BOARD OF TRUSTEES

Board of Trustees Meeting Agenda

Wednesday, September 27, 2023
9:15 a.m. – 12:30 p.m.

Florida Polytechnic University
Applied Research Center & via Microsoft Teams

Dial in: 1-863-225-2351| Conference ID: 472 500 096#

MEMBERS

Cliff Otto, Chair	Beth Kigel, Vice Chair	Mark Bostick
Dr. Laine Powell	Gary C. Wendt	Dr. Narendra Kini
Melia Rodriguez	Dr. David Williams	Dr. Ajeet Kaushik
Lyn Stanfield		

AGENDA

I.	Call to Order	Cliff Otto, Chair
II.	Roll Call	Kristen Wharton Corporate Secretary
III.	Public Comment	Cliff Otto
IV.	Chairman's Remarks	Cliff Otto
V.	President's Remarks	Dr. Randy K. Avent President
VI.	Board of Trustees Work Plan FY23 *Action Required*	Cliff Otto
VII.	Annual Review and Endorsement of Statement of Free Expression *Action Required*	Cliff Otto
VIII.	Consent Agenda *Action Required*	Cliff Otto

A. Finance and Facilities Committee
   1. Approve the Ellucian Contract
   2. Approve the FY24 University Carryforward Spending Plan and Fixed Capital Outlay Budget
   3. Approve Naming Opportunity: Barnett Applied Research Center
   4. Approve the 2023 Florida Polytechnic University Equity Report

B. Governance, Audit, and Compliance Committee
   1. Approve UAC Risk Assessment & Audit Plan FYE 24
   2. Approve UAC Compliance & Ethics Program Plan FYE 24
   3. Approve the Performance Based Funding Audit Scope & Objectives 2023 Audit
   4. Approve Regulation FPU-3.006 Student Code of Conduct
   5. Approve Regulation FPU-8.001 Procurement
   6. Approve the Board of Trustees Self-Assessment Survey
   7. Approve the President's Annual Review – Trustee Evaluation Instrument

C. Academic and Student Affairs Committee
   1. Approve the Annual Textbook and Instructional Materials Affordability Report

D. Board of Trustees
   1. Approve minutes from August 21, 2023
   2. Approve minutes from August 17, 2023

IX.	Information Technology and Cybersecurity Risks	Mike Dieckmann VP and Chief Information Officer
X.	Legislative Implementation Update	Melaine Schmiz Associate General Counsel
XI.	Faculty Presentation: Degree Program Design and Engagement Sequences	Dr. Matt Bohm, Professor and Director of Industry Engagement and Capstone Projects Dr. Elisabeth Kames Assistant Professor Mechanical Engineering
XII.	Gary C. Wendt Engineering Building Design Presentation	David Calhoun, AVP Facilities and Safety Services
XIII.	Committee Reports	
	A. Governance, Audit, and Compliance Committee	Mark Bostick, Committee Chair
	B. Academic and Student Affairs Committee	Dr. David Williams, Committee Chair
	C. Finance and Facilities Committee	Beth Kigel, Committee Chair

XIV.	Strategic Plan 2024-2029 *Action Required*	Dr. Randy Avent
XV.	Board of Trustees Meeting Schedule	Cliff Otto
XVI.	Board of Governors Meeting Schedule	Cliff Otto
XVII.	Closing Remarks and Adjournment	Cliff Otto

AGENDA ITEM: VI.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: 2023-2024 Board of Trustees Work Plan

Proposed Action

Approve the 2023-2024 Board of Trustees Work Plan.

Background Information

Each September, the Board of Trustees reviews and approves their annual Work Plan. For FY24, a primary focus is on the selection of the new president and presidential transition, in addition to the standard tasks to be accomplished at designated times of the year.

Supporting Documentation: Draft 2023-2024 Board of Trustees Work Plan

Prepared by: Kristen Wharton, Corporate Secretary, University Board of Trustees

BOARD OF TRUSTEES

BOT Annual Work Plan 2023-2024

Board of Trustees Work Plan
2023-2024
DRAFT

STRATEGIC PRIORITIES

The following are strategic priorities which will be frequently discussed throughout the year:

- Presidential Search and Transition
- Student Housing
- Performance Based Funding (PBF)
- Enrollment Growth
- New Academic Programs (if proposed)
- Campus and Extended Campus Growth

SEPTEMBER

- Discussion of Strategic Priorities
- Board of Trustees FY24 Work Plan *(review and approve)*
- Annual Review and Endorsement of Statement of Free Expression *(review and approve)*
- Annual Financial Statements FY23(University and Foundation) *(review only)*
- Fixed Capital Outlay Budget FY24 *(review and approve)*
- Education & General (E&G) Carryforward Spending Plan FY24 *(review and approve)*
- Florida Equity Report FY23 *(review and approve)*
- Regulations and Policies *(review and approve as needed)*
- *Engagement: event with faculty*

NOVEMBER

- Annual Board of Trustees Retreat
- Discussion of Strategic Priorities
- Annual Ethics Agreement Reviewed and Signed
- Legislative Advocacy Plan for 2024 Session
- President's Annual Evaluation FY23 *(review and approve)*
- President's Compensation Review *(review and approve)*
- Annual Report on Advanced Mobility Institute (AMI) *(review and approve)*
- Annual Report on FIPR Institute *(review and approve)*
- Regulations and Policies *(review and approve as needed)*
- *Engagement: event with industry and major donors*

FEBRUARY

- Discussion of Strategic Priorities
- Regulations and Policies *(review and approve as needed)*
- *Engagement: event with students*

DRAFT

APRIL

- University Accountability Plan FY24 *(review and approve)*

JUNE

- Discussion of Strategic Priorities
- Legislative Session Report on 2024 Session
- University Operating Budget FY25 *(review and approve)*
- Capital Improvement Plan (CIP) FY26 *(review and approve)*
- Legislative Operating Budget Request (LBR) FY26 *(review and approve)*
- Performance Based Funding (PBF) Metrics FY24 *(review only)*
- Board Officer Elections
- Regulations and Policies *(review and approve as needed)*
- *Engagement: event with University Foundation Board of Directors*

DRAFT

AGENDA ITEM: VII.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Annual Review and Endorsement of Statement of Free Expression

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Proposed Board Action

Review and endorse the Board of Governors' Statement of Free Expression.

Background Information

At its January 26, 2022 meeting, the Board of Governors approved the Civil Discourse Final Report. The report includes seven recommendations, including recommendation three: the Board of Trustees' annual review and endorsement of the Board of Governors' Statement of Free Expression.

> III. The Board of Governors recommends that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse.

As this recommendation is an annual requirement, it has been added to the Board of Trustees' Work Plan for review and endorsement each September.

Supporting Documentation: Statement of Free Expression

Prepared by: Kristen Wharton, Corporate Secretary

State University System of Florida Statement on Free Expression

The State University System of Florida and its twelve public postsecondary institutions adopt this Statement on Free Expression to support and encourage full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state. The purpose of this Statement is to affirm our dedication to these principles and to seek our campus communities' commitment to maintaining our campuses as places where the open exchange of knowledge and ideas furthers our mission.

A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, individuals are free to express any ideas and opinions they wish, even if others may disagree with them or find those ideas and opinions to be offensive or otherwise antithetical to their own world view. The very process of debating divergent ideas and challenging others' opinions develops the intellectual skills necessary to respectfully argue through civil discourse. Development of such skills leads to personal and scholarly growth and is an essential component of the academic and research missions of each of our institutions.

It is equally important not to stifle the dissemination of any ideas, even if other members of our community may find those ideas abhorrent. Individuals wishing to express ideas with which others may disagree must be free to do so, without fear of being bullied, threatened or silenced. This does not mean that such ideas should go unchallenged, as that is part of the learning process. And though we believe all members of our campus communities have a role to play in promoting civility and mutual respect in that type of discourse, we must not let concerns over civility or respect be used as a reason to silence expression. We should empower and enable one another to speak and listen, rather than interfere with or silence the open expression of ideas.

Each member of our campus communities must also recognize that institutions may restrict expression that is unlawful, such as true threats or defamation. Because universities and colleges are first and foremost places where people go to engage in scholarly endeavors, it is necessary to the efficient and effective operations of each institution for there to be reasonable limitations on the time, place, and manner in which these rights are exercised. Each institution has adopted regulations that align with Florida's Campus Free Expression Act, section 1004.097, Florida Statutes, and with the United States and Florida Constitutions and the legal opinions interpreting those provisions. These limitations are narrowly drawn and content-neutral and serve to ensure that all members of our campus communities have an equal ability to express their ideas and opinions, while preserving campus order and security.

Adopted by the University Board of Trustees: September 28, 2022

AGENDA ITEM: VIII.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Consent Agenda

Proposed Board Action

Approve the consent agenda.

Each of the following items comes before the Board with unanimous approval from the respective Committees, and, as such, there is no need for a second.

A. Finance and Facilities Committee
   1. Approve the Ellucian Contract
   2. Approve the FY24 University Carryforward Spending Plan and Fixed Capital Outlay Budget
   3. Approve Naming Opportunity: Barnett Applied Research Center
   4. Approve the 2023 Florida Polytechnic University Equity Report

B. Governance, Audit, and Compliance Committee
   1. Approve UAC Risk Assessment & Audit Plan FYE 24
   2. Approve UAC Compliance & Ethics Program Plan FYE 24
   3. Approve the Performance Based Funding Audit Scope & Objectives 2023 Audit
   4. Approve Regulation FPU-3.006 Student Code of Conduct
   5. Approve Regulation FPU-8.001 Procurement
   6. Approve the Board of Trustees Self-Assessment Survey
   7. Approve the President's Annual Review – Trustee Evaluation Instrument
   8. Approve the President's FYE23 Accomplishments

C. Academic and Student Affairs Committee
   1. Approve the Annual Textbook and Instructional Materials Affordability Report

D. Board of Trustees
   1. Approve minutes from August 21, 2023
   2. Approve minutes from August 17, 2023

Background Information

For additional information about any of the items listed above, please see that committee's meeting materials.

Supporting Documentation:

1. August 21, 2023 Board of Trustees Meeting Minutes
2. August 17, 2023 Board of Trustees Chair/Vice Chair Special Meeting Minutes

Prepared by: Kristen Wharton, Corporate Secretary, University Board of Trustees

Board of Trustees Chair/Vice Chair Meeting Minutes

DRAFT MEETING MINUTES

Thursday, August 17, 2023
10:30 AM – 11:30 AM

Florida Polytechnic University
IST Building, Room 1047
4700 Research Way, Lakeland, FL

I. Call to Order

Chair Cliff Otto called the meeting to order at 10:32 a.m.

II. Roll Call

Kristen Wharton called the roll: Chair Cliff Otto and Vice Chair Beth Kigel were present.

Staff present: President Randy Avent, David Fugett, Melaine Schmiz, Maggie Mariucci, and Kristen Wharton

III. Public Comment

There were no requests received for public comment.

IV. Presidential Search Firm Discussion

Board Chair Cliff Otto opened the discussion on a presidential search firm by asking whether the University needs to utilize a professional search firm or if the Institution's staff could internally manage a search of this magnitude. Thoughtful consideration and dialogue occurred between Chair Otto, Vice Chair Beth Kigel and the staff present at the meeting. The consensus was that the Institution will be better served in such a high-level and technically specific search by using a professional executive search firm.

Chair Otto and Vice Chair Kigel then discussed the three executive search firms they each individually interviewed the previous week. They shared highlights from each of their conversations with the search firms, and carefully weighed both the positives and the potential challenges of working with each firm. A clear choice of search firm emerged for both the Chair and Vice Chair. Chair Otto recommended that at the August 21, 2023, Board of Trustees meeting, the Board vote to appoint Vice Chair Kigel as their designee as provided for in BOG Regulation 1.002(1)(b)2., with the authority to retain the services of a search firm at the appropriate time.

V. Review Board of Trustees' Charge to the Presidential Search Committee

David Fugett, Vice President and General Counsel, stated he had reviewed the draft of the Board of Trustees' charge to the Presidential Search Committee and found it acceptable to present to the Board with minor grammatical edits. Chair Otto and Vice Chair Kigel concurred, and the draft will be presented to the full Board at their next scheduled meeting.

VI. Closing Remarks and Adjournment

With no further business to discuss the meeting adjourned at 11:40 a.m.

Respectfully Submitted:
Kristen J. Wharton
Corporate Secretary

Board of Trustees Meeting Minutes

DRAFT MEETING MINUTES

Monday, August 21, 2023
3:45 PM – 5:00 PM

Florida Polytechnic University
WEBEX TELECONFERENCE MEETING

I. Call to Order

Chair Cliff Otto called the meeting to order at the conclusion of the Finance and Facilities Committee meeting at 3:20 p.m.

II. Roll Call

Kristen Wharton called the roll: Chair Cliff Otto, Vice Chair Beth Kigel, Trustee Ajeet Kaushik, Trustee Melia Rodriguez, Trustee Mark Bostick, Trustee Laine Powell, Trustee Narendra Kini, Trustee Lyn Stanfield, Trustee David Williams, and Trustee Gary Wendt were present (Quorum).

