

HARRIET L. WILKES  
**HONORS  
COLLEGE**  
FLORIDA ATLANTIC UNIVERSITY

2025 STRATEGIC PLAN

***RACE TO EXCELLENCE: EXPANDING ENROLLMENT  
AND AWARENESS OF FAU'S HARRIET L. WILKES  
HONORS COLLEGE***



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## ***Race to Excellence: Expanding Enrollment and Awareness of FAU's Harriet L. Wilkes Honors College***

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### **I. Dean's Message**

The twentieth anniversary of FAU's Harriet L Wilkes Honors College (WHC) will occur in 2020, and as we approach that special anniversary celebration, we are pursuing ambitious and exciting goals. President Kelly has given us the welcome and bold challenge of raising our enrollment to 800 by 2020 and on to 1000 by 2025. As a key partner in the University's Strategic Plan, *Race to Excellence*, the WHC will contribute meaningfully to FAU's Pillars and Platforms through the work of our top-notch faculty and students. Reciprocally, the research and programs of the advancing Pillars and Platforms will attract more top students to the WHC. The *Race to Excellence* is bold and synergistic.

The plan herein lays out our strategies for growth, which will provide many more students access to the affordable, rigorous, transformative, inclusive, and practical liberal arts and sciences education provided by the WHC. As we grow, the WHC will remain fully committed to developing students'

- awareness and familiarity with the breadth of human knowledge,
- capacity to integrate knowledge from different fields and apply it to real-world problems,
- willingness and ability to engage constructively with people of diverse backgrounds and perspectives,
- commitment to integrity, self-awareness, and social responsibility,
- skills and desire to engage in original research to contribute new knowledge to the world, and
- growth as creative, reflective, and critical thinkers prepared to lead.

Our work over the next eight (8) years will challenge us, but the rewards will be a lasting legacy of learning for a larger group of diverse, hard-working, and talented students.

*Ellen S. Goldey, PhD*  
*Dean of the Harriet L. Wilkes Honors College at FAU*

## II. The WHC: Past and Present

**From the beginning, FAU's Harriet L. Wilkes Honors College (WHC) has celebrated the power and practicality of a liberal arts and sciences education.**

- The inaugural Dean<sup>1</sup> hired five (5) founding faculty members in 1998, and they imagined and implemented the ideal honors curriculum, the framework of which remains today.
- An additional eleven (11) faculty members were hired that year, and upon moving into the newly completed WHC headquarters on the John D. MacArthur Campus, the doors of the WHC opened to its first class of seventy-seven (77) students in August of 1999.
- Soon thereafter, a leadership gift from George D. Cornell in honor of his late wife, Harriet L. Wilkes, established the name of the College and funded a building<sup>2</sup> in her name.
- Today, the College has thirty-seven (37) faculty members and 440 students.

**The WHC offers an educational experience more typical of an elite private college, but with the affordable tuition and advantages of a public research university.**

- Every course seeks to build communication and critical thinking skills through interactive dialogue, and writing is ubiquitous across the curriculum.
- Upon graduation, each student has completed at least three interdisciplinary, team-taught seminar courses, an internship or study abroad, and an honors thesis, which documents her/his independent research project supervised by a faculty mentor.
- We celebrate our students' original scholarship during our annual, daylong WHC Research Symposium, during which students give oral or poster presentations.
- In the past decade, over half of the College's faculty and staff members received University-wide researcher and/or scholar of the year awards, presidential leadership awards, and/or service awards, and many received national and international recognition.
- Our faculty is made up of top scholars, with degrees from prestigious universities, including Berkeley, Oxford, Brown, UPenn, Vanderbilt, George Mason, UNC, Virginia, and Penn State, and they are devoted to teaching and mentoring undergraduate students.
- Our students conduct research with world-class scientists at Scripps Florida, Max Planck Florida Institute for Neuroscience, FAU's Brain Institute, Jupiter Life Science Initiative, Center for Molecular Biology and Biotechnology, and the WHC. Nearby, FAU's Harbor Branch Oceanographic Institute provides internships in marine and coastal science.
- Students concentrating in arts, humanities, and social sciences exhibit in shows, present at academic conferences, and excel in Moot Court and Model UN competitions.
- Our graduates are successful, over 70% go on to graduate and professional (especially medicine and law) programs, including those at Columbia, Johns Hopkins, George Washington, Harvard, UCLA and Yale. Other students take good jobs in research, teaching, public service, the corporate sector, or have started their own businesses.
- Most of our students graduate with little or no debt, thus underscoring the practicality, affordability, and incomparable value of a WHC education.

