraduate students must satisfy the statewide foreign language admission requirement or meet exemption criteria. Applicants whose native language is not English must also satisfy this requirement, but may do so with appropriate course work in their native language. The language admission requirement for each type of applicant is described in sections G.3. and J.3.

A student may be exempt from the state university foreign language requirement if one (1) of the following criteria is met:

1. Received an AA degree from a Florida College System institution prior to September 1, 1989;
2. Enrolled in an AA program at Florida College System institutions prior to August 1989 and maintained continuous enrollment until admission to and enrollment in FGCU;
3. Has a baccalaureate degree from a regionally accredited college or university; or
4. Can demonstrate equivalent foreign language competence through credit awarded on the basis of scores on the foreign language subject matter examinations in the College Level Examination Program (CLEP), which must be equivalent to elementary level two (2) coursework or through another approved University method as denoted in sections G.3. and J.3.

V. DEGREE ACCELERATION PROGRAMS

College credits earned by high school or college students on the basis of the College Board's Advanced Placement Program (AP), College Level Examination Program (CLEP), Advanced International Certificate of Education Program (AICE), or the International Baccalaureate Program (IB) will be accepted. Credit received from one exam program may not be duplicated by another, nor duplicated through dual enrollment credit. A maximum of forty-five (45) semester hours of AP, CLEP, AICE, and IB credits can be applied toward a degree. For students with more than forty-five (45) applicable credits, AP, AICE, and IB credits will

be transferred before evaluating other credits. AP, IB, AICE, and CLEP information regarding courses and areas for which FGCU credit may be assigned is subject to change. The State Articulation Coordinating Committee, a joint committee of the Department of Education and the BOG, establishes the passing scores and course equivalencies for these programs. Current approved scores and equivalent courses are maintained in the University Catalog.

1. Advanced Placement Program (AP). Students must submit an official Advanced Placement transcript from The College Board as evidence of completion of a college-level course taken in high school. If the examination results meet the requirements in the equivalency table listed in the University catalog, the student may be given University credit. The courses listed indicate the FGCU course equivalency that will appear on the student's FGCU transcript. AP equivalence will count toward communication and computational skills requirements. AP credit will appear on the student's permanent record.
2. College Level Examination Program (CLEP). Students must submit an official transcript from The College Board for scores to be considered for credit. CLEP examination scores must meet the minimum standards established by the State University System and FGCU. CLEP credit will appear on the student's permanent record. CLEP credit will count toward communication and computational skills requirements. CLEP credit does not factor into the GPA because a grade is not associated with CLEP credit.
3. International Baccalaureate program (IB). Students may be awarded up to thirty (30) semester hours of credit in FGCU courses for scores of four (4) or higher on IB exams, in accordance with the equivalency table in the University catalog. IB equivalence will count toward communication and computational skills requirements.
4. Advanced International Certificate of Education Program (AICE). Like the International Baccalaureate program, the AICE program is an international curriculum and examination program modeled on the British pre-college curriculum and "A-Level" exams. Students may be awarded up to thirty (30) credits earned via the AICE program. Course grade equivalency is based on the schedule found in the University Academic Catalog.
5. American Council on Education (ACE) and Military Service. Official credentials from military service schools, as well as other entities determined as college-level, will be evaluated on the basis of American Council on Education (ACE) recommendations. Credit may be granted when courses are equivalent to those offered by FGCU or in the form of general elective credit; however, recommendations by ACE are not binding upon the University.
6. Dantes Subject Standardized Tests (DSST). These tests are designed to test student's knowledge in a variety of college-level subjects and credit will be accepted based on recommendations for exams and passing scores as determined by the State Articulation Coordinating Committee.

7. Credit by Examination. FGCU colleges and departments may offer examinations for academic credit to undergraduate students upon request. The colleges or departments must be directly contacted concerning the availability of examinations.
8. Credit for Prior Learning. FGCU provides degree-seeking students with an opportunity to pursue credit for learning that occurs outside of a traditional college or university classroom. Information is housed on the Prior Learning Assessment website and within FGCU policy.

W. IMMUNIZATION REQUIREMENT

As a prerequisite to registration as a degree-seeking or non-degree-seeking student, FGCU requires all students born after December 31, 1956, to present documented proof of immunity to measles (rubeola), mumps, and rubella (MMR). All students need to be vaccinated against meningitis and hepatitis B diseases or sign a waiver (if they are over 18 years of age). Prior to initial registration, each student must submit a completed FGCU Immunization History Form to Student Health Services. Students are strongly urged to complete this requirement before attending Orientation.

1. The foregoing requirements may be satisfied by submitting the following:
 - a. Proof of two (2) MMR or measles, mumps, rubella, varicella (MMRV) vaccinations received at least twenty-eight (28) days apart after twelve (12) months of age; or Proof of immunity by way of a blood test result (titer); or
 - b. Proof of meningitis and hepatitis B vaccines or sign a waiver (if over eighteen (18) years of age).
2. Questions about alternative means of acceptable proof, exemptions, or temporary deferments may be directed to Student Health Services.
3. The University reserves the right to refuse registration to any student who fails to satisfy these requirements or whose health record or report of medical examination indicates the existence of a condition which may be harmful to members of the University community.
4. Notwithstanding the foregoing requirements, students who register through FGCU Complete may sign a waiver as to the MMR vaccine.

X. NON-DEGREE SEEKING ENROLLMENT

1. FGCU provides an option for students to enroll in a non-degree seeking status. Non-degree seeking students typically do not immediately intend to pursue a degree program and/or take courses for personal enrichment, as a guest/transient student, as a dual enrollment student, or to complete pre-requisites for admission into a degree-seeking program. Students who wish to complete graduate-level courses (Post-Baccalaureate) will

find criteria for non-degree enrollment within graduate admissions policies.

2. All FGCU students, regardless of degree-seeking classification, are subject to University rules and regulations.
3. Only degree-seeking students are eligible to receive Federal financial assistance.
4. A non-degree seeking student may complete up to thirty (30) credit hours of undergraduate coursework. Courses completed while enrolled in a non-degree-seeking status may apply toward completion of a FGCU bachelor's degree program, the minimum GPA required for degree-seeking admission, and count toward total credit hours earned.
5. Non-degree students may enroll on a space available basis and must meet individual course prerequisites for enrollment clearance. The academic calendar contains all dates related to enrollment.
6. Application procedures for non-degree seeking students or transient students are provided on the Undergraduate Admissions website and the Records and Registration website.

Authority

Chapter 1007, Part II, Florida Statutes

BOG Regulation 1.001, University Board of Trustees Powers and Duties

BOG Regulation 6.001, General Admissions

BOG Regulation 6.002, Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

BOG Regulation 6.004, Admission of Undergraduate, Degree-Seeking Transfer Students

BOG Regulation 6.006, Acceleration Mechanisms

BOG Regulation 6.007, Vaccinations Against Meningococcal Meningitis and Hepatitis B

BOG Regulation 6.009, Admission of International Students to SUS Institutions

BOG Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

BOG Regulation 6.020, College Credit for Online Courses Completed Prior to Initial Enrollment

Section 504 of the Rehabilitation Act of 1973

History of Regulation

New 04/21/09; Amended 09/23/10; Amended 07/11/14; Amended 10/08/15; Amended 09/15/16; Amended 10/13/20; Amended 06/24/22; [Amended](#)

Approved by the Florida Gulf Coast University Board of Trustees

~~June 14, 2022~~

Approved by the Florida Board of Governors

~~June 24, 2022~~

ITEM: 8

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: FGCU 2023 Accountability Plan for Board of Governors

PROPOSED BOARD ACTION

Approve the FGCU 2023 Accountability Plan for Board of Governors

BACKGROUND INFORMATION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This Report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, universities boards of trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once approved by the FGCU Boards of Trustees, the Board of Governors will review the FGCU 2023 Accountability Plan and consider the Plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

Supporting Documentation Included: FGCU 2023 Accountability Plan

Prepared by: Vice President for Student Success and Enrollment Management Mitch Cordova, and Vice President and Vice Provost for Strategy and Program Innovation Aysegul Timur

Legal Review: N/A

Submitted by: Executive Vice President and Provost Mark Rieger

2023
ACCOUNTABILITY PLAN
FLORIDA GULF
COAST UNIVERSITY

Pending BOT Approval Draft April 11, 2023



2023 ACCOUNTABILITY PLAN
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Draft 3/13/2023



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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022.

Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

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STRATEGY

Mission Statement

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.

Florida Gulf Coast University Statement of Free Expression

Florida Gulf Coast University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced by faculty, students and staff in all deliberations on its campus. As such, the FGCU Community as well as the Florida Gulf Coast University Board of Trustees shares the commitment of the State University System of Florida and the Florida Board of Governors to civil discourse and endorses their commitment with this Statement of Free Expression: https://www.flbog.edu/wp-content/uploads/2022/01/SPC_09_Civil-Discourse_Final_CE.pdf

Statement of Strategy

Florida Gulf Coast University (FGCU) is Southwest Florida's comprehensive university. FGCU serves its students and community by preparing graduates for immediate employment or further education in areas of regional importance.

FGCU's strategy employs four key drivers:

1. Enhance our campus culture of "students first" while engaging in relevant, impactful scholarship and service that benefits our community.
2. Position FGCU to be a national leader in innovative education by offering learner-centered, relevant educational programs, alternative credentials, and Bachelor's, Master's and Doctoral programs that flow from regional workforce needs.
3. Improve organizational efficiency to provide the strongest university outcomes for our students and community.
4. Continuously invest in human and physical capital to position FGCU to meet the needs of Southwest Florida as it grows and diversifies its population, economy and social fabric.

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STRATEGY (cont.)

Strengths, Opportunities & Challenges

Major capabilities of Florida Gulf Coast University include the following:

- Meeting the unique needs of Southwest Florida's growing workforce through strengthening the talent pipeline to regional industries and expanding credential attainment and career-readiness of students.
- Nationally recognized in developing and awarding micro-credentials/digital badges.
- Offering best-in-class professional programs in nursing, clinical mental health, construction management, teacher education, and resort & hospitality administration.
- Promoting entrepreneurship, small business success, and catalyzing regional economic development

Major opportunities include:

- Leveraging the Water School to provide solutions to grand challenges facing the environment of SW Florida.
- Continued implementation of the Strategic Hiring Plan to enhance faculty expertise in select areas.
- Increasing enrollment and retention of underrepresented and non-traditional students and preparing for Hispanic-Serving Institution and Veteran-friendly campus status.
- Growing graduate programs with regional relevance and impact.
- Reduce time-to-degree by expanding early college programs with high schools and articulation with FCS institutions.

Major challenges include:

- Decreasing student-faculty ratio and average course section size to align with aspirational peer institutions.
- Balancing in-person and online instructional delivery to provide high quality, flexible programs while reducing demands on campus infrastructure.
- Reimagining space utilization to better support students, faculty, research and community engagement.

Three Key Initiatives & Investments

1. Student Success: Recruitment, retention and timely graduation of talented students

- Executing the comprehensive student success plan (with strategic and sustainable implementation objectives) throughout the university to further improve all student success outcomes.
- Executing an undergraduate admissions strategy that focuses on increasing applicants and enrollees who view FGCU as their first-choice institution.
- Serving transfer, stop-out and non-traditional student populations with innovative and intentional programs such as *Destination FGCU*, *FGCU Complete*, and *Return to the Nest* for completion of a degree.

2. Academic and Workforce Alignment: Meeting the Workforce Needs of Southwest Florida and beyond

- Partnering with industries to identify skills gaps, in-demand and critical positions, developing micro-credentials to enhance career readiness and creating professional development programs.
- Launching or expanding academic degree programs that meet the workforce needs of our region.
- Increasing access to academic programs to promote degree completion, upskilling, and reskilling with online and on-demand options, including micro-credentials, digital skill badges, and stackable credentialing models.

3. Applied and Translational Research: Addressing issues critical to Florida

- Water science and policy, including effects on public health, well-being and economic development will be led by FGCU's Water School and involve all academic units.
- Regionally relevant issues in data science, success across the lifespan, positive aging, educational performance, health care, environmental quality, business and real estate development are being studied by FGCU faculty.

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STRATEGY (cont.)

Graduation Rate Improvement Plan Update

FGCU's continued focus on student success has led to an improved 4-yr graduation rate of 42.2% for the latest cohort – representing over a 20-percentage point increase over the past 5 years. Although we didn't improve as much over last year, we continue to positively increase our performance on this critical metric. Our freshman to sophomore retention rate has remained over 80% for the past four consecutive cohorts for the first time in history, and the average cost to students decreased by 68.5% over the past 5 years.

Academic:

Through the completion of our Student Success Plan, FGCU implemented three critical strategies that will lead to greater improvement in 4-yr graduation rate. These include: 1) comprehensive use of data and coordination across all colleges and schools; 2) focused efforts in lowering DFW rates in gateway courses through the use of course coordinators, academic based pre-semester immersion programs, residential education programming; and 3) greater organizational structure created around academic tutoring and supplemental instruction. FGCU continues to expand undergraduate enrollment in popular, flexible bachelor's degree programs (e.g. Integrated Studies, Entrepreneurship) that demonstrate excellent outcomes in 4-yr graduation rates. Continued implementation of condensed "A" and "B" terms within the Fall and Spring semesters facilitate student persistence and reduces time to degree. Increased Summer Term courses continue to help improve 4-yr graduation rate and persistence through an incentivized tuition revenue sharing model. Lastly, FGCU continues to maximize enrollment in our Honor's College as honors students achieve the greatest 4-yr graduation rate among all students at FGCU – currently at 74%.

Policy:

FGCU continues to optimize its recruitment and admissions strategy to focus on increasing the number of applicants who view FGCU as their preferred choice by using institutional and third-party data to target specific regions of FL and across the US. Undergraduate student admissions practices continue to be optimized where our yield events are more intentional and structured to continue to enroll FGCU students who view us as their first choice. We also continue to implement new undergraduate admissions business processes with respect to improving the number of completed applications, students admitted, and enrollment deposits leading to greater yield for orientation. We completed our first full academic year utilizing AI and chatbot technology to facilitate student financial support, as well as to implement intervention strategies assisting students toward their degree completion. FGCU has completed examining its academic progression policies (e.g. Academic Standing, Grade Forgiveness, Course Withdrawal) and has implemented updates that will continue to minimize and reduce artificial barriers helping students progress more seamlessly towards their degree completion.

Curricular:

First Year Experience Programs continued to implement an extensive portfolio of programs and initiatives with the new FTIC cohort to promote engagement and improve GPA and APR throughout the first year. By the end of the 2021-2022 academic year, over 80% of the Fall 2021 class had actively and meaningfully engaged with the many FYE programs and initiatives, including: Eagles Read – Common Read program; University Transition class (credit-bearing course designed to assist in the transition to college life), EAGLES in 25 (with 65 unique programs, many in collaboration with campus partners), and numerous mentoring initiatives that targeted very specific sub-populations of the cohort.

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STRATEGY (cont.)

Key Achievements for Last Year (Student, Faculty, Program, Institutional)

Student:

1. Amy Enberg, an English major, received a Portz Interdisciplinary Research Fellowship, Kea Kamiya, who studies Art and English, won the Portz Scholar Award for the best honors thesis in Arts and Humanities, and Josie Lorea, a Biology major, was given the NCHC Student of the Year Award by the National Collegiate Honors Council.
2. Camilla Garcia (Biochemistry), Kaelyn Julmeus (Biology), and Katherine Patterson (Biology) were awarded a Fulbright Scholarship from the U.S. State Department.
3. Kaylei Kambak, Alexis Scheele, and Brendan Zwiefel took first place in the state level Florida Water Environment Association (FWEA) Student Design Competition for 2022 and represented Florida in the 2022 WEFTEC (National) Student Design Competition.

Faculty:

1. Dr. Michael Baron, Myra and Van Williams Distinguished Professor of Music, and alumna Dr. Priscila Navarro performed to much acclaim a sold-out recital at Carnegie Hall, on March 21, 2022, and their related CD, "French Music for Piano Duo" continues to receive stellar reviews from the international press.
2. Faculty from the Colleges of Arts and Sciences, Health Professions, and Education were awarded a \$1M gift from the Golisano Foundation to support FGCU's Community Autism Network.
3. Dr. Erica Molinaro, Assistant Professor of Psychology, received a \$1M grant from the US Department of Defense under the MINERVA Initiative for the research project "Climate Change Migration: Implications for Homeland Security" (2022-2025).
4. Dr. Ashley Danley-Thomson, Associate Professor of Environmental Engineering, received an American Association for the Advancement of Science (AAAS) Science and Technology Fellowship. She is a Peacekeeping Advisor within the US Department of State, representing the US with United Nations strategies to reduce the negative environmental and social impacts of peacekeeping operations in Sub-Saharan Africa.

Program:

1. The Marieb College of Health & Human Services launched the Shady Rest Institute on Positive Aging, with a \$5 million gift from the Shady Rest Foundation, to serve as a regional hub connecting faculty, staff, students across academic disciplines to support the older adult community in Southwest Florida through education, service, research, and advocacy.
2. The Daveler and Kauanui School of Entrepreneurship is ranked #15 nationally by Princeton Review.
3. In 2022, the FGCU nursing students maintained their #1 ranking among SUS institutions in first-time passage rates of the pre-licensure nursing exam (NCLEX-RN).
4. Stock Development endows the Department of Construction Management – FGCU's first named academic department.

Institutional:

1. FGCU was awarded a \$22.9 Million Good Jobs Challenge Grant, the largest grant in FGCU history, from the U.S. Department of Commerce. FGCU, together with regional partners, will develop programs to upskill/reskill the regional workforce and stimulate economic development. FGCU is also working with Arthrex, NeoGenomics, Hertz, Gartner, Chico's, Scotlynn, and other regional businesses to develop innovative educational opportunities to meet the needs of an ever-changing workplace.
2. FGCU Advancement raised an all-time high \$33,674,364 during the past academic year and FGCU Foundation awarded a record \$6 million in scholarship aid to students.
3. FGCU set new records for grantsmanship in AY22, with \$105 million in value of submitted proposals and \$26.1 million in value of funded proposals, nearly doubling grant activity in one year.

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STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

Metric 5: Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

A series of targeted interventions were instrumental in achieving the highest Academic Progress Rate for FGCU this year. Despite increasing APR by 6 percentage points since 2017, the adjusted goals realign our trends after enduring COVID and Hurricane Ian, to an achievable growth while continuing our commitment to student success.

Metric 6: Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

As our growth stabilizes, and degree production steadies, the revised goals reflect a similar trend to our peer SUS institutions, while continuing to exceed full excellence levels above 50% every academic year. The trend also reflects a decline in enrollment of our Communications major (PSE) and larger growth in Integrated Studies and Entrepreneurship (Non-PSE) majors.

Metric 8: Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

FGCU's graduate enrollment increased 55% in the last three years. The number of MBA students tripled during the same period. Although the MBA program is not PSE, it remains one of the most successful and recognized credentials in our region. As continued growth in the MBA is projected to outpace growth of programs of strategic emphasis, a downward adjustment in goals is reasonable based on current projections while fully committing to achieving the excellence benchmark rate of 60%. FGCU expects to have expanded growth in strategic emphasis programs with the recent addition of the MS in Biology as well as future addition of programs of Computer Science, Coastal Watershed Science and Policy, and FinTech.

Metric 9b: BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

FGCU's focus on student success and targeted interventions helped increase our Six-year Pell Graduation Rate from 43.6% five years ago to 55% this year. The upcoming cohort endured the aftermath of Hurricane Irma in 2017 during their first year and COVID during their senior year impacting this population at a larger scale. FGCU's gap between PELL and Non-PELL graduation outcomes is less than half of our national peers. The new goals realign to our current projections and reflect the attainment gap between our PELL and Non-PELL recipients.

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PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	57.7	63.9	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	65	65	66	66	67

Note: In November 2022, the Board's Budget and Finance Committee approved a change increase the wage threshold for graduates found employed from \$30,000 to \$40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

2. Median Wages of Bachelor's Graduates Employed Full-time

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	38,000	39,000	40,400	40,200	44,200	.	.	.	.	.
APPROVED GOALS	39,000	40,000	40,500	41,000	42,000	42,500	43,000	43,500	44,000	.
PROPOSED GOALS	.	.	.	.	.	45,000	45,500	46,000	46,500	47,000

PBF Metric #3 Note: Beginning Spring 2020, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2025, when the federal emergency funds are no longer available (in 2022-23).

3.1. Average Cost to the Student [\[includes federal emergency funds\]](#)

	2017-18	2018-19	2019-20*	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	15,350	11,970	8,750	8,740	4,840	.	.	.	.	.
APPROVED GOALS	18,000	15,000	11,800	8,750	8,700	11,500	11,000	10,500	10,000	.
PROPOSED GOALS	.	.	.	.	.	9,650	9,600	9,550	9,500	9,500

3.2. Average Cost to the Student [\[excludes federal emergency funds\]](#)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	15,350	11,970	10,450	10,420	9,650	.	.	.	.	.
APPROVED GOALS	11,500	11,000	10,500	10,000	11,500
PROPOSED GOALS	9,650	9,600	9,550	9,500	9,500

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PERFORMANCE-BASED FUNDING METRICS (cont.)

4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	28.8	35.7	41.4	42.1	42.2	.	.	.	.	.
APPROVED GOALS	24	33	40	43	46	48	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	48	50	51	52	52

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	72.4	75.2	76.7	76.8	78.0	.	.	.	.	.
APPROVED GOALS	76	77	78	80	82	83	84	85	85	.
PROPOSED GOALS	.	.	.	.	.	81	81	82	82	83

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	53.1	52.3	52.2	55.4	52.8	.	.	.	.	.
APPROVED GOALS	53	53	54	54	56	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	53	53	54	54	55

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	32.5	32.2	32.5	30.6	31.1
APPROVED GOALS	31	32	33	34	31	31	31	31	31	.
PROPOSED GOALS	31	31	31	31	31

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PERFORMANCE-BASED FUNDING METRICS (cont.)

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	64.2	64.4	65.7	64.5	50.5	.	.	.	.	.
APPROVED GOALS	63	64	65	70	65	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	51	52

9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	56.4	58.3	59.2	56.8	57.8	.	.	.	.	.
APPROVED GOALS	.	.	58	60	61	62	63	63	64	.
PROPOSED GOALS	.	.	.	.	.	62	63	63	64	64

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	43.6	46.6	50.1	51.5	55.7	.	.	.	.	.
APPROVED GOALS	.	.	.	54	57	60	62	64	65	.
PROPOSED GOALS	.	.	.	.	.	57	58	59	60	61

10. BOT Choice: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	737	871	838	813	944	.	.	.	.	.
APPROVED GOALS	.	740	850	820	860	900	900	940	950	.
PROPOSED GOALS	960	970	980	990	1,000

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KEY PERFORMANCE INDICATORS

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	14	17	20	17	19	.	.	.	.	.
APPROVED GOALS	15	16	19	21	20	21	22	23	24	.
PROPOSED GOALS	.	.	.	.	.	21	22	23	24	24

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4.5	4.4	4.2	4.3	4.1	.	.	.	.	.
APPROVED GOALS	4.4	4.3	4.2	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	76	79	79	74	81
APPROVED GOALS	77	78	79	80	81	82	83	83	84	.
PROPOSED GOALS	82	83	83	84	84

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KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

5. Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	47	49	52	56	59	.	.	.	.	.
APPROVED GOALS	50	50	55	57	58	60	62	64	65	.
PROPOSED GOALS	.	.	.	.	.	60	62	64	65	65

6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	41	43	42	40	40	.	.	.	.	.
APPROVED GOALS	.	.	.	45	43	45	47	49	51	.
PROPOSED GOALS	.	.	.	.	.	41	41	42	42	43

7. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	26	33	37	37	38	.	.	.	.	.
APPROVED GOALS	.	.	33	38	39	40	41	42	43	.
PROPOSED GOALS	.	.	.	.	.	40	41	42	43	43

8. Bachelor's Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	2,675	3,004	2,930	2,818	2,871	.	.	.	.	.
APPROVED GOALS	2,450	2,725	3,050	3,100	3,100	3,200	3,300	3,400	3,500	.
PROPOSED GOALS	.	.	.	.	.	2,900	2,950	3,000	3,050	3,100

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	321	334	362	451	519	.	.	.	.	.
APPROVED GOALS	350	350	375	400	425	435	450	475	500	.
PROPOSED GOALS	600	625	650	675	700

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KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

10. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	27	29	28	28	32	.	.	.	.	.
APPROVED GOALS	26	27	30	29	30	31	32	33	34	.
PROPOSED GOALS	.	.	.	.	.	32	32	33	34	34

11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	11	11	11	10	9	.	.	.	.	.
APPROVED GOALS	12	13	14	15	12	12	13	13	14	.
PROPOSED GOALS	.	.	.	.	.	10	10	11	11	12

12. Percent of Bachelor's Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	32	33	35	35	35	.	.	.	.	.
APPROVED GOALS	33	35	37	38	36	36	37	37	37	.
PROPOSED GOALS	.	.	.	.	.	36	37	37	37	38

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	38	39	41	42	26
APPROVED GOALS	40	41	42	43	44	45	46	46	46	.
PROPOSED GOALS	28	29	29	29	30

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KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
NURSING	100	100	98	98	98	100	100	100	100	100
<i>US Average</i>	92	91	90	86	82	.	.	.	.	.

MULTI-YEAR	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
PHYSICAL THERAPY	94	96	95	98	94	98	100	100	100	100
<i>US Average</i>	92	92	91	90	88	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ABOVE OR TIED	2	2	2	2	2	2	2	2	2	2
TOTAL	2	2	2	2	2	2	2	2	2	2

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KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	1	1	1	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	2	2	0	1	N/A	.	.	.	.	.
APPROVED GOALS	0	0	2	2	2	2	3	3	3	.
PROPOSED GOALS	.	.	.	.	.	N/A	N/A	N/A	N/A	N/A

Note: The Center for Measuring University Performance's "Top American Research Universities," report used for this metric has been discontinued.

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	11	32	30	.	.	.	.	.
APPROVED GOALS	32	32	33	33	34	.
PROPOSED GOALS	32	32	32	34	34

18. Total Research Expenditures (\$M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	5	6	7	8	10	.	.	.	.	.
APPROVED GOALS	9	10	11	12	8	9	9	10	10	.
PROPOSED GOALS	.	.	.	.	.	9	9	10	10	10

19. Research Expenditures from External Sources (\$M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4	5	6	5	8
APPROVED GOALS	0	0	10	11	5	6	6	7	7	.
PROPOSED GOALS	6	6	7	7	8

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KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	1	.	.	.	.	.
APPROVED GOALS	0	1	2	2	2	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	1	1	1	1	1

21. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	1	1	1	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	0	0	1	1	1

22. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0
APPROVED GOALS	0	0	0	1	1	1	1	1	1	.
PROPOSED GOALS	0	0	0	1	1

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KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

Undergraduate Student Publications

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	60	76	42	36	62	.	.	.	.	.
APPROVED GOALS	35	40	45	82	60	62	64	66	68	.
PROPOSED GOALS	.	.	.	.	.	62	64	66	68	69

Number of Students in Honor Program/College

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1,007	1,130	1,199	1,234	1,196	.	.	.	.	.
APPROVED GOALS	1,000	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	.
PROPOSED GOALS	.	.	.	.	.	1,200	1,200	1,200	1,200	1,200

Number of Students Entrepreneurs Starting a Business

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	44	50	67	56	56
APPROVED GOALS	26	30	34	56	60	65	70	70	70	.
PROPOSED GOALS	65	70	70	70	70

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ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	13,624	13,426	13,491	13,855	13,794	.	.	.	.	.
APPROVED GOALS	13,711	13,846	13,670	13,553	13,994	14,133	14,275	14,418	14,562	.
PROPOSED GOALS	.	.	.	.	.	13,693	13,642	13,559	13,555	13,590
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	1,060	1,150	1,394	1,588	1,780	.	.	.	.	.
APPROVED GOALS	1,024	1,075	1,200	1,390	1,620	1,652	1,685	1,719	1,753	.
PROPOSED GOALS	.	.	.	.	.	1,949	1,970	2,032	2,061	2,114

Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	2,936	2,817	2,657	3,135	2,803	2,800	2,800	2,800	2,800	2,800
FTIC: Returning	6,675	6,588	6,606	6,492	6,733	6,750	6,731	6,639	6,601	6,595
Transfer: FCS w/ AA	1,703	1,688	1,667	1,607	1,465	1,230	1,094	1,052	1,065	1,098
Other Undergraduates	2,159	2,197	2,420	2,496	2,672	2,793	2,897	2,947	2,969	2,977
Post-Baccalaureates	151	136	141	125	121	120	120	120	120	120
Subtotal	13,624	13,426	13,491	13,855	13,794	13,693	13,642	13,559	13,555	13,590
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	852	936	1,149	1,322	1,482	1,648	1,666	1,719	1,741	1,788
Research Doctoral	71	71	75	79	81	84	87	90	93	96
Professional Doctoral	137	143	170	187	217	217	217	223	226	230
Subtotal	1,060	1,150	1,394	1,588	1,780	1,949	1,970	2,032	2,061	2,114
TOTAL	14,684	14,576	14,885	15,443	15,574	15,641	15,612	15,591	15,616	15,704

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

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ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	23	24	22	21	21	.	.	.	.	.
APPROVED GOALS	.	24	25	24	23	24	25	26	27	.
PROPOSED GOALS	.	.	.	.	.	21	22	22	23	24

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	5,991	6,099	6,076	6,178	6,283	6,358	6,224	6,201	6,163	6,161	6,177
UPPER	6,128	6,350	6,399	6,500	6,497	6,420	6,460	6,436	6,397	6,395	6,411
GRAD 1	677	701	766	964	1,074	1,152	1,341	1,356	1,399	1,417	1,455
GRAD 2	200	218	221	269	302	345	348	352	362	369	377
TOTAL	12,996	13,368	13,462	13,910	14,156	14,275	14,373	14,345	14,321	14,342	14,420

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	21	20	21	68	36	34	34	35	36	37
Primarily Dist. (80-99%)	1	1	0	1	1	1	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	1	0	1	1	2	2	2	3	3
Classroom (0-49%)	78	79	78	30	62	63	63	62	60	60
GRADUATE										
All Distance (100%)	30	29	31	67	57	57	58	59	60	61
Primarily Dist. (80-99%)	0	0	0	1	0	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	2	2	1	1	1	1	1	1	1
Classroom (0-49%)	68	69	67	31	41	42	41	40	39	38

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.

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ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2023-24

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2022 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Computer Science	11.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UF, UNF, USF, UWF	Yes	125	4/2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Computer Science	11.0101	STEM	FAMU, FAU, FIU, FPU, FSU, UCF, UF, UNF, UWF	Yes	30	4/2024
FinTech	30.7104	STEM	UCF	Yes	30	4/2024
DOCTORAL PROGRAMS						
Coastal Watershed Science and Policy	03.0201	STEM	None	No	25	4/2024

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						
Psy.D. in Clinical Psychology	42.2801		None	No	80	4/2025

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DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation: This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours: This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

PBF-4. Four Year FTIC Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (fall, spring, summer). Source: State University Database System (SUDS).