Trustees not present: n/a

Staff present: President Randy Avent, Provost Terry Parker, Dr. Allen Bottorff, Kathy Bowman, David Blanton, Mike Dieckmann, David Fugett, Melaine Schmiz, Maggie Mariucci, Lydia Guzman, and Kristen Wharton were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of the Consent Agenda

Chair Otto brought forward the consent agenda for trustee approval.

A. Finance and Facilities Committee

1. Approve the 10-year contract renewal for the Workday Enterprise Resource Planning system licensed from Workday Inc. for a total agreement cost of $5,788,500
2. Approve the following naming opportunity ratified by the Florida Polytechnic University Foundation Board of Directors on July 26, 2023: The Ralph Allen Family and Allen & Co. Atriums
3. Approve the Performance Based Funding (PBF) Report for the 2024-2025 Legislative Budget Request (LBR)

B. Board of Trustees

1. Approve Board of Trustees meeting minutes from 6/14/23
2. Approve Board of Trustees meeting minutes from 6/30/23

As each of the consent agenda items comes before the Board with unanimous

approval from the respective Committees, there is no need for a second. A vote was taken, and the motion passed unanimously.

V. Ratification of Amendment to Article 12 of the Collective Bargaining Agreement

David Fugett, vice president and general counsel, presented the amendments to Article 12 (Salaries) of the Collective Bargaining Agreement (CBA). The University and faculty negotiated progressive raises for faculty based on their individual overall evaluation rating. Trustee Wendt inquired if these raises pertain only to Florida Poly or the entire SUS. Fugett responded that faculty raises across the SUS were reviewed for comparison and Florida Poly's raises are at or slightly above the rest of the SUS.

Trustee Mark Bostick inquired about the number of faculty that fell into each rating category. President Avent stated that University department heads utilize a 10/40/40/10 model when rating their employees. Provost Parker shared there were 5-6 faculty who achieved a rating of "exemplary," approximately 40% achieved "exceeds expectations," 50% achieved "meets expectations," three achieved "needs improvement," and zero achieved "deficient." Fugett notified trustees that the UFF-Florida Polytechnic University Chapter ratified this amendment at their last meeting.

Trustee Wendt inquired if the University desires to see a greater number of faculty achieving ratings of "exemplary" and "exceeds expectations." Provost Parker explained the guidelines and process for how ratings are determined and noted that faculty ratings have consistently improved from year to year. Trustee Narendra Kini asked if peer and student input is included in faculty evaluations, and if there is a ratio by which academic research output and soft skills are evaluated. Provost Parker stated comments from the student evaluations of faculty are read and considered, however, peer evaluation is not conducted. Research productivity is easier to evaluate than soft skills, but, again, student comments regarding these skills assist in the overall evaluation. Trustee David Williams commented that in his experience, salary is rarely at the top of the list in a faculty's decision to come to or to stay at a university.

Trustee Melia Rodriguez made a motion to ratify the Amendment to Article 12 (Salaries) of the 2021-2024 Collective Bargaining Agreement ("CBA") with the United Faculty of Florida ("UFF"), subject to the anticipated ratification of the Amendment by the UFF-Florida Polytechnic University Chapter. Trustee David Williams seconded the motion; a vote was taken, and the motion passed unanimously.

VI. Presidential Search

Chair Otto recognized BOG Regulation 1.002 Presidential Search and Selection as the authority which guides the process for presidential search and outlines the responsibilities of the Board Chair, the Board of Trustees, and the Search Committee. He announced that Vice Chair Kigel has accepted his invitation to be the Search Committee Chair.

Fugett reviewed the key directives in Regulation 1.002, starting with the Board Chair's responsibility to select the Search Committee in consultation with the chair of the BOG. Additionally, there are specific requirements for the makeup of the members of the Committee. The Board of Trustees or its designee has the responsibility to obtain and executive compensation analysis, may retain the services of an executive search firm, and provides a charge to the Search Committee.

Fugett then reviewed the responsibilities of the Search Committee, highlighting the responsibility to recommend an unranked list of more than two final applicants to the Board of Trustees. Once this occurs, the Search Committee dissolves since their work is complete.

He covered the Board of Trustees' responsibilities, emphasizing it is the full Board of Trustees who selects a final qualified candidate.

Fugett reviewed newly enacted state law, Florida Statute 1004.098, which states "any personal identifying information of an applicant for president of a state university…is confidential and exempt..." Additionally, "any portion of a meeting held for the purpose of identifying or vetting applications for president of a state university,…including any portion of a meeting which would disclose personal identifying information of such applicants which is otherwise confidential and exempt under subsection (1), is exempt... " However, as stated in this law, "a complete recording must be made of any portion of a meeting which is closed pursuant to paragraph (1), and any closed portion of such meeting may not be held off the record. The recording of the closed portion of a meeting is exempt…" This means that any meeting where the Committee discusses actual candidates will be noticed publicly and will be recorded, however, these meetings will be closed to the public. Fugett reminded trustees not to utilize the telephone or other means of communication to conduct a private discussion about Board business. He also stated while a Board member is not prohibited from discussing Board business with staff or a non-board member, these individuals cannot be used as a liaison to communicate information between Board members. Once the Board of Trustees receives the list of final candidates, that list will be public.

Trustee Wendt asked for clarification on meetings that are noticed publicly but are also recorded. Fugett responded that the University is required to record a closed meeting in case the BOG or the executive office of the Governor requested it or if there is ever any litigation and a court ordered it to be provided.

Chair Otto stated two items can be acted upon at this meeting: approval of the Board of Trustees' charge to the Search Committee, and the approval of the Board's designee to retain the services of an executive search firm. The draft of the charge has been reviewed by the University's general counsel, the president and his Cabinet, as well as by Chair Otto and Search Committee Chair Kigel. Approving this document today enables the search committee to begin its work as soon as its members are confirmed without having to call another Board meeting.

Trustee Lyn Stanfield made a motion to approve the Board of Trustees' charge to the Presidential Search Committee. Trustee Narendra Kini seconded the motion; a vote was taken, and the motion passed unanimously.

Chair Otto continued by referencing BOG Regulation 1.002 (1)(b)2. which states, "The board of trustees or its designee may retain the services of an executive search firm/consultant." He proposed the Board appoint Search Committee Chair Kigel as the designee for the Board, and that she be given authority to retain the services of an executive search firm in order for the search committee to be able to commence their work once the search committee is announced.

Trustee Wendt asked if the position is publicly promoted in addition to the work of a search firm; Fugett responded that the position will be posted on the University's website, and he encouraged trustees to reach out to their contacts nationally and encourage qualified candidates to apply. Trustee Laine Powell inquired if there will be messaging points provided to trustees; Fugett responded there will be marketing plan provided to all trustees. Trustee Williams affirmed that many qualified applicants will apply both through the search firm and through other marketing means.

Trustee Melia Rodriguez made a motion to approve Search Committee Chair Beth Kigel as the Board's designee as referenced in BOG Regulation 1.002(1)(b)2., and that she be given authority to retain the services of an executive search firm at the appropriate time in order for the search committee to commence their work.

Trustee Laine Powell seconded the motion; a vote was taken, and the motion passed unanimously.

VII. Closing Remarks and Adjournment

With no further business to discuss the meeting adjourned at 3:59 p.m.

Respectfully submitted:
Kristen J. Wharton
Corporate Secretary

AGENDA ITEM: IX.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Information Technology and Cybersecurity Risks

Proposed Board Action

Information only – no action required.

Background Information

At the June 7, 2023, meeting of the Board's Governance, Audit, and Compliance Committee, the Committee received a report regarding the recent Florida Auditor General's IT Operational Audit of the University, which was focused on cybersecurity. As noted in the minutes, Board Chair Otto "… requested a deeper dive into the cybersecurity threats that exist globally and what is coming in the future as far as risks and threats [for the University]." This information briefing for the Board is in response to the Board's prudent governance interest in ensuring that the University is taking adequate steps to mitigate IT-related risks to the institution.

Mike Dieckmann, Vice President for Information Technology and CIO, will brief the Board on the following topics:

- An overview of the University's framework for addressing IT-related risks, including cybersecurity
- Florida Poly's approach to ensuring continuity-of-operations for IT-dependent functions of the University
- The current and evolving cybersecurity threat landscape in higher education
- Florida Poly's strategy, goals, and current status for adequate cybersecurity protection
- Cybersecurity-related regulations with which the University must maintain auditable compliance

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Supporting Documentation: N/A

Prepared by: Mr. Michael Dieckmann, Vice President and Chief Information Officer

AGENDA ITEM: X.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Legislative Implementation Update

Proposed Board Action

Information only – no action required.

Background Information

At the June 14, 2023, Board of Trustees meeting, Lauren Mariano, Legislative Affairs Officer, provided an overview of the 2023 Legislative Session which included a summary of the impacts on Florida Poly.

An implementation task force was created to review the legislative mandates and directives and determine compliance. The provided spreadsheet lists the various mandates and directives and the steps that have been taken by the University to become compliant. The University is in compliance with items shown in green. Items in yellow are in progress. There are currently no items in red.

Supporting Documentation: Legislative Requirements 23-24 Tracker Spreadsheet

Prepared by: Melaine Schmiz, Associate General Counsel

Reference	Requirement	Current Practice	Additional Action to be taken
SB 266/ 1001.741 FS	University president has final authority for hiring the provost, deans, and fulltime faculty.	President hires Provost. VPs and faculty hired according to delegation.	None
SB 266/ 1001.741 FS	University president has ongoing duty to assess the performance, productivity, and employment pactices of provost and deans.	President annually evaluates Provost, VPs, and direct reports.	None
SB 266/ 1001.741 FS	President must provide a regular report and recommendations on employment practices to the BOT twice annually	Provost regularly updates BOT on faculty hiring progress.	President to present to GAC 9/21. Adding to GAC work plan.
SB 266/ 1001.741 FS	President may delegate hiring authority in row 2 to University's executive management team with the President's office, to the Provost, or to individual deans	Delegation in place for hiring authority for VPs	None
SB 266/ 1001.741 FS	Can't require any statement, pledge, or oath other than to uphold general and federal law, the United States Constitution, and the State Constitution as a part of any admissions, hiring, employment, promotion, tenure, disciplinary, or evaluation process.	Reviewed internally. In compliance.	None
SB 266/ 1001.741 FS	Personnel actions or decisions regarding faculty can't be appealed beyond the President or designee	Currect practice allows arbitration. Changes pending outcome of litigiation.	Revised Article 11 Grievance and Arbitration Procedure sent to UFF, may be bargained in Fall full reopening of CBA. Issue currently being litigated in Federal court.
SB 266/ 1001.741 FS	Personnel actions or decisions regarding faculty must have a final agency disposition as a terminal step. Must be issued in writing to faculty member. Not subject to arbitration. Filing of grievance does not toll University action or decision.	Currect practice allows arbitration. Changes pending outcome of litigiation.	Revised Article 11 Grievance and Arbitration Procedure sent to UFF, may be bargained in Fall full reopening of CBA.
SB 266/ 1001.741 FS	BOT must have procedures for the review of the president's selection and reappointment of executive management team and the contract and annual salary for each before becoming effective	Reviewed internally. In compliance. Procedures in BOT resolution on duties of president section 3(b).	None
SB 266/ 1001.741 FS	President annually presents the results of performance evaluations and annual salaries for all evaluated personnel earning $200,00 or more, in writing or summary, to BOT	President annually evaluates all direct reports including Provost and VPs	President to present to GAC 9/21. Adding to GAC work plan.
SB 266/ 1001.741 FS	Can't expend any funds to purchase membership in or goods and services from any organization that discriminates on basis of race, color, national origin, sex, disability, or religion.	Internally reviewed. In compliance.	None

Reference	Requirement	Current Practice	Additional Action to be taken
SB 266/ 1001.741 FS	Can't expend any state or federal funds to promote, support, or maintain programs or campus activities that violate section 1000.05, FS or advocate for DEI or promote or engage in political or social activism	Internally reviewed. In compliance.	Additional action pending BOG regulation
SB 266/ 1007.25 FS	Requires revisions to the general education core course options by faculty committees appointed by the BOG. Faculty committees must, by July 1, 2024 (and each four years after) review and recommend to the ACC and BOG changes to the core course options	Waiting on BOG action.	Waiting on BOG action
SB 266/ 1007.25 FS	Prohibits general ed core courses from distorting significant historical events or having curriculum that teaches identity politics that violates section 1000.05 FS, or that are based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the US and were created to maintain social, political, and economic inequities	Internally reviewed. In compliance.	None
SB 266/ 1007.25 FS	Requires at least one gen ed course in identified areas and must accept the courses as meeting gen ed core course requirements upon transfer	Review of courses in progress.	Additional action pending outcome of review an