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<sup>1</sup> William P. Mech, the first Dean of the Wilkes Honors College, served from 1997 – 2004.

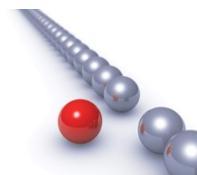
<sup>2</sup> At the donor's behest, the lower level of the Wilkes building includes a unique campus asset, a dog-training facility, which honors the Cornell's deep love of dogs. The Jupiter-Tequesta Dog Club operates this facility.

## WHC Metrics of Note in 2017



- The entering *Class of 2020* had a mean GPA of 4.56, an average SAT score of 1831 (equivalent for two-section SAT is 1300), and an average ACT score of 28.
- Currently, the College enrollment is 440 students: 25% underrepresented, 22% low-income, 10% first-generation, 75% FTIC, and 25% transfers from community college honors programs.
- The four-year and six-year graduation rates are the highest in the university: 74% and 80%, respectively.
- Since 2000, twenty-five (25) national merit finalists have attended the WHC.
- Last year, seventy-seven (77) students interned at FAU's Brain Institute, Jupiter Life Science Initiative, Max Planck Florida Institute for Neuroscience, Scripps Florida Research Institute, and FAU's Harbor Branch Oceanographic Institute.
- Students have also interned at the Smithsonian Institution, Woodrow Wilson International Center for Scholars, National Conference of State Legislatures, Pasteur Foundation, offices of district attorneys, congressional leaders, mayors, and at many other local and national businesses and non-profit organizations.
- Students have co-authored with their faculty mentors fifty-seven (57) academic publications in top peer-reviewed journals and presses.
- The WHC earns FAU's highest scores on the Student Satisfaction Survey and the National Survey of Student Engagement.
- Over 70% of our graduates go on to graduate and professional schools, including top programs such as Columbia, Johns Hopkins, George Washington, Harvard, UCLA, Yale, and FAU.
- A faculty of thirty-seven (37) full-time members yields a student-to-faculty ratio of 12:1, comparable to elite private liberal arts colleges and New College of Florida, which is seeking a 10:1 ratio in its strategic plan for enrollment growth.
- The College's endowment stands at ~\$30M (corpus) plus ~\$8M (earnings).
- Ninety-five percent (95%) of annual interest from earnings on the endowment goes to student scholarships: \$1.3 M in 2016-2017, with a total annual scholarship distribution of \$1.6 M.
- Generous named scholarships are awarded each year, including five (5) four-year Henry Flagler Scholarships, each worth \$72,000, which includes support for four (4) summer experiential learning opportunities.
- Fifty-five percent (55%) of students graduate with no debt, and the average among the rest is \$10,000 less than the national average for public universities.

### III. Positioning Statement



The Harriet L. Wilkes Honors College of FAU sets the standard for honors colleges nationwide. Students thrive in an immersive, interdisciplinary academic environment and vibrant campus life, and they benefit from unparalleled access to research and collaborative opportunities. Rigorous scholarship, coupled with the supportive, inclusive campus atmosphere and affordable tuition, empowers students from all backgrounds to find their purpose and sharpen their competitive edge for whatever the future holds.

### IV. Mission, Vision, and Goals

#### *Mission*

The mission of the WHC is to educate students to the highest intellectual, experiential, and ethical levels, preparing them to thrive and contribute wisely to the general welfare of human society and the planet.