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DEFINITIONS (cont.)

PBF-6: Bachelor's Degrees within Programs of Strategic Emphasis: This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7: University Access Rate Percent of Undergraduates with a Pell Grant: This metric is based the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a: Graduate Degrees within Programs of Strategic Emphasis: This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: *(Applies only to New College of Florida):* Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

PBF-10. FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

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DEFINITIONS (cont.)

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10. FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10. FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10. UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

PBF-10. UNF: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

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DEFINITIONS (cont.)

PBF-10. USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the fall term (or summer term and continue into the fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

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DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: The Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

PRE-F: Total Science & Engineering Research Expenditures: Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures: The NSF identifies eight broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

PRE-J: Doctoral Degrees Awarded Annually: Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

KPI-2: Freshmen in Top 10% of High School Class: Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

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DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs in 120hr programs: This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (summer, fall, spring) year. Source: State University Database System (SUDS).

KPI-4: Percent of Bachelor's Degrees Without Excess Hours: This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full-& part-time students]: The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Two-Year Graduation Rate [full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

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DEFINITIONS (cont.)

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American, and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year, not birth date. Unclassified students with a high school diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

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DEFINITIONS (cont.)

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research Expenditures Funded from External Sources: This metric reports the research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies. Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

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DEFINITIONS (cont.)

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

ENRL-3: Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).



STATE UNIVERSITY SYSTEM OF FLORIDA



ITEM: 9

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: New Degree Program: Master of Arts in Instructional Design & Ed Tech

PROPOSED BOARD ACTION

Approve the Master of Arts (M.A.) in Instructional Design & Ed Tech new degree program.

BACKGROUND INFORMATION

FGCU is requesting permission to offer the M.A. in Instructional Design & Ed Tech in Classification of Instructional Programs (CIP) Code 13.0501 as described in the Executive Summary.

Supporting Documentation Included: (1) Executive Summary, and (2) Board of Governors Regulation 8.011

Prepared by: Associate Provost for Academic Programs and Curriculum Support
Dawn Kirby

Legal Review: Vice President and General Counsel Vee Leonard (March 27, 2023)

Submitted by: Executive Vice President and Provost Mark Rieger

Florida Gulf Coast University

April 11, 2023

Executive Summary

Master of Arts in Instructional Design & Ed Tech Proposal

Major: Instructional Design & Ed Tech

Degree: Master of Arts (M.A.)

Concentrations: None

College/School: College of Education

Department: None

Anticipated Implementation Date: Fall 2023

Suggested Classification of Instructional Programs (CIP) Code: 13.0501,
Educational/Instructional Technology

Introduction

FGCU has the authority to offer master-level degree programs in CIP 13.0301, Curriculum and Instruction. Two programs are offered in this CIP:

- Curriculum & Instruction (M.Ed.): This program was initially approved in 1996. It will continue and be retained in CIP 13.0301.
- Curriculum & Instruction - Educational Technology (M.A.): This program was initially approved by the FGCU Board of Trustees in 2008. Upon approval of the proposed M.A. in Instructional Design & Ed Tech (CIP 13.0501), the existing Curriculum & Instruction - Educational Technology (M.A.) (CIP 13.0301) will be phased out. We anticipate that Summer 2023 would be the last semester that new students would be admitted to the Curriculum & Instruction - Educational Technology (M.A.) major. Already admitted students can complete program requirements in accordance with an approved teach-out plan.

The proposed program consists of 36 semester credit hours; 21 required credits, 6 capstone credits, and 9 restricted elective credits tailored to meet students' interests. The degree is a fully online program designed for students seeking to incorporate best practices in instructional design, instructional technology, educational media, and applied research in a variety of learning environments (e.g., PK-12, higher education, museums/libraries/non-profits, and other professional training environments).

Graduates are prepared for careers as instructional designers, instructional technologists, instructional coordinators, learning management system specialists, digital leaders, and directors of instructional media. These careers are found in elementary and secondary schools; colleges, universities, and professional schools; local, state, and federal governments; educational support services; libraries and museums; and private industry.

The pre-proposal for the M.A. in Instructional Design & Ed Tech program was reviewed by the Council of Academic Vice Presidents Academic Program Coordination Review Group on February 15, 2013. No concerns were noted. The curriculum and program requirements were approved by the College of Education Graduate Curriculum and Policy Committee on February

21, 2023, the university-wide Graduate Affairs Team and the university-wide Graduate Curriculum Team on March 1, 2023. The proposed program is consistent with BOG Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

Consistency with Strategic Plan and Priorities

The proposed CIP Code for the program is 13.0501. This CIP is included in the Economic Development—Science, Technology, Engineering, and Math (STEM) area of strategic emphasis in the SUS Academic Program Inventory. This program will contribute to achievement of Performance Based Funding Metric 8, Graduate Degrees Awarded within Programs of Strategic Emphasis.

The 2025 State University System of Florida Strategic Plan (amended October 2019) identifies three critical points of emphasis: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. These points of emphasis are supported by individual goals in the areas of Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement. The proposed program directly supports these strategic priorities and goals in numerous ways including the expansion of quality graduate education in areas of strategic emphasis. The proposed degree program includes a required professional design experience where students will engage with a school district or business in an authentic instructional design, instructional technology, or applied research project that not only enhances the student's mastery of competencies, but also contributes to the needs of the outside organization. The proposed program addresses scholarship, research, and innovation through anticipated research activities that support increased research funding from external (including federal and private) sources. Increased levels of community and business engagement are expected through established partnerships with local businesses such as Arthrex, Gartner, Hertz, and Minaya Global Learning Solutions as well as in-place Memorandums of Understanding with our nine southwest Florida school districts, which include Charlotte (including Babcock Neighborhood Schools), Collier, Desoto, Glades, Hardy, Hendry, Highlands, Lee, and Okeechobee.

The proposed program relates to FGCU's Mission by providing a graduate degree in a STEM field and of strategic importance within Southwest Florida and the state. The development of the M.A. in Instructional Design & Ed Tech program is also consistent with the University's Strategic Plan, FOCUS 2017-2022, as it will: (a) provide intentional opportunities for student engagement with faculty and staff to build a sense of community and an atmosphere designed to achieve success, (b) increase the number of internship opportunities while supporting partnerships and strengthening our relationship with local districts and industry partners, (c) provide students with a graduate degree in a STEM field which will result in employment in high-demand jobs, and (d) strengthen outreach, engagement, and ties to the Southwest Florida region.

Need and Demand

Currently, six Florida public universities are listed on the SUS Academic Program Inventory for CIP 13.0501 at the masters level: Florida Atlantic University, Florida State University, University of Central Florida, University of North Florida, University of South Florida, and University of West Florida. Since there are no SUS institutions offering Masters in Instructional Design & Ed Tech programs in the Southwest Florida region, the proposed program will be especially attractive and a great benefit for place-bound or adult students in Southwest Florida.

Data provided by the U.S. Bureau of Labor Statistics indicate continued growth in occupations related to CIP 13.0501. The Florida Department of Economic Opportunity (FDEO) projected job growth at an average of 9.5% for related occupations in Florida between 2021 and 2029, with 552 average job openings between 2021 and 2029. This state of Florida data supports the analysis conducted by the Regional Economic Research Institute of the FGCU Lutgert College of Business which states that the three occupations most closely associated with the CIP code 13.0501 (Training and Development Specialists, Librarians and Media Collections Specialists, and Instructional Coordinators) are expected to grow 1.4 percent each year in Florida between 2022 and 2030. This rate is higher than the projected state average job growth, resulting in a projected 4,408 job openings per year in the state between 2022 and 2030. The proposed M.A. in Instructional Design & Ed Tech program will contribute to filling this employment gap.

School districts and industry partners such as the School District of Lee County, Babcock Neighborhood Schools, Hertz, and have provided enthusiastic support for the development of the M.A. in Instructional Design & Ed Tech program at FGCU and have expressed both, a need for increased applicants with advanced degrees in instructional design and educational technology in our region and an interest in hiring FGCU graduates. Students will have the opportunity to work with our school and industry partners on authentic instructional design and technology projects that enhance their workforce competencies and provide support to partners. Through unique case-based learning experiences in partnerships with Arthrex, Gartner, Hertz, and Minaya Global Learning Solutions and our established memorandums of understanding with our nine school districts (including Babcock Neighborhood Schools), students will be provided with opportunities for collaborative action research that contributes to the field of instructional design and educational technology.

Student demand for this major is predicted to be strong. Current undergraduate and graduate students were surveyed to get their perceptions about their potential interest in a M.A. in Instructional Design & Ed Tech degree at FGCU. A total of 72 unique responses were received. The results of the survey indicate over 98% of the respondents believe now is a good time to offer a graduate degree in Instructional Design & Ed Tech. Almost 82% of respondents are interested in careers that require instructional design and technology competencies. Survey respondents were also asked what factors they believe would make FGCU's program stand out among other SUS institutions that offer a similar degree. The top three factors were collaboration with industry and education partners (81%), program is practitioner-focused (85%), and program is 100% online (70%).

Further, faculty in the College of Education held five virtual information sessions with prospective students since the start of the 2020 academic year. The prospective students have all been interested in the professional positions described in our proposed program overview, such as instructional designers, instructional technologists, instructional coordinators, learning development specialists, digital leaders, and directors of instructional media.

An Advisory Committee, made up of representatives from the nine PK-12 school districts served by the university; Charlotte (including Babcock Neighborhood Schools), Collier, Heartland Education Consortium (DeSoto, Glades, Hardee, Hendry, Highlands, and Okeechobee), and Lee, and several professional instructional designers in higher education and industry have been involved in planning for the proposed degree. The committee will continue its work contributing to the M.A. in Instructional Design & Ed Tech program following its implementation.

Enrollment, Resource, and Budget Projections

It is anticipated that 20 students will enroll in each of the first two years and 25 students will enroll on an annual basis thereafter.

Projected costs to add this program for Year 1 are \$40,645 from E&G funds and \$107,573 from continuing base E&G funds for Year 5 of program operation. Costs for faculty salaries and benefits were calculated based on the credits associated with courses in the major and restricted electives:

- Year 1 (Fall 2023, Spring 2024, Summer 2024) costs include \$40,645 for faculty salaries and benefits associated with instruction by existing faculty on regular lines.
- Year 5 (Fall 2027, Spring 2028, Summer 2028) costs include \$101,373 for faculty salaries and benefits associated with instruction by existing faculty on regular lines. Year 5 costs also include \$6,200 for one adjunct to teach two courses.

The proposed program will operate using regular tuition rates established by FGCU. The proposed program will be administered at the main campus of FGCU. This is a fully online program that is accessible to admitted students with an internet connection. Existing classroom, laboratory, and administrative space are sufficient to implement and sustain the program through Year 5. No additional specialized services or equipment are needed. No additional library resources are needed.

8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(1) New Academic Degree Program Authorization – To ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans, the following criteria and administrative processes for new academic program authorization are established.

(2) Definitions – Within the context of this regulation, academic degree programs are defined as follows:

- (a) Degree Program: An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by the assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2)(b) but may have multiple majors.
- (b) Program Major: An organized curriculum offered as part or all of an existing or proposed degree program. If the term “program major” is not used by the university, the university must identify the equivalent term in its corresponding institutional policies or regulations. A program major, or its equivalent, shall be reasonably associated with the degree program under which it is offered and shall share core courses with all other majors within the same degree program. Core courses, for the purpose of this regulation, shall not include common prerequisites as defined in section 1007.25, Florida Statutes. Although in some cases the major and the degree program names are identical, only the degree program shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters of paragraph (3)(a)6c.

(3) Criteria for New Degree Program Approval – A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria.

- (a) Institutional and State-Level Accountability
 - 1. *The program is consistent with the current State University System strategic plan, university mission, the current university strategic plan, and the annual university accountability plan.* The proposal shall demonstrate that the goals of the program are consistent with current State University System

strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university's mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the program list provided in the annual university accountability plan required by Board of Governors Regulation 2.002.

2. *There is a demonstrated need for program graduates, research, and/or service.* The proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent for students who will major in the program, and indicate steps to be taken to achieve a diverse student body. If an argument is made for the program based upon research or service need, then specific supporting information shall be provided. In analyzing the need for the proposed program, the university shall consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program, and shall include this analysis in the proposal to substantiate the need for the program.
3. *The program does not unnecessarily duplicate existing degree programs in the state of Florida.* If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, evidence shall be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate a need for duplication. If the proposed program curriculum substantially duplicates an existing program at a historically black university in the State University System, an analysis shall be conducted to determine whether the proposed program may adversely affect that university's ability to achieve or maintain student diversity in its existing program.
4. *Financial planning and resources are sufficient for implementation.* The proposal shall include a complete budget for the program that is comparable in cost to similar existing programs, reflects the purpose of the proposal, and provides evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.
5. *There is a sufficient projected benefit of the program to the university, local community, and the state of Florida.* The proposal shall describe the projected benefit to the university, local community, and the state of Florida if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative and qualitative in nature.
6. *Access and articulation are maintained for all programs.*
 - a. In a proposal for a baccalaureate program, all prerequisite courses shall

be consistent with common prerequisites for similar degree programs within the State University System and the Florida College System, or an exception shall be sought through the Articulation Coordinating Committee in accordance with Board Regulation 8.010.

- b. In a proposal for a baccalaureate program, if specialized admissions status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.
- c. In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120. If the proposed program requires more than 120 credit hours, the requirements outlined in Board Regulation 8.014 must be met.
- d. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. *The institution demonstrates an ability to implement a high-quality program.* The proposal shall provide evidence that the institution has the resources in place or will make the necessary investments to ensure that the proposed program will be of high quality. If appropriate, the proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths such as other academic programs that have achieved national recognition or related institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.
2. *The curriculum is appropriate for the discipline and program level.* The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies, as well as a strategy for assessing student learning and reviewing academic-workforce alignment to make curricular adjustments as needed. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006.
3. *Sufficient qualified faculty is available.* The proposal shall demonstrate that sufficient qualified faculty is available to initiate the program based on estimated enrollments and that, if appropriate, there is a commitment to hiring additional faculty in later years. The proposal shall demonstrate that the academic unit or units associated with this new degree have been productive in teaching, research, and service. For a research or

professional doctoral program, evidence shall be provided that the faculty in the aggregate has the necessary instructional experience, as well as research and grant activity, to sustain a doctoral program.

4. *Sufficient institutional resources are available.* – The proposal shall demonstrate that the necessary library volumes and serials; classrooms, teaching laboratories, research laboratories, offices, and any other types of physical spaces; equipment; and appropriate clinical and internship sites shall be available to implement the program. The proposal shall also indicate whether appropriate fellowships, scholarships, and assistantships are in place or if the university has made sufficient plans for their existence when student support is the norm for similar programs in the discipline.
- (4) New Degree Program Approval Authority and Process
- (a) *All degree programs:* Each university shall submit a new academic degree program pre-proposal for review by the academic program coordination workgroup established by the Council of Academic Vice Presidents pursuant to Regulation 8.004 in order to facilitate collaboration, articulation, and coordination of new academic degree programs across the State University System. This action should be taken prior to a new degree program under consideration being moved into the one-year category on the annual university accountability plan.
 - (b) *Professional and research doctoral degree programs:* Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in section (3) of this regulation. In approving a new doctoral degree program, the Board of Governors shall consider the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System and university strategic plans, and the extent to which the program will contribute to the economic development of the local community and the state of Florida as demonstrated by its alignment with the Programs of Strategic Emphasis adopted as part of the current State University System strategic plan.
 1. A proposal that is complete and has been determined by Board staff to meet all criteria for new program authorization shall be considered by the Board of Governors for approval and, subsequent to a program's approval, an institution may offer the new program at a date no sooner than that specified in the proposal.
 2. If a university contemplates implementing a master's or specialist program and a doctoral program in the same discipline simultaneously, a single proposal for both degree levels should be developed, differentiating elements within the proposal as necessary. Both degree levels shall be approved by the university board of trustees prior to submitting the doctoral program proposal to the Board of Governors for consideration.
 3. New doctoral programs shall be considered by the Board of Governors only at the June and November meetings unless extenuating circumstances justify the need for Board consideration during a different timeframe. The

Chancellor shall establish deadlines for university submission of new degree proposals for consideration.

- (c) *Bachelor's, master's, and specialist programs:* Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, and specialist levels in accordance with sections (3) and (5) of this regulation. New master's programs from the New College of Florida shall be considered for approval by the Board of Governors at one of its regularly scheduled meetings.
- (d) *University policies for new degree program authorization:* Each university board of trustees shall ensure that university policies for new degree program planning and approval are consistent with this regulation and provide a copy of the policies to the Board of Governors' office. The university policies shall include at a minimum.
 - 1. A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and the annual university accountability plan.
 - 2. A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university.
 - 3. A formal written review of doctoral program proposals by a qualified external academic consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal.
 - 4. A process for final consideration by the board of trustees that includes a review of the proposed program by the full board or a designated committee with regard to Board of Governors' approval criteria and implementation costs.
 - 5. Adoption of a common State University System new degree proposal format developed by Board staff in collaboration with university academic affairs officers.
- (e) *State University System Academic Degree Program Inventory:*
 - 1. The Board Office shall maintain a State University System Academic Degree Program Inventory that will identify the approved degree programs for each university and that will be used by the universities for reporting enrollments, degree completions, and other information related to instructional delivery. Within four weeks of approval of a bachelor's, master's, specialist, or advanced master's degree by the university board of trustees, a university shall notify the Board of Governors' O office in writing and provide an electronic copy of the proposal for each program, along with related board of trustees' approval documents. For baccalaureate programs, the notification shall include any request for approval of specialized admissions status, exceptions to the 120 credit hours to degree, and exceptions to the established statewide common prerequisite courses. A CIP code for each program shall be assigned by the Board of Governors'

office in consultation with the university.

2. Upon resolution of any outstanding issues regarding the program, it shall be added to the State University System Academic Degree Program Inventory, and a letter of notification shall be provided to the university.
3. The Board of Governors recognizes that academic disciplines and degree program curricula evolve over time to align with emerging knowledge in the field or changing workforce requirements. Existing programs' curricula may also evolve over time in response to faculty research interests and student demand. On occasion, a new CIP code is created by the National Center for Educational Statistics, which is a better fit for an existing program than the one assigned when it was approved. Accordingly, the Chancellor, or designee, is authorized to approve CIP code changes requested by a university for an existing degree program in the State University System Academic Degree Program Inventory and to establish a process for university and state-level review to ensure the program is properly coded. A CIP code change cannot have the net effect of adding a new degree program to the academic program inventory by changing the code for a major offered under a currently approved program. The new CIP code will be used for state-level accountability calculations starting with the effective term.

(5) Independent Degree Programs at Branch Campuses and Off-Campus Sites – Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricular decision-making authority, designated facilities and instructional resources, and a designated student body, shall not be implemented at a branch campus or other off-campus instructional location unless approved by the university board of trustees, even if the university already has authority to offer the degree program at another location. Each such program shall meet the Board of Governors' new degree program approval criteria and follow the same approval process as other new program offerings at the university. This requirement does not apply to programs currently approved for one location that share faculty and students between or among instructional locations.

(6) Each university shall establish policies for academic degree program offerings away from the main campus in compliance with Board of Governors Regulations 8.002 Continuing Education, 8.004 Academic Program Coordination, and 8.009 Educational Sites.

(7) Authorization of Other Academic Curricular Offerings – Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7)(a)-(d) of this regulation. Copies of each university's policies or regulations for approving other academic curricular offerings shall be provided to the Board of Governors' office.

- (a) Program Concentration, Area of Emphasis, Track, or a similar curricular offering: Any organized curriculum that is offered as part of a degree program

major, as defined in (2)(b), and enhances or complements the degree program in a manner that leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university within the credit-hour length set in accordance with this regulation and other applicable institutional policies or regulations, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

- (b) Program Minor: Any organized undergraduate curriculum, independent of the program major, which leads to the completion of specific educational or occupational goals. The length of the program minor shall be as defined by the university in its corresponding institutional policies or regulations. Program minors are typically optional and may or may not appear on the student's transcript or credential.
- (c) College Credit Certificate Program: An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.
- (d) Non-College-Credit Certificate: An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

Authority: Section 7(d), Art. IX, Fla. Const.; History: — New 3-27-07, Amended 3-24-11, 9-22-16, 6-30-22.

ITEM: 10

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Finance/Budget Update

PROPOSED BOARD ACTION

Information Only

BACKGROUND INFORMATION

This report details the fiscal activities of the institution through the close of March 31, 2023.

Supporting Documentation Included: (1) Summary Memo, and (2) Finance Budget Update

Prepared by: Senior Director of University Budgets Megan Clipse

Legal Review: N/A

Submitted by: Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez

TO: FGCU Board of Trustees
FROM: David Vazquez, Vice President Administrative Services and Finance
SUBJECT: Finance/Budget Update
DATE: April 11, 2023

History – It has always been the practice not to make budget adjustments from the original budget but to explain any variances greater than 5% and budgeted at \$2 million or more.

Revenues:

There are three revenue lines with a variance greater than 5% and budgeted at \$2 million or more:

General Revenue – A positive variance of 7.11% or \$5.1 million. The variance stems from the change in the distribution cycle of appropriated funds due to the terms and conditions of having filed an improvement plan for Performance Based Funding. The funding has been released in a lump sum thus creating a variance. At the end of the fiscal year we will match the allocated amount for the institution.

Tuition and Fees Revenue – A positive variance of 5.69% or \$3.4 million. The variance is fueled by strong performance from out-of-state revenue relative to target. In-state and other sources are favorable as well. Some of this excess may relate to timing but this positive trend has been evident all year.

Grant Associated Revenue – A positive variance of 37.21% or \$7.1 million. The revenue has been pushed forward from new awards, notably the Civics Teacher Stipends Grant and Civics Literacy Excellence Grants.

Overall – Revenues have a positive variance of 6.45% or \$16 million. The grant revenue may continue to shift, thus impacting the overall number, but we do not expect the tuition estimates to remain strong.

Expenditures:

There are three items with a variance greater than 5% and budgeted at \$2 million or more. An additional discussion on salaries is included although less than 5% variance.

Salaries and Benefits – A positive variance of 6.01% or \$7.5 million. This is indicative of the tight labor market being experienced nationally, challenges related to housing in the region, and the competition for employees at an all-time high.

General Expense – A positive variance of 8.9% or \$4.5 million. A number of items are providing the favorable variance. Notably grants as we await the further use of the HEERF funding, and general revenue where we see supply chain impacts, the impact of vacant positions, and the overall slow approach to spending that permeates on campus at times.

Financial Aid/Scholarship – A negative variance of 33.02% or \$11.3 million. The aforementioned grants associated with Civics, along with Hurricane Ian relief funding, are driving this expenditure well above anticipated. These expenditures are not creating any hardship upon the university, and are mostly a form of pass through expenditures, when the appropriate revenue is available.

Overall – We have a positive variance of .11% or \$248,000. The favorability of this variance is understated due to the expenditures in Financial Aid/Scholarship category. Outside of that impact, the university would have a favorable position in excess of \$11.3 million at this point. We anticipate that by end of fiscal year, there will be a favorable variance overall for expenditures.

Florida Gulf Coast University
Operating Budget Update
Fiscal Year 2022-2023

Grand Summary

Summary of Revenues

	FY 21-22 Budgeted Revenues	FY 22-23 Budgeted Revenues	Budgeted Revenue Through March	Projected Revenue Through March	Projected Variance
General Revenue	98,534,047	102,298,810	72,153,954	77,282,125	7.11%
Tuition & Fees	62,700,211	65,994,215	59,724,765	63,123,227	5.69%
Lottery	12,964,324	16,104,822	4,026,205	4,026,205	-
Student Activity Revenue	4,605,452	4,651,507	3,963,084	3,953,427	-0.24%
Athletic Revenue	12,177,824	13,353,680	9,080,502	9,386,588	3.37%
Concessions	400,000	434,500	195,525	218,055	11.52%
Financial Aid Revenue	33,869,906	33,996,104	32,551,270	32,241,887	-0.95%
Grant Associated Revenue	53,435,143	29,211,651	19,206,661	26,353,354	37.21%
Auxiliary Revenue	46,985,008	49,202,356	46,742,238	47,027,522	0.61%
Summary of Revenues	325,671,915	315,247,645	247,644,204	263,612,390	6.45%

Summary of Expenditures

	FY 21-22 Budgeted Expenditures	FY 22-23 Budgeted Expenditures	Budgeted Expenditures Through March	Projected Expenditures Through March	Projected Variance
Salaries and Benefits	158,551,020	168,386,985	123,378,841	115,959,076	-6.01%
Other Personal Services	13,980,893	14,392,917	10,517,901	11,051,268	5.07%
General Expense	76,562,968	72,153,939	50,800,583	46,277,762	-8.90%
Capital Expenditures	1,627,120	1,161,658	674,910	927,032	37.36%
Financial Aid/Scholarship	53,562,508	38,395,210	34,184,195	45,471,510	33.02%
Library Resources	1,642,309	1,735,267	1,474,977	1,345,606	-8.77%
Transfer to DSO	12,807,880	16,949,193	12,815,084	12,566,130	-1.94%
Summary of Expenditures	318,734,698	313,175,169	233,846,490	233,598,384	-0.11%

Florida Gulf Coast University
Operating Budget Update
Fiscal Year 2022-2023

General Revenue

Education and General (E&G) Revenue

	FY 21-22 Budgeted Revenues	FY 22-23 Budgeted Revenues	Budgeted Revenue Through March	Projected Revenue Through March
General Revenue	98,534,047	102,298,810	72,153,954	77,282,125
Tuition & Fees	62,700,211	65,994,215	59,724,765	63,123,227
Lottery	12,964,324	16,104,822	4,026,205	4,026,205
Total E&G Revenue	174,198,582	184,397,847	135,904,924	144,431,557

E&G Expense

	FY 21-22 Budgeted Expenditures	FY 22-23 Budgeted Expenditures	Budgeted Expenditures Through March	Projected Expenditures Through March
Salaries and Benefits	131,196,679	137,530,495	100,829,868	92,771,122
Other Personal Services	8,217,686	8,196,700	5,989,896	7,156,667
General Expense	31,733,455	34,894,784	21,809,240	20,087,884
Capital Expenditures	309,180	284,180	184,717	212,576
Financial Aid/Scholarship	1,099,273	1,756,421	1,633,472	1,932,213
Library Resources	1,642,309	1,735,267	1,474,977	1,345,606
Total E&G Expenditures	174,198,582	184,397,847	131,922,169	123,506,067

Florida Gulf Coast University
Operating Budget Update
Fiscal Year 2022-2023

Student Related Activities

	FY 21-22 Budgeted Revenues	FY 22-23 Budgeted Revenues	Budgeted Revenue Through March	Projected Revenue Through March
Local Fund Revenues				
Student Activity Revenue	4,605,452	4,651,507	3,963,084	3,953,427
Athletic Revenue	12,177,824	13,353,680	9,080,502	9,386,588
Concessions	400,000	434,500	195,525	218,055
Financial Aid Revenue	33,869,906	33,996,104	32,551,270	32,241,887
Total Local Fund Revenues	51,053,182	52,435,791	45,790,381	45,799,957

	FY 21-22 Budgeted Expenditures	FY 22-23 Budgeted Expenditures	Budgeted Expenditures Through March	Projected Expenditures Through March
Student Activities				
Salaries and Benefits	1,730,399	1,801,416	1,316,419	1,170,904
Other Personal Services	1,099,428	1,162,225	849,318	637,361
General Expense	1,885,887	1,905,290	1,438,494	1,482,692
Capital Expenditures	-	-	-	13,559
Total Student Activities Expenditures	4,715,714	4,868,931	3,604,232	3,304,516

Intercollegiate Athletics				
Salaries and Benefits	6,197,407	7,157,111	5,230,197	5,377,301
Other Personal Services	729,306	698,660	510,559	536,540
General Expense	3,394,082	3,495,706	2,586,822	3,312,437
Capital Expenditures	-	-	-	137,957
Financial Aid/Scholarship	1,857,029	2,002,203	1,862,049	1,578,652
Total Intercollegiate Athletics Expenditures	12,177,824	13,353,680	10,189,627	10,942,887

	FY 21-22 Budgeted Expenditures	FY 22-23 Budgeted Expenditures	Budgeted Expenditures Through March	Projected Expenditures Through March
Concessions				
Salaries and Benefits	4,353	4,683	3,422	4,094
Other Personal Services	2,500	2,500	1,827	5,317
General Expense	278,773	354,561	333,287	226,164
Total Concession Expenditures	285,626	361,744	338,536	235,576

Financial Aid				
Other Personal Services	365,000	365,000	266,731	216,943
Financial Aid/Scholarship	33,504,906	33,631,104	29,763,527	31,756,085
Total Financial Aid Expenditures	33,869,906	33,996,104	30,030,258	31,973,028

	FY 21-22 Budgeted Expenditures	FY 22-23 Budgeted Expenditures	Budgeted Expenditures Through March	Projected Expenditures Through March
Student Related Expenditures				
Salaries and Benefits	7,932,159	8,963,210	6,550,038	6,552,300
Other Personal Services	2,196,234	2,228,385	1,628,435	1,396,161
General Expense	5,558,742	5,755,557	4,358,604	5,021,293
Capital Expenditures	-	-	-	151,516
Financial Aid/Scholarship	35,361,935	35,633,307	31,625,576	33,334,737
Total Student Related Expenditures	51,049,070	52,580,459	44,162,653	46,456,007

Florida Gulf Coast University
Operating Budget Update
Fiscal Year 2022-2023

Grant and Auxiliary Activities

Grant and Auxiliary Revenue

	FY 21-22 Budgeted Revenues	FY 22-23 Budgeted Revenues	Budgeted Revenue Through March	Projected Revenue Through March
Grant Associated Revenue	53,435,143	29,211,651	19,206,661	26,353,354
Auxiliary Revenue	46,985,008	49,202,356	46,742,238	47,027,522
Total Grant and Auxiliary Revenues	100,420,151	78,414,007	65,948,899	73,380,876

Grant Activities

	FY 21-22 Budgeted Expenditures	FY 22-23 Budgeted Expenditures	Budgeted Expenditures Through March	Projected Expenditures Through March
Salaries and Benefits	7,577,010	8,242,362	6,023,265	5,964,864
Other Personal Services	1,427,250	1,625,676	1,187,994	1,026,725
General Expense	25,713,311	16,750,672	13,568,044	10,296,787
Capital Expenditures	900,000	514,538	308,723	57,392
Scholarships	17,100,000	1,004,182	923,847	10,202,810
Total Grant Activities Expenditures	52,717,571	28,137,430	22,011,873	27,548,578

Auxiliary Activities

Salaries and Benefits	11,845,172	13,650,918	9,975,671	10,670,791
Other Personal Services	2,139,723	2,342,156	1,711,576	1,471,715
General Expense	13,557,460	14,752,926	11,064,695	10,871,798
Capital Expenditures	417,940	362,940	181,470	505,547
Scholarships	1,300	1,300	1,300	1,750
Transfer to DSO	12,807,880	16,949,193	12,815,084	12,566,130
Total Auxiliary Activities Expenditures	40,769,475	48,059,433	35,749,795	36,087,731

Grant & Auxiliary Activities

	FY 21-22 Budgeted Expenditures	FY 22-23 Budgeted Expenditures	Budgeted Expenditures Through March	Projected Expenditures Through March
Salaries and Benefits	19,422,182	21,893,280	15,998,935	16,635,655
Other Personal Services	3,566,973	3,967,832	2,899,570	2,498,440
General Expense	39,270,771	31,503,598	24,632,739	21,168,585
Capital Expenditures	1,317,940	877,478	490,193	562,940
Financial Aid/Scholarship	17,101,300	1,005,482	925,147	10,204,560
Transfer to DSO	12,807,880	16,949,193	12,815,084	12,566,130
Total Grant & Auxiliary Expenditures	93,487,046	76,196,863	57,761,668	63,636,310

ITEM: 11

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Fixed Capital Outlay Budget Quarterly Update

PROPOSED BOARD ACTION

Information Only

BACKGROUND INFORMATION

This report updates the Fixed Capital Outlay Budget as of February 28, 2023.

