



State University System
Education and General
Performance Funds from FY 2021-2022
University of Distinction Reporting Template
Quarter 4 Update
(July 1, 2021-June 30, 2022)

University:	Florida Gulf Coast University
Amount Allocated:	\$3,000,000
Carryforward:	\$1,707,113
Total:	\$4,707,113

I. Overall Spending Summary

Using Table 1, provide an overall summary of expenditures.

Table 1: Spending Summary

University Initiative	Spending as of June 30, 2022
Maintain/increase financial aid	\$246,962
Retain faculty/hire additional faculty (13 FTE)	\$235,919
Retain staff/hire additional staff (5 FTE)	\$143,773
Enhance Library resources	\$50,000
Increase research productivity by building research capacity	\$1,198,630
Support for cross college collaborations	\$30,000
Hire Executive in Residence (0.5 FTE)	\$50,067
Complete purchases from 2020-2021	\$1,507,859
Total Spending:	\$3,463,210

II. Faculty FTE

Using Table 2, provide additional details on each initiative that will spend funds identified as Faculty FTE in the 2021-22 Universities of Distinction Spending Plan. Please be as specific as possible in identifying expenditures by identifying positions that are in different stages of the hiring process. Where possible, provide a detailed narrative on current progress compared to goals.

Table 2: Faculty FTE Details

Faculty Initiatives	Spending as of June 30, 2022	Progress on Initiative as of June 30, 2022
Faculty Positions (2 FTE)	\$109,712	Assistant Professor Environmental Psychology; Associate Professor Environmental Education
Faculty Positions (12 FTE)	\$49,856	Advertised 12 faculty positions funded by LBR. Travel for candidates
Additional assignment	\$6,000	Salary for one Summer course
Retention raises (3 FTE)	\$70,351	Merit-based faculty raises
Faculty FTE Total: 2	\$235,919	

III. Staff FTE

Using Table 3, provide additional details on each initiative that will spend funds identified as Staff FTE in the 2021-22 Universities of Distinction Spending Plan. Please be as specific as possible in identifying expenditures by identifying positions that are in different stages of the hiring process. Where possible, provide a detailed narrative on current progress compared to goals.

Table 3: Staff FTE Details

Staff Initiatives	Spending as of June 30, 2022	Progress on Initiative as of June 30, 2022
Dive Safety Officer (1.0 FTE)	\$32,294	Part-time Dive Safety Officer converted to full-time position
Research Laboratory Coordinator (1.0 FTE)	\$61,503	Hired Research Laboratory Coordinator FY21

Administrative Specialist (0.5 FTE)	\$16,319	Hired Administrative Specialist FY22; 0.5 FTE supported by LBR matched using non-LBR funds
Outreach Coordinator (1.0 FTE)	\$27,169	Hired Outreach Coordinator 01/03/21
Research Laboratory Technician (1.0 FTE)	\$6,488	Research Technician hired 5/31/22. Four part-time, non-student research assistants employed in interim.
Staff FTE Total: 4.5	\$143,773	

IV. Other Initiatives:

Excluding the funds used for faculty and staff FTE, in Table 4, please list the specific initiative(s), the current amount spent on each initiative, and current progress on each initiative. Please be as specific as possible when reporting progress on initiatives (e.g., number of students receiving scholarships or stipends, number of courses redesigned, etc.).

Table 4: Other University Initiatives

Other University Initiatives	Spending as of June 30, 2022	Progress on Initiative as of June 30, 2022
Maintain/increase financial aid	\$246,962	Research assistantships for 9 graduate students and 40 undergraduate students
Enhance Library Resources	\$50,000	American Society of Civil Engineers Library Complete Collection; JoVE Unlimited; Books and other onetime purchases
Increase research productivity/build research capacity	\$1,198,630	Expenditures/encumbrances include \$347,990 in capital equipment and \$850,640 in expenses
Support for cross college collaborations	\$30,000	Three proposals funded through Affiliate Faculty Collaborative Research Program
Executive in Residence (0.5 FTE)	\$50,067	Hired Presidential Fellow in Water Policy (0.5 FTE) 08/07/21
Complete purchases from 2020-2021	\$1,507,859	Expenditures/Encumbrances include \$1,259,901 in capital equipment and \$247,957 in expenses.