#### *Vision*

Be widely recognized as the nation's premier, public honors college with a diverse and flourishing student body of 1,000 students involved in cutting-edge research, community service, and intellectual engagement across the liberal arts and sciences.

#### *Goals*

- 1 Increase enrollment to 800 students by 2020, and to 1,000 students by 2025, and further enhance the diversity of our student body.
- 2 Work with FAU's Division of Public Affairs to improve the WHC's online presence, strengthen the WHC visual identity and brand recognition, and market the College to target audiences.
- 3 Grow the size and diversity of the WHC faculty to retain a student-to-faculty ratio of  $\leq 14:1$  and better reflect the diversity of our students and our region.
- 4 Increase student life staff and administrative support services in keeping with enrollment growth on the FAU Jupiter Campus.
- 5 Innovate curricular and co-curricular programs to meet and surpass national standards of excellence.
- 6 Restructure, reallocate, build, maintain, and beautify facility space on FAU's Jupiter campus to support program improvements and accommodate increased numbers of students, faculty, and staff.
- 7 Increase student scholarships, capital improvements and endowed professorships through raising funds from philanthropic sources.

## V. Goals and Action Steps

### *Growing the Enrollment*

We remain committed to the mission of educating Florida's brightest students, and we seek to recruit a student body that reflects the rich ethnic, racial, and cultural diversity of our state. We also seek to recruit top students from across the country and from around the world. In addition, the proposed FAU Jupiter High School represents an opportunity to grow our student body through dual enrollment of exceptional high school students.

**Goal 1** → **Increase enrollment to 800 students by 2020, and to 1,000 students by 2025, and further enhance the diversity of our student body.**

#### **ACTION STEPS:**

- ✓ *Build a WHC admissions team that complements FAU's central admissions and competes successfully for top students among public honors colleges/programs and private liberal arts and sciences colleges.*
  - *Establish a full WHC Admissions team.*
    - ◇ Fill the new Director of Admissions position.
    - ◇ Provide leadership and support to the Associate Director of Admissions, newly promoted from the Assistant Director position, by providing an immediate Interim Director of Admissions.
    - ◇ Fill the Assistant Director of Admissions position with a technology-proficient hire who will collaborate directly with Public Affairs staff members on digital marketing and social media initiatives and CRM management (see Goal 2).
    - ◇ Immediately fill two (2) counselor/recruiter positions with energetic, socially adept, and capable individuals; preferably WHC/FAU alums.
    - ◇ Provide any needed training in database management, etc. to Administrative Assistant and all members of team.
  - *Synergize recruitment efforts with FAU central admissions team.*
    - ◇ Build upon strong collaboration among the WHC Admissions Director, WHC Dean, Assistant Provost for Enrollment Management, Associate Provost for Programs and Assessment, and central Director of Admissions to assess and continuously improve recruitment strategies.
    - ◇ Continue to host annual meeting at the WHC for FAU admissions staff members from the Boca and Davie campuses to learn about the WHC and Jupiter campus.

FAU has contracted with focusEDU to place an Interim Director of Admissions at the WHC and identify strong candidates for the Director position.

- ◇ Make best use of FAU’s customer relationship management (CRM) software in tracking and following-up with prospective students.
- ◇ Pay WHC student Admissions Ambassadors, mirroring the Ambassador program on the FAU Boca campus.
- ◇ Share concierge recruiter who works closely with top-tier prospective students, i.e., National Merit Finalists, Medical Pipeline, etc.

✓ *Improve awareness and advocacy of WHC among high school guidance counselors.*

- *Launch a quarterly email newsletter about the WHC for high school guidance counselors, both private consultants and in-school counselors.*
- *Host “fly-in” VIP events (at least annually) at the WHC for high school guidance counselors (i.e., from public, parochial, magnet, and charter high schools – especially IB, AICE, and AP).*

✓ *Grow international student enrollment to 10% of WHC total*

- *Work closely with **Navitas**.*
  - ◇ Highlight the Latin American/Caribbean Scholarship program.
  - ◇ Provide Spanish-language promotional materials described in Goal 2.
- *Develop relationships with private counselors that cater to international students ([RNG Consultants](#), e.g.).*

Navitas recruiters recently met at the WHC for a VIP tour. They will especially target recruitment efforts to Latin America and international students currently enrolled in US high schools.