Supporting Documentation Included: (1) Summary Memo, and (2) Fixed Capital Outlay Budget Quarterly Update

Prepared by: Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez

Legal Review: N/A

Submitted by: Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez

TO: FGCU Board of Trustees
FROM: David Vazquez, Vice President Administrative Services and Finance
SUBJECT: Fixed Capital Outlay Budget Quarterly Update
DATE: April 11, 2023

The purpose of this report is to inform the Board of the Capital Outlay expenditures and activity anticipated for fiscal year 2022-2023.

Library Renovations – Rising costs are increasing the projected budget to rise by \$100,000 over the life of the project. The carry forward spending plan will be adjusted accordingly in the plan for next year as expenditures are not immediate.

ETI Azul Brewery – The budget has been reduced to reflect change in renovation costs.

Sand Volleyball Court – Funds have been identified to reconfigure the volleyball courts to improve the area for both recreation and athletics.

ETI Testing Center – The budget has been increased to reflect the price of furniture, which is very specific and required to be able to conduct testing.

Campus Wide Signage – This project is for the installation of signage refreshed with the new logo across the campus along with wayfinding. This is both for internal and external of the buildings.

So-Vi Boardwalk – The project now reflects that the funding source is one of the Direct Support Organizations. The budget reflects the total amount of allocation but final price is anticipated to be lower.

Centralization of IT Help Desk – Currently the campus has two locations for IT/Help Desk support. These two locations will be folded into one within the Library, which will free spaces elsewhere and assist in management of the function.

FGCU Board of Trustees - April 11, 2023

FLORIDA GULF COAST UNIVERSITY FIXED CAPITAL OUTLAY BUDGET for Fiscal Year 2022-23

As of February 28, 2023

(reference: Section 1013.61, F.S. and Board Reg. 14.003)

Category	Project Title/Name	Description	Total Project(s) Cost	Funding Source(s)		Prior Year Expenditures	Funds Expended this Year	Remaining Balance	Project Timeline		Comments
				Source	Amount				Start Date	Completion Date	
Minor Carryforward (CF) Projects											
	Howard Hall, 1st Floor Remodel	Partial building remodel	\$ 1,700,000.00	PY CF Funds	\$ 1,700,000.00	\$ 1,295,870.00	\$ 386,148.00	\$ 17,982.00	04/13/20	12/31/22	Project completed except for final invoices
	Library Renovations	Library Renovations	\$ 1,100,000.00	CF Funds	\$ 1,100,000.00	\$ 104,520.00	\$ 268,519.00	\$ 726,961.00	11/01/21	05/01/23	Budget increased by \$100,000
	Chemical Storage	Additional Chemical Storage for Environmental Health & Safety	\$ 400,000.00	CF Funds	\$ 400,000.00	\$ 129,827.00	\$ 261,327.00	\$ 8,846.00	05/01/22	01/31/23	Project completed except for final invoices
	Relocation of the Journalism Program	Journalism program relocation to the WGPU building	\$ 400,000.00	CF Funds	\$ 400,000.00	\$ 100,166.00	\$ 212,955.00	\$ 86,879.00	11/10/21	04/30/23	
	Holmes Hall Renovations	Holmes Hall Renovations	\$ 153,000.00	CF Funds	\$ 153,000.00	\$ 8,980.00	\$ 131,921.00	\$ 12,099.00	08/30/21	12/31/22	Project completed except for final invoices
	Alico Stairwells Update	Two stairwells need repair due to water intrusion	\$ 575,000.00	CF Funds	\$ 575,000.00	\$ 471,902.00	\$ 84,377.00	\$ 18,721.00	11/30/21	06/30/22	Completed
	North Entrance Land Clearing	Clearing land at North Entrance for future development	\$ 986,186.00	CF Funds	\$ 986,186.00	\$ 107,343.00	\$ 751,293.00	\$ 127,550.00	03/31/22	05/01/23	
	ETI	ETI exterior repairs and painting	\$ 250,000.00	CF Funds	\$ 250,000.00	\$ -	\$ 166,765.00	\$ 83,235.00	05/15/22	05/01/23	
	South Loop Refurbishment	Repave and restripe Loop Road at South Village	\$ 351,393.00	CF Funds	\$ 351,393.00	\$ -	\$ 316,688.00	\$ 34,705.00	07/21/22	08/30/22	Project completed except for final invoices
	ETI - AZUL Brewery	Remodel Room 102 to accommodate micro-brewery	\$ 90,475.00	CF Funds	\$ 90,475.00	\$ -	\$ 26,499.00	\$ 63,976.00	08/01/22	06/01/23	Budget reduced by \$15,000
	Sugden Hall Remodel	Remodel 2nd Floor of Sugden Hall	\$ 400,000.00	CF Funds	\$ 400,000.00	\$ -	\$ -	\$ 400,000.00	07/01/22	06/30/24	
	Soccer Field Stadium Renovations	Replace stadium chairs at soccer complex	\$ 115,000.00	Athletics/Auxiliary	\$ 115,000.00	\$ -	\$ 113,102.00	\$ 1,898.00	08/01/22	01/31/23	Completed
	Sand Volleyball Court	Build new sand volleyball court	\$ 200,000.00	CF Funds	\$ 200,000.00	\$ -	\$ 33,593.00	\$ 166,407.00	09/01/22	06/01/23	
	ETI Testing Center	Renovate existing classroom to become new testing center	\$ 460,000.00	CF Funds Auxiliary Total:	\$ 300,000.00 \$ 160,000.00 \$ 460,000.00	\$ -	\$ 27,859.00	\$ 432,141.00	10/01/22	10/01/23	Budget increased by \$160,000 funded from Auxiliary
	Campus Wide Signage Renovation	Campus Wayfinding, Parking & Directional Signage Renovations for new logo, consistency, and ADA compliance	\$ 1,000,000.00	CF Funds	\$ 1,000,000.00	\$ -	\$ -	\$ 1,000,000.00	01/01/23	08/01/23	NEW
	IT Help Desk	Centralization of IT Help Desk	\$ 400,000.00	CF Funds	\$ 400,000.00	\$ -	\$ -	\$ 400,000.00	04/01/23	08/01/23	NEW
Major Carryforward (CF) Projects											
	Integrated Watershed/Coastal Studies (AB9)	Lab classroom facility	\$ 57,946,912.00	PY CF Funds PECO Funds GR Funds Total:	\$ 2,000,000.00 \$ 29,241,325.00 \$ 26,705,587.00 \$ 57,946,912.00	\$ 49,159,582.00	\$ 2,894,514.00	\$ 5,892,816.00	03/03/17	06/17/22	
	Buckingham - PGM Golf Facility	Establish golf practice course at Buckingham for PGM program	\$ 3,000,000.00	CF Funds	\$ 3,000,000.00	\$ -	\$ 28,046.00	\$ 2,971,954.00	10/01/22	10/01/23	
	Cohen Student Union	Cohen Repair and Renovations	\$ 6,060,953.00	CITF CF Funds Total:	\$ 4,060,953.00 \$ 2,000,000.00 \$ 6,060,953.00	\$ -	\$ 17,800.00	\$ 6,043,153.00	07/01/22	12/01/23	Project funding from FY22 and FY23 appropriations and Carryforward contribution
State Appropriated Projects											
	Deferred Maintenance	Various deferred maintenance projects	\$ 5,050,421.00	PECO	\$ 5,050,421.00	\$ -	\$ -	\$ 5,050,421.00	02/01/23	10/01/24	
Non-Appropriated Projects											
	Southern Scholarship Pilot House 2	Southern Scholarship Pilot House 2	\$ 900,000.00	Auxiliary DSO Total:	\$ 300,000.00 \$ 600,000.00 \$ 900,000.00	\$ 28,891.00	\$ 331,351.00	\$ 539,758.00	04/16/20	07/31/23	
	SoVi Boardwalk	Construct boardwalk from South Village to Campus	\$ 4,500,000.00	DSO	\$ 4,500,000.00	\$ -	\$ -	\$ 4,500,000.00	02/01/23	12/01/23	NEW - Project funding from DSO up to \$4,500,000
TOTALS:			\$ 86,039,340.00		\$ 86,039,340.00	\$ 51,407,081.00	\$ 6,052,757.00	\$ 28,579,502.00			

Notes:

Pursuant to Regulation 14.003(3), Fixed Capital Outlay projects do not apply to those projects acquired, constructed, and owned by a Direct Support Organization or under a Public Private Partnership.
The Fixed Capital Outlay Budget may be amended, subject to the requirements described in Regulation 14.003(4).

ITEM: 12

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: FGCU Housing Invitation to Negotiate (ITN) Update

PROPOSED BOARD ACTION

Information Only

BACKGROUND INFORMATION

The high cost of housing is impeding FGCU's ability to hire faculty and staff from outside the area, and current employees have also been negatively affected. We believe that one solution is to utilize land owned by the FGCU Board of Trustees (BOT) off campus to provide housing that is affordable to University faculty and staff.

In late November, an Invitation to Negotiate (ITN) was issued for developers to build multi-family housing on 23.5 acres adjacent to West Lake Village. The ITN asked interested firms to submit their qualifications, experience, and background, as well as proposed concept plans for development, construction, operation and maintenance of the project. Responses were also to include a valuation of the site, proforma financials, and the number of discounted apartments they would be willing to set aside for FGCU employee in return for a 40-year lease on the land.

Eight firms submitted proposals and per FGCU purchasing regulations, a committee reviewed the proposals and chose three firms to continue in the process. Those three firms will make presentations to the committee and answer questions on March 27. The committee will make a recommendation to President Martin of the top ranked firm for further negotiation.

At the April 11 meeting, we will update the FGCU BOT on the firm chosen for further negotiations. When drafted, the lease agreement will come to the FGCU BOT for approval. The arrangement will be considered a Public-Private Partnership (P3) and will also require approval from the Division of Bond Finance and the Board of Governors.

Supporting Documentation Included:

Prepared by: Vice President for University Advancement, and Executive Director of FGCU Foundation Kitty Green

Legal Review: N/A

Submitted by: Vice President for University Advancement, and Executive Director of FGCU Foundation Kitty Green

ITEM: 13

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Amendment of Carryforward Funds from Fiscal Year ending
June 30, 2022

PROPOSED BOARD ACTION

Request for approval to amend the Carryforward Funds from Fiscal Year ending
June 30, 2022.

BACKGROUND INFORMATION

Each year the University is required to submit to the Board of Governors the
intended uses of the Carryforward balances. At the September 8, 2022 FGCU
Board of Trustee meeting, approval was given to proceed with the plan provided.
At this time, we are requesting approval to amend that plan.

Supporting Documentation Included: Proposed Amendment of Carryforward
Funds from Fiscal Year Ending June 30, 2022

Prepared by: Vice President for Administrative Services and Finance, and
Executive Director of FGCU Financing Corporation David Vazquez

Legal Review: N/A

Submitted by: Vice President for Administrative Services and Finance, and
Executive Director of FGCU Financing Corporation David Vazquez

Projected Carryforward Funds

June 30, 2022

Projected Carryforward Funds (Cash Balance) at June 30, 2022	<u>\$49,841,779</u>
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Uses of Funds:

Statutory Reserve Requirement – 7% of current Budget This amount is the estimated statutory reserve requirement.	\$13,299,418
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Infrastructure and Maintenance – Multiple upgrades and repairs This item will touch on a myriad of items, including upgrades to air handler systems, emergency power generation, HVAC repairs, SoVi roadway, and addressing basic infrastructure on main campus and off-campus locations.	3,041,051
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Student ERP System – Full funding for the entire installation of the new system.	3,169,123
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Finance ERP System – Residual rolling adoption items, consulting and training.	146,876
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Marketing Initiatives & Program Integration – The University is recognizing the 25 th anniversary of the opening of the campus. These funds will allow for the continued implementation of the marketing program, and in addition a small portion of these continue the move of the journalism program into WGPU.	928,393
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Campus Signage – The university is intending to place digital signage at the corner of FGCU Lakes Blvd and Ben Hill Griffin Parkway. Additionally, with a new logo on the horizon there is a need to start replacing signs and at the same time, making improvements to the signage in general.	1,000,000
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Technology Refresh and Infrastructure – As part of the initiative to enhance remote instruction and enhance the overall classroom experience, the university is investing in technology that will support these two goals. This investment is in coordination with, but above what is being invested in by the federal funding provided related to the pandemic.	1,412,926
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Health Sciences Building – These funds are to be set aside to assist with the planning, construction and equipment related to the Health Sciences building currently on our PECO list. Greater priority is given to projects in which the university identifies on campus resources.	3,000,000
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The Water School – The Water School has equipment and materials needed for operations that were not purchased in the prior year. These funds are specifically allocated for the Water School and therefore are designated here. 1,261,459

Academic Affairs Transition Support – Several areas of operation within Academics have experienced changes due to retirement and/or restructuring. The funding identified here will support those changes by providing temporary assistance to allow units to overlap positions and/or bring on board short-term help to keep the units moving forward. 500,000

Academic Affairs Initiatives – These funds will be used to support initiatives identified by the Provost on matters that move the university forward in accordance with the strategic plan. Included herein is funding for a Micro-credentialing marketing plan, software, conference planning, and other initiatives that will be seeded by these funds. Specific funding for Take Flight is included along with a three year agreement for a grant writer. 880,054

Capital Project Continuations – The university has a number of distinct projects part of the carry forward and capital plans, that continue into this fiscal year. These projects are as follows: 2,695,744

Project Name	Project Amount
Howard Hall First Floor Renovation	404,130
North Entrance Land Clearing	878,843
Chemical Storage Building	270,173
Library Renovations	895,480
Alico Stairwell Renovation	103,098
Holmes Hall	144,020

Soar in 4 Program Costs – The costs for Soar in 4 are significant, and the burden on the funding sources previously identified has grown too large. The funding provided here will be used to offset the cost of the Soar in 4 program that was recently suspended but continues to be in place for Students enrolled by Fall of 2021. 2,300,000

PGM Golf Facility – The Professional Golf Management program at FGCU is in need of a facility where students can work on player development, golf instruction, observations of the management of a golf facility and other related requirements. 3,000,000

Sugden Hall Remodel – This project involves converting the space formerly for a spa into functional office and workspace within the loop road. 400,000

Cohen Center Remodeling – The Cohen Center is due for remodeling, and CITF funds are being directed for this purpose. The application of carryforward, in combination with the CITF funds, will allow the project to move forward with greater haste.	2,000,000
Hanseatic League of Universities Conference – Florida Gulf Coast University is looking to host the conference for this organization. The Hanseatic League creates a ranking on “World Universities with Real Impact (WURI)” that focuses on innovation, ethical values and other measures.	400,000
McTarnaghan Hall Remodel Planning – The funds are intended to support the planning of remodeling the second floor. Once plans are completed, the university can consider the timing and resources to move forward.	100,000
Supply Chain Impacted Orders – A number of departments executed orders during FY22 that could not be completed by the end of the fiscal year due to supply issues. The value here represents those orders that were continued due to their need.	521,201
Student Health and Success – This initiative provides funding to support two software based initiatives. One is an application that allows for students to more easily receive tutoring from other students on campus. The second initiative is software that assist students with mental health. Hired temporary post-docs to assist with case load	518,272
Emergent Technologies Institute (ETI) – The building needs exterior repairs and painting.	250,000
Employee Separation Expenses – The university continues to experience separations of employees, some with considerable time at Florida Gulf Coast University.	750,000
ETI Azul Brewery – Includes equipment and remodeling of space at ETI for a brewery for the use of academic programming.	105,475
Employee Compensation and Retention – In order to address retention and provide faculty and staff with recognition for their efforts in moving the university forward, the institution is to provide \$3,000 per employee as a non-recurring lump sum.	5,793,600
ETI Testing – Remodeling of space for conducting testing.	300,000
SoVi Boardwalk – Planning for the construction of a boardwalk to the campus core from SoVi.	150,000
Sand Volleyball Court – Remodel current facilities to better serve student recreational needs and activities.	200,000

Centralization of IT Help Desk – Condensing two Help Desk locations into one spot Central location within the Library.	400,000
Contingency Funds – In order to provide financial flexibility and shield against unforeseen events and/or seize opportunities, the university will maintain a portion of funds that may or may not be allocated (subject to Board approval) during the fiscal year.	1,718,187 1,318,187
Total Use of Funds:	<u>\$49,841,779</u>

ITEM: 14

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Educational Plant Survey Report

PROPOSED BOARD ACTION

Approve Educational Plant Survey Report

BACKGROUND INFORMATION

Florida Statutes require an Educational Plant Survey for all public educational entities. The State University System requires that, at a minimum of every five (5) years, each university report on their existing facilities and project its future facilities needs for the next five (5) years. The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Florida Gulf Coast University completed the process on February 22, 2023. The FGCU Board of Trustees must approve this Report prior to Board of Governors approval.

Supporting Documentation Included: (1) Summary Memo, and (2) 2023 Educational Plant Survey Report

Prepared by: Senior Director for Facilities Planning, Design and Construction & Environmental Health and Safety Greg Larson

Legal Review: N/A

Submitted by: Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez

TO: FGCU Board of Trustees

FROM: David Vazquez, Vice President for Administrative Services and Finance

SUBJECT: Educational Plant Survey Report

DATE: April 11, 2023

State of Florida Universities are required to undergo an Educational Plant Survey every five years. This survey includes an audit of existing campus facility spaces and confirmation the spaces are in use according to State reporting. It is also the opportunity for a University to seek required approval to add future PECO-funded construction projects to their Capital Improvement Plan. According to Board of Governors' process, only construction projects recommended by the Educational Plant Survey Team are eligible for PECO-funding. In this consideration, the Educational Plant Survey Team must follow the Board of Governors established formulas for various categories of space types. After the campus visit, the Survey Team prepares a report for submittal to the Board of Governors, which becomes the basis for supporting the University's requests for funding in the Capital Improvement Plan.

An Educational Plant Survey Team, comprised of two members of the Board of Governor's staff and several additional members from other universities in the Florida system, completed their survey and report of the FGCU campus in February. The Educational Plant Survey team and FGCU Administration are both in agreement with the report presented today. If approved, it will go to the Board of Governors for approval at their June meeting.

At the conclusion of the visit, the following remodeling projects were supported by the survey team:

- Cohen Student Union
- Cohen Student Union Annex
- Reed Hall
- Wilson G. Bradshaw Library
- Wilson G. Bradshaw Library Annex

In addition, two projects were identified for new construction:

- Reed Hall Addition
- Academic Building 10 Health Sciences (Multipurpose Education Facility)

Academic Building 10 was approved under an “Exception Procedure”. The formula that is applied to analyze space yields a result that FGCU is overbuilt in classroom and lab teaching space. However, the mission of FGCU and regional needs, particularly with health sciences, were enough for the survey team to support the project.

The resulting findings of the survey team provides the needed support and endorsement for PECO funding for the identified projects. As an institution, FGCU is well positioned to move forward with the desired capital plans should funding become available.



Educational Plant Survey

Florida Gulf Coast University

Effective

July 1, 2023-June 30, 2028

Florida Agricultural and Mechanical University | Florida Atlantic University | Florida Gulf Coast University | Florida International University
Florida Polytechnic University | Florida State University | New College of Florida | University of Central Florida University of Florida | University of North
Florida | University of South Florida | University of West Florida

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Introduction

Pursuant to Florida Statutes (F.S.), an Educational Plant Survey (EPS or Survey) is required by all public educational entities; school districts, colleges, and state universities, at least once every five (5) years.

An EPS is statutorily defined (s. 1013.31, F.S.) as a systematic study of present Educational Plants and Ancillary Plants (i.e., education and general (E&G) facilities, sites, and site improvements) and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay full-time equivalents (FTE's).

An EPS must use “uniform data sources and criteria” and provide the following:

- An inventory of existing educational and ancillary plants.
- Recommendations for existing educational and ancillary plants.
- Recommendations for new educational and ancillary plants.

Furthermore, with regard to the State University System (SUS), the EPS must:

- Reflect the capacity of existing facilities as specified in the inventory maintained and validated.
- Project facility space needs consistent with standards for determining space needs specified by Board of Governors (Board) regulation.
- Utilize projected FTEs consistent with the 5-year planned enrollment cycle for the SUS approved by the Board.

An EPS is undertaken collaboratively by a Survey Team consisting of staff of the university being surveyed, Board staff, and volunteer staff from other universities. The final EPS report must be approved by the university board of trustees and the Board.

Surveys may be amended, if conditions warrant, at the request of the university board of trustees. Each amended EPS and each new EPS supersedes previous surveys.

The EPS is a safeguard mechanism to ensure that State resources (namely PECO dollars) and the assets constructed with these resources are being directed appropriately toward needed educational buildings and space.

Exceptions: Defined and Procedures

Generally speaking, exceptions occur when proposed space exceeds projected space needs. Educational (E&G) facilities are predominantly built with State funds, and there is an inherent responsibility to be good stewards of such resources. As such, when assessing a university's proposals for educational facilities, the projected space inventory should not exceed the projected need. On infrequent occasions, however, unique circumstances or extraordinary factors may support an exception to this rule. For example, there may be an unusual requirement for a particular type of teaching or research laboratory that specifically supports a university's unique mission; there may be a Board mandate or Legislative initiative that supports the space overage, or perhaps there is a need to build minimal facilities for a new program where its early enrollment projections are not supportive. Regardless, such instances are typically infrequent, and any related exceptions more so. Again, the projected space should not exceed the projected need.

Thoughtful pre-planning by the university in terms of its proposed capital projects, particularly as it relates to proactively addressing and correcting any projected space overages, is important to ensure an efficient, effective Educational Plant Survey process. If a university feels that unique circumstances make an overage a necessity or unavoidable, the Survey Team may elect to consider a university's supporting rationale, which may include, but is not limited to, university-prepared written explanations along with quantitative displays, justifying exceptional needs.

Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, and feasibility studies for remodeling uses of space. The purpose is to present convincing evidence demonstrating genuine facility needs supported by the standard methodology.

The Survey Team is under no obligation to support an exception to the SUS space needs methodology. Should the Survey Team ultimately incorporate an exception in its Recommendations, it will be clearly memorialized in the EPS Report and, ultimately, is subject to approval by the university board of trustees and the Board of Governors.

Summary of the Campus Master Plan

While university campuses provide research and educational benefits statewide and further provide substantial educational, economic, and cultural benefits to their host local governments, they may also impact the host's public facilities, services, and natural resources. In recognition of this unique relationship, each university board of trustees prepares and adopts a campus master plan (CMP) identifying general land uses and plans for related infrastructure for the coming 10-20 years. The plan must be updated at least every five years. It contains, but is not limited to, elements relating to future land use, intergovernmental coordination, capital improvements, recreation and open space, general infrastructure, site design and standards, densities, conservation, and preservation of historical/archaeological resources.

The CMP is intended to act as a "road map" for administration and is developed in conformance with s. 1013.30, F.S. Per Florida Statute, a copy is maintained on the university's website:

https://www.fgcu.edu/adminservices/facilities/masterplanfiles/01-2020-2030-Campus_Master-Plan_Final.pdf

Data analyses supporting CMP elements must include student enrollment projections, student housing needs, and the need for academic and support facilities. The latter, namely educational (E&G) facilities, should represent the university's proposed facilities/space needs in the EPS process.

Enrollment at Florida Gulf Coast University was 16,012 students as of the Fall semester of 2022. About 89% of our students are undergraduates, and this subpopulation has been growing at less than 0.5% per year over the past five years. Thirty percent of undergraduates are transfer students, and 70% are first-time-in-college (FTIC) admits. The 2022 FTIC cohort averaged a 4.03 high school GPA, 23.1 overall ACT, and 1127 SAT scores. Growth at the graduate level has been robust at 13% per year since 2018, primarily driven by recent increases in online Master's programs. In the 2021-22 academic year, FGCU granted 478 Masters and 41 doctoral degrees. FGCU was reclassified as a Doctoral/Professional University (formerly a Master's-level University) by the Carnegie Commission for Higher Education in January 2022.

FGCU distributes about \$125 million of financial aid annually, with 73% of students receiving some form of aid. About 35% of aid is need-based, and 31% of undergraduates receive Pell Grants. Regarding sources of aid, 64% of all aid is federal, 15% state, 13% institutional, and 8% from private sources (largely scholarships).

In terms of demographics, the FGCU student population is majority female at 58% and 60% white, 8% African American, 24% Hispanic, 0.8% Native American, and 3% Asian (2% are non-reporting and 2% are non-resident aliens). Full-time students predominate undergraduate enrollment at about 80%, whereas only 45% of graduate students are enrolled full-time. About 90% of our students are classified as Florida Residents, drawn mainly from the peninsula's southern half.

University Overview

President: Michael V. Martin, Ph.D.

Accreditation: Southern Association of Colleges and Schools Commission on Colleges

Number of Degree Programs:

- Undergrad Degree Programs: 63
- Graduate Degree Programs: 26
- Special Programs: 0
- Doctorate Degree Programs: 7

Colleges:

- College of Arts & Sciences
- College of Education
- Honors College
- Lutgert College of Business
- Marieb College of Health & Human Services
- U.A. Whitaker College of Engineering

Student Data

- Enrollment: 16,012 students (Fall semester 2022)
- Student Body: 86% undergraduate, 11% graduate, 3% post-Baccalaureate. Thirty percent of undergraduates are transfers, 70% FTIC
- Growth rate: <0.5% per year for undergraduate, 13% per year graduate
- Undergraduate students admitted averaged a 4.03 high school GPA, 23.1 overall ACT, and 1127 SAT
- Degrees granted (2021-22): 2871 Bachelor's, 478 Master's, 41 doctoral
- FGCU was reclassified as a Doctoral/Professional University (formerly a Master's-level University) by the Carnegie Commission for Higher Education in January 2022.
- Financial Aid: \$125 million distributed annually; 73% of students receive some form of support. 35% of aid is need-based, and 31% of undergraduates receive Pell Grants. 64% of all aid is federal, 15% state, 13% institutional, and 8% from private sources (largely scholarships).
- Demographics: the FGCU student population is majority female (58%) and 60% white, 8% African American, 24% Hispanic, 0.8% Native American, and 3% Asian (2% are non-reporting and 2% are non-resident aliens). Full-time students predominate undergraduate enrollment ~80%, whereas 45% of graduate students are enrolled full-time. 90% of students are classified as Florida Residents, mainly from the peninsula's southern half.

University Sites

Site ID	0001	Site ID	0002
Site Name	Main Campus	Site Name	Harvey Kapnick Education & Research Ctr
Address	10501 FGCU Blvd South Fort Myers, FL	Address	4940 Bayshore Drive Naples, FL
Building Count	33965	Building Count	34112
Acres	140	Acres	1
Ownership	765	Ownership	10
Description	State-Owned	Description	State-Owned
	Main Campus		Special Purpose
Site ID	0003	Site ID	0004
Site Name	WGCU Station	Site Name	Vester Marine Science Laboratories
Address	11751 State Road 31 Punta Gorda, FL	Address	5164 Bonita Beach Road Bonita Springs, FL
Building Count	33955	Building Count	34135
Acres	2	Acres	5
Ownership	10	Ownership	5
Description	State-Owned	Description	State-Owned
	Special Purpose Center		Special Purpose Center
Site ID	0006	Site ID	0009
Site Name	Gulf Coast Center at Buckingham	Site Name	Emergent Technologies Institute - I-Hub
Address	5850 Buckingham Road Fort Myers, FL	Address	16311 Innovation Lane Fort Myers, FL
Building Count	33905	Building Count	33913
Acres	54	Acres	2
Ownership	500	Ownership	7
Description	State-Owned	Description	State-Owned
	Special Purpose		Special Purpose Site
Site ID	0010	Site ID	0011
Site Name	Veterans Memorial Elementary School	Site Name	Conservancy of Southwest Florida
Address	15960 Veterans Memorial Blvd Naples, FL	Address	1495 Smith Preserve Way Naples, FL
Building Count	34110	Building Count	34102
Acres	1	Acres	1
Ownership	0	Ownership	0
Description	Other	Description	Other
	Instructional Site		Instructional Site
Site ID	0014		
Site Name	FGCU Academy Naples		
Address	704 Goodlette Frank Road N Naples, FL		
Building Count	34102		
Acres	1		
Ownership	0		
Description	Other		
	Special Purpose		

Survey Team Recommendations For Future Projects

Florida Gulf Coast University

Needs Assessment

Date: February 21-22, 2023

The survey team included the following individuals:

<u>Name</u>	<u>Title</u>	<u>Institution</u>
Thomas Monaco	Sr. PM & Campus Planner	Florida Polytechnic University
Rachel Hunter	Facilities Planning and Sustainability Coordinator	New College of Florida
Amanda Myers*	Facilities Information Management Coordinator	University of Florida
Maria Ricah Marquez	Facilities Information Management Coordinator	University of Florida
Robin Anderson	Assistant Director, Facilities, Planning & Construction	University of West Florida
Kristine Azzato	Assistant Director, Facilities	Board of Governors
Kyndra Freeman	Facilities Planner	Board of Governors

* = Appeared virtually.

Based on the assessment of space needs, the fixed capital outlay projects listed below are recommended pursuant to section 1013.31, F.S. All projects recommended have been represented by the university to implement the detail of the campus master plan (CMP), pursuant to section 1013.03(10)(a)2, F.S. Amended surveys may be conducted at a later date should the project scope change in the future.