Other Total:	\$3,083,518
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V. *Please provide a detailed narrative of each initiative listed in Table 1, including the anticipated return on investment, progress on the first-year metric or other related metrics, and plans for the second quarter.*

Maintain/Increase Financial Aid:

- a. **Progress on Initiative:** Nine research assistantships were awarded to graduate students for FY22. In addition, 40 undergraduate students were awarded \$2,500 each as part of the Undergraduate Research Experience Program. This funding supports student research mentoring by linking students to faculty research programs.
- b. **Return on Investment:** The awarding of financial aid will increase the number of students enrolled with full course loads, which may positively impact the four-year graduation rate. By linking financial aid to research, this funding will better prepare students for employment opportunities or graduate school upon graduation.
- c. **Progress on metrics:** Increased undergraduate financial aid will begin impacting STEM degree production over the next few years as funded students complete their degrees. Enhanced financial aid will also decrease net tuition (Performance Based Funding Metric 3), and encouraging students to register for full course loads will impact Four Year Graduation Rates (PBF Metric 4), Academic Progress Rate (PBF Metric 5), and Six Year Graduation Rates for those students awarded a Pell grant during their first year (PBF Metric 9b). Increased graduate financial aid will increase the number of Graduate Degrees Awarded in Areas of Strategic Emphasis, including STEM (PBF Metric 8a).
- d. **Plan for Year 3:** Due to salary savings this year, we were able to provide financial aid to more students than originally planned. For Year 3 we will stabilize financial aid at \$175,000; however, due to the success of the pilot Summer Undergraduate Research Experience program this year, we will use non-LBR funding to continue offering these awards.

Retain Faculty/Hire Additional Faculty: In FY21 The Water School developed a strategic hiring plan identifying four clusters of excellence: Ecosystem Integrity, Coastal Resilience, Restoration and Remediation, and Health and Well Being. New faculty hires to support degree programs and advance applied and convergence research related to water and the environment align with these clusters of excellence. New instructor positions will help accommodate general education enrollment and support release time for faculty active in research so they can seek additional grants and mentor student research. To create interdisciplinary connections across colleges, joint

appointments are being made with the College of Arts and Sciences, Marieb College of Health and Human Services, and Whitaker College of Engineering.

- a. **Progress on Initiative:** In Q1 we hired an Assistant Professor in Environmental Psychology—a joint appointment with the College of Arts and Sciences. In Q2 we began advertising for 12 new faculty positions, yielding a total of 369 applicants. Nine positions have since been filled: two Instructors (Earth Science, Environmental Science), five assistant professors (Engineering, Climate Change, Soil Science, Environmental Health, Restoration Ecology); one associate professor (Land Use), and one full professor (Environmental Toxins). We are currently negotiating with a finalist for an Eminent Scholar in Marine Conservation Biology. Two faculty searches were not successful in FY22: Visiting Assistant Professor of Environmental Justice and Assistant Professor of Biochemistry. In Q3 we began supporting an Associate Professor of Environmental Education who stepped down from a joint position with an external partner. A merit raise of \$2,000 was awarded to an assistant professor who published seven peer-reviewed papers in 2021-2022 and was CoPI on a grant from the U.S. Environmental Protection Agency.
- b. **Return on Investment:** The hiring of a significant number of faculty will increase STEM degree production, scholarly contributions that focus on applied water science and policy, the percentage of faculty actively engaged in research, success in acquiring externally sponsored grants, and graduate student funding and undergraduate participation in research through grant-supported assistantships and the availability of additional faculty mentors.
- c. **Progress on metrics:** This significant addition of new faculty will begin impacting metrics by the end of FY23.
- d. **Plan for Year 3:** We continue to negotiate with a finalist for an Eminent Scholar in Marine Conservation Biology. If an agreement is not possible, we will readvertise in Year 3 along with the two faculty positions we were unable to fill in FY22: Visiting Assistant Professor of Environmental Justice and Assistant Professor of Biochemistry. All of these positions will be readvertised in Q1 of Year 3.

Retain Staff/Hire Additional Staff: Hiring additional staff will support undergraduate and graduate student research and will enhance faculty research and increase outreach capacity, resulting in greater research productivity and greater impact on local communities. Technical staff will support laboratory and field operations as well as outreach.

- a. **Progress on Initiative:** As of this reporting, the LBR has supported the hiring of a Dive Safety Officer, Research Laboratory Coordinator, Outreach Coordinator, and Research Laboratory Technician. LBR funding also supports 0.5 FTE of an Administrative Specialist position,

with non-LBR funds from the Center for Environment and Society used as match for the remaining 0.5 FTE.