✓ *Grow WHC out-of-state, US citizen enrollment to 15% of WHC total.*

- *Work with the FAU out-of-state recruitment staff to identify states and high schools to target for mailings and visits.*
- *Utilize digital recruiting tools ([Ecoure](#), [Sparxoo](#), e.g.) to extend national reach to prospective students.*
- *Bring out-of-state guidance counselors to WHC campus for VIP tours.*

✓ *Establish targeted recruiting efforts for underrepresented groups and first-generation students.*

- *Bring principals and guidance counselors to campus from nearby high schools with majority underrepresented and first-generation students to recruit their high-achieving students.*
- *Investigate collaboration with organizations that support education of underrepresented students ([Latinos in Action](#), [Posse Foundation](#), e.g.).*
- *Host programs on campus (summer bridge programs, e.g.) for prospective first-generation and underrepresented groups of students that build inclusion, academic readiness, and empowerment.*

- ✓ *Increase professional development for WHC admissions team.*
  - *Become active in the National Association for College Admission Counseling (NACAC).*
    - ◇ Provide budgetary support for Admissions staff members to attend and present at annual and regional conference.
    - ◇ Utilize membership mailing list for counselor newsletter.
- ✓ *Assess efficacy of recruitment efforts and modify strategies accordingly, to maximize effective use of resources and personnel.*
  - *Keep careful records of number/frequency of HS/college fairs visited and resulting applications.*
  - *Monitor success of digital campaigns.*
  - *Interview Guidance Counselors about effectiveness of our efforts.*
- ✓ *Work closely with the Assistant Dean of PK-12 Schools and Educational Programs as plans develop for a 400-student charter (STEM) high school on FAU's Jupiter campus.*
  - *Work with other FAU Colleges to Identify structures and additional personnel needed to support dual enrollment at the WHC and/or the Jupiter campus.*

In September of 2017, the Office of Public Affairs helped us launch our first-ever digital marketing campaign for the WHC using the company Sparxoo. We will closely monitor the success of this campaign.

## Marketing the WHC

A targeted marketing approach is essential for enrollment growth and increasing awareness of the WHC. The FAU's Division of Public Affairs' office on the Jupiter campus will continue to collaborate with the WHC on all College marketing and recruitment materials.

### **Goal 2** → **Improve the WHC's digital presence, strengthen the WHC visual and brand identity, and market the College to expanded target audiences.**

#### **ACTION STEPS:**

- ✓ *Integrate marketing of the WHC into FAU's overall marketing strategy*
  - *Market a visual identity of the WHC that is simultaneously distinguishing and coordinating with the FAU brand*
  - *Identify and leverage FAU-wide marketing initiatives for the WHC (i.e. Sparxoo, Starmark).*
- ✓ *Improve the WHC's online presence.*
  - *Optimize the WHC website for prospective students*
    - ◇ Include/exclude content based on user analytics