Remodeling:

As per s. 1013.01(17) F.S., “remodeling” means the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

- 1.1 Cohen Student Union (0017)(Main Campus):** Classroom – Not to exceed 0 NASF, Teaching Laboratory – Not to exceed 0 NASF, Study - From 0 to 1,349 NASF, Research Lab – 0 NASF, Office – From 1,643 to 3,529 NASF, Auditorium/ Exhibition – 0 NASF, Instructional Media – 0 NASF, Gymnasium – 0 NASF, Campus Support Services – 105 NASF. This project includes converting ineligible “other assignable” space into “assignable” eligible space.
- 1.2 Cohen Student Union Annex (0031)(Main Campus):** Classroom – Not to exceed 0 NASF, Teaching Laboratory – Not to exceed 0 NASF, Study – From 1,349 to 0 NASF, Research Lab – 0 NASF, Office – From 5,079 to 7,196 NASF, Auditorium/ Exhibition – 0 NASF, Instructional Media – 0 NASF, Gymnasium – 0 NASF, Campus Support Services – 0 NASF. This project includes converting ineligible “other assignable” space into “assignable” eligible space.
- 1.3 Reed Hall (0002)(Main Campus):** Classroom – From 7,007 to 6,007 NASF, Teaching Laboratory - 1,823, Study – 322 NASF, Office From 11,646 to 13,246 NASF, Auditorium/Exhibition – 0 NASF, Instructional Media – 0 NASF, Gymnasium – 0 NASF,

Campus Support Services – 0 NASF. The decrease in the Classroom is a consequence of reducing Classroom space and assigning it to Academic Building 10. This remodeling includes the addition of GSF and NASF by infilling the 2nd floor (see 3.2). Classroom space in Reed Hall shall not exceed 6,007 NASF.

- 1.4 Wilson G. Bradshaw Library (0003)(Main Campus):** Classroom – From 1,157 to 0 NASF, Teaching Laboratory – From 1,024 to 0 NASF, Study - From 17,220 to 7,000 NASF, Research Lab – From 0 to 3,000 NASF, Office – From 6,345 to 10,000 NASF, Auditorium/ Exhibition – From 712 to 1,969 NASF, Instructional Media – From 357 to 3,478 NASF, Gymnasium – 0 NASF, Campus Support Services – 185 NASF. Classroom and Teaching Lab space in the building (0003) shall not exceed 0 NASF.
- 1.5 Wilson G. Bradshaw Library Annex (0023)(Main Campus):** Classroom – From 5,577 to 0 NASF, Teaching Laboratory – From 3,755 to 0 NASF, Study - From 38,333 to 58,000 NASF, Office – From 5,820 to 7,000 NASF, Auditorium/ Exhibition – 238 NASF, Instructional Media – From 0 to 2,300 NASF, Gymnasium – 0 NASF, Campus Support Services – 350 NASF. Classroom and Teaching Lab space shall not exceed 0 NASF.

Renovation:

As per s. 1013.01(18) F.S., “renovation” means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term “materials” does not include instructional materials.

- 2.1 Cohen Student Union (0017)(Main Campus)**
- 2.2 Cohen Student Union Annex (0031)(Main Campus)**
- 2.3 Reed Hall (0002)(Main Campus)**
- 2.4 Wilson G. Bradshaw Library (0003)(Main Campus)**
- 2.5 Wilson G. Bradshaw Library Annex (0023)(Main Campus)**

New Construction:

As per s. 1013.01(14) F.S., “new construction” means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.

- 3.1 Reed Hall Addition (002A)(Main Campus):** Classroom – Not to exceed 0, Teaching Lab – Not to exceed 0. Office – 18,500 NASF. This project includes the addition of a 3rd floor to building 0002. (See 1.3)

Projects Based on Exception Procedure:

At the time of the survey, FGCU was overbuilt in Classroom and Teaching Lab space. The

university presented data sufficient for the survey team to support FGCU's continued growth to meet its strategic mission and the needs of the region, namely in health sciences. Furthermore, FGCU has initiated an analysis of its space and established a plan to diminish the overage in Classrooms and Teaching Labs. Completing the below project, in conjunction with the other recommendations of the survey team, will allow FGCU to eliminate its space overages.

- 4.1 Academic Building 10 Health Sciences (f.k.a. Multipurpose Education Facility)(0049)(Main Campus):** Classroom – Not to exceed 4,000 NASF, Teaching Laboratory – Not to exceed 10,000 NASF, Research Laboratory – 30,000 NASF, Study – 4,500 NASF, Office – 35,000 NASF, Auditorium/Exhibition – 4,500 NASF, Campus Support Services – 500 NASF.

Demolition:

As per Board of Governors Regulation, 9.004 Razing of Buildings (1), *Each University Board of Trustees shall have the authority to raze buildings. Prior to the demolition of any educational or educational support facility with a replacement cost exceeding \$1,000,000, the university shall obtain an Educational Plant Survey recommendation for demolition. The University Board of Trustees shall review and approve the Educational Plant Survey recommendation and transmit to the Board of Governors for validation.*

- 5.1** No projects were presented.

Site Improvements and Campus Wide Utility Infrastructure: (All Sites)

- 6.1** Land Acquisition: This is a general recommendation allowing the university to continue purchasing properties surrounding the campus as identified in the adopted Campus Master Plan.
- 6.2** Landscaping/Site Improvements: This general recommendation is to continue landscaping, road, and site improvements consistent with the adopted Campus Master Plan.
- 6.3** Utility Infrastructure Improvements: This is a general recommendation to include improvements consisting of items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, fiber, energy management control systems, irrigation, water distribution, steam equipment and distribution. The projects consist of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

Standard University-Wide Recommendations:

- SR1:** All spaces necessary for custodial and sanitation services in new facilities are recommended.
- SR2:** All projects for safety corrections are recommended.
- SR3:** All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act is recommended.

- SR4:** Any project required to repair or replace a building's components is recommended, provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR5:** Remodeling projects up to \$10 million completed pursuant to s.1011.45(3)(c), F.S. are hereby recommended provided the resulting percentage of Space Needs Met does not exceed 100%.

Basis for Survey Team Recommendations

Determining Space Needs

The basic method used to determine the facility space required by a university to accommodate its educational programs, student enrollment, academic personnel, and supporting services is a data-driven, calculative approach historically known as the Fixed Capital Outlay Space Needs Generation Formula (the “Formula Method”). Statutorily, it must determine the space needs for educational facilities to be funded in whole or in part by the state, including public broadcasting stations but excluding postsecondary special purpose laboratory space.

To that extent, space supporting the educational mission of a university is reflected in three (3) Classifications; see the chart below. Within each Classification, there are nine (9) space-type Categories assignable to Education & General (“E&G”) activities, as follows:

<u>Classifications</u>	<u>E&G Space Categories</u>	<u>Space Standard</u>
Instructional	Classroom	9
	Teaching Laboratories	11.25
	Research Laboratories	18.75
Academic Support	Study	13.5
	Instructional Media	3
	Auditorium/Exhibition	2.25
	Teaching Gymnasium	4.5
Institutional Support	Office	22.5
	Campus Support Services	4.2375
Total Net Assignable Square Feet (“NASF”)¹ per FTE		88.9875

The Formula Method uses three types of information to determine unmet space needs for educational facilities²: Projected Full-Time Equivalent (“FTE”) enrollment from the Accountability Plan Space Standards, establishing the minimum NASF per FTE per category of educational space. Existing facilities inventory in NASF by standardized category Enrollment is based on student credit hours, with 30 credit hours equal to one (1) undergraduate FTE and 24 credit hours equal to one (1) graduate FTE. There is also an adjustment to account for online FTEs. The Formula Method recognizes space requirements based on academic program offerings, method of instruction, and student level. The basic concept for calculating space needs is as follows:

$$(\text{FTE} \times 88.9875) - \text{Inventory} = \text{Unmet Space Need in NASF}$$

¹ State University System Space is measured in Net Assignable Square Feet (“NASF”)

² Educational facilities are those that support the Education and General mission of the university; examples of non-E&G functions would include Housing, Parking, Athletics, as well as Contracts and Grants Research Space. The State University System does not use PECO funds for non-E&G functions.

SPACE NEEDS ANALYSIS

Florida Gulf Coast University

E&G Space Categories

[Shown as Net Assignable Square Feet (NASF)]

Preliminary Assessment of Projected Needs

Calculated Space Needs based on 5-yr
Projected FTE's

Less: Current Inventory

Net Projected Space Needs

% of Space Needs Met (Preliminary)

	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/ Exhibition	Instructional Media	Gymnasium	Campus Support Services	TOTAL
Appx. A	93,717	117,146	203,486	282,619	339,143	23,429	45,219	46,859	63,872	1,215,489
Appx. B	(107,349)	(144,915)	(70,493)	(54,425)	(244,193)	(17,814)	(1,031)	(14,739)	(27,486)	(682,445)
[a]	(13,632)	(27,769)	132,993	228,194	94,950	5,615	44,188	32,120	36,386	533,044
	115%	124%	35%	19%	72%	76%	2%	31%	43%	56%

Adjustments to Projected Needs

Ineligible Space

Unsatisfactory Space to be Demolished

Leased Space to be Terminated

New Construction

Space to be Remodeled

Other Adjustments to Space

Total Adjustments

Appx. C	775	4,185	260	4,338	17,291	500	218	0	3,869	31,436
Appx. D	0	0	0	0	0	0	0	0	0	0
Appx. E	0	0	0	0	0	0	0	0	0	0
Appx. F	(4,000)	(10,000)	(4,500)	(30,000)	(53,500)	(4,500)	0	0	(500)	(107,000)
Appx. G	7,734	4,779	(9,447)	(3,000)	(10,438)	(1,257)	(5,421)	0	0	(17,050)
Appx. H	3,277	0	0	0	0	0	0	0	0	3,277
[b]	7,786	(1,036)	(13,687)	(28,662)	(46,647)	(5,257)	(5,203)	0	3,369	(89,337)

Final Assessment of Projected Needs

Adjusted Net Projected Space Needs

% of Space Needs Met (Final)

[a+b]	(5,846)	(28,805)	119,306	199,532	48,303	358	38,985	32,120	39,755	443,707
	106%	125%	41%	29%	86%	98%	14%	31%	38%	63%

For Information Only <i>Reported space with no adjustments to NASF</i>		Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/ Exhibition	Instructional Media	Gymnasium	Campus Support Services	TOTAL
Leased Space in Current Inventory	Appx. I	0	0	0	0	0	0	0	0	0	0
Space to be Renovated	Appx. J	13,741	6,602	57,224	0	30,533	950	357	0	535	109,942

A. Student Enrollment/FTE

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 30 credit hours per academic year for undergraduates and 24 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for survey purposes is the level for the fifth year beyond the year the survey is conducted. For this survey, the projected enrollment used is for the academic year 2027-28.

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	6,091	5,991	6,099	6,076	6,178	6,290	6,309	6,372	6,436	6,501	6,636
UPPER	5,779	6,128	6,350	6,399	6,500	6,499	6,563	6,630	6,700	6,767	6,903
GRAD 1	633	677	701	766	964	1,060	1,083	1,105	1,128	1,152	1,199
GRAD 2	193	200	218	221	269	302	308	314	320	325	335
TOTAL	12,696	12,996	13,368	13,462	13,910	14,151	14,263	14,421	14,584	14,745	15,073

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	19	21	20	21	68	36	32	33	34	35
Primarily Dist. (80-99%)	0	1	1	0	1	0	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	1	0	1	1	1	1	1	1
Classroom (0-49%)	80	78	79	78	30	63	66	65	64	63
GRADUATE										
All Distance (100%)	30	30	29	31	67	57	56	58	60	62
Primarily Dist. (80-99%)	0	0	0	0	1	0	0	0	0	0
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	2	2	1	1	1	1	1	1
Classroom (0-49%)	69	68	69	67	31	42	43	41	39	37

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.

B. Current Inventory

This report includes the sum of the room areas rolled up at the building level.

Site ID	Building ID	Building Name	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/Exhibition	Instructional Media	Gymnasium	Campus Support Services
0001	0047	Academic Building 9	8,385	12,931	0	20,556	8,230	1,775	0	0	115
0001	0016	Alico Arena	0	0	0	0	680	0	0	14,739	0
0001	0001	Ben Hill Griffin III Hall	10,639	9,563	0	0	9,204	0	0	0	376
0001	913A	Campus Recreation Administration Modular	0	0	85	0	1,674	0	0	0	0
0001	0010	Campus Support Complex	0	0	0	0	6,627	0	0	0	19,715
0001	0006	Center for Career & Exploratory Advising	0	0	0	0	3,765	0	0	0	0
0001	0007	Central Energy Plant 1	0	0	0	0	1,033	0	0	0	877
0001	0017	Cohen Student Union	0	0	0	0	1,643	0	0	0	105
0001	0031	Cohen Student Union Annex	0	0	1,349	0	5,079	0	0	0	0
0004	V005	Covered Patio Chickee Hut	0	0	0	0	0	500	0	0	0
0001	0008	Daniels Public Media Center - WGCU Broadcast Building	852	646	0	0	2,475	0	65	0	0
0001	0021	Edwards Hall - Academic V	0	0	0	0	18,313	3,339	0	0	0
0001	0014	Egan Observatory	0	0	0	510	0	0	0	0	0
0009	ET01	Emergent Technologies Institute	834	818	204	7,944	4,346	2,189	0	0	0
0001	911A	Engineering Shed	0	200	0	0	0	0	0	0	0
0001	910D	Environmental Health & Safety Modular	0	0	0	0	802	0	0	0	123
0001	0015	Fine Arts Complex	0	18,050	0	0	3,736	4,794	0	0	0
0001	0035	Fine Arts Music Building	0	6,820	554	0	4,307	3,533	0	0	0
0001	FAC1	Fine Arts Theatre Storage	0	0	0	0	0	0	0	0	160
0004	V002	Fish House - Building 2	0	0	0	680	600	0	0	0	0
0001	0036	Grounds Maintenance	0	0	0	0	400	0	0	0	1,351
0002	B000	Harvey Kapnick Education & Research Center	250	2,177	0	2,401	2,042	0	0	0	200
0001	0004	Howard Hall	0	0	0	0	9,919	0	0	0	0
0001	0013	Information Booth	0	0	0	0	94	0	0	0	0
0001	0020	Kleist Health Education Center	763	0	0	0	922	0	0	0	0
0001	0048	Lucas Hall - Center for Entrepreneurship & Innovation	4,058	2,677	1,786	0	5,862	0	0	0	0
0001	0026	Lutgert Hall College of Business	13,294	1,812	1,387	300	17,253	0	0	0	84
0001	0038	Marieb Hall Health Science Building	4,554	20,790	2,158	0	15,803	0	0	0	0
0001	0005	McTarnaghan Hall	0	0	2,047	0	8,692	0	391	0	0
0001	910B	Modular Building 2 Lot 7	0	0	0	0	5,811	0	0	0	0
0001	915A	Modular Building 3 Lot 7	0	0	108	0	4,035	0	218	0	0
0001	914A	Modular Building 4 Lot 7	0	0	0	0	3,651	0	0	0	0
0001	910C	Music Modular	0	3,475	67	0	598	0	0	0	0
0006	628X	Palm Bldg/Security	0	0	0	0	0	0	0	0	1,025
0001	0002	Reed Hall	7,007	1,823	322	0	11,646	0	0	0	0
0004	V003	Researcher Apartments - Building 1	0	0	0	1,664	0	0	0	0	1,000

B. Current Inventory

Site ID	Building ID	Building Name	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/ Exhibition	Instructional Media	Gymnasium	Campus Support Services
0001	0034	Seidler Hall - formerly AB7	9,856	13,347	910	6,577	9,037	0	0	0	99
0004	V004	Shed	0	0	0	0	0	0	0	0	302
0001	916A	SoVi Modular 1	0	0	0	0	8,376	0	0	0	0
0001	916B	SoVi Modular 2	0	0	0	0	5,524	0	0	0	0
0001	813A	South Housing Eagle Hall	1,079	0	0	0	795	0	0	0	0
0001	811A	South Housing Osprey Hall	1,079	0	0	0	0	0	0	0	0
0001	810A	South Housing Palmetto Hall	538	0	0	0	0	0	0	0	0
0001	0046	Student and Community Counseling Center	0	0	158	0	8,279	0	0	0	0
0001	0028	Sugden Resort and Hospitality Management	9,101	3,631	123	0	5,290	0	0	0	0
0001	0018	Sugden Welcome Center	0	0	0	0	1,832	0	0	0	0
0001	0027	U. A. Whitaker School of Engineering - Holmes Hall	6,363	26,405	3,408	3,145	9,430	0	0	0	0
0004	V001	Vester Facility - Building 3	775	710	0	1,994	120	0	0	0	1,419
0001	0043	Veterans Pavilion at the Great Lawn	0	0	0	0	0	734	0	0	0
0001	0012	Whitaker Hall	3,474	12,471	274	8,428	9,897	0	0	0	0
0001	0011	William C. Merwin Hall - AB3	17,714	1,790	0	226	14,206	0	0	0	0
0001	0003	Wilson G. Bradshaw Library	1,157	1,024	17,220	0	6,345	712	357	0	185
0001	0023	Wilson G. Bradshaw Library Annex	5,577	3,755	38,333	0	5,820	238	0	0	350

C. Ineligible Space for Space Needs Calculation

This report includes the sum of the room areas rolled up at the building level.

Site ID	Building ID	Building Name	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/Exhibition	Instructional Media	Gymnasium	Campus Support Services	Comments
0001	913A	Campus Recreation Administration Modular	0	0	85	0	1,674	0	0	0	0	Modular Building/ Temporary.
0004	V005	Covered Patio Chickee Hut	0	0	0	0	0	0	0	0	0	Building is inhabitable due to Hurricane Ian.
0001	910D	Environmental Health & Safety Modular	0	0	0	0	802	0	0	0	123	Modular Building/ Temporary.
0004	V002	Fish House - Building 2	0	0	0	680	600	0	0	0	0	Building is inhabitable due to Hurricane Ian.
0001	910B	Modular Building 2 Lot 7	0	0	0	0	5,811	0	0	0	0	Modular Building/ Temporary.
0001	915A	Modular Building 3 Lot 7	0	0	108	0	4,035	0	218	0	0	Modular Building/ Temporary.
0001	914A	Modular Building 4 Lot 7	0	0	0	0	3,651	0	0	0	0	Modular Building/ Temporary.
0001	910C	Music Modular	0	3,475	67	0	598	0	0	0	0	Modular Building/ Temporary.
0006	628X	Palm Bldg/Security	0	0	0	0	0	0	0	0	1,025	Buckingham
0004	V003	Researcher Apartments - Building 1	0	0	0	1,664	0	0	0	0	1,000	Building is inhabitable due to Hurricane Ian.
0004	V004	Shed	0	0	0	0	0	0	0	0	302	Building is inhabitable due to Hurricane Ian.
0004	V001	Vester Facility - Building 3	775	710	0	1,994	120	0	0	0	1,419	Building is inhabitable due to Hurricane Ian.

D. Space to be Demolished

NO DATA TO REPORT

E. Leased Space to be Terminated

NO DATA TO REPORT

F. New Construction Projects

This report includes the sum of the room areas rolled up at the building level.

Site ID	Building ID	Building Name	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/ Exhibition	Instructional Media	Gymnasium	Campus Support Services	Comments
0001	0049	Academic Building 10	4,000	10,000	4,500	30,000	35,000	0	0	0	500	
0001	TBD	Reed Hall Addition	0	0	0	0	18,500	0	0	0	0	

G. Space to be Remodeled

This report includes the sum of the room areas rolled up at the building level.

Site ID	Building ID	Building Name	Project Type	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/ Exhibition	Instructional Media	Gymnasium	Campus Support Services	Comments
0001	0017	Cohen Student Union	Existing Space	0	0	0	0	1,643	0	0	0	105	
0001	0017	Cohen Student Union	Proposed Space after Remodeling	0	0	1,349	0	3,529	0	0	0	105	This project includes the conversion of ineligible "other assignable" space into "assignable" eligible space. Renovation of this building will coincide with the remodel.
0001	0017	Cohen Student Union	Net Impact to Space Needs	0	0	-1,349	0	-1,886	0	0	0	0	

0001	0031	Cohen Student Union Annex	Existing Space	0	0	1,349	0	5,079	0	0	0	0	
0001	0031	Cohen Student Union Annex	Proposed Space after Remodeling	0	0	0	0	7,196	0	0	0	0	This project includes the conversion of ineligible "other assignable" space into "assignable" eligible space. Renovation of this building will coincide with the remodel.
0001	0031	Cohen Student Union Annex	Net Impact to Space Needs	0	0	1,349	0	-2,117	0	0	0	0	

G. Space to be Remodeled

Site ID	Building ID	Building Name	Project Type	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/ Exhibition	Instructional Media	Gymnasium	Campus Support Services	Comments
0001	0002	Reed Hall	Existing Space	7,007	1,823	322	0	11,646	0	0	0	0	
0001	0002	Reed Hall	Proposed Space after Remodeling	6,007	1,823	322	0	13,246	0	0	0	0	This building will be renovated as part of the remodeling project.
0001	0002	Reed Hall	Net Impact to Space Needs	1,000	0	0	0	-1,600	0	0	0	0	

0001	0003	Wilson G. Bradshaw Library	Existing Space	1,157	1,024	17,220	0	6,345	712	357	0	185	
0001	0003	Wilson G. Bradshaw Library	Proposed Space after Remodeling	0	0	7,000	3,000	10,000	1,969	3,478	0	185	This building will be renovated as part of the remodeling project.
0001	0003	Wilson G. Bradshaw Library	Net Impact to Space Needs	1,157	1,024	10,220	-3,000	-3,655	-1,257	-3,121	0	0	

0001	0023	Wilson G. Bradshaw Library Annex	Existing Space	5,577	3,755	38,333	0	5,820	238	0	0	350	
0001	0023	Wilson G. Bradshaw Library Annex	Proposed Space after Remodeling	0	0	58,000	0	7,000	238	2,300	0	350	This building will be renovated as part of the remodeling project.
0001	0023	Wilson G. Bradshaw Library Annex	Net Impact to Space Needs	5,577	3,755	19,667	0	-1,180	0	-2,300	0	0	

H. Other Adjustments to Space

This report includes the sum of the room areas rolled up at the building level.

Site ID	Building ID	Building Name	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/ Exhibition	Instructional Media	Gymnasium	Campus Support Services	Comments
0001	0020	KLEIST HEALTH EDUCATION CENTER	763	0	0	0	0	0	0	0	0	Classroom has been taken offline. This will be a treatment/ examination (780) effective Spring 2023.
0001	813A	SOUTH HOUSING EAGLE HALL	988	0	0	0	0	0	0	0	0	Decrease in scheduled classes justify a room use code change to meeting room (680).
0001	811A	SOUTH HOUSING OSPREY HALL	988	0	0	0	0	0	0	0	0	Decrease in scheduled classes justify a room use code change to meeting room (680).
0001	810A	SOUTH HOUSING PALMETTO HALL	538	0	0	0	0	0	0	0	0	Decrease in scheduled classes justify a room use code change to meeting room (680).

I. Leased Space in Current Inventory

NO DATA TO REPORT

J. Space to be Renovated

This report includes the sum of the room areas rolled up at the building level.

Site ID	Building ID	Building Name	Classroom	Teaching Lab	Study	Research Lab	Office	Auditorium/Exhibition	Instructional Media	Gymnasium	Campus Support Services	Comments
0001	0017	Cohen Student Union	0	0	0	0	1,643	0	0	0	0	Renovation of this building coincides with a remodel project.
0001	0031	Cohen Student Union Annex	0	0	1,349	0	5,079	0	0	0	0	Renovation of this building coincides with a remodel project.
0001	0002	Reed Hall	7,007	1,823	322	0	11,646	0	0	0	0	Renovation of this building coincides with a remodel project.
0001	0003	Wilson G. Bradshaw Library	1,157	1,024	17,220	0	6,345	0	357	0	185	Renovation of this building coincides with a remodel project.
0001	0023	Wilson G. Bradshaw Library Annex	5,577	3,755	38,333	0	5,820	0	0	0	350	Renovation of this building coincides with a remodel project.

ITEM: 15

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Florida Gulf Coast University Financing Corporation Bylaws

PROPOSED BOARD ACTION

Approve the revised FGCU Financing Corporation Bylaws

BACKGROUND INFORMATION

The FGCU Financing Corporation made amendments to the existing bylaws. The amendments include clarification of meetings, election of officers and terms of office, and general language. The approval of the Eighth Amendment and Restatement of Bylaws for the Florida Gulf Coast University Financing Corporation took place at the FGCU Financing Corporation's March 8, 2023 meeting.

Supporting Documentation Included: (1) Summary Memo, and (2) Eighth Amendment and Restatement of the FGCU Financing Corporation Bylaws (with deletions redlined and additions underling in blue and green)

Prepared by: Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez

Legal Review: Vice President and General Counsel Vee Leonard (February 23, 2023)

Submitted by: Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation David Vazquez

TO: FGCU Board of Trustees
FROM: David Vazquez, Vice President Administrative Services and Finance
SUBJECT: Florida Gulf Coast University Financing Corporation Bylaws
DATE: April 11, 2023

On March 8, 2023, the Financing Corporation's Board of Directors approved changes to the bylaws. The changes to the bylaws are as follows:

- 1) Provides for meetings to be either in-person or via teleconference.
- 2) Explains the purpose and guidelines on special meetings.
- 3) Clarifies the Executive Director is authorized to direct the sale of real estate as approved by the Board.

~~SEVENTH~~EIGHTH AMENDMENT
AND RESTATEMENT OF
FLORIDA GULF COAST UNIVERSITY
FINANCING CORPORATION
BYLAWS



A. NAME

The name of the Corporation shall be Florida Gulf Coast University Financing Corporation, a Florida not for profit corporation (the "Corporation"). The Corporation shall maintain a registered office in the State of Florida and a registered agent at such office.

B. MEMBERS

The Corporation shall have no Members.

C. BOARD OF DIRECTORS

1. General Powers

The business, property, affairs, and funds of the Corporation shall be managed, supervised, and controlled by its Board of Directors subject only to applicable law and the limitations contained in the Articles of Incorporation of the Corporation and these Bylaws and the powers and duties reserved to The Florida Gulf Coast University Board of Trustees (the "Board of Trustees") and the President of Florida Gulf Coast University (the "University") in regards to this Corporation. The Board of Directors shall have the authority to adopt policy for the Corporation, consistent with the Articles of Incorporation of the Corporation and these Bylaws.

2. Reserved Powers

The President of the University shall have the following specific powers and duties with regard to this Corporation:

- a. To monitor and control the use of the University's resources by this Corporation;
- b. To control the use of the University name by this Corporation;
- c. To monitor compliance of this Corporation with federal and state laws;
- d. To recommend an annual budget to the Board of Directors of this Corporation; and
- e. To review and approve quarterly expenditure plans of this Corporation.

3. Number

The Board of Directors of the Corporation shall consist of at least five (5) voting directors.

4. Appointment and Election of Directors and Terms of Office

a. The current directors of the Corporation shall be appointed or elected in the following manner:

- 1) At least one (1) director shall be appointed by the Chair of the Board of Trustees;
- 2) One (1) director shall be the President of the University, who will also serve as Assistant Secretary to the Board in the absence of the Secretary; and
- 3) Up to five (5) additional directors may be elected at a regular meeting of the Board of Directors by the then current members of the Board of Directors and recommended to the Board of Trustees for approval.

b. Terms of Office

- 1) Terms of office of the members of the Board of Directors shall be four (4) years in length and shall be consistent with the fiscal year of the Corporation. A director shall not be eligible to serve more than two (2) consecutive terms. A director who has served two (2) terms consecutively may be re-appointed or re-elected to the Board of Directors after the expiration of one (1) year following the end of his or her last previous term, subject to the approval of the Board of Trustees, and will have the status of a new member.
- 2) The President of the University shall serve until the earlier of his or her resignation, removal from office, or death.
- 3) The director(s) appointed by the Chair of the Board of Trustees shall serve until the Chair appoints another Trustee to the Board of Directors.
- 4) a) A vacancy on the Board of Directors, with respect to elected members, may be filled by a vote of the remaining directors, subject to the approval of the Board of Trustees.

b) If a director is appointed to fill a vacancy before the end of the term of their predecessor, such director shall serve for the remainder of the term of the director being replaced. Vacancies fillinged with less than one (1) year of the term remaindering of the term shall not be counted as a term for purposes of eligibility to serve two (2) terms consecutively.
- 5) All of the aforementioned appointments and elections of members of the Board of Directors shall act as recommendations to the Board of Trustees for approval.

5. Removal of Directors

Any voting director, other than the director appointed by the Chair of the Board of Trustees or the President of the University, may be removed from the Board of Directors at any time with or without cause by a two-thirds (2/3) vote of the Board of Directors. Such removal shall occur whenever, in its judgment, the interest of the Corporation would be best served, subject to the regulations of the Board of Trustees. Such removal will act as a recommendation requiring further approval by the Board of Trustees.

6. Resignation

A director may resign at any time by submitting a written resignation to the Chairperson and the Executive Director. If the Chairperson is resigning, he or she may submit his or her written resignation to the Executive Director. If the Executive Director is resigning, he or she may submit his or her resignation to the Chairperson and the President of the University, subject to the regulations and/or approval of the Board of Trustees.

7. Conflicts and Duality of Interest

No contract or other transaction between the Corporation and one (1) or more of its directors or any other corporation, firm, association, or entity in which one (1) or more of its directors are directors or officers or are financially interested is either void or voidable because of such relationship or interest, because such director or directors are present at the meeting of the Board of Directors or a committee thereof that authorized, approved or ratified such contract or transaction, or because his or their votes are counted for such purpose, if the contract or transaction is approved in compliance with the provisions of section 617.0832 of the Florida Not For Profit Corporation Act, or any successor provision.

8. Conflict of Interest Policy

The Board of Directors shall adopt and keep in full force and effect a substantial conflict of interest policy for its directors and principal officers in accordance with rules and regulations of the Internal Revenue Service applicable to tax exempt organizations and the State of Florida.

9. Meetings

a. A quorum shall consist of a majority of the total number of voting directors. At all meetings of the Board of Directors, the presence of a quorum shall be necessary and sufficient for the transaction of business. Directors attending by telephone shall be considered as being present at the meeting. Unless otherwise required by the Articles of Incorporation, these Bylaws, or Florida Statutes, the act of a majority of the directors present shall be the act of the Board of Directors. In the absence of a quorum, a majority of the voting directors present may adjourn the meeting from time

to time until a quorum shall be present for the transaction of business.

- b. Notice of all Board of Directors meetings shall be mailed or emailed by the Secretary, or staff designee, to the Directors not less than seven (7) calendar days preceding any such meeting.

c. Directors' Meetings

1) Annual Meeting

An annual meeting of the Board of Directors (the last meeting of the fiscal year), shall be held within the State of Florida. All meetings of the Board of Directors must be held, with written notice to the public, at such time and place as from time to time shall be determined by the Chairperson of the Board of Directors or by the Executive Director. Such notices shall be provided no less than seven (7) calendar days in advance. Meetings may be conducted by telephone conference or similar communications equipment provided all persons participating in such meetings are able to hear each other and a roll call vote is taken.

2) Quarterly Meetings

~~a.~~ Quarterly meetings of the Board of Directors shall be held during each fiscal year as agreed upon by the Board for the convenience of the Directors. The day, hour, and place of the meetings shall be determined by the Chairperson. At its meeting nearest the end of the fiscal year, the Board shall elect Directors annually as provided in the Articles of Incorporation and these bylaws and shall transact such other business as may be brought before the meetings.