Reference	Requirement	Current Practice	Additional Action to be taken
SB 266/ 1007.55	Must comply with gen ed course principles, standards, and content. BOT and President annually review and approve, at a public meeting, gen ed course requirements. Include gen ed distribution area, number of SUS and FCS that offer the course, and course level.	Gen ed course requirements reviewed through Academic Affairs.	Develop timeline for BOT review and approval.
SB 266/ 1007.55	Must report courses meeting institutional gen ed requirements to the department by statewide course number	Awaiting BOG reg.	Awaiting BOG reg.
SB 266/ 1007.55	ACC must submit courses approved by the SUS and FCS institutions to the BOG and BOE. BOG must approve or reject the list for SUS	Awaiting BOG action	BOG must approve list
SB 266/ 1008.47	No longer prohibited from being accredited by the same accrediting agency for consecutive accreditation cycles. One time change in accreditation.	Working with US DOE on switching accreditors	None
HB 931/ 1001.706	Due date changed to December 31 annually	Information item	None
HB 931/ 1001.741	Prohibits public institutions from requiring a political loyalty test or to give preferential consideration to a person for employment by, admission into, or promotion within the institution for an opinion or actions in support of a partisan, a political, or an ideological set of beliefs another person or based on the person's or group's race or ethnicity or support of an ideology or movement.	Internally reviewed. In compliance.	None
HB 931/ 1001.93	Each SUS must have an Office of Public Policy Events and appoint a Director of Public Policy Events.	Office established. Director is Kelli Stargel.	None
HB 931/ 1001.93	OPPE must organize, publicize, and stage a minimum of four events (two in spring and two in fall) during the academic year, including debates or group forums that address, from multiple, divergent, and opposing perspectives, an extensive range of public policy issues widely discussed and debated in society at large	Two events in planning stage for Oct. and Nov.	Continue working on planning events

Reference	Requirement	Current Practice	Additional Action to be taken
HB 931/ 1001.93	OPPE must maintain a permanent, publicly accessible, searchable, and up-to-date calendar in print, on the office's website, and on University website listing all the events, debates, and group forums open to the campus that address public policy issues	Website is live.	Update website as needed.
HB 931/ 1001.93	Provide report to BOG on events for the prior academic year	Tracking relevant data.	Pending BOG action
HB 931/ 1001.93	Make publicly available online a video recording of every debate or group forum organized which must be made available within 10 days after the event and remain accessible on the OPPE's website for five years and maintained within the University's library	Working on logistics of video recording	Pending scheduled events
SB 7024	Increases amounts related to retirement including retiree health subsidy and contribution rates. Makes changes to DROP.	Reviewed internally. In compliance.	None
SB 7026/ 1001.706	BOG to develop regulations for university BOT relating to the procedures for contracting for professional services and for the construction of new facilities or for the remodeling, renovation, or maintenance of or additions or repairs to existing facilities	Working to ensure compliance with newly adopted BOG regs	None
SB 7026/ 1011.45	Provides more flexibility to universities regarding the use of carry forward fund balances	Information item	None
SB 7026/ 1012.978	BOT must submit annual report to BOG when awarding bonuses	Currently not awarding bonuses	Provide report if bonsuses awarded
SB 7026/ 1012.976	Increases the limitation on remuneration from $200,000 to $250,000 for a university employee may receive from public funds.	Information item	None
SB 7026/ 1013.64	Removes restriction that minor facilities for which funds from the Public Education Capital Outlay and Debt Service Trust Fund may be used to replace are not limited to just projects that do not exceed $1 million in cost or 10,000 gross square feet in size.	Information item	None

Reference	Requirement	Current Practice	Additional Action to be taken
SB 258/ 112.22	Requires public employers to: Block all applications from public access on any network and virtual private network that it owns operates or maintains; Restrict access to any prohibited application on a government issued device; Retain the ability to remotely wipe and uninstall any prohibited application from a government-issued device that is believed to have been adversely impacted, either intentionally or unintentionally, by a prohibited application	Reviewed internally. In compliance	None
SB 1310/ 112.219	Public employers may include a postsecondary degree as a baseline requirement only as an alternative to the number of years of direct experience required	Added statement regarding this in job posting template.	None
SB 1310/ 287.057	Public employer may substitute verifiable, related work experience instead of postsecondary educational requirements if the person is otherwise qualified	Reviewed internally. In compliance.	None
SB 846/ 288.860	A university authorized to expend state funds may not accept any grant or participate in any agreement based in a foreign country of concern, or with any foreign principal	Reviewed internally. In compliance. BOG adopted reg.	None
SB 846/ 288.860	A university authorized to expend state funds may not accept any grant or participate in any partnership based in a foreign country of concern, or with any foreign principal	Reviewed internally. In compliance.	None
SB 846/ 288.860	The BOG must submit an annual report to the Governor, the President of the Senate, and the Speaker of the House relating to partnerships and agreements of universities based in a foreign country of concern and with foreign principals.	Future requirement	BOG to provide report template for universities to use
SB 846/ 286.101	Prohibits universities from soliciting or accepting any gift in its capacity, including any physical object, loan, reward, promise of future employment, favor, or service, from a college or university based in a foreign country of concern or from a foreign principal.	Reviewed internally. In compliance	None
SB 240/ 1009.77	Adding that participating postsecondary educational institution is encouraged to provide academic credit to students who participate in the program, subject to SBE rule	Information item	None

Reference	Requirement	Current Practice	Additional Action to be taken
SB 240/ 1009.77	Authorizes a state university to establish a workforce education partnership program to provide assistance to an enrolled student and employed by a private employer participating in the program	Information item	None
HB 339	Changes eligibility requirement for educational benefits for Children and Spouses of Deceased or Disabled Veterans if immediately preceding the occurrence of the servicemember's disability, Florida was listed as the servicemember's official home of record in the DEERS database or qualifies as a resident for tuition purposes and the servicemember is a Florida resident for certain dependents	Information item	None
HB 1521/ 553.865	University must have a restroom and changing facility designated for exclusive use by females and one for exclusive use by males OR a unisex restroom or changing facility.	Reviewed internally. In compliance.	None
HB 1521/ 553.865	University must establish disciplinary procedures within the student code of conduct for any student that willfully enters a restroom or changing facility designated for the opposite sex and refuses to leave when asked to do so by administrative personnel, faculty member, security personnel, or law enforcement.	Required language added to SCC. Going to BOT for approval Sept. 27	None
HB 1521/ 553.865	University must establish a disciplinary policy for personnel who willfully enter a facility designated for the opposite sex that refuses to depart when asked by authorized personnel	OGC drafted language for employee handbook and shared with HR for approval	None
HB 1521/ 553.865	Submit documentation of compliance with minimum restroom requirements to BOG	Future requirement. David B. added to	BOG to provide template

Reference	Requirement	Current Practice	Additional Action to be taken
SB 732/ 1004.071	BOG to establish the Collegiate Purple Star Campuses program.	Information item	None
HB 783/ 1004.0971	Requires universities to have a supply of emergency opioid antagonists in a clearly marked location within each residence hall. Must be easily accessible to campus law enforcement officers who are trained in the administration of emergency opioid antagonists.	Nacarn in both residence halls	Add to phase III when built.
SB 256/ 447.301	Membership authorization form requirements	Information item	None
SB 256/ 447.303	Union dues cannot be collected by employer	Reviewed internally. In compliance. University stopped payroll deductions.	None
SB 256/ 447.305	Renewal requirements, less than 60% paying dues must petition for recertification, must provide renewal application to public employer, provide annual audited financial report to members	Information item	None

AGENDA ITEM: XI.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Faculty Presentation: Degree Program Design and Engagement Sequences

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Proposed Board Action

Information only – no action required.

Background Information

Florida Polytechnic University is implementing a unique approach to continuous improvement by increasing student engagement throughout the curriculum. The "*Design Sequence"*, or "*Engagement Sequence"*, is being employed across all degree programs to produce more prepared and qualified graduates entering the workforce. The "Design Sequence" is the terminology used for engineering majors, as design is a major component of an engineer's career. The "Engagement Sequence" is the terminology used for science, technology, and math majors, as they may not have a focus on formalized design. In this context, "design" implies the build of a physical system.

Regardless of the terminology, the goal is the same – to improve student engagement and increase success and retention by exposing students to the many skills that be required of them post-graduation, including those outside of the standard university curriculum. Project- and team- based learning is a major aspect of our design and engagement sequences as it has long been nationally recognized for its effectiveness. Additionally, this model also results in increased faculty engagement with the student body, without increasing faculty workload.

Our efforts first began after a trip to Worcester Polytechnic Institute's (WPI) Center for Project Based Learning Workshop in Summer 2017. The framework was laid out in the Mechanical Engineering Department, with placeholders for Sophomore and Junior level skills-based courses. The program has evolved and improved over time and most recently the introduction of the Career Design for STEM Disciplines for Fall of 2021, and Concepts and Methods for Engineering and Computer Science in Spring 2023. In Summer 2023, another cohort of faculty were sent to WPI, with the goal of implementing engagement or design sequences across the sophomore and junior years for all remaining degree programs. Currently, faculty groups in all departments are developing project-based curriculum for immediate deployment. At this time, only the Mechanical Engineering Department has a design sequence across all four academic years, but this will be expanded across all existing programs with the goal of completing sophomore level courses during AY 23-24 and junior level courses in AY 24-25.

Supporting Documentation: N/A

Prepared by: Dr. Matt Bohm, Professor and Director of Industry Engagement and Capstone Projects; Dr. Elisabeth Kames, Assistant Professor, Mechanical Engineering

FLORIDA POLYTECHNIC UNIVERSITY

Degree Program Design and Engagement Sequences

Matt Bohm, Ph.D., and Lisa Kames, Ph.D.

September 27, 2023

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About The Presenters

- **Matt Bohm, Professor of Mechanical Engineering**
  - Research interests include engineering design information representation and reuse, automated concept development, engineering design information, engineering education, and systems thinking.
- **Elisabeth (Lisa) Kames, Assistant Professor of Mechanical Engineering**
  - Research interests include engineering design cognition/neuros cognition, engineering education, student performance and persistent metrics, student motivation and success in design courses.

Both of us are "*design*" people so it is in our wheelhouse to assemble these pieces of the curriculum.

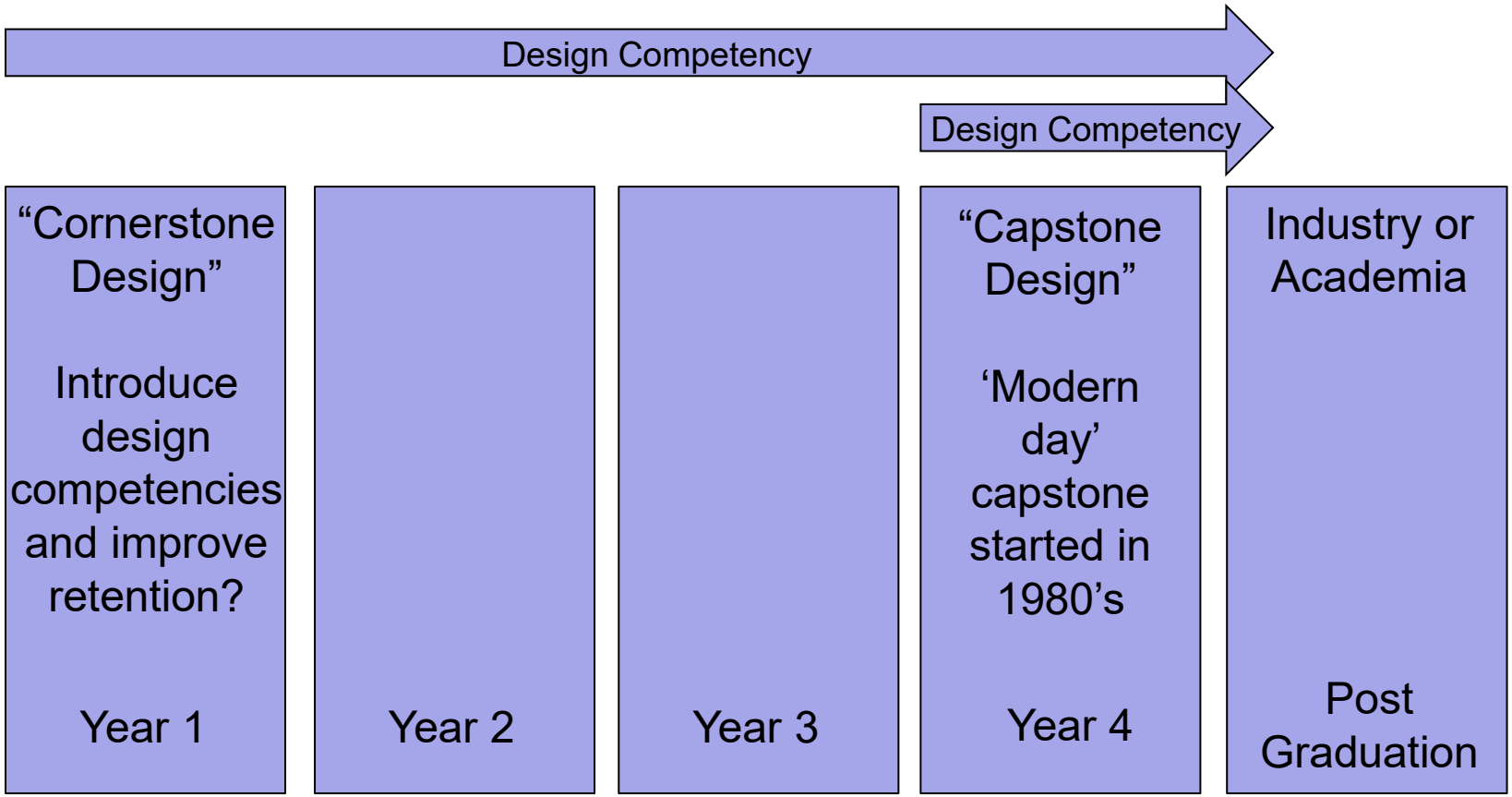
Importance of Design Courses

- **Design (in engineering) courses allow students to transform theoretical knowledge into practical application.**
- **Competences include:**
  - Technical drawing
  - Model generation
  - Analysis
  - Prototyping
  - Students need to consider the feasibility, practicality, and manufacturability of the design that is output
- **Additional competencies include:**
  - Leadership
  - Teamwork
  - Communication
  - Project management

The Importance of Capstone

- **Transition from compartmentalized learning to the design and application desired by students entering industry.**
  - Students need a greater understanding of problem solving, critical thinking, and presentation and communication skills.
  - Emphasized by accreditation bureaus such as the Accreditation Board for Engineering and Technology, Inc. (ABET).