- ◇ Cull unnecessary content and optimize interface for mobile and desktop devices.
  - ◇ Migrate the site to FAU's template developed by the Starmark company.
- *Continue the digital marketing campaign hosted by the Sparxoo company, which is targeting in-state and out-of-state prospective students through social media.*
- *Ensure prompt and appropriate nurturing of prospective students recruited through social media.*
  - ◇ Dovetail digital responses from prospects with the Admissions CRM through regular communication between the Assistant Director of Admissions and Assistant Director of Information/Publication Services.
  - ◇ Dedicate an Admissions Counselor or Student Ambassador to keep in touch with prospective students.
- *Utilize and improve WHC's own social media accounts to better reach prospective students.*
- ✓ *Increase awareness of WHC brand with key messaging.*
  - *Highlight a primary message in all marketing materials.*
    - ◇ *"An Affordable Pathway to an Elite Education"*
  - *Develop secondary messages that capture matchless opportunities and academic strengths.*
    - ◇ Undergraduate research opportunities at Scripps, Max Planck, Brain Institute, JLSI, and HBOI.
      - Associate the WHC brand with these world-class Institutes at all FAU-sponsored events and in *their* media.
    - ◇ Develop high-quality marketing materials for prospective students interested in all areas of academic concentration.
      - Biology, neuroscience, sciences, digital art and technology, art, pre-law, pre-med, anthropology, archeology, environmental studies, social entrepreneurship, economics, psychology, creative writing, etc.
- ✓ *Supplement marketing initiatives with local, regional, and national media.*
  - *Develop WHC press releases that conform to FAU Media Relation criteria, and get them to news outlets.*
  - *Push newsletter items/photos to community publications.*
- ✓ *Improve WHC awareness among in-school and private high school guidance counselors in certain geographic areas.*
  - *Develop template for monthly email newsletter specific to counselors.*
  - *Promote the WHC to members of the National Association of College Admission Counselors (NACAC).*

- *Promote the College in media that is marketed to guidance counselors and parents of prospective students (books and blogs that showcase top honors programs).*
- ✓ *Target high-performing students among underrepresented, first-generation and international groups in certain geographic areas.*
  - *Promote and grow FAU's status as a Hispanic-Serving Institution Develop by developing Spanish-language marketing materials, including postcards, brochures, video, and College website.*
  - *Provide this collateral to Navitas.*
- ✓ *Continually develop visual content for the WHC to use in marketing, events, and social media.*
  - *Create short-format video(s) geared toward international students.*
  - *Create short-format Spanish-speaking recruitment video(s).*
  - *Create video(s) with President, Dean, leaders at northern campus Institutes, and others promoting the WHC and its students.*
  - *Tap into the creative talent of students for video/photo content (especially short-format videos of student daily life).*
  - *Explore establishing a formal Division of Public Affairs @ FAU Jupiter Communication student internship program.*

### *Growing the WHC Faculty*

Our four-year, all-honors curriculum showcases the ways in which a liberal arts and sciences education, blended with experiential learning, interdisciplinary seminars, community engagement, and independent senior thesis, produces graduates ready to address the most complex challenges of society. A low student-to-faculty ratio supports student-centered learning, which drives excellent performance metrics.

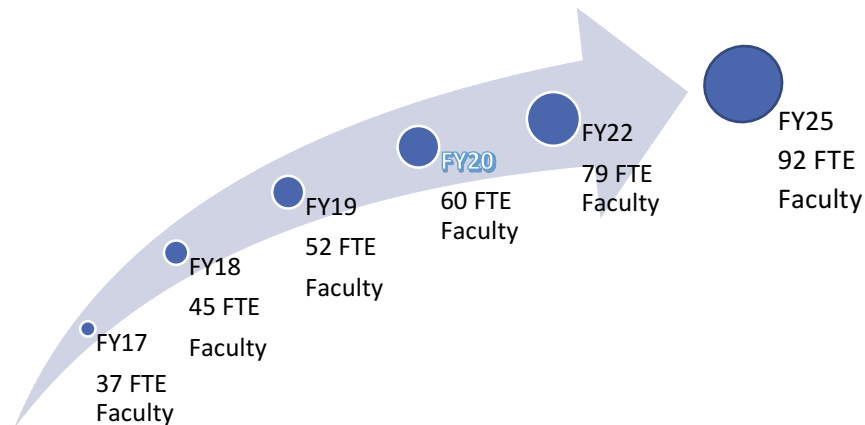
#### **Goal 3**

**Grow the size and diversity of the WHC faculty to retain a student-to-faculty ratio of ≤ 14:1 and reflect the diversity of our students and our region.**

#### **ACTION STEPS:**

- ✓ *Hire ≥ 35 faculty members to maintain a minimum 14:1 student-to-faculty ratio with 1,000 students and diversify the faculty.*

The WHC currently has 37 FTE faculty lines. Our growth models (detailed in section VI) call for an additional 23 faculty members to serve 841 students by 2020. Ultimately, by 2025 we will need 92 faculty members to teach and mentor 1,285 students, which includes dual-enrolled FAU Jupiter High School students.