3) Special Meetings

- a) Special meetings of the Board of Directors may be called by the Chairperson of the Corporation, one-half (1/2) or more of the Directors, or the President of the University.

~~b.)~~ In the event the notice is of a special meeting, such notice shall indicate, briefly, the objects thereof and the nature of the business to be considered. No business except that stated in the notice shall be transacted at a special meeting except by the unanimous consent of the Directors present. When a quorum is present at any such meeting, a waiver of notice of such meeting or the objects thereof by a majority of all members shall be as effective and have the same force and effect as though all members had waived the requirements of this paragraph as to such notice.

4) Emergency Meetings

An emergency meeting of the Board of Directors may be called by the Chairperson upon no less than twenty-four (24) hours' notice whenever, in the opinion of the Chairperson, an issue requires immediate Board of Directors action. Whenever such emergency meeting is called, the Chairperson will notify the Executive Director who will immediately serve either verbal or written notice upon each member of the Board of Directors, stating the date, hour, and place of the meeting and the purpose for which the meeting has been called. No other business will be transacted at the meeting unless additional emergency matters are agreed to by a majority of the directors in attendance. The minutes of each emergency meeting will show the manner and method by which notice of such emergency meeting was given to each member of the Board of Directors.

~~e.d. The voting members of the Board of Directors shall constitute a quorum at any meetings of the Board of Directors.~~ All questions shall be determined by a majority vote. However, a majority of the voting members of the Board of Directors must concur in the following:

- 1) Amending the Bylaws; and
- 2) Amending the Articles of Incorporation.

~~d. Notice of all Board of Directors meetings shall be mailed or emailed by the Secretary, or staff designee, to the Directors not less than seven (7) calendar days preceding any such meeting. In the event the notice is of a special meeting, such notice shall indicate, briefly, the objects thereof and the nature of the business to be considered. No business except that stated in the notice shall be transacted at a special meeting except by the unanimous consent of the Directors present. When a quorum is present at any such meeting, a waiver of notice of such meeting or the objects thereof by a majority of all members shall be as effective and have the same force and effect as though all members had waived the requirements of this paragraph as to such notice.~~

~~e. Directors' Meetings~~

~~1)1. An annual meeting of the Board of Directors (the last meeting of the fiscal year), shall be held within the State of Florida. All meetings of the Board of Directors must be held, with written notice to the public, at such time and place as from time to time shall be determined by the Chairperson of the Board of Directors or by the Executive Director. Such notices shall be provided no less than seven (7) calendar days in advance. Meetings may be conducted by telephone conference or similar communications equipment provided all persons participating in such meetings are able to hear each other and a roll call vote is taken.~~

~~2)1. At all meetings of the Board of Directors, the presence of a quorum shall be necessary and sufficient for the transaction of business. Directors attending by telephone shall be considered as being present at the meeting. Unless otherwise required by the~~

~~Articles of Incorporation, these Bylaws, or Florida Statutes, the act of a majority of the directors present shall be the act of the Board of Directors. In the absence of a quorum, a majority of the voting directors present may adjourn the meeting from time to time until a quorum shall be present for the transaction of business.~~

~~f.a. Emergency Meetings~~

~~An emergency meeting of the Board of Directors may be called by the Chairperson upon no less than twenty four (24) hours' notice whenever, in the opinion of the Chairperson, an issue requires immediate Board of Directors action. Whenever such emergency meeting is called, the Chairperson will notify the Executive Director who will immediately serve either verbal or written notice upon each member of the Board of Directors, stating the date, hour, and place of the meeting and the purpose for which the meeting has been called. No other business will be transacted at the meeting unless additional emergency matters are agreed to by a majority of the directors in attendance. The minutes of each emergency meeting will show the manner and method by which notice of such emergency meeting was given to each member of the Board of Directors.~~

D. OFFICERS

1. Officers

The officers of this Corporation shall be a Chairperson, a Secretary, a Treasurer, and such other officers as may be determined by the Board of Directors. Only voting members of the Board of Directors may be elected as an officer of the Corporation pursuant to this section D. All officers shall have such authority and perform such duties as described below.

a. Chairperson

The Chairperson shall be the Chief Executive Officer of the Corporation, and shall report to the President of the University. The Chairperson shall preside at all meetings of the Board of Directors and shall do and perform such other duties as may be assigned by the Board of Directors. The Chairperson is authorized to execute, in the name of Florida Gulf Coast University Financing Corporation, with the Secretary attesting, all legal instruments or other documents authorized or issued by the Board of Directors requiring an attestation or other verification of authority.

b. Secretary

The Secretary or staff (designee) shall keep full and accurate minutes for all meetings of the Board of Directors and the Executive Committee. ~~He or she~~ The Secretary, or the Assistant Secretary, may sign documents with the Chairperson in the name of the Corporation. The Secretary shall have charge of all official records of the Corporation

that shall be at all reasonable times open to examination of any director, and shall in general perform all duties incident to management of the office of Secretary for the Board of Directors. The Secretary may designate, as necessary, some of the functions above.

c. Treasurer

The Treasurer shall be a member of the Finance Committee, if any, of the Corporation. ~~He or she~~ The Treasurer or staff (designee) shall present the financial statements of the Corporation to the Board of Directors at each regular meeting of the Board of Directors and at such other times as the Board of Directors may determine. ~~He or she~~ The Treasurer shall ascertain that a full and accurate account is made of all monies received and paid out on accounts administered by the Corporation, and shall, in general, perform all duties incident to management of the office of Treasurer for the Board of Directors.

2. Election of Officers and Term of Office

At the meeting nearest the end of the fiscal year, the Board of Directors shall elect, as necessary, ~~in the manner hereinafter prescribed,~~ officers of the Corporation. ~~Officers who~~ shall serve ~~a~~ terms of two (2) years, ~~each~~ commencing the July 1st immediately following their election ~~or appointment~~. All officers can serve up to two (2) consecutive terms of two (2) years, if re-elected, or more if a successor is not chosen.

3. Removal

Any officer may be removed by two-thirds (2/3) vote of the Board of Directors whenever, in its judgment, the best interests of the Corporation would be served. Such removal shall act as a recommendation to the Board of Trustees for approval.

4. Vacancies

In case ~~A~~ a vacancy occurs in any officer position (because of death, resignation, removal, disqualification, or otherwise), or if any officer position is not filled by election, an election may be held at any Regular or Special meeting, if notice of election is given in the notice of the meeting. Such vacancy may also be filled by a recommendation of the Board of Directors to the Board of Trustees for approval.

E. STAFF

1. Executive Director

The Executive Director shall be appointed by the President of the University, in consultation with the Chairperson, and shall be staff to the Board of Directors. ~~He or she~~ The Executive Director shall be responsible for the general, day-to-day management of

the affairs of the Corporation, ~~and shall either be the Vice President for Administrative Services and Finance or shall~~ reporting directly to the Vice President for Administrative Services and Finance. The Executive Director shall exercise such authority to collect revenues and make expenditures as he or she deems necessary. ~~He or she~~ The Executive Director is authorized to direct the sale of real estate of the Corporation, as approved by the Board of Directors, and is also authorized to execute, in the name of Florida Gulf Coast University Financing Corporation, with the Secretary attesting, legal instruments and other documents regarding any matters involving general, day-to-day management of the affairs of the Corporation. ~~He or she~~ The Executive Director shall be responsible for the maintenance and management of the Corporation's activities and personnel.

2. Assistant Treasurer

The Assistant Treasurer position shall be held at all times by the Controller of the University. The Assistant Treasurer shall maintain an account and statement of all financial transactions of the Corporation. The Assistant Treasurer ~~He or she~~ shall at all reasonable times exhibit the Corporation books and accounts to any Director of the Corporation. The Assistant Treasurer shall also be staff to the Board of Directors and shall perform such duties as directed by the Corporation Board of Directors.

F. COMMITTEES

1. Creation of Committees

The Board of Directors may, by resolution passed by a majority of the full Board, designate an Executive Committee and one (1) or more other committees, each to consist of one (1) or more of the directors of the Corporation.

2. Executive Committee

The Executive Committee, if there shall be one, shall consult with and advise the officers of the Corporation in the management of its business and may exercise, to the extent provided in the resolution of the Board of Directors creating such Executive Committee, such powers of the Board of Directors as can be lawfully delegated by the Board of Directors. The Chair of the Board of Trustees' appointee and the President of the University shall serve as members of the Executive Committee.

3. Other Committees

Such other committees shall have such functions and may exercise the powers of the Board of Directors as can be lawfully delegated and to the extent provided in the resolution or resolutions creating such committee or committees.

4. Meetings of Committees

Regular meetings of the Executive Committee and other committees shall be held with notice at such time and at such place as shall from time to time be determined by the Executive Committee or such other committees, and special meetings of the Executive Committee or such other committees may be called by any member thereof upon two (2) days' written notice to the public.

5. Vacancies on Committees

Vacancies on the Executive Committee or on such other committees shall be filled by the Board of Directors then in office at any regular or special meeting. However, if the vacancy on the Executive Committee is with respect to the director appointed by the Chair of the Board of Trustees, then the Chair of the Board of Trustees shall designate a replacement.

6. Minutes of Committees

The Executive Committee, if there shall be one, and such other committees shall keep regular minutes of their proceedings and report the same to the Board of Directors when required.

G. INDEMNIFICATION

The Corporation shall indemnify each director, officer, employee, and agent of the Corporation, and may indemnify any other person, to the full extent permitted by the Florida Not For Profit Corporation Act and any applicable laws. The rights conferred by this section shall not be exclusive of any other right that any director, officer, employee, agent or other person may have or hereafter acquire under the Florida Not For Profit Corporation Act, any other statute or agreement, pursuant to a vote of disinterested directors, or otherwise. No repeal or modification of this section shall limit the rights of any director, officer, employee, or agent to indemnification with respect to any action or omission occurring prior to such repeal or modification.

H. AMENDMENT

These Bylaws may be amended by the vote of a majority of the Board of Directors of this Corporation, but only if confirmed by the Board of Trustees of the University after submission to them by the President of the University.

1. Bylaws

These bylaws may be altered, amended, rescinded, or replaced at any quarterly or special meeting of the Board of Directors by the affirmative vote of a majority of the Board of Directors and shall be recommended to the Board of Trustees by the University President for consideration. Written notice of any proposed amendment of the Bylaws shall be mailed or emailed to each member of the Board of Directors not less than seven (7)

calendar days prior to any meeting at which such proposed amendment is to be considered.

2. Articles of Incorporation

The Articles of Incorporation of the Corporation may be altered or amended at any annual or special meeting of the Board of Directors by resolution approved by the affirmative vote of a majority of the voting members of the Board of Directors, subject to approval by the Secretary of State of the State of Florida as required by law. Written notice of any proposed amendment of the Articles of Incorporation shall be mailed to each member of the Board of Directors not less than fifteen (15) calendar days prior to any meeting at which such proposed amendment is to be considered. Any substantive amendment (i.e. changes to the policies or purpose of the Corporation or its primary operating procedures) to the Articles of Incorporation shall be recommended by the University President to the Board of Trustees for consideration.

I. QUARTERLY EXPENDITURE PLANS

This Corporation shall prepare and submit to the President of the University, no later than the first day of each quarter of the Corporation's fiscal year, a quarterly expenditure plan that delineates planned actions that would cause a commitment of University resources or represent a significant commitment of the resources of this Corporation, including:

1. Compensation and benefits to University employees;
2. Capital projects, including land acquisition, construction, renovation, or repair; and
3. Other major commitments of the resources of this Corporation.

J. FISCAL YEAR AND FINANCIAL AUDITS

1. Fiscal Year

The fiscal year of the Corporation begins on July 1 and ends on June 30 of the following year.

2. Financial Audits

After the close of each fiscal year, the Corporation shall cause a financial audit of its accounts and records to be conducted by an independent certified public accountant pursuant to section 1004.28, Florida Statutes, as may be amended or supplemented, and in accordance with the rules adopted by the Auditor General pursuant to section 11.45, Florida Statutes, as may be amended or supplemented. The President of the University shall submit the annual audit report to the Board of Trustees and the Auditor General within nine (9) months after the end of the fiscal year. In addition, the Corporation shall

provide a copy of its federal Application for Recognition of Exception (form 1023) and each year shall provide a copy of its Form 990, Return of Organization Exempt from Federal Income Tax, to the President of the University and the State Board of Education and/or the Board of Governors, as required by applicable laws of the State of Florida.

K. EMPLOYEES

The Corporation shall have no employees.

L. PARLIAMENTARY RULES

The most recent edition of "Roberts Rules of Order" shall be followed in conducting the meetings of the Board of Directors, unless otherwise provided in these Bylaws.

M. MISCELLANEOUS

1. Relationship with Florida Gulf Coast University

a. General

The Corporation operates as a Direct Support Organization for Florida Gulf Coast University as defined by Florida Statutes and the State University System of Florida. The Corporation adheres to and will follow the policies and procedures established by the State University System of Florida for Direct Support Organizations.

b. Control of University Resources

Pursuant to the authority so vested by the FGCU BOT, the University President is authorized to monitor and control the use of the University's resources and the University's name.

c. Non-Discrimination

The Corporation will not discriminate based on race, color, religion, age, disability, sex, national origin, marital status, genetic predisposition, sexual orientation, gender identity/gender expression, and/or veteran status.

d. Confidentiality of Corporation Documents

Confidentiality of Corporation documents are governed by Section 1004.28, Florida Statutes. Upon receipt of a reasonable and specific request in writing, the Corporation will disclose those materials required by law so determined to be subject to public records laws. The Corporation will not release any information exempt from

disclosure.

e. Indemnification

The Corporation shall indemnify, to the fullest extent provided by law, any person who was or is a party to any proceeding by reason of the fact that he or she was or is serving as a Director or Officer of the Corporation, or was or is serving at the request of the Corporation as a trustee, director, or officer of another corporation or enterprise for the benefit, and at the direction, of the Corporation, against liability and expenses incurred in connection with such proceeding, including any appeal thereof, if such person acted in good faith and in a manner he or she reasonably believed to be in, and not opposed to, the best interests of the Corporation.

N. AMENDMENT AND RESTATEMENT

This ~~Seventh~~Eighth Amendment and Restatement of Florida Gulf Coast University Financing Corporation Bylaws shall supersede the original and all amendments and restatements thereto.

CERTIFICATION

The undersigned, as Secretary of the Corporation, hereby certifies that the foregoing ~~Seventh~~Eighth Amendment and Restatement of Florida Gulf Coast University Financing Corporation Bylaws were approved by no less than a majority vote of the members of the Board of Directors of the Corporation at their regular quarterly meeting held on ~~June 9, 2021~~March 8, 2023.

Signature

~~Print Name~~Steve McIntosh

ITEM: 16

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: IT Security Incident Update

PROPOSED BOARD ACTION

Information Only

BACKGROUND INFORMATION

As directed by the Chair of the FGCU Audit and Compliance Committee, a brief update will be provided on a security incident that occurred in FGCU's Information Technology Services (ITS).

Supporting Documentation Included: IT Security Incident Update PowerPoint

Prepared by: Director of Internal Audit William Foster

Legal Review: N/A

Submitted by: Audit and Compliance Committee Chair Joseph Fogg III



FGCU Board of Trustees Audit Committee

4.11.23

Agenda

- Incident Handling Overview
- FGCU's Security Program
- Inadvertent Data Disclosure Timeline
- Further Improvements
- Questions

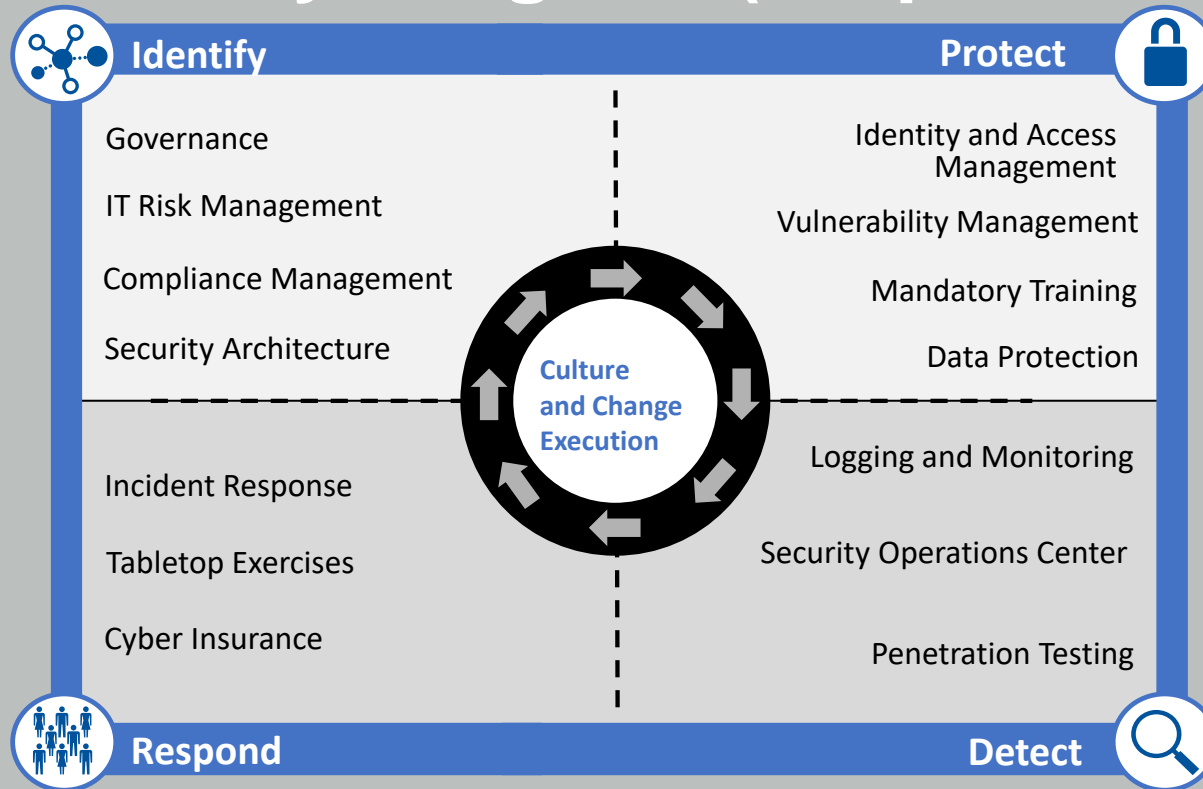


Incident Handling Steps

- Preparation
- Detection and analysis
- Containment, eradication and recovery
- Post incident activities



Security Program (Preparation)



Inadvertent Data Disclosure Timeline

When	Steps	Action
2/8/23	Detect & Contain	File is reported to ITS and removed with in one hour
2/9/23	Notify	FGCU leadership is notified
2/10/23	Analysis & Eradication	Impact assessment concludes & remediation begins. Access reconfigured
2/27/23	Recovery	Final remediation timeline approved
3/10/23	Recovery	Replacement cards start printing
3/20/23*	Recovery	Distribution of new cards begins
3/27/23*	Contain	Impacted cards are deactivated
Planned	Post incident	Work begins on further improvements to prevent and detect

* Activities are contingent on delivery of cards



Further Improvements to Prevent and Detect

- **Completed:**

- Fixed file share permissions where the file was stored
- Update document for what to use each file share for
- Update restricted data list with EagleID card
- Configure restricted data discovery software to look for EagleID card #

- **In progress:**

- April - Automatically remove files with EagleID card #s
- Mid April - Review all share folder permissions & clean up as necessary
- May - Create card retirement process
- December - Clean up outdated share folder structure





Questions?

ITEM: 17

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Status Update on Prior Corrective Actions

PROPOSED BOARD ACTION

Information Only

BACKGROUND INFORMATION

As requested at the Board of Governors meeting on September 13, 2022, this is a status update of prior audit corrective actions and any internal control issues for core businesses, athletics, or direct support organizations.

Supporting Documentation Included: N/A

Prepared by: Director of Internal Audit William Foster

Legal Review: N/A

Submitted by: Audit and Compliance Committee Chair Joseph Fogg III

ITEM: 18

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: Course Substitutions Audit

PROPOSED BOARD ACTION

If approved by the Audit and Compliance Committee, which meets immediately before this meeting, approve the Course Substitutions Audit.

BACKGROUND INFORMATION

This report represents a limited scope audit to determine whether course substitutions and exceptions for a sample year were made according to College and University guidelines.

If approved by the FGCU Board of Trustees, a copy of this report will be forwarded to the Board of Governors as required.

Supporting Documentation Included: Course Substitutions Audit Report dated February 21, 2023

Prepared by: Director of Internal Audit William Foster

Legal Review: Vice President and General Counsel Vee Leonard (March 7, 2023)

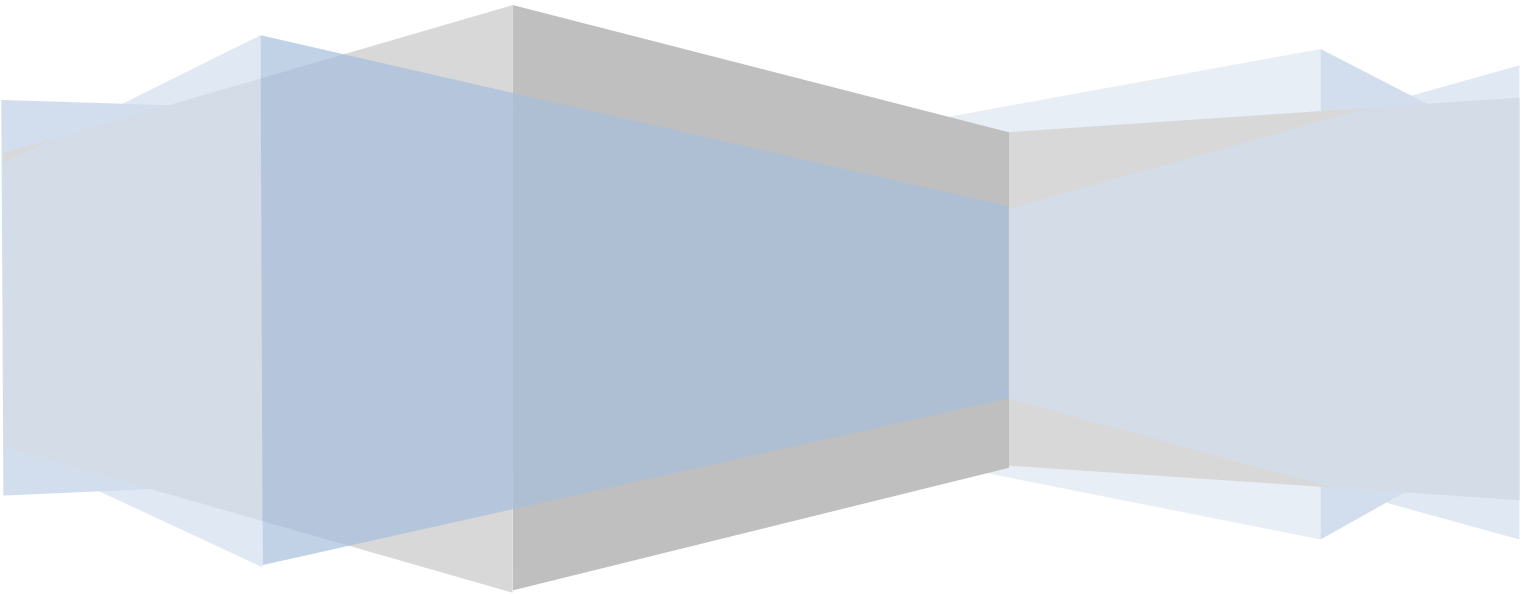
Submitted by: Audit and Compliance Committee Chair Joseph Fogg III

Florida Gulf Coast University

Course Substitutions

Internal Audit Report

Report Date: February 21, 2023



COURSE SUBSTITUTIONS

EXECUTIVE SUMMARY

This Report represents a limited-scope audit of course substitutions and exceptions (exceptions) in Degree Works (DW). DW is an online tool that generates a degree audit in order to track and display the degree requirements students need in order to complete their degree. Academic advisors and other applicable departments utilize DW to enter course exceptions based on approvals from a representative at the College level. These course exceptions are entered in a student's degree audit for various reasons, including but not limited to, transfer courses that were not automatically articulated from another institution, updates needed based on revisions to the curriculum, individual accommodations, or to apply a degree requirement that was not automatically captured in the degree audit.

In our opinion, based on the audit work performed, course exceptions in Degree Works are appropriate and were generally performed according to guidelines; however, we did find opportunities to enhance the course exception processes for both University Advising Services and the approving Colleges.

Our office anticipates conducting a limited-scope follow up audit of the procedures documented and implemented as a result of this audit report. This follow-up engagement will also consider the anticipated changes as student data is transitioned from the Banner ERP software to the Workday ERP system.

This audit was conducted in accordance with the International Standards for the Professional Practice of Internal Auditing, issued by the Institute of Internal Auditors. The audit procedures provided a reasonable basis for our opinion and the following reportable observations and recommendations.

OBJECTIVES

- A. Determine whether course exceptions for a sample year were made according to College and University guidelines

AUDIT SCOPE – End of Fieldwork was September 21, 2022

- Reviewed the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 10.8 in the Principles of Accreditation
- Reviewed Section 1007.22, Florida Statutes – Articulation; postsecondary institution coordination and collaboration, Section. 1007.23 - Statewide articulation agreement, and Section 1007.25 - General Education courses; common prerequisites; other degree requirements

- Reviewed BOG Regulation 6.018, Substitution or Modification of Requirements for University or Program Admission, Undergraduate Transfer, or for Graduation by Students with Disabilities
- Reviewed FGCU Regulation 2.001, Undergraduate Admissions for information related to transfer students.
- Reviewed University Advising policies and procedure documents related to Degree Works exceptions.
- Reviewed College procedures for course exceptions
- Reviewed Degree Works exception report from 03/30/2021 to 03/29/2022

BACKGROUND

Degree Works (DW) is the application system used to monitor students' progress towards completing their degree. Degree Works matches a student's coursework with degree requirements and shows how the courses apply toward the student's degree. The exception function allows approved users to grant an exception or substitution for various reasons to student degree requirements.

University Advising Services follows their own documented policies and procedures. These documents are stored on a SharePoint drive and made available to Advising staff and relevant users. Degree Works is managed by the Office of Records and Registration (ORR). ORR is responsible for monitoring training and regulating access to Degree Works.

Access to enter exceptions is limited to academic advisors, direct supervisors of academic advisors, associate deans, and the Office of the Registrar. All users with exceptions access must attend Degree Works exception training prior to being assigned access.

Before an exception can be entered into DW, the exception must be approved at the college level by an applicable Dean, Department Chair or Program Leader. The process and methodology for approving exceptions varies within each college. The Observations and Recommendation on page 5 includes a recommendation to strengthen the procedures for approving exceptions at the college level.

Our audit processes included a review of user access for those individuals who could enter exceptions in Degree Works. Authorized users have received the appropriate training according to guidelines. Tracking for training is a manual process done by the Office of Records and Registration. We relied on the records of the Assistant Registrar that the individuals received the necessary training. It was determined that all individuals within our sample who entered an exception, held an appropriate job position per internal guidelines and were active employees of the University.

Additionally, as part of our testing, we obtained a Degree Works exception details report that included data from 03/30/2021 to 03/29/2022 and listed a total of 3,721 exceptions including

both Undergraduate and Graduate students. We selected a stratified random sample of 60 exceptions to test for compliance with University guidelines. This provided a 95% level of testing confidence. The criteria selected for testing included (1) review for appropriate approval from authorized individuals at the college level, (2) verify whether the exception was entered in DW by an authorized user, (3) evaluate the appropriateness of the exception, (4) verify whether the exception was supported by transcripts and grade requirements, as applicable, and (5) verify whether supporting documentation for the exception was stored in the student's Banner Document Manager (BDM) file.

It was determined that course exceptions were (1) approved by authorized individual at the college level, (2) entered in DW by an authorized user, (3) appropriate, (4) and supported by transcripts and grade requirements, as appropriate. However, for 29 of the 60 exception items tested, approval documentation was not available for review in the student's BDM file. Upon request, University Advising Services was able to provide this supporting documentation for all 29 instances. This observation is discussed in more detail under the Observations and Recommendations section on page 4.

Lastly, our review of policies and procedures and test of course exceptions considered the requirements stated in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 10.8 in the Principles of Accreditation. This provides a reasonable basis to conclude that, as it relates to applicable individual course exceptions, University Advising and the Colleges have processes in place to assess (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

OBSERVATIONS AND RECOMMENDATIONS

1. Lack of Supporting Documentation Retained in Student File

Condition: We were unable to find supporting documentation in BDM to provide evidence of approval for 29 of the 60 exceptions. Because we were unable to see the supporting materials, we were unable to verify that the appropriate person approved the exception. We requested the supporting documentation from University Advising Services. All 29 documents were subsequently provided.

Criteria: In accordance with Degree Works Exceptions Procedures, "supporting documentation for all Degree Works exceptions are to be placed in the students' academic file. (Example Equivalency Course Form, email approvals, etc.)".

Cause: The primary function, when advising students through the course exception process, is facilitating the approval from the college and updating their degree audit. The clerical function of scanning and uploading approval documentation to a student's official record is viewed as secondary to the direct advising process for student success. Advisors rely on knowing that the

approval email was received and it is documented in their email or on a form.

However, this information is part of the University's official records and needs to be available to document the work performed within the course exception process. The transition to Workday may provide a more efficient system to retain documentation of approvals.

Effect: Supporting evidence for course exceptions were not available for 29 of 60 items in the initial request of student files for verification. If a Faculty or Staff member at the University requires access to this information, it may not be readily available.

Recommendation: We recommend that all documents that provide evidence of approval for course exceptions be stored in the student's official academic file.

Management Response: Each advising unit will re-evaluate their scanning procedures to identify and document a process that improves the timeliness of uploading supporting documentation for Degree Works exceptions to the student's electronic file (BDM).

Response Provided By: Marisa Ouverson, Assistant Vice President University Advising Services

Person Responsible: Marisa Ouverson, Assistant Vice President University Advising Services

Implementation Date: April 1st, 2023

2. Document Procedures within Colleges

Condition: Colleges and related departments provided general process information for approving course exceptions. However, this information was not presented as a documented and established policy. The information appeared to only be written subsequent to our request.

Written instructions and guidelines on how to enter course exceptions in Degree Works are available on a SharePoint drive. These are detailed and oriented to the authorized administrators (mostly Academic Advisors) who enter the exceptions once these are approved from the designated individual from the particular College. Procedures tailored for the individuals approving the exceptions at the College level are informal and do not contain specific details of the process including required supporting documentation for the various types of exceptions or the titles of individuals with authority to approve these exceptions.

Criteria: All aspects of a department's operations should be clearly documented.

Cause: The Colleges are decentralized and the organizational structures vary across each area. While Degree Works procedures cover some aspects of entering course exceptions at the Undergraduate level, they do not contain all applicable details pertinent to the approval process by the Colleges and Graduate Studies.