Typical University Design Curriculum



Motivation for Curricular Enhancement

- **Internships at Florida Poly**
- **Core core companies that regularly hire interns:**
  - Accusoft, Badcock Furniture, Barney's Pumps, Cognizant, Duke Energy, Florida Department of Transportation, KnowBe4, Publix, ReliaQuest, Saddle Creek Logistics, Sofwerx, Whiting Turner
- **Feedback from companies:**
  - Strengths: Analytical Reasoning, Problem Solving, Technical Skills, Collaboration and Teamwork Skills
  - Opportunities: Professionalism, Assertiveness, Communication

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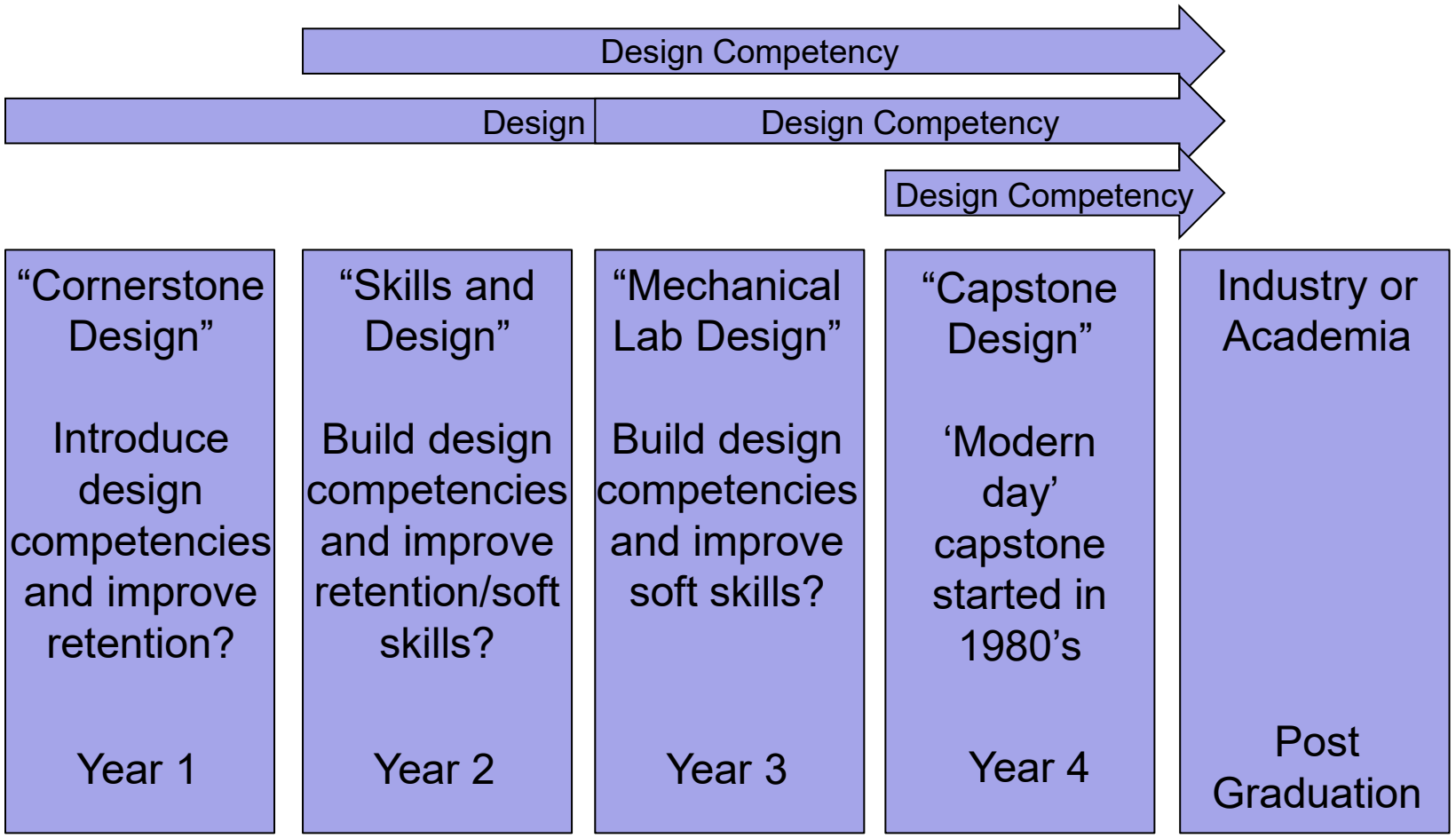
Nationally Recognized Trends

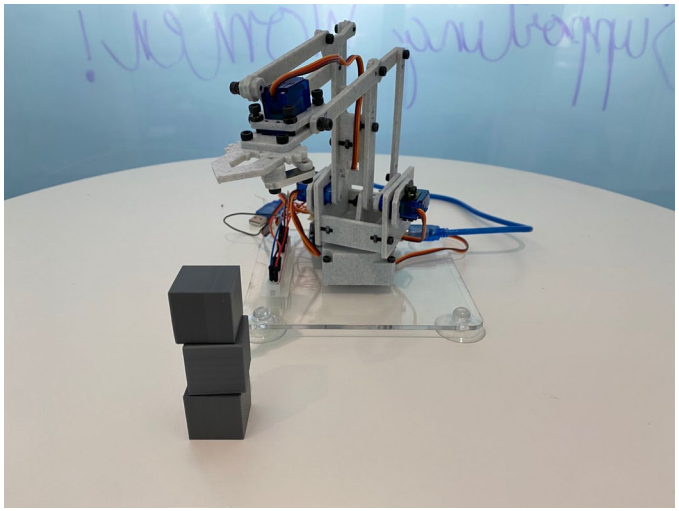
- **There exists a large gap between reported strengths and weaknesses by industry supervisors and educators/early career engineers**
  - Highest rated weakness was "practical experience" with the recommendation of incorporating more "curricular components that emphasize active, discovery-based learning"
- **American Society of Mechanical Engineers' Strategy Vision 2030 (ASME V2030) calls for "richer and more extensive practice-based engineering experiences for students" by "systemically increasing project experiences" in the degree program**
- **Universities are implementing design 'spines' in curriculum**

University Design Curriculum



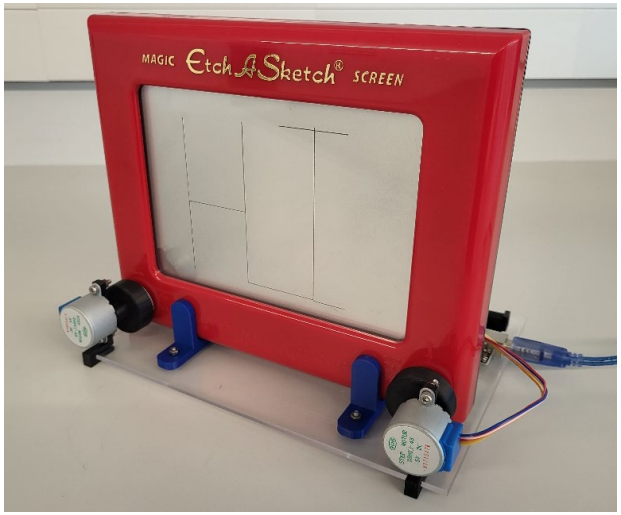
Career Design for STEM Disciplines

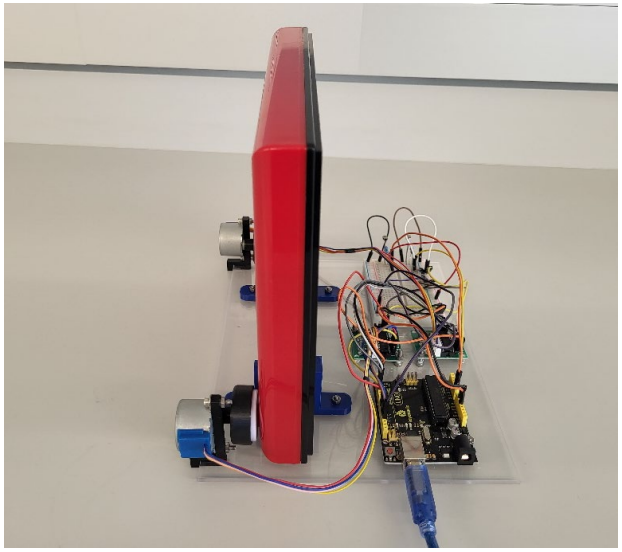
- **First semester Freshman year – common for all majors**
- **Use design process to create a "roadmap" for success in their degree program and careers**
- **Culminates in 6-hour "Hackathon" style project**
  - Team- and project-based learning to solve challenge on-the-spot
  - Aimed at construction and testing
  - Team dynamics and problem solving
  - ***Hands-on design-build-test***



Concepts and Methods for Computer Science and Engineering

- **Second semester Freshman year – common for all majors**
- **Learn fundamentals of STEM calculations and programming**
- **Culminates in 6-hour "Hackathon" style project**
  - Team- and project-based learning to solve challenge on-the-spot
  - Aimed at testing, data collection, and analysis
  - Team dynamics and problem solving
  - ***Analytical design-build-test***





Engineering Skills and Design

- **First semester Sophomore year – common for all engineering majors**
- **Learn application of Physics 1 and Statics concepts in engineering analysis**
- **First instance of semester-long project-based learning**
  - Team- and project-based learning requiring challenge to be solved over time
  - Students construct a project based off a design that has already been prepared for them
  - Team dynamics and problem solving
  - Time management, documentation, organization, and leadership
  - ***Hands-on design-build-test***

Mechanical Lab Design 1 & 2

- **Yearlong Junior year – common for all mechanical engineering majors**
- **Learn to integrate components and sensors for data collection and analysis**
- **First instance of yearlong project-based learning**
  - Team- and project-based learning to demonstrate an engineering phenomenon to compare theory with application
  - Students must complete full design cycle to build an engineering laboratory experiment
  - Team dynamics and problem solving
  - Time management, documentation, organization, and leadership
  - ***Hands-on and analytical design-build-test and data analysis***