- b. **Return on Investment:** The hiring of additional staff in support of research and outreach will result in greater scholarly contributions that focus on applied water science and policy, increase the percentage of faculty actively engaged in research, and provide additional opportunities for acquiring externally sponsored grants through enhanced research capacity.
- c. **Progress on metrics:** These new staff positions will increase research and outreach support. By FY23, this increased technical support will begin impacting the number of contributions made to applied water science and policy, the percentage of ranked faculty actively engaged in research, and the acquisition of external funding.
- d. **Plan for Year 3:** The Research Laboratory Technician position was filled May 31, 2022, bring the total FTE hired to 4.5. We will assess opportunities for hiring a part-time staff member (0.5 FTE) to bring the total to 5 FTE or will continue to use the available 0.5 FTE to hire part-time research assistants as needed.

Enhance Library Resources: The Water School has allocated \$50,000 in recurring funds to expand STEM holdings in the FGCU Library. These resources will support student education and student and faculty research.

- a. **Progress on Initiative:** The Water School transferred \$50,000 in a previous quarter to the FGCU Library to expand digital, video, and print resources to support STEM education and research. These resources include the American Society of Civil Engineers Library Complete Collection, JoVE Unlimited (video collection), and books and other one-time purchases.
- b. **Return on Investment:** Ensuring that sufficient Library resources are available to faculty and students supports the curriculum, enhances the quality of scholarly products by faculty and students, and facilitates interdisciplinary collaborations across campus.
- c. **Progress on metrics:** The enhancement of Library resources may impact a number of metrics indirectly, including the number of contributions made to water science and policy, the percentage of ranked faculty actively engaged in research, and success in acquiring external funding. However, it is more likely that enhancing Library resources will improve the quality of student work and of student and faculty research rather than the quantity of either.
- d. **Plan for Year 3:** We will continue to work with the Library to inform students and faculty regarding the availability of these new resources.

Increase Research Productivity by Building Research Capacity: Ensuring that sufficient laboratory, field, and other resources are available to support student and faculty research is essential in an academic unit with a STEM focus. In addition, the acquisition of new instrumentation and equipment opens up opportunities to address emerging research questions and to expand the scope of research conducted by students and faculty.

- a. **Progress on Initiative:** In FY22, \$1,198,630 was expensed or encumbered to purchase capital equipment, non-capital equipment, and materials and supplies in support of research and operations. Capital expenditures in Q4 include the acquisition of an environmental lung, biological safety cabinet, water quality probes, and current profilers.
- b. **Return on Investment:** Building research capacity will increase scholarly contributions that focus on applied water science and policy, the percentage of faculty actively engaged in research, and success in acquiring externally sponsored grants. The potential impact on external funding will also enhance graduate student support and opportunities for undergraduates to participate in research.
- c. **Progress on metrics:** The investment in research capacity will begin impacting the metrics over the next few years as the development of new research projects, the grant proposal process, and publication of results lag behind the acquisition of the resources themselves. More immediately, this initiative will expand the range of research experiences and training opportunities available to our students.
- d. **Plan for Year 3:** The Water School will continue to build research capacity in Year 3 to increase opportunities for undergraduate and graduate students and to increase the potential for research productivity by faculty and students. We anticipate using funding to cover startup costs for new faculty.

Support for Cross College Collaborations: The Water School has allocated \$40,000 per year to support an Affiliate Faculty Collaborative Research Program designed to enhance interdisciplinary research across colleges and to focus research on issues related to water and the environment. The program leverages LBR funding through matching funds from each college. Each \$10,000 award using LBR funds is matched by \$10,000 from the home college of the awardee, for a total award of \$20,000.

- a. **Progress on Initiative:** Of the proposals submitted to this program for FY22, three were selected for funding, and \$30,000 was transferred to the appropriate colleges to support these awards.
- b. **Return on Investment:** This program for enhancing scholarship will increase scholarly contributions that focus on applied water science and policy, the percentage of faculty actively engaged in research, and

success in acquiring externally sponsored grants. The program also has the potential to increase graduate student funding and opportunities for undergraduate research through participation in the projects funded.

- c. **Progress on metrics:** This investment in interdisciplinary funding will begin impacting metrics beginning FY23 as project completion, development of subsequent grant proposals, and publication of results lag behind the acquisition of the resources themselves.
- d. **Plan for Year 3:** Final reports for each of these supported projects will be reviewed in Year 3 prior to the continuation of the program to assess its success and fine tune the application and review process.

Executive in Residence: The Water School has created this part-time position to help advance its research and outreach agenda and expand potential career opportunities for our students.