Effect: There is not a formally established outline for individuals to follow when approving a course exception. Moreover, decentralization across colleges without cohesive policies creates uncertainties and inconsistencies when approving course exceptions. Written procedures reduce the risk of operations being disrupted and provide a valuable training resource.

Recommendation: We recommend that Colleges and related course exception approving departments draft formal and consistent policies and procedures to clearly outline their role and the steps taken to approve course exceptions. These policies and procedures should include the level and title of individual who is authorized to approve a course exception, what documentation is necessary for review to determine the appropriateness of the exception (e.g. syllabus, course information), and any college specific processes that may be unique for awarding credit. These policies should also include standards on how to communicate with University Advising on why an exception was either approved or denied. Moreover, it should also include a process for notifying the Office of Records and Registration when an individual no longer requires access to Degree Works. Considerations should also be included for Graduate level programs.

Management Response: Dr. Dawn Kirby, Associate Provost Academic Programs and Curriculum Development, agrees with the observation and supports the recommendation. Dr. Kirby will work with Academic and Curriculum Support and the curriculum liaisons within each of the colleges/schools to draft a FGCU Policy on Course Substitutions and Other Exceptions that can be applicable to both undergraduate and graduate academic programs.

Response Provided By: Dr. Dawn Kirby, Associate Provost Academic Programs and Curriculum Development

Person Responsible: Dr. Dawn Kirby, Associate Provost Academic Programs and Curriculum Development

Implementation Date: Spring 2024.

Audit Performed by: Jena Valerioti, CIA, MBA, Internal Auditor III, and Viviana Lauke, CIA, Internal Auditor III

Audit Reviewed by: William Foster, MBA, CPA, CIA, CGAP, CFE, CRMA, CCSA, CISA, Director, Internal Audit

ITEM: 19

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

**SUBJECT: WGCU Public Media Audit Report for the Years ended June 30,
2022 and June 30, 2021**

PROPOSED BOARD ACTION

If accepted by the Audit and Compliance Committee, which meets immediately before this meeting, accept the WGCU Public Media Audit Report for the Years ended June 30, 2022 and June 30, 2021.

BACKGROUND INFORMATION

This Report presents the results of the audit required by the Corporation for Public Broadcasting for the comparative years ended June 30, 2022 and June 30, 2021. The purpose of the audit, which is required for all public media radio and television stations, is to document and review the financial activity of the University's public media function.

Upon acceptance of the Report by the FGCU Board of Trustees, a copy of this report will be forwarded to the Board of Governors as required.

Supporting Documentation Included: (1) Memo from Director of Internal Audit William Foster, and (2) WGCU Public Media Audit Report for the Years ended June 30, 2022 and June 30, 2021

Prepared by: James Moore & Co., P.L.

Legal Review: N/A

Submitted by: Audit and Compliance Committee Chair Joseph Fogg III

TO: FGCU Board of Trustees
FROM: William Foster, Director of Internal Audit
SUBJECT: WGCU Public Media Audit
DATE: March 20, 2023

Below is a summary of the key points in the Financial Audit of WGCU Public Media, TV and FM, (the Station).

Pages 1 through 3 – Opinion – The auditors have determined the financial statements fairly present the financial position of the Station. This is known as a clean opinion.

Pages 4 through 7 - Management’s Discussion and Analysis – This is the section where Management describes in reader friendly terms what occurred in the last fiscal year. This section points out major transactions, and presents comparative figures from the prior year.

Page 8 – Statement of Net Position – Years ago, this statement was known as the Balance Sheet. At year end June 30, 2022, the station had \$13.9 million of total assets, \$2.7 million total liabilities, and net position of \$11.2 million. For comparison, at the prior year end, the station had \$11.4 million of total assets, \$0.7 million total liabilities, and net position \$10.7 million.

Page 9 – Statement of Revenues, Expenses and Changes in Net Position – This statement was formerly known as an Income Statement. For the year ended June, 30, 2022, the station had \$9.5 million operating revenue, \$8.6 million operating expense, \$0.4 million non-operating expense (net loss on investments), with a net increase of \$0.5 million. For comparison, the prior year had \$9.5 million in operating revenue, \$8.8 million operating expenses, and \$1.7 million non-operating revenue (primarily \$0.7 million American Rescue Plan (ARP) Federal funds and \$0.7 million net investment income), arriving at a net increase of \$2.4 million.

Page 10 – Statement of Cash Flows – This statement shows the effects to cash from the financial transactions. The net effect to cash for the year ended June 30, 2021 was an increase of \$3,393,878 compared to the prior year with an increase of \$1,663,882.

Pages 11 through 21 - Notes to the Financial Statements – There is a significant amount of information to explain the various line items in the financial statements. Compared to Management’s Discussion and Analysis, these notes are not necessarily as reader friendly.

Pages 22 through 24 – Supplemental Information – This section breaks out the Statement of Revenues, Expenses and Changes in Net Position for the TV and radio station segments, and in total by functional category.

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY
OPERATED BY
FLORIDA GULF COAST UNIVERSITY

FINANCIAL STATEMENTS

JUNE 30, 2022 AND 2021**

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
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JUNE 30, 2022 AND 2021**

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees,
Florida Gulf Coast University:

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of WGCU Public Media, which includes WGCU-TV and WGCU-FM (collectively, the "Station"), a public telecommunications entity operated by Florida Gulf Coast University, as of and for the years ended June 30, 2022 and 2021, and the related notes to the financial statements, which collectively comprise the Station's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of WGCU Public Media as of June 30, 2022 and 2021, and the changes in its financial position and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Station and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

The Station's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Station's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from

fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Station's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Station's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Emphasis of Matter

As discussed in Note 1, the financial statements of the Station are intended to present the financial position, and the changes in financial position and cash flows, of only the Station-related accounts of Florida Gulf Coast University that are attributable to the transactions of the Station. They do not purport to, and do not, present fairly the financial position of Florida Gulf Coast University as of June 30, 2022 and 2021, and the changes in its financial position and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

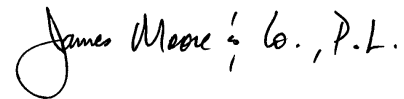
Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise WGCU Public Media's basic financial statements. The WGCU-TV Statements of Revenues, Expenses, and Changes in Net Position (Exhibit I), WGCU-FM Statements of Revenues, Expenses, and Changes in Net Position (Exhibit II), and the Statement of Functional Expenses (Exhibit III) are presented for purposes of additional analysis and are not a required part of the basic financial statements.

These exhibits are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, these exhibits are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

A handwritten signature in black ink that reads "James Moore & Co., P.L." The signature is written in a cursive, flowing style. The text is positioned to the left of a vertical yellow line.

Gainesville, Florida
January 13, 2023

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2022 AND 2021**

INTRODUCTION

The following discussion and analysis is an overview of the financial position and activities of WGCU Public Media (the Station) for the years ended June 30, 2022 and June 30, 2021. Management of WGCU Public Media has prepared the following discussion and it should be read with the financial statements and related footnotes, which follow this section.

WGCU Public Media operates and manages WGCU-TV, WGCU-FM, and WMKO-FM for Florida Gulf Coast University (FGCU) in Fort Myers, Florida. WGCU-TV serves a population of over 1.7 million. WGCU-TV is consistently one of the most-watched public television stations in the country and is viewed, annually, in more than 560,000 households. Our radio stations are among the top-rated radio stations in the market. Combined, WGCU-FM and WMKO-FM reach weekly cumulative audiences of more than 141,000 listeners and serve listeners in some or all of twelve counties in south and southwest Florida.

WGCU Public Media offers a variety of local and national programming on five separate TV programming streams – WGCU HD, WGCU World, WGCU Create, The Florida Channel and WGCU Kids. On WGCU HD, we air the PBS national programming service during primetime, children's programming during the day and BBC World News and The PBS NewsHour each weekday evening. WGCU World provides a 24-hour non-fiction programming service while WGCU Create provides how-to and lifestyle programming during the day. The Florida Channel covers the workings of Florida State government. WGCU Kids, a 24/7 children's educational channel, was launched in January 2017. The service provides around-the-clock access to PBS Kids programming for households throughout our coverage area.

WGCU-FM programming, which is simulcast on WMKO-FM and also available on the WGCU app and many third-party streaming providers serving a local and global audience. The audio programming is predominantly a News and Information service which provides national and international content from NPR, American Public Media, Public Radio International and the BBC. The station produced more than 142 hours of local content including newscasts, Gulf Coast Life and Gulf Coast Life Arts Edition.

WGCU Public Media's online presence provides a content-rich environment for viewers, listeners, parents, kids and educators. Many WGCU programs are available free on our website wgc.org, the WGCU YouTube channel, or the WGCU app. WGCU Public Media provides a portal to the Florida PBS Learning Media site available free of charge to classroom teachers and homeschoolers throughout our coverage area. The site consists of a library of over 125,000 digital learning objects ranging from audio and video clips to Florida Standards-based lesson plans. WGCU also provides members access to PBS programs via PBS Passport, ability to stream programs via the WGCU app, download podcasts and more.

As a joint licensee, WGCU Public Media is working toward more clearly defining contributions made to each individual asset. Significant investments are being made in our channels to transform our services for a better mix of local, national, and international content in a digital age. Many of our programs are available direct to consumers from producers including NPR, PBS, BBC, APM during these last few years as consumer adoption of digital tools is becoming prolific. As a result, investments in our local content, first in audio, and then in video will become increasingly important. FY 2022 may be the last year of a 70/30 split when donors do not designate between radio and TV so that future revenues align with future expenses. A notable shift in our FY2022 revenue can be seen in self-sufficient activities. New and more reliable revenue increases can be seen in membership and development as part of our five-year strategic plan and campaign funds.

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2022 AND 2021
(Continued)**

In addition, a \$2.1M deal in FY2022 to lease a portion of our broadband channel was a business decision that helps secure our future and will be invested into our quasi-endowment.

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial statements of WGCU Public Media consist of the Statements of Net Position, the Statements of Revenues, Expenses, and Changes in Net Position and the Statements of Cash Flows. These statements are prepared in conformity with Governmental Accounting Standards Board Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*.

The Statements of Net Position includes Assets, Liabilities and Net Position of WGCU Public Media as of June 30, 2022 and June 30, 2021. This statement is classified into Current and Non-Current Assets and Liabilities, with Net Position classified as Net Investment in Capital Assets; Restricted; and Unrestricted. The Statements of Revenues, Expenses and Changes in Net Position depicts the operating revenues and expenses resulting in Net Operating Income (Loss), which is then combined with Non-Operating Revenues (Expenses) to provide the total Change in Net Position. The Statements of Cash Flows shows the sources and uses of cash from operations, cash flows from non-capital financing activities, cash flows from capital and related financing activities and cash flows from investing activities. The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data.

FINANCIAL HIGHLIGHTS

WGCU Public Media presents these combined statements of the TV and FM operations to more accurately represent our operations and for financial transparency to the community and the audiences we serve. WGCU Public Media completed FY 2022 with a net operating income of \$862,143 and an increase in net position of \$499,149 including non-operating revenues and investment losses. Non-operating revenues in FY 2022 were (\$362,994) compared to \$1,682,803 in FY 2021, a decrease of (\$2,045,797). This is due to ARP Act funds, FCC Repack revenues and PECO revenues, all of which were non-recurring in FY 2022. In addition, there were unrealized investment losses in FY 2022 compared to unrealized investment gains in FY 2021. This is after a net operating income of \$678,425 in FY 2021. Net position increased to \$11,225,580 for the year ended June 30, 2022, from \$10,726,431 for FY 2021 primarily due to increases in revenue and expense savings offsetting investment losses. WGCU Public Media's operating revenues increased to \$9,510,579 in FY 2022, compared to \$9,449,526 in FY 2021, mainly due to increases in CPB revenues and Indirect Administrative Support. WGCU Public Media's operating expenses decreased to \$8,648,436 in FY 2022 from \$8,771,101 in FY 2021 due to expenditure savings in salaries, premiums, and programming acquisitions.

THE REPORTING ENTITY

WGCU Public Media is a department of Florida Gulf Coast University and these financial statements include assets, liabilities and activity related to its public broadcasting function. This includes account activity within the University as well as the Florida Gulf Coast University Foundation, Inc., which are under the control of WGCU Public Media Management.

WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2022 AND 2021
(Continued)

FINANCIAL ANALYSIS OF THE STATEMENTS

WGCU Public Media condensed financial statements are presented below for FY 2022, FY 2021 and FY 2020.

CONDENSED STATEMENTS OF NET POSITION

	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>
Current assets	\$ 6,461,744	\$ 3,119,515	\$ 4,970,506
Noncurrent assets	7,445,421	8,271,256	7,740,670
Total assets	<u>\$ 13,907,165</u>	<u>\$ 11,390,771</u>	<u>\$ 12,711,176</u>
Current liabilities	\$ 555,716	\$ 428,426	\$ 4,030,775
Non-current liabilities	2,125,869	235,914	315,198
Total liabilities	<u>2,681,585</u>	<u>664,340</u>	<u>4,345,973</u>
Net position			
Unrestricted	4,004,039	2,574,830	937,775
Restricted, Expendable	1,641,405	2,124,181	4,931,754
Restricted, Nonexpendable	128,824	116,724	67,008
Net investment in capital assets	5,451,312	5,910,696	2,428,666
Total net position	<u>11,225,580</u>	<u>10,726,431</u>	<u>8,365,203</u>
Total liabilities and net position	<u>\$ 13,907,165</u>	<u>\$ 11,390,771</u>	<u>\$ 12,711,176</u>

**CONDENSED STATEMENTS OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
(For the Fiscal Years ended June 30)**

	<u>2022</u>	<u>2021</u>	<u>2020</u>
Revenues			
Operating	\$ 9,510,579	\$ 9,449,526	\$ 8,646,763
Non-operating	(362,994)	1,682,803	1,217,323
Total revenues	<u>9,147,585</u>	<u>11,132,329</u>	<u>9,864,086</u>
Expenses			
Program services			
Programming and production	3,821,253	3,675,883	3,523,846
Broadcasting	1,072,091	1,206,496	1,028,643
Program information	720,794	816,816	919,287
Total program services	<u>5,614,138</u>	<u>5,699,195</u>	<u>5,471,776</u>
Supporting services			
Management and general	1,287,794	1,418,726	1,222,549
Fundraising and membership development	1,187,722	1,182,151	1,167,340
Underwriting and grants	558,782	471,029	438,334
Total supporting services	<u>3,034,298</u>	<u>3,071,906</u>	<u>2,828,223</u>
Total expenses	<u>8,648,436</u>	<u>8,771,101</u>	<u>8,299,999</u>
Increase (decrease) in net position	<u>\$ 499,149</u>	<u>\$ 2,361,228</u>	<u>\$ 1,564,087</u>

WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2022 AND 2021
(Continued)

CONDENSED STATEMENTS OF CASH FLOWS
(For the Fiscal Years ended June 30)

	<u>2022</u>	<u>2021</u>	<u>2020</u>
Net cash flows from operating activities	\$ 3,380,613	\$ 842,866	\$ 379,586
Net cash flows from capital & related financing activities	39,925	(79,401)	(47,546)
Net cash flows from non-capital & related financing activities	(38,989)	832,215	215,923
Net cash flows from investing activities	12,329	68,202	75,352
Change in cash	3,393,878	1,663,882	623,315
Cash and cash equivalents, beginning of year	2,900,883	1,237,001	613,686
Cash and cash equivalents, end of year	\$ 6,294,761	\$ 2,900,883	\$ 1,237,001

Current Assets consist primarily of cash and cash equivalents, accounts and grants receivable, investments, and prepaid program costs. Non-Current Assets consist primarily of capital assets (property and equipment). Current Liabilities consist of accounts payable, accrued expenses, compensated absences and a due to Florida Gulf Coast University.

Operating revenues consist primarily of membership contributions, State Appropriations, community service grants, contributed support (underwriting), and non-cash donated facilities and administrative support from the University. Operating expenses consist primarily of broadcasting, programming and production, management and general, depreciation, non-cash University donated facilities and administrative support. Non-operating revenues and expenses consist primarily of investments losses. WGCU Public Media had non-operating losses of (\$362,994) in FY 2022, an decrease from \$1,682,803 in FY 2021, due to the prior year investment gains, ARP Act Stabilization funds, FCC Repack and PECO project accrual for the renovation/replacement of WGCU's main transmission tower and related equipment.

CONTACTING MANAGEMENT

This financial report provides donors, members, investment managers, foundations and taxpayers with a general overview of WGCU Public Media's finances and the funding it receives.

Additional details can be requested by mail at the following address:

WGCU Public Media
10501 FGCU Boulevard South
Ft. Myers, FL 33965

WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
STATEMENTS OF NET POSITION
JUNE 30, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
<u>ASSETS</u>		
Current assets		
Cash and cash equivalents	\$ 2,065,067	\$ 300,284
Restricted cash	403,350	886,126
Funds held by Florida Gulf Coast University Foundation, Inc. on behalf of the Station	3,826,344	1,714,473
Accounts and grants receivable	141,940	181,557
Current portion of prepaid program costs	25,043	37,075
Total current assets	<u>6,461,744</u>	<u>3,119,515</u>
Noncurrent assets		
Capital assets, net of accumulated depreciation	5,451,312	5,910,696
Funds held and invested by Florida Gulf Coast University Foundation, Inc. on behalf of the Station:		
Unrestricted	618,358	1,005,781
Restricted	1,366,879	1,354,779
Prepaid program costs, less current portion	8,872	-
Total noncurrent assets	<u>7,445,421</u>	<u>8,271,256</u>
Total Assets	<u>13,907,165</u>	<u>11,390,771</u>
<u>LIABILITIES</u>		
Current liabilities		
Accounts payable and accrued expenses	133,412	78,159
Due to Florida Gulf Coast University	44,097	83,086
Current portion of compensated absences	224,100	190,100
Current portion of unearned revenue	154,107	77,081
Total current liabilities	<u>555,716</u>	<u>428,426</u>
Noncurrent liabilities		
Compensated absences, less current portion	174,398	235,914
Unearned revenue, less current portion	1,951,471	-
Total noncurrent liabilities	<u>2,125,869</u>	<u>235,914</u>
Total Liabilities	<u>2,681,585</u>	<u>664,340</u>
<u>NET POSITION</u>		
Net position		
Net investment in capital assets	5,451,312	5,910,696
Restricted:		
Nonexpendable	128,824	116,724
Expendable	1,641,405	2,124,181
Unrestricted	4,004,039	2,574,830
Total Net Position	<u>\$ 11,225,580</u>	<u>\$ 10,726,431</u>

The accompanying notes to financial statements
are an integral part of these statements.

WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
STATEMENTS OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
FOR THE YEARS ENDED JUNE 30, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
Operating revenues		
Community service grants donated by the Corporation for		
Public Broadcasting	\$ 1,268,483	\$ 1,220,309
Other Corporation for Public Broadcasting grants	37,323	36,643
Community service grants donated by the Department of		
Education, State of Florida	420,400	420,400
Appropriations from Florida Gulf Coast University	663,664	852,284
Underwriting support	733,097	871,734
Membership income	3,523,167	3,399,319
Non-recurring estate gifts	-	403,071
Strategic campaign revenues	409,746	-
Donated facilities and administrative support from Florida Gulf		
Coast University	1,522,002	1,454,277
In-kind contributions	379,296	368,862
Production services	32,924	32,049
Broadband channel and tower income	206,227	192,612
Other income	314,250	197,966
Total operating revenues	<u>9,510,579</u>	<u>9,449,526</u>
Operating expenses (Exhibit III)		
Programming and production	3,821,253	3,675,883
Broadcasting	1,072,091	1,206,496
Program information and promotion	720,794	816,816
Management and general	1,287,794	1,418,726
Fundraising and membership development	1,187,722	1,182,151
Underwriting and grant solicitation	558,782	471,029
Total operating expenses	<u>8,648,436</u>	<u>8,771,101</u>
Operating income	<u>862,143</u>	<u>678,425</u>
Non-operating revenues (expenses)		
ARP Act stabilization funds	-	691,100
Investment return, net	(362,994)	605,096
FCC repack	-	282,389
PECO allocation	-	104,218
Total non-operating revenues (expenses)	<u>(362,994)</u>	<u>1,682,803</u>
Change in net position	<u>499,149</u>	<u>2,361,228</u>
Net position, beginning of year	10,726,431	8,365,203
Net position, end of year	<u><u>\$ 11,225,580</u></u>	<u><u>\$ 10,726,431</u></u>

The accompanying notes to financial statements
are an integral part of these statements.

WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
Cash flows from operating activities		
Cash received from grants, donors and fundraising activities	\$ 6,878,668	\$ 6,543,275
Cash received from broadband channel and tower agreement	2,095,138	-
Cash paid for payroll and related benefits	(2,706,512)	(2,601,410)
Cash paid to suppliers	(2,886,681)	(3,098,999)
Net cash provided by operating activities	<u>3,380,613</u>	<u>842,866</u>
Cash flows from non-capital financing activities		
Proceeds from ARP Act stabilization funds	-	691,100
Decrease (increase) in due to Florida Gulf Coast University	(38,989)	141,115
Net cash provided by (used in) non-capital financing activities	<u>(38,989)</u>	<u>832,215</u>
Cash flows from capital and related financing activities		
FCC repack	39,925	242,464
PECO allocation	-	3,590,464
Purchase of capital assets	-	(3,912,329)
Net cash provided by (used in) capital and related financing activities	<u>39,925</u>	<u>(79,401)</u>
Cash flows from investing activities		
Decrease (increase) in funds held and invested by Florida Gulf Coast University Foundation, Inc. on behalf of the Station	375,323	(536,894)
Investment return	(362,994)	605,096
Net cash provided by investing activities	<u>12,329</u>	<u>68,202</u>
Change in cash and cash equivalents	<u>3,393,878</u>	<u>1,663,882</u>
Cash and cash equivalents, beginning of year	<u>2,900,883</u>	<u>1,237,001</u>
Cash and cash equivalents, end of year	<u>\$ 6,294,761</u>	<u>\$ 2,900,883</u>
Reconciliation of operating income to net cash provided by operating activities		
Operating income	\$ 862,143	\$ 678,425
Adjustments to reconcile operating income to net cash provided by operating activities		
Depreciation	459,384	445,630
Loss on disposal	-	23,658
Change in:		
Accounts and grants receivable - related to operating activity	(308)	(26,608)
Prepaid program costs	3,160	(6,501)
Accounts payable and accrued expenses	55,253	(72,282)
Compensated absences	(27,516)	4,764
Unearned revenue - related to operating activity	2,028,497	(204,220)
Total adjustments	<u>2,518,470</u>	<u>164,441</u>
Net cash provided by operating activities	<u>\$ 3,380,613</u>	<u>\$ 842,866</u>
Cash and cash equivalents are presented on the Statements of Net Position as:		
Cash and cash equivalents	\$ 2,065,067	\$ 300,284
Restricted cash	403,350	886,126
Funds held by Florida Gulf Coast University Foundation, Inc on behalf of the Station	3,826,344	1,714,473
	<u>\$ 6,294,761</u>	<u>\$ 2,900,883</u>
Supplemental disclosure of noncash capital activities		
Capital purchases included in due to Florida Gulf Coast University	<u>\$ -</u>	<u>\$ 38,990</u>

The accompanying notes to financial statements
are an integral part of these statements.

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022 AND 2021**

(1) Summary of Significant Accounting Policies:

The following is a summary of the more significant accounting policies of WGCU Public Media, which includes WGCU-TV and WGCU-FM (collectively, the “Station”), a public telecommunications entity operated by Florida Gulf Coast University, which affect significant elements of the accompanying financial statements:

(a) **Reporting entity**—The Station is a department of Florida Gulf Coast University (the “University”), located in Fort Myers, Florida, and conducts various public broadcasting functions. The University, as part of the State University System of Florida, is governed, regulated and coordinated by the State of Florida Department of Education and the University’s Board of Trustees, and is subject to the general supervision of the Florida Department of Education. The President of Florida Gulf Coast University is responsible for the management of the University. The Station operates as a department of the University under the control of the Station manager. The Station’s financial statements include the state accounts and the Station-related accounts of Florida Gulf Coast University Foundation, Inc. (the “Foundation”). These statements do not purport to present the financial position or results of operations of the University as a whole.

(b) **Basis of accounting**—The Station’s accounting policies conform with accounting principles generally accepted by Governmental Accounting Standards Board (GASB). For financial reporting purposes, the Station has elected to report as an entity engaged in only business-type activities. Accordingly, the Station prepares its financial statements on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America for proprietary funds. Revenues are recorded when earned and expenses are recorded when incurred.

(c) **Net position**—In the statements of net position, net position includes the following:

(i) *Net investment in capital assets*—This is the component of net position that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction or improvement of those assets.

(ii) *Restricted*—The component of net position that reports the constraints placed on the use of net position by either external parties and/or enabling legislation, reduced by any liabilities to be paid from these assets.

Nonexpendable restricted net position—consists of endowment and similar type funds in which donors or other outside sources have stipulated that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Expendable restricted net position—includes resources in which the Station is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

(iii) *Unrestricted*—The difference between the assets and liabilities that is not reported in *Net investment in capital assets* and *Restricted net position*.

It is the Station’s policy to expend restricted resources first and to use unrestricted resources when the restricted resources have been depleted.

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022 AND 2021**

(1) **Summary of Significant Accounting Policies:** (Continued)

(d) **Cash and cash equivalents**—For the purposes of reporting cash flows, cash and cash equivalents include cash on hand and cash in demand accounts that have original maturities of three months or less. In addition to insurance provided by the Federal Depository Insurance Corporation, deposits are held in banking institutions approved by the State Treasurer of the State of Florida to hold public funds. Under Florida Statutes Chapter 280, Florida Security for Public Deposits Act, the State Treasurer requires all Florida qualified public depositories to deposit with the Treasurer or another banking institution eligible collateral. In the event of failure of a qualified public depository, the remaining public depositories would be responsible for covering any resulting losses. The Stations's deposits at year end are considered insured for custodial credit risk purposes with Florida statutes.

(e) **Restricted cash**—Restricted cash represents cash held with the University that is restricted as to withdrawal or use under the terms of certain contractual agreements.

(f) **Accounts and grants receivable**—Accounts and grants receivable, including Public Educational Capital Outlay (PECO) allocation receivables and Federal Communications Commission (FCC) repack receivables, are stated at the amount management expects to collect from outstanding balances. PECO allocation funds are recorded as a receivable upon allocation from the Florida Department of Education. FCC repack funds are recorded as a receivable upon the Station's expenditure for required repack equipment. Receivables are carried at their estimated collectible amounts. Credit is generally extended on a short-term basis; thus, accounts receivable do not bear interest. Based on the Station's historical information, credit losses, when realized, have not been significant.

(g) **Costs incurred for programs not yet broadcast**—Costs incurred for programs not yet broadcast (prepaid program costs) are recorded as a deferred asset. Such costs relate to programs purchased or produced by the Station that will be broadcast subsequent to year end. Programs to be completed and broadcast within one year are classified as current assets whereas programs to be completed and broadcast in more than one year are classified as noncurrent. As the programs are broadcast, the costs incurred will be included in operating expenses. Program status is evaluated annually. Costs associated with programs not considered to have future benefit are adjusted to net realizable value.

(h) **Capital assets**—Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all assets is provided on the straight-line basis over the estimated useful lives of the assets ranging from 5 – 50 years.

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022 AND 2021**

(1) **Summary of Significant Accounting Policies:** (Continued)

(i) **Unearned revenue**—Unearned revenue relates primarily to grant funds received but not yet spent, the Station's agreement with a private entity related to channel space, and PECO allocation funds that have been allocated but not yet approved for encumbrance. The agreement related to the channel space was set to expire January 2022, but was renewed for an additional 15-year term that ends on January 2037. Annual income received from the agreement is \$131,805 through June 30, 2022 and \$123,333 for fiscal year ended June 30, 2021.

(j) **Pension and other postemployment benefits**—As the Station is a department of the University, any pension and other postemployment benefits liabilities are reported by the University. The University's Annual Comprehensive Financial Report may be obtained from: <https://www.fgcu.edu/financecorp/>.

(k) **Revenue recognition**—State appropriations are recorded as revenue in the statements of revenues, expenses, and changes in net position when an expenditure is recorded.

PECO allocation funds are recorded as revenue when the Florida Department of Education approves the encumbrance.

FCC repack funds are recorded as revenue when the related repack equipment expenditure is incurred.

Membership contributions are recognized as operating revenues in the period they are received.

Program production grants are reported as unearned revenues for programs not yet broadcast until the specific program is broadcast. At such time, amounts are included as revenues and the expenditures are recorded.

Revenue related to program underwriting for subsequent fiscal years is reflected as unearned revenues in the accompanying statements of net position. Revenue is recognized when the related program is aired.

Contributed support represents expenses paid on behalf of the Station by others outside the reporting entity, and includes contributed professional services, donated materials or facilities, and indirect administrative support. These amounts are recorded in revenue in the period in which the support is provided.

(l) **In-kind contributions**—Contributed materials, supplies, facilities, and property are recorded at their estimated fair value at the date of donation. The Station reports gifts of equipment, materials, professional services and other nonmonetary contributions as operating revenue in the accompanying statements of revenues, expenses, and changes in net position.

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022 AND 2021**

(1) **Summary of Significant Accounting Policies:** (Continued)

If the fair value of contributed materials, supplies, facilities, and property cannot be reasonably determined they are not recorded. Donated personal services of nonprofessional volunteers, as well as national and local programming services, are not recorded as revenue and expense as there is no objective basis available to measure the value of such services.

Contributed advertising and promotion are recorded at the fair value of the contribution portion of the total value received.

(m) **Pledges and contributions**—The Station engages in periodic fundraising campaigns manifested by offering some special programs and on-air and mail fundraising appeals. These appeals encourage supporters, both individuals and organizations, to provide financial contributions to the Station for enhancement of program offerings and other operating expenses. Financial contributions are frequently evidenced by pledges received from responding viewers and listeners. Contributions, including unconditional promises to give and membership receipts, are recognized as revenue in the period received or given. However, uncollected pledges are not enforceable against contributors and the Station is not able to determine that they are probable of collection, therefore they are not shown as assets in the statements of net position. Contributions and collected pledges are components of the unrestricted operating fund inasmuch as their usage is not limited to specific activities of the Station. This usage is consistent with appeals for contributions and pledges.

(n) **Corporation for Public Broadcasting Community Service Grants**—The Corporation for Public Broadcasting (“CPB”) is a private, nonprofit grant-making organization responsible for funding more than 1,000 television and radio stations. CPB distributes annual Community Service Grants (“CSGs”) to qualifying public broadcasting entities. CSGs are used to augment the financial resources of public broadcasting entities and thereby to enhance the quality of programming and expand the scope of public broadcasting services. Each CSG may be expended over one or two Federal fiscal years as described in the Communications Act, 47 United States Code Annotated, Section 396(k)(7). In any event, each grant must be expended within two years of the initial grant authorization.