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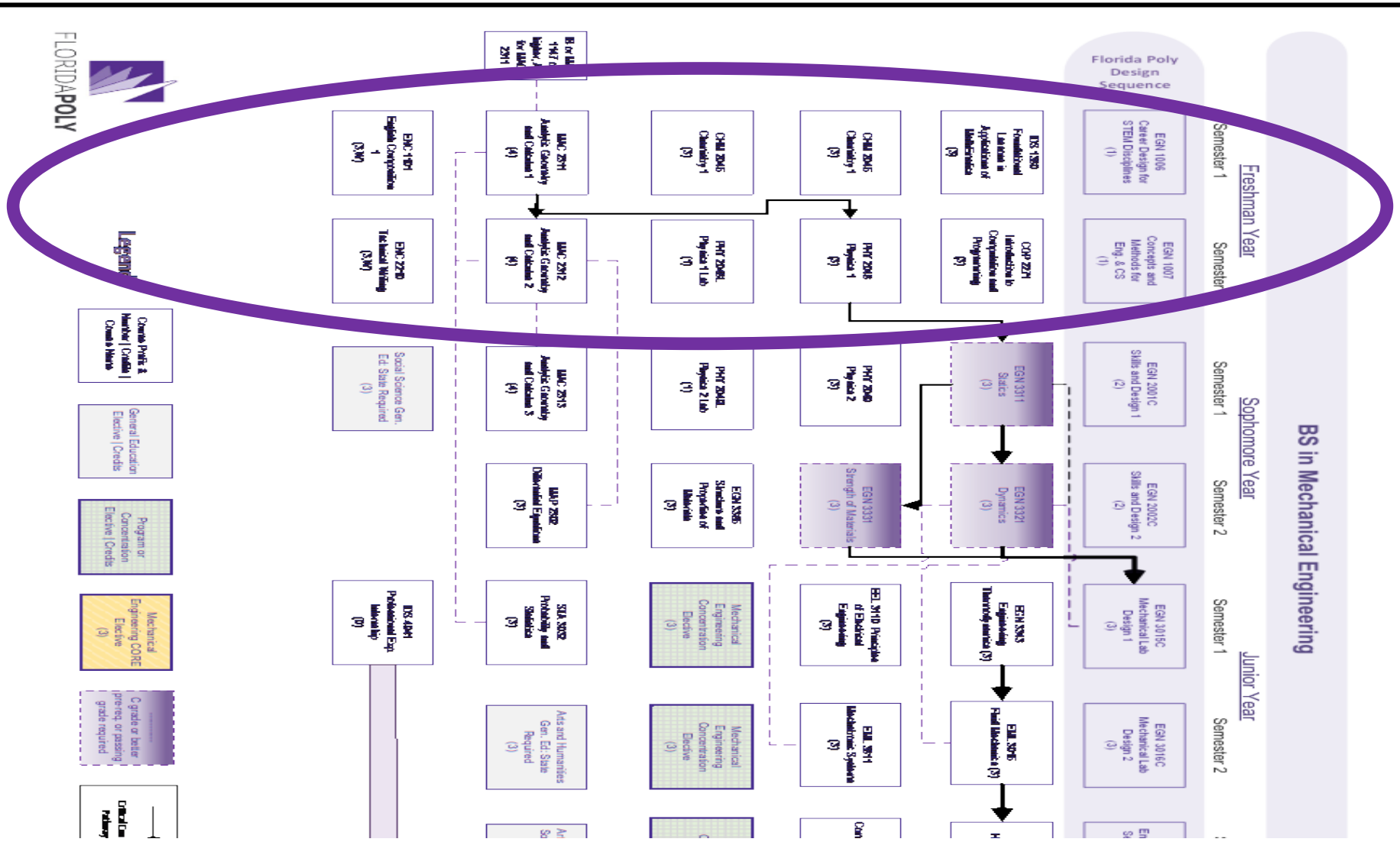
Capstone Design 1 & 2

- **Yearlong Senior year – common for the entire student body**
- **Culminating design experience that draws on previous course fundamentals**
- **First instance of an industry derived and mentored project**
  - Team- and project-based learning on an open ended single or multidisciplinary project
  - Students must complete full design cycle with engineering analysis – design**,** build, test, and satisfy an external client
  - Team dynamics and problem solving
  - Time management, documentation, organization, leadership, industry communication, professionalism
  - ***Hands-on and analytical design-build-test and project delivery to client***

Bird's Eye View



From Pilot to University Wide

- **Examples in previous slides are specifically from Mechanical Engineering Department.**
- **Curriculum has been in 'place' since our first visit to WPI's Project Based Learning institute in 2017.**
  - Started with placeholders for what *skills* were needed at different academic years and they evolved to Skills and Design and Mechanical Lab Design
  - Most recent enhancements to Career Design (Fall 21) and Concepts and Methods (Spring 23) at freshman level required for all students (500+)
    - Thus, exposing students to these competencies earlier in their degree
- **In Summer 23 another cohort of faculty participate in WPI's PBL to expand the Mechanical template University wide**

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23 WPI Group Action Plan

For Students

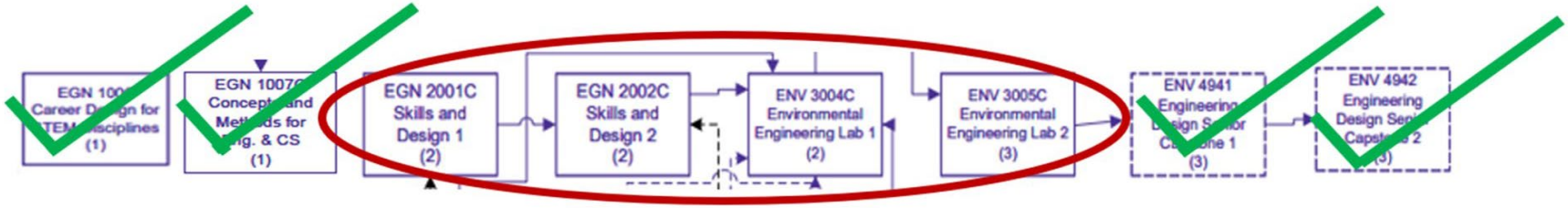
- ✓ Develop what "project-based learning" means for FL-Poly
- ✓ Develop PBL framework that students experience in each year
- ✓ Figure out the right time for students to learn each of these skills
- ✓ Introduce and reinforce critical skills to work in teams
- ✓ Come-up with open ended/real world problems/projects
- ✓ Develop the technical content for each of the projects

For Faculty

- ✓ Provide support and training for faculty to feel comfortable in adopting the PBL.
- ✓ Develop metrics that make this work favorable for promotion
- ✓ Bring new faculty on board into this sequence of courses
- ✓ Support faculty when/if they see a dip in evaluations due to PBL changes
- ✓ Prepare packets for new instructors with technical and non-technical outcomes for each course

Faculty Engagement

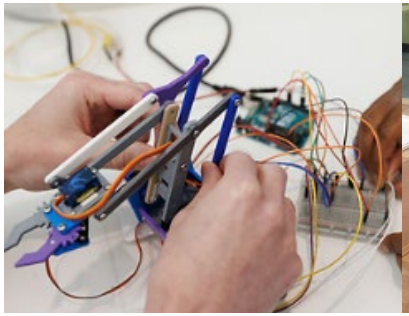
- **The 2023 trip to WPI's PBL involved faculty from:**
  - Applied Math, Electrical and Computer Engineering, Environmental Engineering, Data Science and Business Analytics, Computer Science, and Mechanical Engineering
- **Goal of the trip was to educate faculty on project based learning approaches so they could become champions within their home departments**
- **Faculty subgroups in each department are now investigating and designing curriculum to implement**

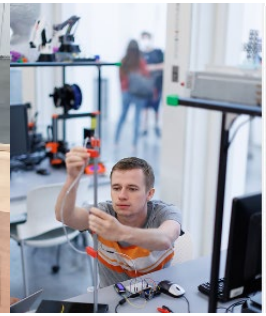


Env. Engr Example

Student Engagement

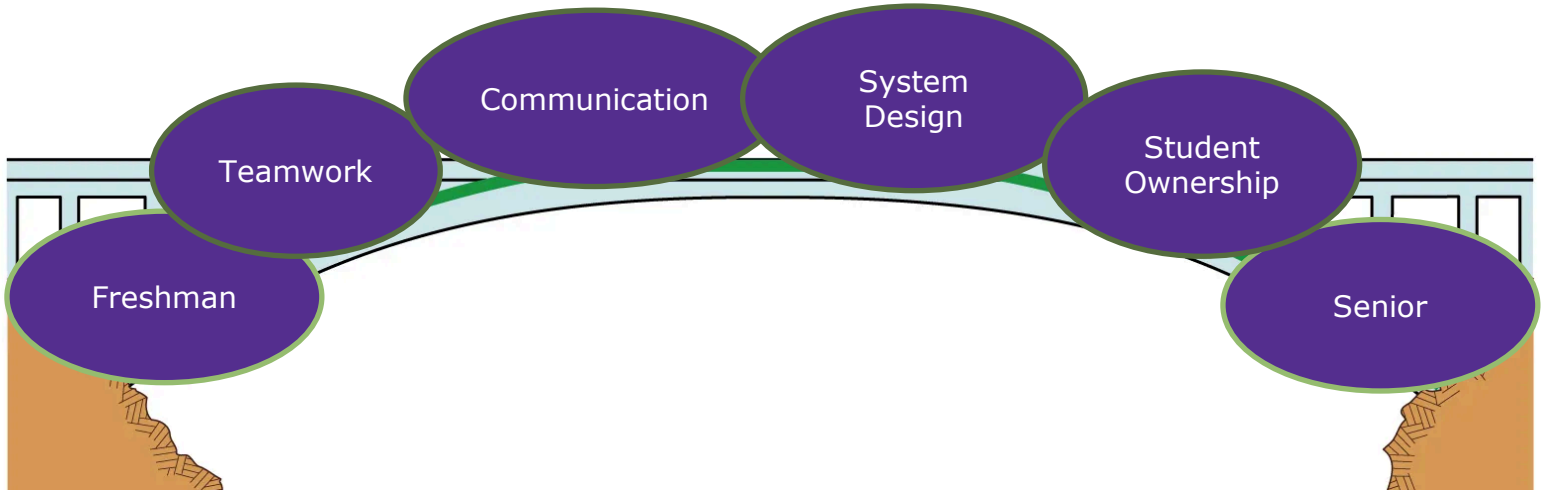
- **Applies principles of project based learning to the classroom**
  - Includes more team-based assignments/projects
  - Hands on learning when appropriate
  - Soft skills such as leadership and communication
  - Ownership of knowledge
- **Students start together as freshmen, gain discipline specific knowledge as sophomores and juniors, then reunite as seniors to tackle multidisciplinary capstone projects**





Road Ahead

- **Regardless of terminology the goals are the same**
- **When fully deployed**
  - Engagement Sequences in: Applied Math, Computer Science, and Data Science and Business Analytics
  - Design Sequences in: Environmental Engineering, Electrical and Computer Engineering, Engineering Physics, Cybersecurity Engineering, Civil Engineering, Industrial Engineering, and Mechanical Engineering



FLORIDA POLYTECHNIC UNIVERSITY

Questions?

AGENDA ITEM: XII.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Gary C. Wendt Engineering Building Design Presentation

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Proposed Board Action

Information only – no action required.

Background Information

Gary C. Wendt Engineering Building 1 is proposed to be adjacent to the Applied Research Center, with a building footprint of 20,000 gsf, and a 2nd story shelled for future expansion. With the advancement of the concept schematic design, and program of approximately 20,000 gsf, the presentation is a description of how the building integrates into the Campus Master Plan and supports the Campus Design Standards adhered to by University facilities.

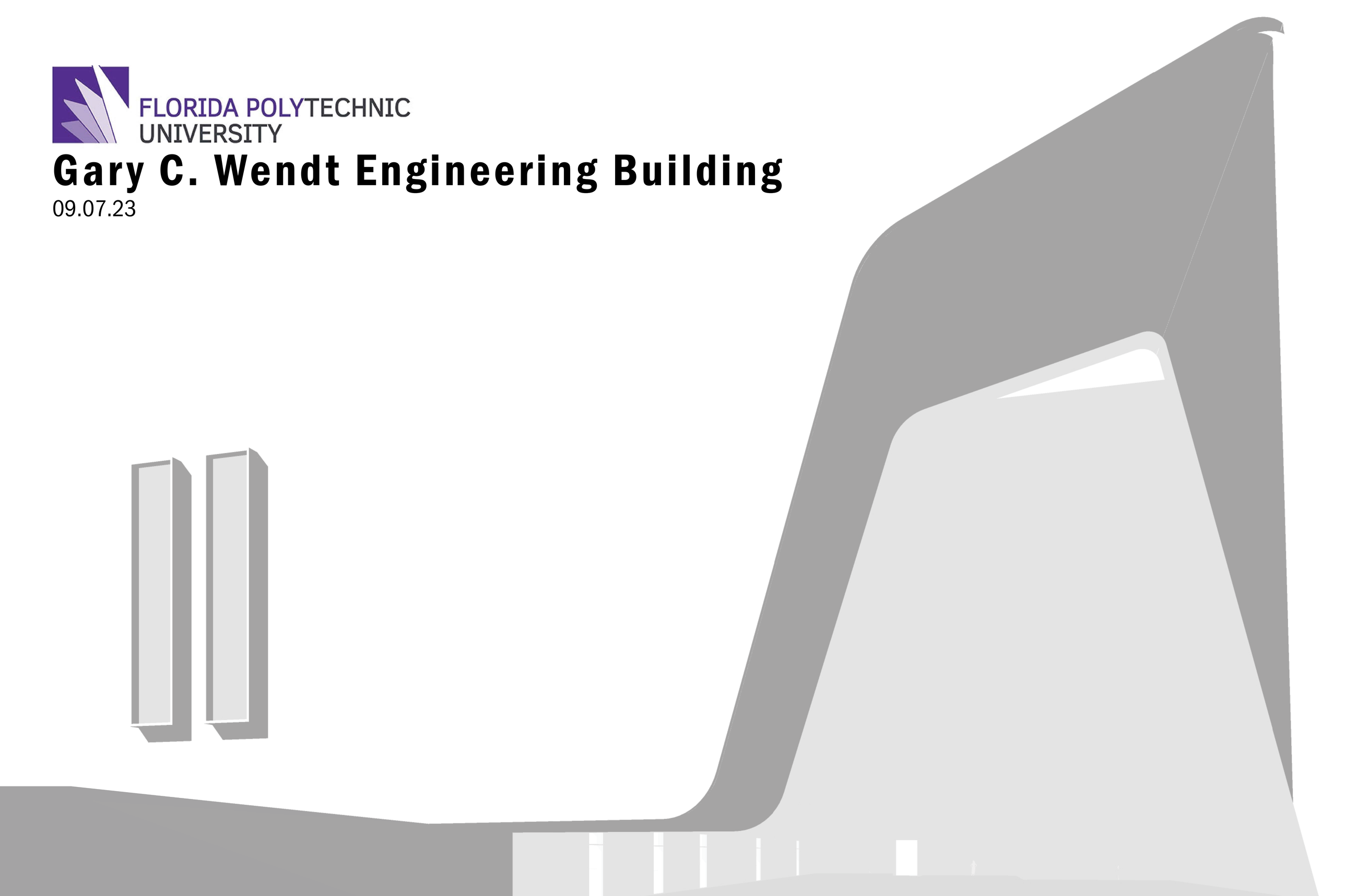
Supporting Documentation: Gary C. Wendt Engineering Building Presentation