- a. **Progress on Initiative:** The Presidential Fellow in Water Policy has been actively engaged in the Southwest Florida Regional Resiliency Compact and in connecting FGCU and The Water School with potential partners across the State. They also represented FGCU at the American Water Resources Association Annual Meeting in November 2021 and began teaching a course in Spring 2022 that focuses on connecting students with internships and potential employers.
- b. **Return on Investment:** We anticipate that this individual will enhance our efforts to operationalize the Southwest Florida Regional Resiliency Compact, help faculty expand collaborations and partnerships with other institutions and organizations across state and federal governments, and identify and facilitate opportunities for our students to intern with state and local organizations and enhance their career opportunities.
- c. **Progress on metrics:** The Presidential Fellow in Water Policy is already supporting The Water School's efforts to facilitate the Southwest Florida Regional Resiliency Compact. This new position will begin engaging more faculty in research that focuses on applied water science and policy over the next couple of years.
- d. **Plan for Year 3:** The Presidential Fellow in Water Policy will continue to expand our efforts to support the Southwest Florida Regional Resiliency Compact and grow our connections across the state to expand career opportunities for our students.

Complete purchases from 2020-2021: Carryforward funds from FY21 were used in FY22 to continue to build capacity to support research and to enhance educational experiences in and out of the classroom.

- a. **Progress on Initiative:** During FY22, \$1,507,859 was expensed or encumbered to purchase capital equipment, non-capital equipment, and materials and supplies in support of research and operations. Significant capital purchases included an LC-MS/MS (\$407,015), GC-MS/MS (\$151,046), water treatment plant analyzer (\$73,615), portable photosynthesis system (\$69,791), particle sizer (\$65,451), and air compressor (\$34,870).
- b. **Return on Investment:** Using carryforward funds to build research capacity will result in greater scholarly contributions that focus on applied water science and policy, increase the percentage of faculty actively engaged in research, and improve the success of acquiring externally sponsored grants. The potential impact on external funding will also enhance graduate student support and opportunities for undergraduates to participate in research.
- c. **Progress on metrics:** This investment in research capacity will begin impacting the metrics over the next few years as the development of new research projects, the grant proposal process, and publication of results lag behind the acquisition of the resources themselves. More immediately, this initiative will expand the range of research experiences and training opportunities available to our students.
- d. **Plan for Year 3:** We will continue to prioritize the use of carryforward funds through additional purchases (see Table 6), with the intent of building research capacity.

VI. Metrics

Please list all metrics and provide any updates from the first quarter in Table 5. Make sure to identify first-year metrics in parenthesis.

Table 5: Metrics

Metrics	Status before July 1, 2022	Progress on Metric June 30, 2022
Number of STEM degrees awarded	114 (2018-2019 baseline)	Increased financial aid/additional faculty will begin impacting this metric over the next several years. FY23 data will be compared to the baseline to monitor progress.
Applied water science and policy	71% (2018-2019 baseline)	In FY22, 84% of active grants focused on applied water science/policy and another 5% on water education. FY23 data will be compared to baseline to monitor progress.
Research active faculty	77% (2018-2019 baseline)	In FY22 96% of ranked faculty active in research/scholarship. FY23 data will be compared to baseline to monitor progress.

External funding	\$853,504 (2018-2019 baseline)	Metric attained in FY21 (target: \$1,000,000). Research expenditures for FY22 totaled \$2,704,573.
Graduate research assistantships	27 (2018-2019 baseline)	Nine graduate students awarded research assistantships (RAs); 29 graduate students received additional funding through grants, LBR, and other sources. FY23 data will be compared to baseline to monitor progress.
Undergraduate research opportunities	67 (2018-2019 baseline)	113 students participated in one or more research experiences: 60 via courses, 47 via research assistantships, and 27 via grant-funded projects. In addition, 89 students completed internships. FY23 data will be compared to baseline to monitor progress.

VII. Challenges

Identify and explain any challenges that have hindered the institution's progress to date and an explanation of how the institution plans to manage these challenges.

VIII. Carryforward Funds

If carrying forward funds into the 2022-23 FY, please provide a summary of how funds will be used, noting specific initiatives and timeline for expenditure of funds. Where possible, provide a detailed narrative on the timeline for expending carryforward funds.

Table 6: Plan for Carryforward Funds

University Initiative	Status as of July 1, 2022	Anticipated expenditure timeline
Retain faculty/hire additional faculty	Advertise remaining positions (3 FTE) by Oct 1, 2022	Start dates (3 FTE) Aug 7, 2023
Research productivity/research capacity	Startup costs new faculty; equipment purchases delayed from FY22	Complete startup purchases by Jun 30, 2023; complete delayed FY22 purchases by Mar 31, 2023
Total carryforward:	\$1,243,903	