

Ken Smith, Ph.D.  
Chair, FGCU Presidential Search Committee  
FGCU Board of Trustees  
10501 Fgcu Blvd S,  
Fort Myers, FL 33965

January 31, 2017

Dear Dr. Smith:

Preserving the current commitments to student access, to educational attainment, and to relevant courses of study within Florida Gulf Coast University's learning tradition is as significant today as it was at its founding in 1997. The core values of advanced cognition, of conversance with essential knowledge bases and methodologies, and of demonstrated capacities in quantitative and scientific analyses, speaking, writing, and the arts are essential components to advanced learning. These core values are increasingly recognized and affirmed among leaders of the 21st century technology revolution. FCGU's current coursework in liberal learning provides a beneficial structure to which other skill sets and applied knowledge bases can be connected.

One way to differentiate further FCGU's value proposition is to augment its existing courses of study with those in theoretical and applied sciences, engineering, quantitative systems, information technology, and entrepreneurship. These courses of study are in high-demand fields, and these fields require advanced cognitive skill sets which are developed in foundational courses and major fields of study. The value of offering research programs and courses in applied scientific disciplines, engineering, technology, and complementary internships cannot be overestimated. These initiatives also favorably reflect the State of Florida's criteria for emerging preeminent status.

Equally important is the purposeful cultivation of the imagination, that resource which transforms knowledge and creates value by aligning, interpreting, expressing, and using knowledge. When the cultivated imagination is expressed within acquired knowledge bases, whether theoretical or applied, and within functional skill sets, the benefits of advanced cognition are manifest. Individuals who can leverage the use of their imagination with advanced analytical skills in the context of information technology, biotechnology, engineering, social entrepreneurship, social media, logistics, and other 21st century jobs will be employable and will be able to participate effectively in regional economic and workforce development.

I have reviewed FCGU's Strategic Plan for 2016-2021, its mission, vision, guiding principles, essential activities, and related objectives. The opportunity to shape and operationalize the approved strategic plan would be exciting. It clearly and succinctly provides guidance to the FCGU community regarding its future. After perusing FCGU's list of academic majors and degree offerings, it appears to me that the University possesses a core set of academic programs and research initiatives upon which to construct additional competitive programs for 21st century programs. As the presidential profile suggests, FCGU's strategic initiatives will go well beyond the status quo and will reflect the four emphases of academic excellence, of entrepreneurship, of health sciences, and of emerging preeminence status. I would enjoy leading and participating in a collaborative implementation process that generates new initiatives and guides FCGU's growth.

I have enjoyed marshaling institutional resources, coalescing stakeholder interests, implementing successful growth initiatives, and developing a diverse university environment. Regional business and industry partnerships were also developed, which supported new academic programs as well as economic and workforce development initiatives. These types of efforts benefit all key stakeholders and appear to be consistent with the University's strategic interests and initiatives.

Collaborative efforts on and off campus, strategic enrollment growth, and fundraising for annual fund/capital campaigns are areas in which I have had successful experiences. These three areas all immediately relate to revenue generation and are key results areas for most institutions. I understand the importance of growing net tuition revenue, annual unrestricted giving and endowment gifts. I've effectively supported balanced budgets while developing improved compensation structures for faculty and staff.

In 2008, I began reading in the areas of genetics, cognitive science and learning theory, largely in response to discussions within higher education regarding recruitment, retention and job placement rates. Student-centeredness is a term which I've also used when supporting the development of institutional course alignment guides, formative and summative assessments, student-faculty research, senior projects, senior seminars and internships. These pedagogical interventions and program offerings can effectively support the learning process.

Higher Education is now engaged in an evolution from physical learning structures to virtual learning environments and resources. These changes involve instructional technology, academic delivery systems, academic partnerships, applied disciplines, experiential learning, discipline-specific research technology, performance measures, and sophisticated institutional effectiveness activities. I have been engaged in these discussions and practices. I have also contributed to the development of policies and procedures regarding such initiatives. I have served on the Peer Review Board of SACSCOC where a number of these topics were addressed.

I look forward to the occasion when we can discuss Florida Gulf Coast University's strategic initiatives, its pursuit of the emerging preeminent status, and its development of increased revenue in support of the University's continued growth in the 21st century.

Sincerely,

A handwritten signature in blue ink that reads "Gregory D. Jordan". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Gregory D. Jordan