According to the Communications Act, funds may be used at the discretion of recipients for purposes relating primarily to production and acquisition of programming. Also, the grants may be used to sustain activities begun with CSGs awarded in prior years. Certain *General Provisions* must be satisfied in connection with application for and use of the grants to maintain eligibility and meet compliance requirements. These *General Provisions* pertain to the use of grant funds, record keeping, audits, financial reporting, mailing lists, and licensee status with the Federal Communications Commission.

Any remaining CSG funds and other restricted CPB grant funds at fiscal year-end are reported as restricted cash and restricted-expendable net position on the statements of net position.

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022 AND 2021**

(1) **Summary of Significant Accounting Policies:** (Continued)

(o) **Indirect support provided by Florida Gulf Coast University**—Indirect support from the University consists of allocated institutional support and physical plant costs incurred by the University for which the Station receives benefits. The fair value of this support is recognized in the statements of revenues, expenses, and changes in net position as donated facilities and administrative support and is allocated as an expense to each of the functional expense categories.

Indirect support is calculated using the CPB's Standard Method. For purposes of this calculation, expenses for non-broadcasting activities and unrelated business income taxes are removed from the Station's total operating expenses, along with depreciation, amortization, in-kind contributions, and donated property and equipment to determine the Station's net direct expenses. For the years ended June 30, 2022 and 2021, WGCU-TV had \$18,367 and \$17,586 of expenses for non-broadcasting activities and unrelated business income taxes, respectively. For the years ended June 30, 2022 and 2021, WGCU-FM had \$223 and \$0 of expenses for non-broadcasting activities and unrelated business income taxes, respectively. Additionally, in accordance with the CPB Standard Method, fees paid to the University of \$26,439 and \$55,047 for WGCU-TV were removed in the calculation of indirect administrative support for the years ended June 30, 2022 and 2021, respectively. Fees paid to the University of \$11,373 and \$23,736 for WGCU-FM were removed in the calculation of indirect administrative support for the years ended June 30, 2022 and 2021, respectively.

(p) **Production revenue**—The Station uses the percentage-of-completion method of accounting for production revenue, whereby the cumulative production revenue earned equals the ratio of costs incurred to the estimated total costs at completion applied to the total committed revenues from outside sponsors. Production costs include charges by subcontractors plus all direct labor and other direct costs. Indirect and general and administrative expenses are charged to expense as incurred. Cost estimates on programs are reviewed periodically as the work progresses and adjustments, if needed, are reflected in the period in which the estimates are revised.

(q) **Operating activities**—The Station's policy for defining operating activities as reported on the statements of revenues, expenses, and changes in net position are those that generally result from the provision of public broadcasting and instructional technology services, and from the production of program material for distribution in those services. Revenues associated with, or restricted by donors to use for, capital improvements, and revenues and expenses that result from financing and investing activities are recorded as non-operating revenues. American Rescue Plan (ARP) Act stabilization funds are also included within non-operating activities as these funds did not result from normal operations of the Station.

(r) **Program and production underwriting**—Revenue for program underwriting is recorded on a pro-rata basis for the period covered and for production underwriting on an estimated percentage-of-completion basis.

(s) **Income taxes**—The Station is owned and operated by Florida Gulf Coast University, which is a part of the State of Florida's educational system. Accordingly, the Station is exempt from Federal income taxes. Any taxable income is aggregated at the University level and taxes paid, if any, are paid by the University.

**WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022 AND 2021**

(1) **Summary of Significant Accounting Policies:** (Continued)

(t) **Functional allocation of expenses**—The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of revenues, expenses, and changes in net position. Accordingly, certain costs have been allocated among program and supporting services benefited based on total personnel costs or other systematic bases.

(u) **Use of estimates**—The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, results could differ from those estimates.

(v) **Compensated absences**—The liability for compensated absences represents employees' accrued annual and sick leave based on length of service subject to certain limitations as defined by state statute and University policies.

(w) **Advertising costs**—Advertising costs are expensed in the period in which they are incurred. Advertising expense for the years ended June 30, 2022 and 2021, was \$340,854 and \$339,705, respectively.

(x) **Recent accounting pronouncements**—In June 2017, the GASB issued Statement No. 87, *Leases*, to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases. The Station adopted Statement No. 87 for fiscal year 2022. The Station had no leases within the scope of GASB 87 and therefore there were no material impacts to the financial statements as a result of implementing the standard.

GASB issued Statement No. 96, *Subscription-Based Information Technology Arrangements*, in May 2020. GASB 96 provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset-an intangible asset-and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, *Leases*, as amended. The provisions in GASB 96 are effective for periods beginning after June 15, 2022.

(y) **Reclassifications**—Certain amounts in the prior year financial statements have been reclassified to conform to the current year presentation. These reclassifications had no effect on net position.

WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022 AND 2021

(2) **Funds Held and Invested by Florida Gulf Coast University Foundation, Inc. on Behalf of the Station:**

The Station has an agreement with Florida Gulf Coast University Foundation, Inc. (the “Foundation”), whereby Station funds are held and invested by the Foundation on behalf of the Station. These amounts are included in the accompanying financial statements of the Station as “Funds held and invested by Florida Gulf Coast University Foundation, Inc. on behalf of the Station.” Total cash held by the Foundation is \$3,826,344 and \$1,714,473 as of June 30, 2022 and 2021, respectively. Total investments held by the Foundation are \$1,985,237 and \$2,360,560 as of June 30, 2022 and 2021, respectively. These investment totals include \$1,366,879 and \$1,354,779 of restricted funds as of June 30, 2022 and 2021, respectively. These restricted funds relate to contributions and endowments that have donor constraints placed on the use of the funds. See note 11 for additional information on restrictions on net position.

All funds held and invested by the Foundation on behalf of the Station are invested in uninsured and unregistered investments, which are held in the name of the Foundation. All funds held and invested by the Foundation on behalf of the Station are reflected at fair value. The Foundation categorizes the fair value measurement of these investments within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

The Station has the following recurring fair value measurements as of June 30, 2022 and 2021:

Funds held and invested by the Foundation – recorded at the Station’s ownership of a share of an investment pool, not the underlying securities. These funds are valued at net asset value (“NAV”) of units held, as reported by the Foundation. The Station reviews and evaluates the values and assesses the valuation methods and assumptions used in determining the fair value of these investments. Because the investment pool is not readily marketable, NAV is used as a practical expedient, and the estimated value is subject to uncertainty and, therefore, may differ from the value that would have been used had a readily available market for such investment existed, and differences could be material. The Station relies on policies developed and administered by the University and the Foundation for managing interest rate risk or credit risk for these investment pools.

In accordance with GASB 72, certain investments that were measured at NAV per share (or its equivalent) have not been classified in the fair value hierarchy. The following table discloses the nature and risk of investments for which fair value has been estimated using the NAV per share of the investments as a practical expedient as of June 30, 2022 and 2021.

	Investments Measured at NAV			
	<u>Total Fair Value</u>	<u>Unfunded Commitments</u>	<u>Redemption Frequency</u>	<u>Redemption Notice Period</u>
Funds held and invested by the Foundation				
June 30, 2022	\$ 1,985,237	\$ -	Daily	N/A
June 30, 2021	\$ 2,360,560	\$ -	Daily	N/A

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(3) Capital Assets:

Capital asset activity for the years ended June 30, 2022 and 2021, was as follows:

	Balance July 1, 2021	Increases	Decreases	Transfers	Balance June 30, 2022
Capital assets, not being depreciated:					
Land and land improvements	\$ 293,732	\$ -	\$ -	-	\$ 293,732
Total capital assets, not being depreciated	<u>293,732</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>293,732</u>
Capital assets, being depreciated:					
Buildings	4,182,564	-	-	-	4,182,564
Furniture, fixtures and equipment	7,832,471	-	1,151,521	-	6,680,950
Improvements	154,363	-	-	-	154,363
Transmitter	163,481	-	-	-	163,481
Total capital assets, being depreciated	<u>12,332,879</u>	<u>-</u>	<u>1,151,521</u>	<u>-</u>	<u>11,181,358</u>
Less: Accumulated depreciation	<u>6,715,915</u>	<u>459,384</u>	<u>1,151,521</u>	<u>-</u>	<u>6,023,778</u>
Total capital assets, being depreciated, net	<u>5,616,964</u>	<u>459,384</u>	<u>-</u>	<u>-</u>	<u>5,157,580</u>
Total capital assets	<u>\$ 5,910,696</u>	<u>\$ 459,384</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 5,451,312</u>
	Balance July 1, 2020	Increases	Decreases	Transfers	Balance June 30, 2021
Capital assets, not being depreciated:					
Land and land improvements	\$ 293,732	\$ -	\$ -	\$ -	\$ 293,732
Construction in progress-tower	3,486,247	-	-	(3,486,247)	-
Total capital assets, not being depreciated	<u>3,779,979</u>	<u>-</u>	<u>-</u>	<u>(3,486,247)</u>	<u>293,732</u>
Capital assets, being depreciated:					
Buildings	4,182,564	-	-	-	4,182,564
Furniture, fixtures and equipment	4,531,046	444,512	629,334	3,486,247	7,832,471
Improvements	133,802	20,561	-	-	154,363
Transmitter	246,272	-	82,791	-	163,481
Total capital assets, being depreciated	<u>9,093,684</u>	<u>465,073</u>	<u>712,125</u>	<u>3,486,247</u>	<u>12,332,879</u>
Less: Accumulated depreciation	<u>6,958,752</u>	<u>445,630</u>	<u>688,467</u>	<u>-</u>	<u>6,715,915</u>
Total capital assets, being depreciated, net	<u>2,134,932</u>	<u>19,443</u>	<u>23,658</u>	<u>3,486,247</u>	<u>5,616,964</u>
Total capital assets	<u>\$ 5,914,911</u>	<u>\$ 19,443</u>	<u>\$ 23,658</u>	<u>\$ -</u>	<u>\$ 5,910,696</u>

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(3) **Capital Assets:** (Continued)

WGCU-TV had depreciation expense of \$412,626 and \$400,579 for the fiscal years ended June 30, 2022 and 2021, respectively. WGCU-FM had depreciation expense of \$46,758 and \$45,051 for the fiscal years ended June 30, 2022 and 2021, respectively.

(4) **Lien on Property and Equipment:**

The Federal government has a ten-year priority lien on any facilities and equipment purchased with funds from the National Telecommunications and Information Administration (NTIA). The lien is to ensure that telecommunications facilities funded with Federal monies will continue to be used to provide public telecommunications services to the public during the period of Federal interest. The original cost of the property acquired with NTIA funds was approximately \$868,000 and the liens expired in years through 2021.

(5) **Significant Concentrations:**

Information related to significant concentrations of revenues and credit risk for financial instruments owned by the Station, except as otherwise disclosed, is as follows:

(a) **Cash and cash equivalents**—The Station has demand deposits held at financial institutions for the University and the Foundation, which are secured up to FDIC limits. Amounts over FDIC limits are secured by collateral held by the financial institution which is pledged to the State of Florida Public Deposits Trust Fund. These deposits amounted to \$6,294,761 and \$2,900,883 as of June 30, 2022 and 2021, respectively.

(b) **Accounts and grants receivable**—The Station has accounts and grants receivables of \$141,940 and \$181,557 at June 30, 2022 and 2021, respectively. At June 30, 2022 and 2021, one entity represented approximately 10% and two entities represented approximately 34% of accounts and underwriting receivables, respectively. The Station has no policy requiring collateral or other security to support receivables.

(c) **Revenues**—The Station received significant revenue from two sources in fiscal year 2022 and two sources in fiscal year 2021. The CPB provided approximately 14% of revenues and the University provided approximately 24% in cash, support and donated facilities during the year ended June 30, 2022. For the year ended June 30, 2021, CPB provided approximately 17% of revenues and the University provided approximately 21% in cash, support and donated facilities.

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(6) Compensated Absences:

Compensated absences liability activity for the years ended June 30, 2022 and 2021, were as follows:

<u>Balance</u> <u>July 1, 2021</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance</u> <u>June 30, 2022</u>	<u>Amount Due</u> <u>Within 1 Year</u>
\$ 426,014	\$ 284,128	\$ 311,644	\$ 398,498	\$ 224,100

<u>Balance</u> <u>July 1, 2020</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance</u> <u>June 30, 2021</u>	<u>Amount Due</u> <u>Within 1 Year</u>
\$ 421,250	\$ 255,852	\$ 251,088	\$ 426,014	\$ 190,100

(7) Community Service Grants:

The Station receives CSGs from the CPB annually. The CSGs received and expended during the most recent fiscal years were as follows:

<u>Year of</u> <u>Grant</u>	<u>Grants</u> <u>Received</u>	<u>Expended</u>			<u>Uncommitted</u> <u>Balance at</u> <u>June 30, 2022</u>
		<u>2019 – 2020</u>	<u>2020 – 2021</u>	<u>2021 – 2022</u>	
2019-21	\$ 1,138,446	\$ 1,023,668	\$ 114,778	\$ -	\$ -
2020-22	\$ 1,220,309	\$ -	\$ 985,200	\$ 235,109	\$ -
2021-23	\$ 1,268,483	\$ -	\$ -	\$ 876,465	\$ 392,018

(8) Risks and Uncertainties:

The Station invests in uninsured and unregistered investments, held and managed by Florida Gulf Coast University Foundation, Inc. Investment securities are exposed to various risks such as interest rate, market, and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and those changes could materially affect the carrying values reported in the statements of net position.

**WGCU PUBLIC MEDIA
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(9) Nonfederal Financial Support:

The CPB allocates a portion of its funds annually to public broadcasting entities, primarily based on nonfederal financial support ("NFFS"). NFFS is defined as the total value of cash and the fair market value of property and services received as either a contribution or a payment and meeting all of the respective criteria for each.

A "contribution" is cash, property or services given to a public broadcasting entity for general operational purposes. Support received as a contribution by a public broadcasting entity must meet the following criteria to be includable as NFFS: (1) the source may be an entity except the Federal government or any other public broadcasting entity; (2) the contribution may take the form of a gift, grant, bequest, donation or appropriation; (3) the purpose must be for the construction or operation of a noncommercial, educational public broadcasting station or for the production, acquisition, distribution or dissemination of educational television or radio program and related activities; and (4) the recipient must be a public broadcasting entity on behalf of a public broadcast station. However, to eliminate distortions in the TV CSG grant program precipitated by extraordinary infusions of new capital investments in DTV, all capital contributions received for purposes of acquiring new equipment or upgrading existing or building new facilities regardless of source or form of the contribution are not included in calculating the NFFS. This change excludes all revenues received for any capital purchases.

A "payment" is cash, property or services received by a public broadcasting entity from specific sources in exchange for specific services or materials. Support received as a payment by a public broadcasting entity must meet the following criteria to be includable as NFFS: (1) the source must be a state or local government or agency thereof, or an educational institution; (2) the form of the payment must be an appropriation or contract payment in exchange for specific materials or services related to public broadcasting; (3) the purpose must be for services or materials with respect to the provision of educational or instructional television or radio programs; and (4) the recipient must be a public broadcasting entity on behalf of a public broadcast station.

Reported NFFS for the Station was \$7,610,488 and \$7,605,736 for the years ended June 30, 2022 and 2021, respectively.

(10) Due to Florida Gulf Coast University:

As of June 30, 2022 and 2021, the Station owed \$44,097 and \$83,086, respectively, to the University, related mainly to payroll expenses fronted by the University and PECO allocation reimbursements.

(11) Restrictions on Net Position:

Investment income, including unrealized appreciation and depreciation, is allocated to the unrestricted account if there are no donor restrictions. If there are specific donor restrictions or criteria, investment income, including unrealized appreciation and depreciation, are allocated to the restricted expendable account on a pro rata basis based on the nonexpendable balance. In accordance with state law, and absent any donor restrictions, these funds are then available for expenditure when the specific donor criteria are met. Included in restricted expendable net position at June 30, 2022, are contributions totaling \$1,238,054 and restricted cash from grants of \$403,350. Included in restricted expendable net position at June 30, 2021, are contributions totaling \$1,238,055 and restricted cash from grants of \$886,126. The restricted nonexpendable net position at June 30, 2022 and 2021, contains the endowment balances of \$128,824 and \$116,724, respectively.

SUPPLEMENTAL INFORMATION

EXHIBIT I

WGCU-TV
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
STATEMENTS OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
FOR THE YEARS ENDED JUNE 30, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
Operating revenues		
Community service grants donated by the Corporation for		
Public Broadcasting	\$ 1,084,902	\$ 1,056,290
Other Corporation for Public Broadcasting grants	37,323	36,643
Community service grants donated by the Department of		
Education, State of Florida	320,400	320,400
Appropriations from Florida Gulf Coast University	444,378	619,513
Underwriting support	221,378	346,493
Membership income	2,360,986	2,218,295
Non-recurring estate gifts	-	332,000
Strategic campaign revenues	2,500	-
Donated facilities and administrative support from Florida Gulf		
Coast University	1,013,910	983,427
In-kind contributions	177,925	152,798
Production services	27,676	32,049
Broadband channel and tower income	206,227	192,612
Other income	221,006	195,185
Total operating revenues	<u>6,118,611</u>	<u>6,485,705</u>
Operating expenses		
Programming and production	2,516,785	2,408,349
Broadcasting	741,874	870,634
Program information and promotion	439,202	487,270
Management and general	902,824	1,023,882
Fundraising and membership development	868,735	886,890
Underwriting and grant solicitation	333,417	269,081
Total operating expenses	<u>5,802,837</u>	<u>5,946,106</u>
Operating income	<u>315,774</u>	<u>539,599</u>
Non-operating revenues (expenses)		
ARP Act stabilization funds	-	525,028
Investment return, net	(352,743)	594,245
FCC repack	-	282,389
PECO allocation	-	104,218
Total non-operating revenues (expenses)	<u>(352,743)</u>	<u>1,505,880</u>
Change in net position	<u>(36,969)</u>	<u>2,045,479</u>
Net position, beginning of year	9,748,207	7,702,728
Net position, end of year	<u><u>\$ 9,711,238</u></u>	<u><u>\$ 9,748,207</u></u>

The accompanying notes to financial statements
are an integral part of these statements.

EXHIBIT II

WGCU-FM
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
STATEMENTS OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
FOR THE YEARS ENDED JUNE 30, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
Operating revenues		
Community service grants donated by the Corporation for Public Broadcasting	\$ 183,581	\$ 164,019
Community service grants donated by the Department of Education, State of Florida	100,000	100,000
Appropriations from Florida Gulf Coast University	219,286	232,771
Underwriting support	511,719	525,241
Membership income	1,162,181	1,181,024
Non-recurring estate gifts	-	71,071
Strategic campaign revenues	407,246	-
Donated facilities and administrative support from Florida Gulf Coast University	508,092	470,850
In-kind contributions	201,371	216,064
Production services	5,248	-
Other income	93,244	2,781
Total operating revenues	<u>3,391,968</u>	<u>2,963,821</u>
Operating expenses		
Programming and production	1,304,468	1,267,534
Broadcasting	330,217	335,862
Program information and promotion	281,592	329,546
Management and general	384,970	394,844
Fundraising and membership development	318,987	295,261
Underwriting and grant solicitation	225,365	201,948
Total operating expenses	<u>2,845,599</u>	<u>2,824,995</u>
Operating income	<u>546,369</u>	<u>138,826</u>
Non-operating revenues (expenses)		
ARP Act stabilization funds	-	166,072
Investment return, net	(10,251)	10,851
Total nonoperating revenues (expenses)	<u>(10,251)</u>	<u>176,923</u>
Change in net position	<u>536,118</u>	<u>315,749</u>
Net position, beginning of year	978,224	662,475
Net position, end of year	<u>\$ 1,514,342</u>	<u>\$ 978,224</u>

The accompanying notes to financial statements
are an integral part of these statements.

EXHIBIT III

WGCU PUBLIC MEDIA
A PUBLIC TELECOMMUNICATIONS ENTITY OPERATED BY
FLORIDA GULF COAST UNIVERSITY
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022
(With Summarized Comparative Totals for the Year Ended June 30, 2021)

	Program Services				Supporting Services				2022 Total Expenses	2021 Total Expenses
	Programming and Production	Broadcasting	Program Information and Promotion	Total	Management and General	Fundraising and Membership Development	Underwriting and Grant Solicitation	Total		
Salaries, payroll taxes and employee benefits	\$ 1,275,734	\$ 549,720	\$ 213,973	\$ 2,039,427	\$ 542,602	\$ 530,443	\$ 241,221	\$ 1,314,266	\$ 3,353,693	\$ 3,375,412
Commissions to advertising agencies	-	-	-	-	-	-	148,630	148,630	148,630	170,532
Professional services	106,418	51,481	25,080	182,979	111,490	26,921	4,681	143,092	326,071	299,836
Office supplies	2,610	224	4,583	7,417	2,712	3,751	-	6,463	13,880	17,915
Operating and other supplies	120	-	-	120	-	35,302	-	35,302	35,422	33,555
Telephone	-	46,593	-	46,593	21,473	19,080	-	40,553	87,146	101,254
Postage	32	-	-	32	40	45,848	995	46,883	46,915	44,787
Advertising	3,669	-	335,438	339,107	1,747	-	-	1,747	340,854	339,705
Rental and maintenance of equipment	-	53,703	-	53,703	-	-	-	-	53,703	153,901
Program acquisitions	1,523,627	-	-	1,523,627	-	-	-	-	1,523,627	1,607,338
Program production costs	9,245	-	1,419	10,664	-	563	-	563	11,227	9,901
Printing and publications	290	-	5,039	5,329	642	610	63	1,315	6,644	12,554
Travel and training	7,015	3,370	-	10,385	12,847	1,177	13,048	27,072	37,457	20,692
Freight	278	73	295	646	47	-	-	47	693	1,002
Premiums	-	-	-	-	-	76,029	-	76,029	76,029	122,301
Direct mail	-	-	-	-	-	37,089	-	37,089	37,089	22,402
Computer fees and supplies	3,708	8,779	3,202	15,689	1,774	33,814	103	35,691	51,380	62,058
Subscriptions and dues	49,645	-	485	50,130	47,170	5,544	-	52,714	102,844	81,875
Ratings and research	75,057	-	-	75,057	-	-	5,049	5,049	80,106	67,459
Meetings and events	10,636	58	1,122	11,816	4,956	19,670	173	24,799	36,615	12,096
Utilities	-	3,325	-	3,325	-	-	-	-	3,325	5,384
Station maintenance	753	172	-	925	-	-	-	-	925	1,527
Overhead charges	11,993	1,492	1,712	15,197	214,990	34,911	-	249,901	265,098	237,811
Depreciation	162,401	75,807	31,222	269,430	78,764	76,007	35,183	189,954	459,384	445,630
Facility rental	-	27,677	-	27,677	-	-	-	-	27,677	25,569
Donated facilities and administrative support from Florida Gulf Coast University	578,022	249,617	97,224	924,863	246,540	240,963	109,636	597,139	1,522,002	1,454,277
Loss on disposal	-	-	-	-	-	-	-	-	-	23,658
Bad debt expense	-	-	-	-	-	-	-	-	-	20,670
	<u>\$ 3,821,253</u>	<u>\$ 1,072,091</u>	<u>\$ 720,794</u>	<u>\$ 5,614,138</u>	<u>\$ 1,287,794</u>	<u>\$ 1,187,722</u>	<u>\$ 558,782</u>	<u>\$ 3,034,298</u>	<u>\$ 8,648,436</u>	<u>\$ 8,771,101</u>

The accompanying notes to financial statements are an integral part of this statement.

ITEM: 20

**Florida Gulf Coast University Board of Trustees
April 11, 2023**

SUBJECT: 2022 Annual Compliance Report

PROPOSED BOARD ACTION

If recommended by the Audit and Compliance Committee, approve the 2022 Annual Compliance Report.

BACKGROUND INFORMATION

Board of Governors Regulation 4.003 (State University Compliance and Ethics Programs) and FGCU's Compliance Office Charter require at least an annual report on the University's Compliance Program. The 2022 Annual Compliance Report is a summary of FGCU's comprehensive compliance, ethics, and risk program accomplishments, to include compliance partner reports from January 1, 2022 to December 31, 2022.

Upon approval of this Report by the FGCU Board of Trustees, a copy of the Report will be provided to the Board of Governors as required.

Supporting Documentation Included: 2022 Annual Compliance Report

Prepared by: Chief Equity, Ethics, and Compliance Officer and Title IX Coordinator Precious Gunter

Legal Review: Vice President and General Counsel Vee Leonard (March 25, 2023)

Submitted by: Chief Equity, Ethics, and Compliance Officer and Title IX Coordinator Precious Gunter

2022 ANNUAL COMPLIANCE REPORT



FGCU

Office of Institutional Equity
& Compliance (OIEC)

FOREWORD

A comprehensive Compliance and Ethics Program is essential to the success of any organization or university. At FGCU, we strive to embody all facets of integrity, morals, and values as we believe that they are woven into the fabric of why we exist. We believe it is important to set standards and examples of ethical behavior and character, not just for students, but for the University community and regional community as well. As such, the 2022 Annual Compliance Report highlights all of the steps taken thus far towards building a robust University-wide Compliance and Ethics Program.

Through the process of setting priorities, we will continue to engage faculty, staff and student representatives as we continue to take major strides towards implementation of the Program. We offer thanks to everyone that has participated/contributed thus far as we continue to grow and improve in this area.

Go Eagles!

A handwritten signature in black ink, appearing to read "Mike Martin".

Mike Martin, President

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ABOUT THE OFFICE OF INSTITUTIONAL EQUITY & COMPLIANCE



In alignment with FGCU's guiding principles, we promote a culture that celebrates all of our members. Our focuses are eliminating discrimination and harassment, promoting ethical decisions on all levels, and ensuring compliance with applicable regulations and guidelines.

FGCU does not discriminate on the basis of race, color, national origin, ethnicity, religion, age, disability, sex, gender identity/expression, marital status, sexual orientation, veteran status, or genetic predisposition. We promote ethical decisions and responsible stewardship of resources to foster trust and promote the best interests of our community. We also provide oversight and guidance of FGCU's Compliance Program in accordance with applicable state and federal laws, regulations, professional standards, and University regulations and policies.

The OIEC is committed to upholding ethical standards and ensuring equity and fairness for all faculty, staff, students, visitors, and vendors. Our office provides the following functions for the University: Training and Awareness, Committee Management, Investigations and Informal Resolutions, External Agency Response, Equal Opportunity Certification for Grants and Degree Programs, Policy Analysis and Development, Conflict of Interest Review/Investigations, and Equal Opportunity Waivers of Advertisement.

Contact Us:
Office of Institutional Equity & Compliance
Edwards 114
10501 FGCU Boulevard South
Fort Myers, Florida 33965
239-745-4366

COMPREHENSIVE COMPLIANCE, ETHICS, & RISK REPORT

THE FOLLOWING REPORT IS A SUMMARY OF
FGCU'S COMPREHENSIVE COMPLIANCE, ETHICS,
& RISK PROGRAM ACCOMPLISHMENTS,
INCLUDING COMPLIANCE PARTNER REPORTS
FROM JANUARY 1, 2022 TO DECEMBER 31, 2022.



COMPLIANCE AND ETHICS PROGRAM

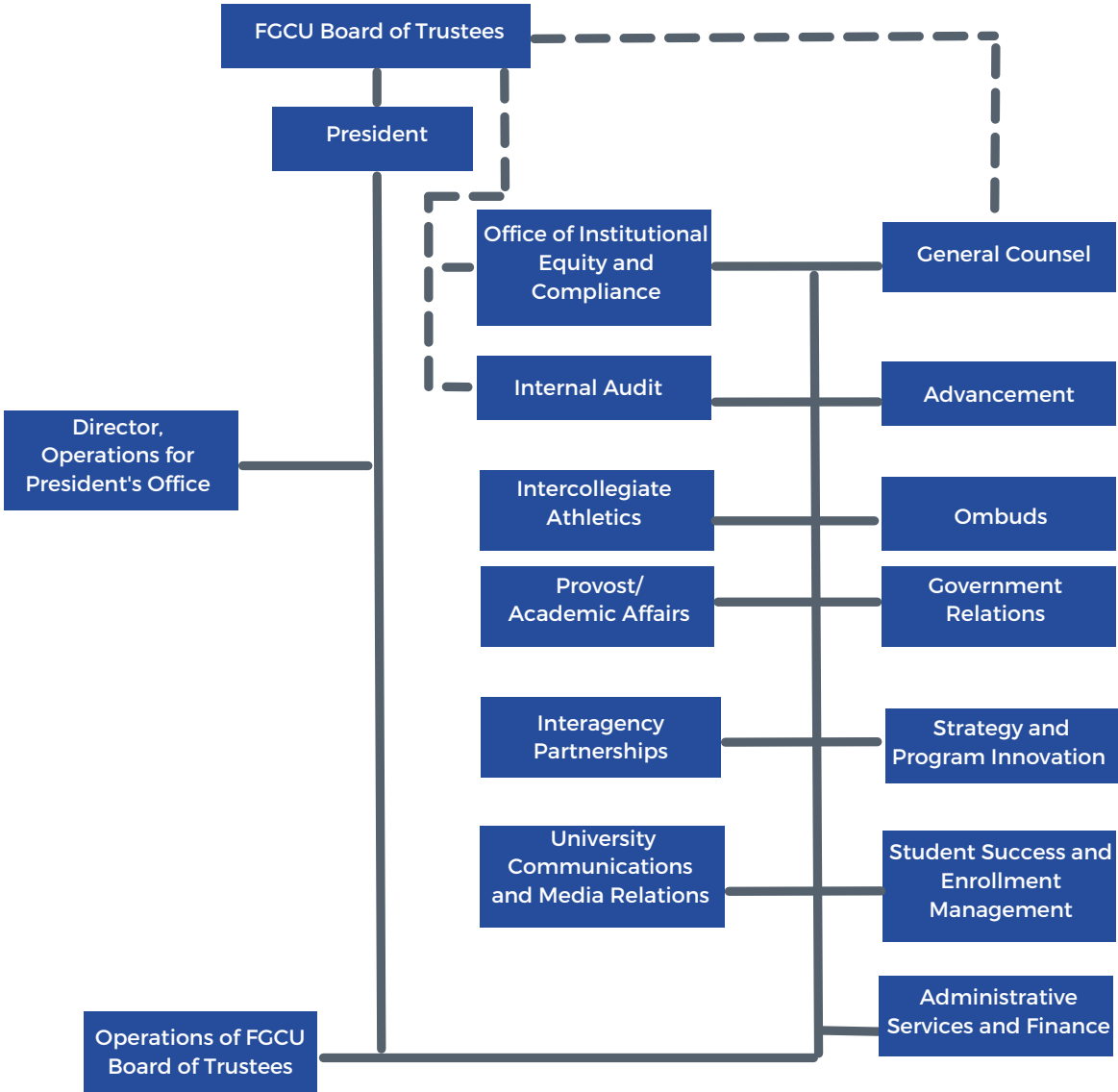
The goal of the Office of Institutional Equity & Compliance (OIEC) is to promote an organizational culture that encourages ethical conduct and a commitment to compliance. The responsibilities of the office are to:

- Develop and direct the University's compliance and ethics function;
- Provide leadership, oversight, and advice to ensure appropriate development, interpretation, and implementation of the University's policies and regulations pertaining to compliance in accordance with state and federal laws;
- Prepare, implement, and manage the University's Compliance and Ethics Program Plan as approved by the President, Audit and Compliance Committee, and the FGCU Board of Trustees; revise the Plan as necessary;
- Develop or implement compliance training or awareness programs;
- Develop and provide compliance and ethics training to the FGCU Board of Trustees, the President and Cabinet, and employees to assist University community members with performing their jobs, understanding compliance issues, and infusing an ethical framework into the fabric of the University;
- Engage in investigations, monitor activities, and conduct risk assessments for the University and its affiliated organizations to prevent and detect misconduct or violations of institutional policies or applicable laws and regulations;
- Develop a program consistent with Florida's Code of Ethics for Public Officers and Employees, and Chapter 8 of the Federal Sentencing Guidelines Manual;
- Administer and promote the FGCU Hotline, an anonymous mechanism available for individuals to report potential or actual misconduct and violations of University policy, regulation, or law, and ensure that no individual faces retaliation for reporting a potential or actual violation when such report is made in good faith;
- Ensure that managers responsible for compliance functions within the University coordinate and communicate program matters of substantial importance with the Chief Compliance Officer;
- Oversee the processing of internal complaints and refer concerns to an appropriate University office for review and disposition (such as Office of the General Counsel, Internal Audit, or Human Resources);

- Bring all compliance and ethics-related matters of substantial importance and all credible evidence of alleged misconduct, including criminal conduct, to the attention of the President and the Chair of the Audit and Compliance Committee of the FGCU Board of Trustees, as well as the Board of Governors' Inspector General, as applicable;
- Ensure that an initial review of the compliance and ethics program to determine its effectiveness is conducted no later than November 2021 and that a subsequent review is conducted at least once in each successive five-year period;
- Perform other activities as deemed necessary by the President and/or the Chair of the Audit and Compliance Committee of the FGCU Board of Trustees.