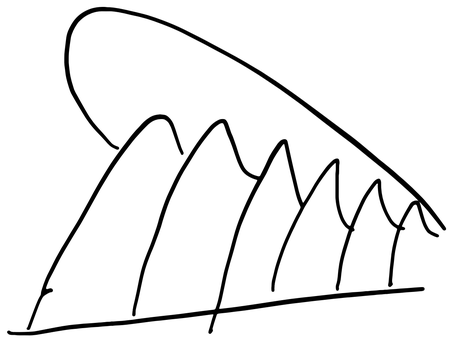
Prepared by: Design Build Partners - CPPI, and DLR Group

FLORIDA POLYTECHNIC UNIVERSITY

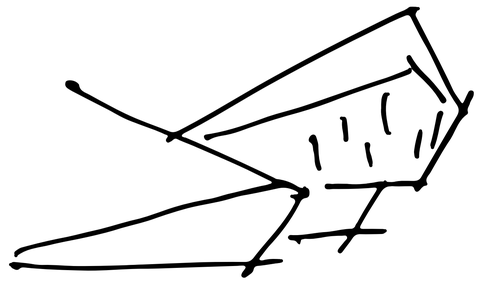
Gary C. Wendt Engineering Building

09.07.23





IST



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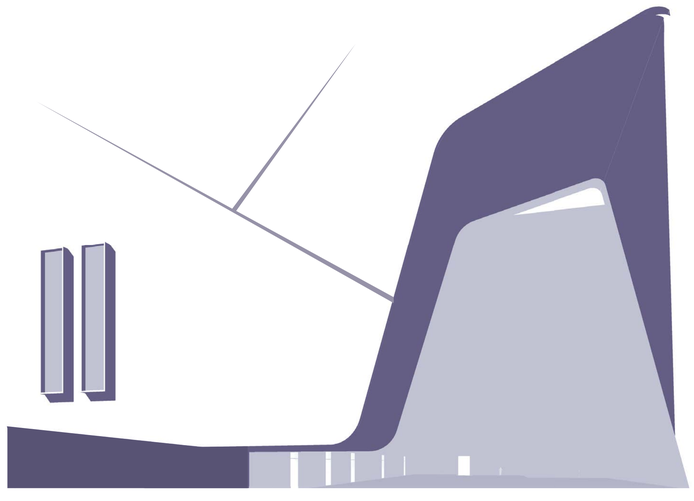
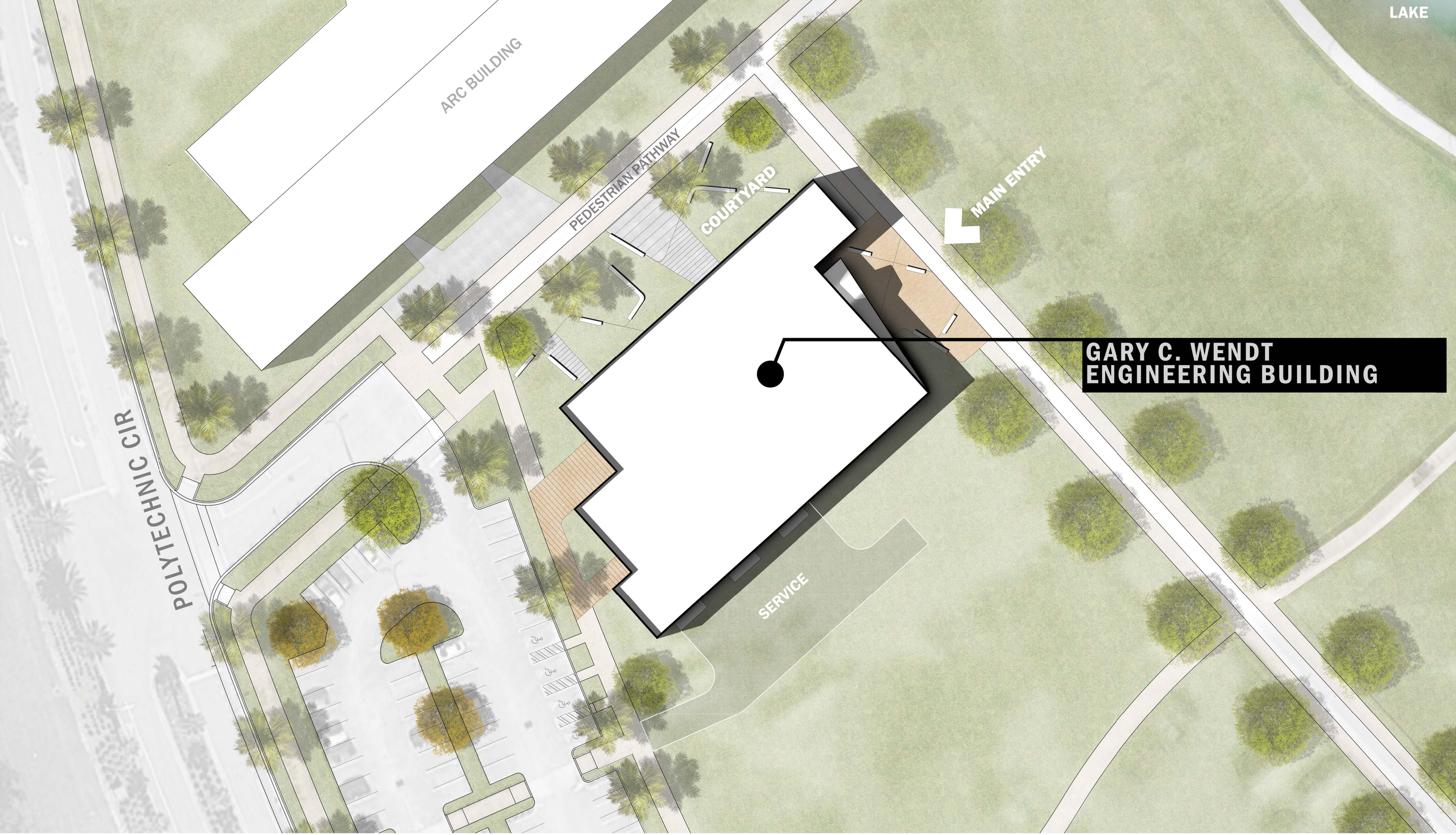


NEW ENGINEERING BUILDING



SITE PLAN

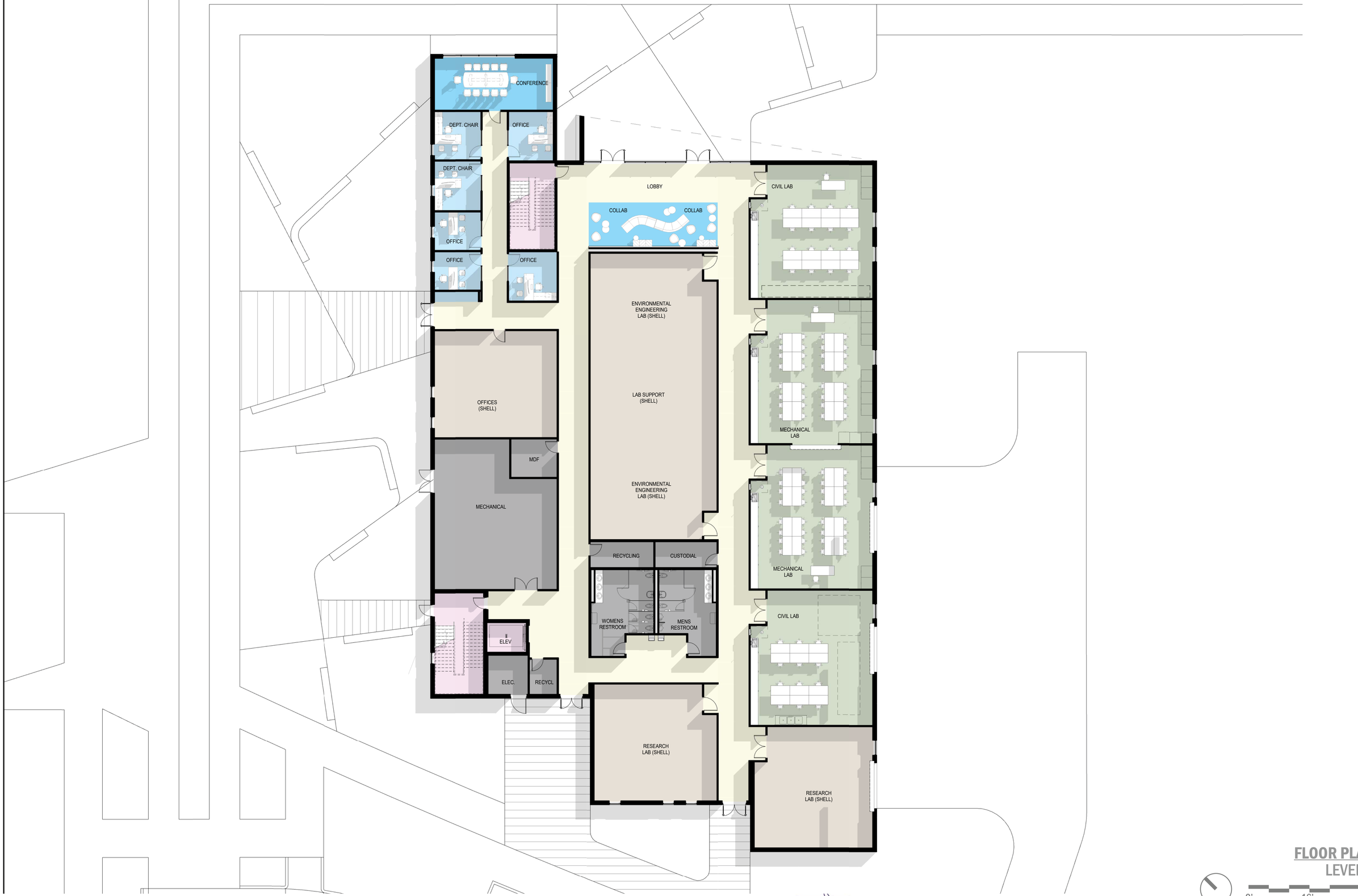
0’ 10’ 20’

GARY C. WENDT ENGINEERING BUILDING

FLORIDA POLYTECHNIC UNIVERSITY

CPPI

DLRGROUP



GARY C. WENDT ENGINEERING BUILDING

FLORIDA POLYTECHNIC UNIVERSITY

CPPI

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FLOOR PLAN
LEVEL 1

0’ 16’ 32’

INTERIOR MATERIALS

GARY C. WENDT ENGINEERING BUILDING

FLORIDA POLYTECHNIC UNIVERSITY

CPPI

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MATERIALS

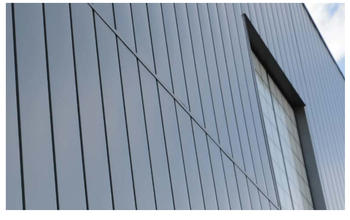
EXTERIOR

ROOFING

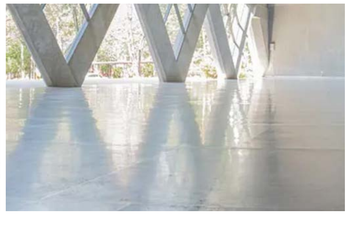
GLAZING

WALL

SIDING



BASE



SEATING

GROUND COVER

GARY C. WENDT ENGINEERING BUILDING

FLORIDA POLYTECHNIC UNIVERSITY

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DLRGROUP

MAIN ENTRY

GARY C. WENDT ENGINEERING BUILDING

FLORIDA POLYTECHNIC UNIVERSITY

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NORTH STUDENT COURTYARD

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ENTRY LOBBY

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FLORIDA POLYTECHNIC UNIVERSITY

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AGENDA ITEM: XIII.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Committee Reports

Proposed Board Action

Information only. No action required.