- *Ensure that all faculty hires support FAU’s strategic platforms and pillars.*
  - ◇ Collaborate on joint hires with the other FAU Deans, Directors of the Brain Institute and Harbor Branch Pillars, and Directors of the Jupiter Life Sciences Initiative and the Center for Molecular Biology and Biotechnology.
  - ◇ Actively recruit, hire, and support faculty from underrepresented groups to better mirror the diversity of the College student body and the Southeast region.
  - ◇ Collaborate with the Provost and other FAU Deans on reassignment of select faculty to the WHC.
  - ◇ Expand the number of on-campus College of Science, MPFI and Scripps scientists, and nearby HBOI scientists, serving as regular adjunct and affiliate faculty of the WHC.
  - ◇ Support efforts by faculty to secure extramural funding for research, especially to expand undergraduate research opportunities, perhaps by offering internal awards to pilot/initiate research projects.
  - ◇ Ensure that incoming faculty hires have the appropriate lab space, start-up funding, and access to core facilities to be successful in their research.
  
- *Ensure fair and competitive salaries for the WHC faculty, referencing as baseline the averages for public universities published in the Chronicle of Higher Education (Almanac edition).*

## Increasing Student and Administrative Support Services

As student enrollment and faculty numbers grow in the WHC and on the John D. MacArthur campus, it is important to plan the programming and staffing to ensure the well-being and success of all members of our campus community.

### **Goal 4** → Increase student and administrative support services in keeping with enrollment growth on the FAU John D. MacArthur Campus.

#### ACTION STEPS:

- ✓ *Increase student support services.*
  - *Coordinate with the Vice President of Student Affairs and FAU Jupiter Campus Student Life staff to plan for the impact of enrollment growth on student activities, career planning and placement, counseling, and other services vital to the well-being and success of our students.*
  - *Coordinate with the Dean of Undergraduate Studies on academic support services to accommodate the need for additional advisors and student tutors.*
- ✓ *Increase WHC administrative staffing to ensure efficient operations.*
  - *Hire a fiscal assistant to support the WHC Business Manager.*
  - *Hire a second faculty secretary to provide adequate support to the faculty and ensure compliance with all university and state regulations.*
  - *Increase budgeting for a third faculty Chair as the WHC faculty size surpasses 50 FTE.*

## Innovating Curricular and Co-Curricular Programs

In FAU's Race to Excellence, excellence is an aspirational goal that drives all aspects of FAU's programs. It requires the recognition that every program, no matter how good its current outcomes, can always improve. Therefore, the fifth goal seeks to ensure that *all* programs at the WHC meet or exceed national standards of excellence, thus setting the standard for honors colleges nationwide.

### **Goal 5** → Innovate curricular and co-curricular programs to meet and surpass national standards of excellence.

#### ACTION STEPS:

- ✓ *Embed authentic research into laboratory courses, beginning in the students' first year.*