Organizational Chart



FGCU Compliance Liaisons

The Compliance Liaisons are University employees designated with carrying out compliance-related responsibilities for a specific program or function within the University, including, but not limited to the following:

Topic	University Unit
Academic Integrity	Dean of Students
ADA	Adaptive Services
Athletics and NCAA Rules	Athletic Compliance
Biohazardous Waste, Biosafety, and Bloodborne Pathogens	Environmental Health & Safety
Clery Act	University Police Department
Compliance with Regulations and Policies	General Counsel or Institutional Equity & Compliance/Title IX
Conflicts of Interest	Institutional Equity & Compliance/Title IX
Contracts	General Counsel
Controlled Substances	Environmental Health & Safety
Counseling and Wellness	Counseling & Psychological Services
Donations/Endowment	University Advancement
Environmental Protection	Environmental Health & Safety
Export Controls	Research & Sponsored Programs
Family Educational Rights and Privacy Act (FERPA)	Registrar
Financial Aid	Financial Aid & Scholarships
Financial Conflict of Interest	Research & Sponsored Programs
Financial Disclosure	Institutional Equity & Compliance/Title IX
Fraud, Waste, and Abuse	Internal Audit
Harassment, Intimidation, Retaliation, Discrimination	Institutional Equity & Compliance/Title IX
Hiring, Background Checks	Human Resources
Information Security	Business and Technology Services
Institutional Animal Care and Use Committee	Research & Sponsored Programs
Institutional Review Board	Research & Sponsored Programs
Insurance (Risk Management)	Environmental Health & Safety
Intellectual Property	Research & Sponsored Programs
Misconduct in Research	Research & Sponsored Programs
Outside Activities	Institutional Equity & Compliance/Title IX
Procurement	Procurement
Records Management	Records Management
Sponsored Programs	Research & Sponsored Programs
Taxation	Controller
Whistleblower Protection	Internal Audit

The Compliance Liaisons provide the Chief Compliance Officer with immediate notification of suspected or detected non-compliant behavior, unethical behavior, or criminal conduct; and on an annual basis, a summary of compliance initiatives. In addition, University personnel with compliance responsibilities meet on a quarterly basis to discuss program activities and new and supplemental changes to laws, regulations, rules, policies and procedures in order to stay abreast of best practices in the compliance sector. The Chief Compliance Officer chairs these meetings.

FGCU also has Compliance Liaisons that sit on the following University committees:

- ADA Committee
- Athletics Gender Equity Committee
- Athletics Health and Wellness Committee
- Athletics Inclusion and Diversity Committee
- Behavioral Consultation and Assessment Team
- Commencement Committee
- Dive Safety Committee
- Diversity and Inclusion Committee
- Faculty Senate Awards (ex-officio)
- Faculty Senate Grants and Research Team (ex-officio)
- Hazing Prevention Team
- Institutional Animal Care and Use Committee
- Institutional and Effectiveness Accountability Council
- Institutional Review Board
- National Counsel of University Researcher Administrators Peer Review
- Research Integrity and Conflict of Interest Committee
- Space Committee
- Threat Assessment Team
- Title IX Committee
- Workplace Safety Committee

EDUCATION AND TRAINING

Educating faculty and staff on FGCU procedures, standards of conduct, and policies and regulations are a key component to the FGCU compliance and ethics program. The chart below details the employee trainings that are offered throughout the year.

Trainings Offered to Employees by FGCU

Title	Responsible Department	Requirement
Accommodating Disabilities (ADA)	OIEC/Adaptive Services	Required for faculty and staff annually
Active Shooter and Emergency Procedures	UPD	Required for new employees
Banner Student Financial Account Data Access	Finance & Accounting	Required for users who access Student Financial Account Data
Campus Security Authority Training	UPD – Clery Programs	Required for all designated Campus Security Authorities
Collaborative Institutional Training Initiative (CITI) – Social & Behavioral Research	Research and Sponsored Programs	Required for IRB Approval
CITI – Export Control	Research and Sponsored Programs	Required for faculty and staff – Specific course dependent on job description
CITI – IACUC	Research and Sponsored Programs	Required for IACUC Approval – Course dependent on study protocol
Ethics Training	OIEC	Required for faculty and staff annually
Family Education Rights and Privacy Act (FERPA) and Sunshine Laws	Registrar/General Counsel	As needed
Harassment and Discrimination Prevention	OIEC	Required for faculty and staff annually
Kognito	Student Success and Enrollment Management and Academic Affairs	Required for faculty and staff
Marketplace Reconciliation	Finance & Accounting	Required for users reconciling Marketplace stores.
New Employee Orientation	Human Resources	Required for new employees
Payroll Liaison Training	Finance & Accounting	Required for new payroll liaisons
PCI Compliance Training	Finance & Accounting	Required for users handling payments and credit card information within Touchnet
Procurement/Purchasing Training	Procurement	Required for new employees
Property Manager Training	Finance & Accounting	Required for all Property Managers
Property Orientation	Finance & Accounting	Required for new employees
Recruiting and Search Training	HR/OIEC/General Counsel	Required for search committees
Sexual Harassment Prevention/Title IX	OIEC	Required for new employees
Travel Training	Procurement	Required for anyone traveling
Workday Budget Training	Finance & Accounting	Required for all users who want budget access and those that complete budget amendments
Workday PCARD Training	Procurement	Required for PCARD holders
Workday Requisition Training	Procurement	Required for users creating online purchasing
Workday Travel Card Training	Procurement	Required for anyone traveling

Environmental Health & Safety (EH&S) Specific Trainings Offered to Employees by FGCU

EH&S Courses		
Personnel must complete one of the Courses below in its entirety to earn a Training Certificate.		
Environmental Health and Safety Training Course	EH&S	Required for all employees (unless enrolled in other EH&S course listed below)
Environmental Health and Safety Training for Arts Course	EH&S	Mandatory for everyone except Administrative Personnel in the Art, Art Galleries, and Theatre Programs
Environmental Health and Safety Training for Engineering Course	EH&S	Mandatory for everyone except Administrative Personnel in UA Whitaker College of Engineering
Environmental Health and Safety Training for Fundamental Science Personnel Course	EH&S	Mandatory for faculty, teaching and lab managing personnel in the Biological, Chemistry, Ecology, Environmental, Justice, Marine, Earth Sciences departments, and The Water School
Environmental Health and Safety Training for General Science Personnel Course	EH&S	Mandatory for Adjuncts and OPS staff in the Biological, Chemistry, Ecology, Environmental, Justice, Marine, Earth Sciences departments, and The Water School
Environmental Health and Safety Training for Professional, Industrial , and Shops Personnel Course	EH&S	Mandatory for everyone except Administrative Personnel in the University Police Department, Buckingham, Physical Plant Maintenance, Housing Maintenance, and Grounds
Environmental Health and Safety Training for Outdoors Activities , Groups, and Curriculum Course	EH&S	Mandatory for everyone except Administrative Personnel in University Colloquium, and Campus Naturalists
Environmental Health and Safety Training for Sports, Hospitality, and Health Personnel Course	EH&S	Mandatory for everyone except Administrative Personnel in Athletics, Campus Recreation, the Department of Rehabilitation Sciences, the Department of Health Sciences, and the School of Nursing
Environmental Health and Safety Hazardous Materials Transportation Training	EH&S	Mandatory for everyone involved in the transport, shipping, and/or receiving of hazardous materials
Environmental Health and Safety Hazardous Materials Transportation Refresher Training	EH&S	Mandatory annual refresher for anyone who completed the EH&S Hazardous Materials Transportation Training Course the previous year
Environmental Health and Safety Radioactive Materials Training	EH&S	Mandatory for everyone using sealed radiation sources, unsealed radiation sources, and/or radiation machines
Environmental Health and Safety Radioactive Materials Refresher Training	EH&S	Mandatory annual refresher for anyone who completed the EH&S Radioactive Materials Training Course the previous year
Environmental Health and Safety Respirator Training	EH&S	Mandatory for everyone wearing an N95 (including KN95) or another respirator
Environmental Health and Safety Respirator Refresher Training	EH&S	Mandatory annual refresher for anyone who completed the EH&S Respirator Training Course the previous year
Environmental Health and Safety Annual Refresher Training	EH&S	Mandatory for anyone who completed the Environmental Health and Safety Training Course the previous year
Environmental Health and Safety Refresher Training for Lab and Specialized Areas	EH&S	Mandatory annual refresher for anyone who completed the EH&S Safety for Engineering, Fundamental Science, or General Science Course the previous year
Environmental Health and Safety Refresher Training for Specialized Areas	EH&S	Mandatory annual refresher for anyone who completed the EH&S Safety for Arts, Industrial & Shops, Outdoors, or Sports & Health Course the previous year

Annual Refresher Training Courses/Modules		
Analytical (X-ray) Safety Training Refresher	EH&S	Mandatory annual refresher for anyone who completed Analytical (X-ray) Safety the previous year
Bloodborne Pathogens/BioWaste Refresher	EH&S	Mandatory annual refresher for anyone who completed Bloodborne Pathogens/BioWaste the previous year
DOT Hazardous Materials Refresher	EH&S	Mandatory annual refresher for anyone who completed DOT Hazardous Materials the previous year
FGCU Laboratory Safety Refresher	EH&S	Mandatory annual refresher for anyone who completed FGCU Laboratory Safety the previous year
First Aid Refresher	EH&S	Mandatory annual refresher for anyone who completed First Aid Basics the previous year
Haz Com and Wastes Refresher	EH&S	Mandatory annual refresher for anyone who completed Hazard Communications, and University Wastes the previous year
Radiation Safety & Control Refresher	EH&S	Mandatory annual refresher for anyone who completed Radiation Safety & Control the previous year
Respiratory Protection Refresher	EH&S	Mandatory annual refresher for anyone who completed Respiratory Protection the previous year
Sharp Hazards Refresher	EH&S	Mandatory annual refresher for everyone who completed Sharp Hazards the previous year
Stormwater and SPCC Refresher	EH&S	Mandatory annual refresher for anyone who completed Stormwater Training the previous year
Workplace Safety & Reporting Refresher	EH&S / HR	Mandatory annual refresher for anyone who completed FGCU Canvas Workplace Safety Training the previous year

POLICY REVIEW & DEVELOPMENT

To promote effective governance practices, Florida Gulf Coast University formally approves and promulgates University policies. Policies are approved by the President in accordance with FGCU Policy 1.001, Guidance and Procedures for Approval and Issuance of University Policies.

Once a policy has gone through the development process, it is then disseminated by the Office of the General Counsel to the University community via email and online postings. The University community has 10 days, from the date of the posting, to provide feedback to the Office of the General Counsel. Feedback is presented to the President's Cabinet for further review and possible revisions. The draft policy is then forwarded to the President for final review and approval. The below policies were reviewed and approved in 2022:

Number	Title	Responsible Unit	Date Approved	Date Reviewed
3.016	Payroll Guidelines	Office of the Controller	09/23/22	09/23/22
3.026	Use of University Facilities	Campus Reservations	09/08/22	09/08/22
4.007	Posting Materials and Commercial Activity on Campus	Campus Reservations	09/08/22	09/08/22
2.014	Export Control	Office of Research and Sponsored Programs	07/14/22	07/14/22
4.018	Ombuds Services for Student Concerns and Complaints	Office of the Ombuds	06/14/22	06/14/22
3.022	University Technology Resources	Information Technology Services	05/16/22	05/16/22
3.055	Chosen First Name	Human Resources	05/16/22	05/16/22
4.017	Student Concerns and Complaints	Dean of Students	04/26/22	04/26/22
3.025	Budget Management	Budget Office	04/11/22	04/11/22
3.048	Smoke Free and Tobacco Free Campus	Office of the Vice President for Administrative Services	04/11/22	04/11/22
1.015	Sexual Harassment Under Title IX	Office of Institutional Equity and Compliance	03/31/22	03/31/22
3.002	Tuition Assistance	Office of the Bursar	03/28/22	03/28/22
3.043	File Transfer Protocol (FTP)	Information Technology Services	01/09/15	03/04/22
3.042	Restricted Data	Information Technology Services	02/28/22	02/28/22
3.062	Technology Resource Accessibility	Information Technology Services	01/20/22	01/20/22
2.011	Substantive Change for Accredited Institutions of Southern Association of Colleges and Schools Commission on Colleges	Planning and Institutional Performance	01/18/22	01/18/22
3.061	Student Email System	Information Technology Services	01/18/22	01/18/22

Government Reporting and Regulatory Activities

The FGCU compliance campus partners conducted the following government and regulatory activities:

Office of Institutional Equity & Compliance

- The Office of Institutional Equity & Compliance (OIEC) compiles the Annual Compliance Report (ACR), the Affirmative Action Plan (AAP), and the Equity Report for the University. The ACR and Equity Report are approved by the Board of Trustees and sent to the Board of Governors. The AAP is a required report by the Office of Federal Contract Compliance Programs.

Counseling & Wellness Services

- Counseling & Psychological Services (CAPS) is an American Psychological Association approved internship site. The recruitment, supervision and training of interns follows all guidelines and requires annual reports for the maintenance of this program's approval. CAPS also has International Association for the Accreditation of Counseling Services approval and makes annual reports of all facets of compliance for this approval.

Emergency Management

- Emergency Management annually submits the Continuity of Operations Plan to the Florida Division of Emergency Management.

Environmental Health & Safety

- The Chemical Facility Anti-Terrorism Standards Act from Title 6 of the Code of Federal Regulations, requires reporting of certain chemicals to the Department of Homeland Security if they are stored in large quantities, per the Chemicals of Interest list. To date, FGCU remains below the regulatory levels, however, Environmental Health & Safety (EH&S) has registered the facility with the Department of Homeland Security.
- The Resource Conservation and Recovery Act (RCRA) from Title 40 of the Code of Federal Regulations and Florida Administrative Code (FAC) Chapter 62-730, are the public laws that create the framework for the proper management of hazardous and non-hazardous solid waste. EH&S oversees the control and documentation of the processes required for compliance with these complicated regulations. Due to the increases in enrollment and constant growth of the University, FGCU has recently moved to the designation of Small Quantity Generator of Hazardous Waste. FGCU is subject to compliance inspections by the Environmental Protection Agency (EPA) or Florida Department of Environmental Protection at any time.

- The Tier II Report is mandated by Section 312 of the Emergency Planning and Community Right-To-Know Act of Title 40 of the Code of Federal Regulations. The Tier II report captures information regarding the types, quantities and locations of hazardous chemicals at a given facility, so that information is available to emergency responders in the event of an emergency incident. EH&S submits the annual report, due by March 1st of each year, to the State of Florida Department of Environmental Protection. This report primarily captures chemicals stored at a facility in large quantities. For FGCU, these include the gasoline and diesel fuel stored on campus, and the chemicals stored and used for water treatment for the Chiller Plants.
- The Spill Prevention, Control and Countermeasure and the Facility Response Plan rules, required by the United States EPA in Title 40 of the Code of Federal Regulations Part 112, are federal regulations to help facilities to prevent a discharge of oil to navigable waters or adjoining shorelines. This plan for FGCU pertains to petroleum products, including the oil, gasoline, and diesel fuel present on campus, in above-ground storage tanks, generators, elevators, fire pumps, and transformers. EH&S oversees the measures implemented to prevent the discharge of potential contaminants onto FGCU property, which is the center of a watershed leading to the Estero Bay and the Gulf of Mexico.
- Florida Department of Health, Bureau of Radiation Control Inspections are required by 64E-5, Florida Administrative Code. Department of Health Bureau of Radiation Control inspectors perform detailed audit/inspections of the Radiation Safety program at FGCU every three years. EH&S provides oversight of the administrative controls and provisions relating to organization and management, procedures, record keeping, material control and accounting, and management review that are necessary to assure safe operations with radioactive materials and machines, and ensure compliance with the Department of Health license and regulations.
- The Municipal Separate Storm Sewer System Compliance Report is regulated under the National Pollutant Discharge Elimination System in Title 40 of the Code of Federal Regulations in Part 122. The General Permit was granted to FGCU October 10, 2016 to protect the water quality of the watershed and receiving waters. EH&S submits the annual report, due by April 9th each year, to the State of Florida Department of Environmental Protection. The report exhibits how FGCU implements Best Management Practices, including educating/training our students, faculty, and staff; involving campus interest groups in Campus clean-up events; and developing and maintaining a map and GIS Coordinates to facilitate the campus storm sewer system inspections.

- Florida Department of Health Inspectors also perform annual inspections of the Biomedical Waste program at FGCU per 64E-16, FAC. EH&S provides oversight of sanitary practices and documentation relating to the management of biomedical waste, including segregation, handling, labeling, storage, transport, and disposal of any biological, biohazardous, or biomedical waste produced, including sharps, from laboratories, clinics, and other areas on campus.
- The Assistant Director of EH&S serves as the Safety Coordinator, who investigates and documents all work-related accidents, reviews and reports claim data, identifies trends, and works with EH&S personnel to provide regular employee safety training and consultations.
- During the past year, EH&S was assigned the responsibility for the Institutional Safety Committee to ensure research and classroom activities on and off campus involving biologicals, chemicals, environmental samples, radioactive materials and/or equipment, lasers, hazardous waste, drones and scientific diving are conducted in full compliance with FGCU, local, state, and federal regulations and guidelines.
- EH&S members assist the Office of Research and Sponsored Programs (ORSP) by serving on the Institutional Animal Use & Care Committee (IACUC), which provides regulatory oversight for any research projects involving vertebrate animals. EH&S also assists with the Occupational Health & Safety program for any personnel involved in research with animals.
- EH&S conducts lab inspections to ensure personnel working in research labs comply with training and regulatory requirements, and research grant requirements.
- EH&S members assist ORSP and Shipping and Receiving with the requirements for Export Control for shipping packages to international and domestic destinations. EH&S members serve as an integral step in the approval process to ensure packaging and documentation required for shipping hazardous materials (dangerous goods) are in compliance with federal regulations and international standards.

Finance & Accounting

- Finance & Accounting submitted the following government forms:
 - Form 941 to the Internal Revenue Service (IRS) for quarterly payroll reporting.
 - Form W-2s to the Social Security Administration for annual wage reporting.
 - Form 990T to the IRS for annual unrelated business income reporting.
 - Form 1099-MISC to the IRS for vendor payments.
 - Form 1099-NEC to the IRS for non-employee compensation payments.
 - Form 1042 to the IRS for non-resident alien payments.
 - Monthly sales tax report to the Florida Department of Revenue.
 - Form 1098-T to the IRS for student qualified tuition and scholarship payments.
 - Annual tourist tax report to Lee County Tax Collector.
 - Annual Operating Data for posting to Electronic Municipal Market Access for compliance with debt covenants.

Office of Financial Aid & Scholarships

- The Office of Financial Aid & Scholarships complies with all reporting requirements from the Federal Department of Education and the Florida Department of Education. The office works with the Office of Planning & Institutional Performance to provide these reports, and any requested data to these agencies.

Foundation

- Foundation completed the 2022 audit report with no management comments. This was approved by the Foundation Audit Committee and then approved by the Board of Directors.
- Foundation submitted the following government forms:
 - Submission of Form 1099-MISC to the IRS for vendor payments.
 - 990 and 990-T Federal tax return.
 - 9.012 Disclosure of Gifts from Foreign Governments and Persons. There were no disclosures for this year.
 - Florida Office of Insurance Regulation - Donor Annuity Sworn Statement.

Information Technology Services

- Information Technology Services (ITS) submitted the Auditor General Information Technology Survey, Operational Audit, and Performance Metric Audit to the Florida Auditor General.

Internal Audit

- Internal Audit submits an annual report, summarizing the activities of the office for the preceding fiscal year. The report goes to the Board of Trustees and the Board of Governors.

Global Engagement Office

- All international students and scholars comply with health insurance coverage as mandated by the U.S. Department of State and the State of Florida.
- All immigration processes are performed under authorization from Department of Homeland Security and U.S. Department of State. Both entities require on-going reporting, monitoring, and tracking of international students and scholars as well as annual reports, program re-certification, program re-designation, designated school official verification, field representative visits and reviews, submitting and processing immigration benefit petitions for students and scholars, and response to government requests for information. Annual reports are submitted to the Exchange Visitor Program.
- All incoming J-1 scholars and J-1 interns are screened for export control by the Office of Research and Sponsored Programs. A J-1 Scholar is a visiting researcher, professor, or specialist from a country outside of the United States who has been approved to enter the United States for a specific purpose and for a limited amount of time. Faculty Led Study Abroad faculty leaders complete an Export Control form with the travel authorization request.

Procurement Services

- Procurement Services reports spend and savings to the Board of Governors on a biannual basis.
- Staff members within Procurement Services, who have purchasing authority, complete a Financial Disclosure on an annual basis and send it to the State Board on Ethics.

Office of Research & Sponsored Programs

- Office of Research & Sponsored Programs (ORSP) completed the National Science Foundation Higher Education Research and Development Survey due each year in January on behalf of FGCU.
- ORSP submitted Federal Financial Reports for all Federally Sponsored Projects as required on a quarterly or annual basis.
- ORSP also submitted an annual report to the Office of Laboratory Animal Welfare.

Office of Records & Registration

- Through a partnership with the National Student Clearinghouse, student enrollment data is shared with federal agencies, such as the National Student Loan Data System.

Records Management

- An annual Records Management Compliance Statement was submitted to the Department of State. The Compliance Statement requires acknowledgement and compliance with Florida Statutes, a record for the volume of paper shredded, and a statement of participation in electronic disposal of records.

University Police Department

- The University Police Department (UPD) submitted the following reports to the State of Florida: Hate Crimes, Cargo Theft, Use of Force, and Seatbelt Statistics. UPD also submitted the federally mandated Campus Safety and Security Survey to the U.S. Department of Education.

Effective Lines of Communication

FGCU displays a proactive commitment to compliance by encouraging open communication of compliance and ethics issues, and the reporting of good-faith concerns of alleged wrongdoing, without fear of retaliation.

FGCU maintains that open line of communication in several ways:

- The Office of Institutional Equity & Compliance (OIEC) completed volume two of the FGCU Compliance and Ethics quarterly newsletter. Each newsletter spotlights three compliance topics for educational purposes and is emailed out to all faculty and staff. In 2022, the quarterly newsletters included the following articles:
 - Do you know the Code?
 - No Retaliation
 - What Does It Mean to Be a Responsible Employee?
 - Conflict of Interest
 - FGCU 5 Year External Compliance Review: Results
 - Responsible Conduct in Research
 - Seeking Guidance and Reporting Concerns
 - What Happens After I Report?
- Faculty, staff, and students are sent reminder emails annually in February and September with information regarding FGCU's commitment to ethical conduct and how to make reports through the EthicsPoint Hotline. Faculty and staff are also sent separate reminder emails on this same schedule detailing their responsible reporting duties with regards to harassment and discrimination issues that occur on campus.
- In December 2022, the OIEC hosted Compliance and Ethics trivia for University faculty and staff. This event allowed employees to ask their compliance related questions and learn more about FGCU's compliance and ethics program.
- The OIEC also tables on campus throughout the semester to inform students, faculty, and staff of reporting options and educate individuals on University policies.

FGCU EthicsPoint & Investigations

The FGCU EthicsPoint Hotline is a reporting mechanism that facilitates reporting of alleged illegal, unethical, or improper conduct when the normal channels of communication have proven ineffective or are impractical under the circumstances. The EthicsPoint Hotline is available to employees and students, as well as contractors, vendors, and members of the Southwest Florida community.

While the University encourages reporters to contact FGCU's Chief Compliance Officer for assistance, if a reporter is uncomfortable reporting through normal channels of communication, or wishes to raise an issue anonymously, they can access the Hotline. The Hotline is available 24 hours a day, 365 days a year, and is run by an independent, third-party provider called EthicsPoint. It is an anonymous Internet and telephone-based reporting tool that allows University stakeholders to work together to address misconduct at the University and help cultivate a positive work environment.

The EthicsPoint Hotline is accessible at the bottom of every University webpage and is mentioned during all Office of Institutional Equity & Compliance (OIEC) trainings, including harassment and discrimination prevention training. The OIEC is tasked with assigning all complaints that come through the EthicsPoint Hotline. The OIEC maintains responsibility for any complaints that are potentially related to harassment or discrimination and other, nonspecific compliance and ethics related complaints and concerns.

When the OIEC is tasked with investigating a complaint, the investigator serves as a neutral fact finder, who determines under the preponderance of the evidence standard, whether a policy violation exists. The process for investigations is laid out in FGCU Policy 1.015 and FGCU Policy 1.006.

Office of Institutional Equity & Compliance: 2021-2022 Case Data

The OIEC tracks case data by academic year. The most recent data is from the 2021-2022 academic year.

Type of Case	Number of Inquiries
Title II - Disability Discrimination	30
Title VI - Race, Color, and National Origin Discrimination (Students and Non-Employees)	37
Title VII - Race, Color, National Origin, Sex, and Religion Discrimination (Employees)	28
Title VII/IX - Sex Discrimination (Involving at Least 1 Employee)	54
Title IX - Sex Discrimination (Students)	219
Retaliation	6
Employment, generally	9
Outside Agency	4
Ethics	15
Other Protected Classes	12
Total:	414

By Resolution	Number of Cases
Sufficient Evidence, Investigated	9
Insufficient Evidence, Investigated	15
Sufficient in Part Insufficient in Part, Investigated	1
Preliminary Review, No Investigation	38
Informal Resolution	13
Met with OIEC, Did Not Investigate	120
OIEC Communicated, Did Not Meet	148
External Agency Responses	4
OIEC Referred Out	20
Otherwise Resolved with OIEC	46
Outside Investigations	0
Total:	414

Monitoring and Program Assessments

FGCU implements a self-assessment program to monitor and evaluate compliance functions throughout the University. Through its Compliance Liaisons and Director of Internal Audit, FGCU conducts ongoing efforts to assess, evaluate, monitor, and audit compliance with regulatory requirements and University regulations and policies.

As required by the Board of Governors Regulation 4.003, State University System Compliance and Ethics Programs, the University completed a five-year external review of the compliance program. The review was conducted by Ethisphere and the report was issued in January, 2022. The report found the University's compliance and ethics program "generally conforms" with the Board of Governors Regulation, which is the highest rating under the regulation. The external review was presented to the University's Board of Trustees in April 2022.

2022 FGCU Compliance Highlights

FGCU's Continued Response to Foreign Influence

FGCU continues to adhere to House Bill 7017 Foreign Influence. In June 2021, the Governor signed the bill establishing five new Florida statutes: Reporting Foreign Gifts and Contracts (286.101 and 1010.25), International Cultural Agreements (288.860), and Requirements Regarding Screening Applicants (1010.35), which became effective on July 1st, 2021; and International Travel Pre-Approval, Monitoring & Reporting (1010.36) effective January 1st, 2022. The Compliance Liaison Committee continues to meet regularly to discuss the implementation of these statutes. President Martin has designated the Office of Research & Sponsored Programs to be the Research Integrity Office and the Assistant Director, Research Compliance and Integrity Officer is the named individual to perform these verification duties.

Clery Compliance Committee

The Florida Gulf Coast University Clery Compliance Team (CCT) has been established to review and enforce compliance requirements set forth in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The Annual Security Report and Annual Fire Report is published each year on Oct. 1st containing information from several different departments across the University. Therefore, the need to collaborate on the contents of this document institution-wide is imperative. The main focus of the Clery Compliance Team is to review the components of this report and to gather accurate information to provide to the FGCU Campus Community, prospective students, and prospective employees regarding crime statistics and campus safety. The team meets quarterly or as needed for team specific duties.

Student Complaint Process

In compliance with accreditation guidelines from SACSCOC, the University created a student complaint website (<https://www.fgcu.edu/studentcomplaints/>) to streamline how students may file complaints about a myriad of issues related to the University. This also included an automated electronic form for academic complaints, creating consistency across the Colleges. In addition, FGCU Policy 4.017 Student Concerns and Complaints was updated and effective April 26, 2022.

Research Integrity and Conflict of Interest Committee

The Research Integrity and Conflict of Interest Committee was established in 2022 and serves to provide review of research integrity issues, including research misconduct as well as advising on perceived or real conflicts of interest. The committee advises the Associate Vice President for Research on matters related to potential research misconduct. The committee, when appropriate, reviews employee disclosures related to federal and state statutes to avoid non-compliance.

A conflict of interest (COI) is a situation whereby a personal interest may bias or compromise professional judgement and objectivity in research and decision making. Funding agencies may require a management plan if there is a conflict of interest. The committee will assist with the development of the management plan for sponsored programs.

Members are appointed to serve on the committee by the Associate Vice President for Research. Members must recuse themselves from review and actions of an employee in their college, school, division, or unit and if they cannot insure complete objectivity. Recommendations from the committee are forwarded to the Associate Vice President for Research for approval.

Upcoming Compliance Initiatives for 2023...

- Conflict of Interest (COI) Training series for faculty and staff
- Outside Activities policy update and COI disclosure kick off in August for employees
- Compliance and Ethics Trainings for Direct Support Organizations
- Risk Assessments for University departments and offices

THIS REPORT WAS DRAFTED BY:

The Office of Institutional Equity & Compliance

Special thanks to the President, Executive Leadership, and all of the Departments that provided information included in this report.