Background Information

The following committees' Chairs will give a verbal report of the committee's activities:

1. Finance and Facilities Committee
2. Governance, Audit, and Compliance Committee
3. Academic & Student Affairs Committee

For additional information about any of the items listed above, please see that committee's meeting materials.

Supporting Documentation: N/A

Prepared by: Kristen Wharton, Corporate Secretary

AGENDA ITEM: XIV.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Strategic Plan 2024-2029

Proposed Board Action

Recommend approval of the University's Strategic Plan for 2024-2029.

Background Information

The final draft of the 2024-2029 Strategic Plan is being presented to the Board of Trustees for review and approval. Upon approval, the draft will go into the graphic design phase for publication.

Supporting Documentation: Final Draft of the 2024-2029 Strategic Plan

Prepared by: Dr. Randy K. Avent, President

Engineering Florida's Future

Florida Polytechnic University
2024-2029 Strategic Plan

MESSAGE FROM CHAIR CLIFF OTTO AND PRESIDENT RANDY AVENT

Dear Friends,

Since its founding, Florida Polytechnic University has been an important symbol of Florida's high-tech future. As the state's only public university dedicated exclusively to engineering and applied sciences, the University has produced a steady stream of high-skill, low-supply graduates in industry-aligned majors. These graduates are helping to drive jobs in fast-growing, high-tech companies that will expand Florida's economy and help create a positive economic transformation.

As a testament to these efforts, the University has gained state, regional, and national recognitions and rankings, including being named by U.S. News and World Report as the No. 1 public university in the Southeast region three years in a row and a top-20 public engineering college nationally. Florida Poly also has been recognized for its affordability ranking as the #2 best value public college in the Southeast, as well as being recognized for high graduate pay, and student outcomes. These are all just the beginning, and we are certain as we continue our ambitious trajectory, our hard work will be recognized and applauded at even higher levels.

As we look to the next five years, we remain focused on expanding our ranks of top faculty, enrolling outstanding students, and developing the campus to accommodate the University's growing student body and teaching and research demands.

In this strategic plan, we present a roadmap of how we will address our four primary business strategies: 1) Grow the academic enterprise; 2) Transform students' lives; 3) Become an engine of innovation; and 4) Improve campus operations. With these priorities, our university will be well on its way to being among the most sought after and selective institutions for STEM careers in Florida and beyond. Our campus will feature more academic and student-centered buildings, as well as buildings born from industry partnerships, such as that with Fortune 500 company IFF, which opened its Global Citrus Innovation Center on campus in the fall of 2023.

This strategic plan is the result of a significant collaborative effort by Florida Poly's leadership team and other important stakeholders. We are grateful for the entire team's dedication to building a bold plan that serves the University, the state, and our body of students, faculty, and staff. We are thankful for the support we receive from our faculty and staff, students, University Trustees, the Board of Governors, elected officials, and the community at large. We are eager to continue working together to achieve the listed priorities and more.

Sincerely,

Cliff Otto, Chair, Board of Trustees Randy K. Avent, President

STATEMENT OF FREE EXPRESSION

Florida Polytechnic University fully endorses the State University System Board of Governors' Statement of Free Expression, which advocates full and open discourse and the robust exchange of ideas and perspectives on all state university campuses. The University supports students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace. Florida Poly strives to provide a strong foundation for civil discourse learning, understanding, and growth for all campus community members. Florida Poly has a strong expectation that all students and employees will maintain an open-minded and tolerant civil discourse. Together, the Florida Poly community will ensure the campus continues to embrace the diversity of opinions and ideas that fuel academic and societal progress.

GROWING A YOUNG UNIVERSITY

From its first days as a university, the state of Florida has pushed Florida Poly to become a beacon of excellence for education in science, technology, engineering, and math. The University was an audacious departure from the traditional state university format. By establishing the all-STEM institution, the state was investing in the construction of a strong pipeline of graduates educated in both the traditional aspects of their discipline and the skills needed by industry today.

The University opened its doors in 2014 and quicky built a reputation as one of the nation's outstanding providers of STEM education. It proved its value to the state with the success of its very first graduating class and has grown into a strong producer of highly skilled graduates who are ready to lead within the high-skill, high-wage industries that will power Florida's economy long into the future.

During its first 10 years, Florida Poly's campus community has worked relentlessly to advance, excel, and achieve. Alumni are working with some of the nation's top high-tech employers and as they do, they further the message that the innovative Central Florida university is a growing source of the reliable, educated leaders industry needs to succeed.

Florida Poly's steadily growing reputation has been noticed by educational leaders across the nation with accreditations, honors, and recognitions. In addition to stellar rankings by U.S. News and World Report, WalletHub ranked the University No. 21 in the country for career outcomes for students, ahead of both Harvard and Stanford. The University also was found to produce graduates who earn the highest salaries among all public colleges in Florida one year after graduation with an average salary of $57,900, according to the State University System of Florida's MyFloridaFuture educational research and comparison tool. Other rankings have included those for affordability, value, and outstanding programs.

With this success came a growing student body and the development of remarkable faculty. Together, they are meeting the ever-changing needs of industry while advancing STEM research. This naturally led to the expansion of University infrastructure, including the state-of-the-art Applied Research Center, which was inaugurated in fall 2022, a third student residence hall to be ready for the 2024 academic year, and a new engineering building. A public-private partnership with Fortune 500 company IFF saw its new innovation center rise on campus in the first of potentially several on-campus research partnerships. It is the start of an envisioned research park anchored by the University.

Florida Poly is on track to continue growing Florida's high-tech economy, including by attracting vital tech businesses interested in the pipeline of high-skill talent produced by the University, as well as its outstanding faculty research abilities. Florida Poly is stimulating the tech economy along I-4 and helping grow a true high-tech corridor.

With a high-touch model and a focus on industry engagement that includes capstone projects and internships to be completed by every student before graduation, Florida Poly is poised to make an even bigger impact in the years to come.

As the University looks to the future, the next five years offer an excellent opportunity for expansion, development, and success. It anticipates further growth with more and higher achieving first-time-in-college (FTIC) students, a developing campus, stronger industry and economic development connections, and greater research endeavors.

The next five years are filled with excellent opportunities for the University and the state. Florida Poly is dedicated to making the most of them.

THE UNIVERSITY PLANNING PROCESS

University operations are governed by two planning documents, the strategic plan and the operational plan. The strategic plan is a five-year planning document and the operational plan is an annual plan that creates functional-level strategies, called projects, that, taken together over five years, will achieve Florida Poly's vision and performance goals. This document details only the strategic plan.

The Strategic Plan

The strategic plan defines a differentiated strategy and outcomes-based goals for the University. The plan consists of four elements – positioning, priorities, initiatives, and performance.

Positioning begins with an in-depth investigation of current education trends and Florida Poly's strengths and weaknesses against those trends. At its core, the plan offers a view of Florida Poly and how external forces like changing demographics, educational trends, and forecasted needs may affect the University and its academic programs. When completed, the positioning phase provides mission and vision statements that define the University's intentional place in the market. For this phase, a senior leadership committee was formed and tasked to review the existing positioning statements, modify them if needed to address the evolving landscape, and identify a small set of key priorities for the institution.

These priorities are corporate-level strategies that offer a roadmap of how the University plans to achieve its positioning statements. The priorities are necessarily broad and driven by Florida's Board of Governors and Legislature. Because these priorities are broad, each contains a series of initiatives, or business-level strategies that provide more detail. The initiatives in this plan were developed by committees assigned to each priority. Each committee included representatives from the faculty, students, and each administrative division. These priorities and initiatives make up the lion's share of this strategic plan.

Finally, performance defines a set of metrics and outcomes-based goals for the institution. The metrics in the University accountability plan include all the Performance-Based Funding metrics and some key performance indicators. Additional metrics align to the University's unique mission. Five-year goals for each metric are provided as part of this strategic plan and were developed by balancing the performances of the University's engineering peers and its sister institutions across the Florida State University System.

POSITIONING FOR SUCCESS

Positioning statements define your strategic place in the market and typically flow from a strengths-weaknesses-opportunities-threats (SWOT) analysis against market trends. While SWOT analyses have a long timeline and change little in five years, higher education is undergoing a sea change of new trends that can affect Florida Poly's positioning.

Among the more significant of these trends is shifting demographics related to race, gender, and, most importantly, age. Together, this change means many institutions are turning to distance-learning programs tailored to nontraditional students who often want more choices in their delivery and content, including distance formats and quick credentials. This new market has led to an explosion in the competitive landscape with massive open online courses (MOOC), employer certificate programs, and online universities.

Florida Poly remains uniquely positioned to overcome these national challenges. The state expects to experience a smaller decline in the number of students ages 5-19, allowing a continued steady supply of high-quality first-time-in-college (FTIC) students. Additionally, while many students in traditional programs are attracted to distance learning, the University's 100% focus on engineering and applied sciences means students must participate in labs, projects, and design sequences that are difficult to complete at distance. This need to attend in person, coupled with the fact that few nontraditional students have the math background required for engineering programs, means competitive offerings in engineering are few. While this is not the case for computer science, Florida Poly's programs focus on the fundamental learning required for lifetime employment. STEM also provides some of the largest salaries of all fields with computer science, mathematics, and engineering employees often earning over $100,000 annually within five years of graduation.

With this information, the committee found Florida Poly's positioning should remain largely consistent. The University will continue to be a smaller residential institution focused on providing excellence in undergraduate engineering education through small class settings, a high-touch model, and rich curricular experiences. It will continue to provide a strong fundamental engineering education that makes students lifetime employable while integrating concentrations, projects, design sequences, internships, and professional skills development opportunities that prepare graduates for the workforce. As a smaller institution, Florida Poly is also uniquely positioned to form strong partnerships with small and medium businesses that

naturally have a large impact on the Florida economy. Taken together, this positioning will lead to Florida Poly becoming an elite undergraduate engineering institution within five years and will present a path toward becoming an emerging engineering research university within 15 years.

The committee confirmed that the University's current mission statement adequately represents the institution, but that the vision statement be modified to reflect its important role in providing top-ranked engineering talent for Florida-based technology companies.

> **Mission Statement:** Serve students and industry through excellence in education, discovery, and application of engineering and applied sciences.
>
> **Vision Statement:** Florida Poly will be the academic leader in building Florida's technology-based economy.

Together, these statements support an envisioned future where Florida Poly is ranked as the top engineering university in the South and is widely recognized for producing well-rounded graduates in high-demand fields who are prepared to be leaders in industry. With this, industry will want strong collaborations with the University. Many of these businesses will move their technology centers into a vibrant research park attached to the campus and engage in strong interactions with students and faculty, all leading to Florida Poly's growing research influence in critical fields.

PRIORITIES

As Florida Poly continues to grow and evolve, it will take care to preserve important core values, including continuing to embrace diverse perspectives at all levels in the organization and building a resilient enterprise that develops future leaders by putting them at the center of all the University does. It also will continue holding students to high values, accountability, integrity, and leadership with the goal of innovating to contribute to a greater society.

The University also will work to seize its unique opportunities and circumvent the challenges that often face engineering institutions. As a relatively young University, Florida Poly's developing faculty, burgeoning graduate program, and emerging reputation provide a rare opportunity to continue its deliberate, steady growth. The University must take care to pursue this growth carefully and with a focus on quality.

Analyses have also shown that engineering degrees can come at a higher cost than degrees in other disciplines, and they often attract a less diverse group of students. This, coupled with a national challenge of maintaining high STEM retention and graduation rates, means Florida Poly must work tenaciously to compete in performance metrics tailored toward comprehensive universities.

Finally, the deliberately small campus offers a tremendous amount of surrounding space for industry growth around the campus. However, the slow nature of this growth means the University must be diligent about building meaningful and relevant student experiences.

These factors and more influenced the next phase of this strategic plan, which presents a set of priorities and initiatives that will move Florida Poly toward its vision over the next five years. Each committee discussed which elements in a given priority are in place and should be preserved, as well as where progress should be stimulated. Each priority begins with a paragraph on these issues.

This wealth of insight helped Florida Poly determine the four broad priorities to focus on throughout the next five years. To achieve these, each will be linked to several smaller initiatives that provide more detail in setting projects in the operational plan.

- Priority 1: Grow the academic enterprise
- Priority 2: Transform students' lives
- Priority 3: Become an engine of innovation
- Priority 4: Improve campus operations

PERFORMANCE

Defining a trajectory that leads to this envisioned future requires setting aggressive but realistic goals. A clustering analysis of engineering universities across the nation based on student body size, student quality (e.g., percent Pell, SAT, ACT), and similarity (i.e., percent graduating students match to Florida Poly) identified several categories of engineering institutions. The category that best fits Florida Poly produced five peer universities: Missouri Institute of Science and Technology (MUST), Milwaukee School of Engineering, New Mexico Institute of Mining and Technology, Kettering University, and Michigan Technological University.