- *Bring together scientists from the WHC, JLSI, Brain Institute, CMBB, Harbor Branch, Scripps, and Max Planck, to develop multi-week, research modules, drawn from research topics and animal models from their own labs, to embed into coursework, so that all of our undergraduates have the opportunity to contribute to transformative research.*<sup>3</sup>
- ✓ *Add laboratory components to all core science courses, including Genetics and Cell Biology, to better prepare WHC students for research internships and graduate study.*
  - *Hire an additional lab coordinator to support this work.*
  - *Identify and equip space to accommodate these laboratories.*
- ✓ *Support faculty and undergraduates in the humanities and social sciences with increased opportunities for research trips, archival study, archaeological digs, symposia, conference presentations, and for seeking extramural funding and fellowships.*
- ✓ *Provide on-campus programs for professional development in undergraduate teaching and learning.*
  - *Offer workshops on evidence-based pedagogy, developing students' metacognitive and learning strategies, course-embedded research, course planning, and other topics.*
    - ◇ *Include facilitators from within and beyond FAU.*
    - ◇ *Open workshops to all FAU faculty as well as scientists, post-docs and grad students from FAU, Scripps, Max Planck, HBOI, and faculty in PBSC honors.*
  - *Encourage the development of faculty learning communities in which members support and advise each other during implementation of curricular innovations.*
  - *Develop orientation and mentoring programs for new WHC faculty.*
- ✓ *Collaborate with the Deans of other FAU colleges.*
  - *Bring high-demand courses, including honors in the major courses, to Jupiter.*
  - *Create new 4+1 programs to attract prospective students, building upon the success of the WHC Medical Pipeline program and strengthening existing pathway programs.*
- ✓ *Work closely with FAU's Office of Sponsored Research to support innovation and development of grants for curriculum reform and STEM-education research (NSF-IUSE, e.g.).*
- ✓ *Increase access to high-quality internships to keep pace with enrollment growth.*
  - *Work with Scripps, Max Planck, HBOI, JLSI, and the Brain Institute, and local technology companies to maximize the number of local internships.*
  - *Advise and support students to apply for off-campus summer science research opportunities (i.e., NSF-REU, AAMC, etc.).*

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<sup>3</sup> Council on Undergraduate Research (2010). *Transformative Research at Predominately Undergraduate Institutions*. K.K. Karukstis and N. Hensel, Eds. Pp. 146.

- *Work with local and national businesses, governmental, and non-profit organizations to maximize the number of available internships for students from all disciplines.*
- ✓ *Build upon and expand access to experiential learning opportunities, including study abroad, community engagement, and social entrepreneurship programs.*
- ✓ *Increase access to high-quality study abroad opportunities to keep pace with enrollment growth.*
  - *Work closely with FAU's Center for Global Engagement to identify study abroad opportunities that match and augment student interests.*
- ✓ *Assess effectiveness of curricular and co-curricular programs for ongoing improvement.*
  - *Expand the role of the Assessment and Academic Learning Committee.*
    - ◇ Provide financial compensation to its members.
    - ◇ Form a faculty working group to evaluate and possibly revise College-wide learning outcomes (i.e., desired knowledge, skills, and dispositions).
    - ◇ Identify existing and new strategies (i.e., course assignments, exams, internship evaluations, student/alumni surveys, student focus groups, external reviewers, etc.) to assess achievement of College-wide learning outcomes.
    - ◇ Provide actionable feedback to all faculty members.
    - ◇ Build upon portfolio-based assessment of honors theses (develop an evaluation rubric that could be shared with students and supervising faculty mentors, e.g.).
  - *Have a yearly retreat of the faculty to discuss assessment findings and use the evidence to plan further improvement.*

## *Re-allocating Space and Making Capital Improvements*

To situate the WHC as the nation's premier public honors college and attract top students from a broader geographic reach, we will need to improve, reassign, and expand campus facilities, both non-academic and academic. This will require coordination and collaboration across several units at FAU, including finance, research, student affairs, administrative affairs, and academic affairs. Non-academic campus improvements will enrich the life of all campus constituencies, including our partners at Scripps and Max Planck.

### **Goal 6**

**Restructure, reallocate, build, maintain, and beautify facility space on FAU's Jupiter campus to support program improvements and accommodate increased numbers of students, faculty, and staff.**

#### **ACTION STEPS:**

- ✓ *Provide office, lab, and/or studio space for additional faculty and staff hires.*

- *Provide offices for forty (40) additional faculty members by 2025. All offices currently available to the WHC are filled, and few offices across campus are unoccupied.*
- *Provide state-of-the-art research spaces for existing and new science faculty and their student interns in the RF and RE buildings and/or the new science building.*
- *Ensure that adequate studio space is available for Arts faculty.*
- ✓ *Build a residence hall to accommodate growth in enrollment and increased numbers of out-of-state and international students.*
  - *Work with the VP of Students Affairs on the planning project, providing a strategic growth plan for investors.*
- ✓ *Establish themed, residential living-learning communities to promote student engagement, inclusion, and social responsibility.*
- ✓ *Establish state-of-the-art science teaching laboratories to support exemplary undergraduate STEM curriculum, discussed in Goal 5.*
  - *Provide access to fully-functioning instrumentation and benchtop tools of measurement for each team of student researchers.*
  - *Create a state-of-the-art Physics teaching lab (see examples in Addendum I).*
- ✓ *Provide attractive, cutting-edge classrooms with movable furniture/flexible spaces.*
  - *A number of companies, including [Steelcase](#), now specialize in evidence-based learning environments ( see Addendum I for more detail).*
- ✓ *Create a centrally located and welcoming WHC Admissions and Student Services center.*
  - *Relocate WHC Admissions from the corner of the SR building, possibly to Dean's Suite.*
- ✓ *Work with the professors and students in FAU's architecture program to use the MacArthur campus as a learning landscape to imagine its future.*
  - *Create social gathering spaces throughout campus.*
  - *Add a wellness center/gym near the existing pool and tennis courts.*
  - *Envision a possible building with classrooms, teaching labs, and offices, consisting of a glass-paneled wing with an Abacoa-facing entrance, that links the RE and RF facilities.*
  - *Negotiate reduced lunch rates for faculty and staff to foster networking and out-of-class faculty-student interactions.*
  - *Expand the dining hall to accommodate more students.*
  - *Provide a permanent location for a campus bookstore and café.*
  - *Add corridors and connectors between buildings, and between the campus and Abacoa, to foster a stronger sense of community.*
  - *Create a visually appealing campus that leverages the beauty of Florida landscape with the addition of subtropical gardens and water features.*

FAU's President has given enthusiastic approval for the School of Architecture students to envision a Master Plan for the MacArthur campus, beginning in Spring 2018.

## Increasing Philanthropic Investment in the WHC

Meeting the growth goals of the WHC's Race to Excellence will require fundraising from philanthropic sources to support increased student scholarships (endowed and expendable), endowed professorships to grow the faculty, and funds for capital improvements. Therefore, the Dean and other campus leaders will work in close partnership with the Office of Advancement, especially the Director of Development for the MacArthur Campus.

### Goal 7

**Increase student scholarships, capital improvements, and endowed professorships through raising funds from philanthropic sources.**

#### ACTION STEPS:

- ✓ *Work with the WHC Advisory Council to raise awareness and funding.*
  - *Continue to plan and implement a "2020 Campaign" celebrating the WHC 20<sup>th</sup> anniversary in 2020 with awareness and fundraising events that showcase the WHC (especially its students) and FAU's Strategic Pillars and Platforms.*
  - *Re-engage existing donors and attract prospective donors through events and direct visits.*
- ✓ *Work towards doubling endowed funds for scholarships to recruit top students in arts, humanities, social sciences, and STEM.*
- ✓ *Raise endowed funds for professorships to attract world-class faculty members.*
- ✓ *Aggressively cultivate support of the WHC among all alumni of FAU.*
- ✓ *Use the results of a feasibility study to be conducted in the near future to set goals for a capital campaign for the WHC.*
  - *Develop a Leadership Guild and Chair who will work with the campus Director of Development to spearhead the campaign.*
  - *Organize intimate boutique gatherings to engage high-level prospective donors.*
- ✓ *Work more closely with Jupiter's Osher Lifelong Learning Institute (OLLI) to develop mutually rewarding partnerships.*
  - *Cultivate prospective donors from the OLLI membership through closer association with our programs and students.*

In 2017, with an enrollment of 440 students, 95% of the interest (\$1.3M) on current earnings (\$8M) from the College's endowment (~\$30M) went to student scholarships.



## **VI. Budget and Space Projections**

The pages that follow provide detailed projections for the budget and space needs to meet the goals of the WHC Strategic Plan.