The table below provides Florida Poly's five-year outcome metric goals. These metrics are derived from the Florida State University System's (SUS) Performance-Based Funding and key performance indicators, and institutional metrics that align to Florida Poly priorities. For each metric, the averages across peer institutions and SUS sister institutions are presented when available. Florida Poly's FY23 performance in each metric is also presented and these three columns are used to provide the five-year goals.

	PEERS	SUS AVG	FY23	5-YR GOAL
GROW THE ACADEMIC ENTERPRISE				
% Graduates Employed or Enrolled		65%	75%	80%
Median Wages for BS Graduates		$ 42,000	$ 54,800	$ 65,000
% BS Programs in Strategic Emphasis	83.5%	59%	100%	100%
% Grad Programs Strategic Emphasis		65%	100%	100%
TRANSFORM STUDENT LIVES				
Academic Progress Rate	83%	87%	75%	85%
4-year Graduate Rate	28%	61%	41%	48%
6-Yr Graduation Rate	65%	73%	47%	65%
% BS Degrees w/o Excess Hours		82%	85%	85%
University Access Rate	22%	36%	35%	32%
Time-to-Degree		4.1	4.1	4.1
BECOME AN ENGINE OF INNOVATION				
% BS with 2+ Workforce Experiences			98%	98%
Research Expenditures ($K)			$ 1,500,000	$ 3,000,000
Headcount (FT Students)	4,118		1,572	2,570
Headcount (Certificate Students)				95
IMPROVE CAMPUS OPERATIONS				
Faculty-to-Administration Ratio		4.69	3.46	4.25
Cost of Engineering Degree		$ 22,597	$ 24,400	$ 25,504
Average Cost to Student	$ 21,062	$ 1,550	$ (9,370)	$ -

Table 1: Five-year goals for each priority in the Florida Poly strategic plan.

PRIORITIES & INITIATIVES

Priority 1: Grow the Academic Enterprise

Much of Florida Poly's initial success is due to the decisions, curriculum, methods, and programs put in place during its first 10 years of instruction. It is important that it continues improving and refining these critical foundational pieces to advance the University and successfully grow into a world-class STEM institution.

Growing the academic enterprise is vital for this continued growth and success. The existing foundation of strong engineering and applied sciences majors provides the perfect setting for more and stronger academic programs and initiatives. By pursuing this, the University will remain on the leading edge of academic advancement and industry trends.

Doing so will require the University to preserve its existing core. This means Florida Poly will remain fundamentally grounded in traditional STEM majors with a focus on rigorous, foundational principles, or the "theory" aspect of academics. At the same time, it will focus on its flexibility and adaptability to industry needs by continuing to develop academic concentrations that meet these needs, or the "applications" aspect of academics.

Preserving the core means Florida Poly will continue attracting strong students with exceptional math and science skills who will learn in a successful strong, small-school model of hands-on, active instruction. By focusing on high-quality instruction, the University will remain true to its founding vision and principles, maintaining this perspective as it follows the remaining strategies and initiatives detailed in this strategic plan.

The University also will strive to stimulate progress in areas that have been proven to advance higher education programs and successes, including innovative pedagogies, graduate programs, research opportunities, faculty professional development, enrollment growth, and ensuring it is primarily a residential campus.

Growing the academic enterprise is imperative to continued success. As such, accountability will be based on several metrics, with a five-year goal of having the percentage of graduates employed or enrolled climb from 75% to 80%. Median wages for bachelor's graduates during this time will reach $65,000 and Florida Poly will graduate 100% of students (bachelor's and master's) in areas of strategic emphasis.

This priority will become a reality by focusing on three important initiatives:

Initiative 1: Support and Grow Programs and Curriculum

One of the primary ways Florida Poly will grow the academic enterprise is by supporting and expanding programs and curriculum. This will be achieved by prioritizing growing a curriculum that promotes foundational technical knowledge in traditional engineering disciplines while complementing industry trends through academic major concentrations. The University also will work to preserve small classes with hands-on instruction in core courses.

In addition, Florida Poly will focus on high-quality instruction and the use of technology to support its anticipated growth. Strengthening and growing the graduate program goes hand-in-hand with the growth of other programs and curriculum.

Finally, the University recognizes that some students may require an alternate path to graduating if they find their chosen engineering discipline is not the fit they expected. To that end, the University will consider other pathways for students to earn their bachelor's degree, such as entry to other applied sciences and offering viable retreat pathways.

Progress on this initiative will be assessed and measured by tracking the faculty-to-student ratios for first-year students and overall, the departmental distribution of students, and the number of new programs (e.g., disciplines, concentrations, degree offerings, retreat majors).

Initiative 2: Focus on Faculty Quality and Growth

At the heart of the University's ability to broaden and advance its academic capabilities is its group of talented faculty members. Growing the academic enterprise will require growth of the University's body of high-quality faculty with a commitment to collegiality and self-governance.

To support these academic experts, Florida Poly will work to provide faculty with professional development opportunities that help build national recognition in their chosen field. The University also will work to grow research programs, which allow faculty to continue advancing work in their field while educating students to prepare them for success in high-wage, high-tech occupations or graduate education.

Progress on this initiative will be assessed and measured by tracking faculty growth (e.g., numbers, rank, department distribution, students/faculty/program), percent of faculty participating in professional development (e.g., pedagogy, research), and percent of service participation (e.g., internal and external).

Initiative 3: Attract and Support Top STEM Students

Attracting, supporting, and educating talented students is core to the success of the University both now and long into the future. Florida Poly's students are among the best of the best and the University is intent on continuing to increase enrollment while preserving quality by attracting even more students with exceptional aptitude in math and science. A large component of this will involve retaining primary focus on residential FTIC students.

Progress on this initiative will be assessed and measured by tracking the application measures (e.g., number of applicants, percent accepted, percent enrolled), diversity (e.g., percent female, percent Black/African American, percent Hispanic, percent from outside Florida), and quality (e.g., concordance scores, percent calculus ready, AP scores).

Priority 2: Transform Students' Lives

The college experience is not only formative, but also critical to the development of qualified and well-rounded professionals. The University is heavily focused on this important work of transforming students' lives.

Florida Poly graduates already experience outstanding outcomes during their time at the University and after graduation. Alumni primarily attain high-wage, low-supply jobs that allow for exceptional personal and professional growth. To preserve the core of student success, the University will redouble its commitment to student success while continuing ongoing growth in campus social programming. Strong health and wellness programming will also be critical to fulfilling this priority. But perhaps the greatest core tenet that must be preserved is Florida Poly's dedication to workforce experiences for students. Industry relationships and experiences such as internships and interdisciplinary capstone design projects will remain a cornerstone of the student experience, providing real-world insight into the working world's potential career demands.

Florida Poly graduates are in demand and well received by leading employers across the state and the nation, but getting there requires special attention during the undergraduate experience. As part of its commitment to transforming the core of student success, the University will stimulate progress in areas that include building a culture of success, student retention and graduation rates, career connections that inform student choices, and professional and personal development.

To ensure these initiatives are effective, Florida Poly will continue measuring students' academic progress rate and will work to increase that from 75% to 85% over the next five years. The four-year graduation rate is expected to increase from 41% to 48% during this time, and the six-year

graduation rate will rise from 47% to 65%. The percentage of students who complete their BS degree without excess hours is also a key metric for this strategy. The University will seek to remain constant there and ensure that 85% of students are graduating without excess hours. The University access rate also should drop from 35% to 32% and the time to degree should remain consistent at 4.1 years.

Initiative 4: Focus on Academic Success

To support the transformation of students' lives, Florida Poly must place significant emphasis on academic success. This includes working to advance student preparation and connection to resources. It also will require improved logistical support for student advising, hiring, counseling, and other services. Summer bridge programs that improve student preparedness will be essential.

Progress on this initiative will be assessed and measured by tracking the progression dynamics, success rates (e.g., drop, fail, withdraw [DFW] rates; probation; suspension; percent STEM core completion), and student success center efficiency (e.g., percent students-at-risk served, number of meetings per students at risk).

Initiative 5: Enhancing Leadership and Professional Development

Students graduate from Florida Poly expecting to achieve professional success quickly after graduation. This outcome is true for many students, but one factor that can substantially contribute to this success is proven leadership and professional development.

Transforming students' lives will include fostering this leadership and professional development by providing several opportunities that include curricular, cocurricular, and extracurricular professional development; workforce development experiences like internships, capstone projects, and undergraduate research opportunity programs; engagement in career preparation and strategy; and research experience and support structures for undergraduate students.

Progress on this initiative will be assessed and measured by tracking program participation (e.g., leadership programs, professional development), employer engagement (e.g., career fairs, contacts, meetings, information sessions, site visits, career coaching appointments, career service offerings), and service-learning participation (e.g., Habitat for Humanity, food bank).

Initiative 6: Support an Engaged Campus Community

The University will further support its priority of transforming students' lives by building an engaged campus community. This will include a vibrant campus environment with on-site social programming and experiences that support a sense of belonging and social interaction. Florida Poly also will work to promote diversity in thought and experiences as well as civil debate. After graduation, alumni should be inspired to continue their engagement with Florida Poly and display their alumni pride.

Progress on this initiative will be assessed and measured by tracking the number of registered student organizations (e.g., total number, number of events, percent participation) and campus recreation participation (e.g., teams, intramural sports, aquatics, fitness, esports).

Initiative 7: Provide for Student Well-Being

A strong student experience would not be complete without graduates feeling like they are better for having attended the University. Florida Poly will work to continue improving student well-being by promoting both pride in achievement and accomplishment as well as accountability and ownership. Students also will be afforded opportunities to improve their community engagement, which enriches the academic experience. The University will increase communications highlighting student success. Finally, robust mental health services and counseling will be critical to ensuring Florida Poly students are supported mentally and emotionally as much as they are academically.

Progress on this initiative will be assessed and measured by tracking the number of students attending success workshops; mental health services usage, including the number of emergency and nonemergency appointments; the time taken to get the appointments; percent of appointments held in person; and the response time for these services.

Priority 3: Become an Engine of Innovation

Florida Poly has worked toward a goal of becoming a strong engine of innovation for the state of Florida, and work toward this goal will not slow down during the five years of this strategic plan. By becoming an engine of innovation, industry will turn to Florida Poly for solutions needed for existing and emerging technologies and processes, setting the stage for greater statewide high-tech prosperity.

Becoming an engine of innovation first requires that current programs and actions that support this goal be respected and preserved. Core factors that must be preserved are internships and capstone connections to industry, development efforts of property surrounding campus, and attracting companies to campus through public-private partnerships (P3s).

Florida Poly must stimulate progress in several areas while it preserves this core. These include energizing progress in the areas of increased campus community engagement, expanded research thrusts in relevant industries, strengthened intellectual property (IP) framework that encourages industry involvement, and supported faculty growth pathways that include industry engagement.

For these initiatives to be considered successful, the percentage of bachelor students who graduate with two or more workforce experiences will reach 98%. Research expenditures will increase from $1.5 million to $3 million and student headcount will reach 2,570. The University also plans to offer certificate programs with an enrollment of at least 95 students.

This priority will become a reality by focusing on four important initiatives:

Initiative 8: Strengthen Industry Engagement

Strong industry relationships are key to achieving the larger priority of becoming an engine of innovation. To accomplish this, Florida Poly will work to build brand recognition with statewide industry partners. It also will build stronger links between its academic curriculum and industry. The University will work to become a thought leader on state policies that bridge the "valley of death," or the chasm that often exists between the development of a new technology and its use to support new market innovations or disruptions to existing industries.

Progress on this initiative will be assessed and measured by tracking student measures of engagement (e.g., internships, capstone measures, industry-funded research) and Curriculum Advisory Board engagement.

Initiative 9: Build Research Prowess

Another factor in the University's quest to become a strong engine of innovation is the development of research. During the five years covered in this strategic plan, Florida Poly will work to grow its traditional graduate programs in fundamental disciplines with a trajectory toward doctoral programs. The University also will build infrastructure and recruit a faculty body that is committed to research.

Focusing on stronger research capabilities and greater research effectiveness will attract further attention from tech companies that want access to leading experts in their areas of focus, as well as those that want to incorporate the latest trends, technologies, and methods into their business operations.

Progress on this initiative will be assessed and measured by tracking the number of external grant proposals, the percentage of external grants funded, and the number of peer-review journal articles.

Initiative 10: Support Entrepreneurship Among the Campus Community

Faculty, students, and alumni already are supporting entrepreneurial ideas that leverage their expertise and education. Florida Poly will support the growth of these efforts by developing meaningful programs that help students develop and market ideas. It also will build a faculty culture of industry engagement and spinoffs.

Many students and faculty already have an eye toward an entrepreneurial future or have experienced entrepreneurial success. The University will encourage these efforts by promoting entrepreneurial activities and working to support students as they navigate the entrepreneurial process. Faculty will be encouraged to follow their entrepreneurial ideas and work with industry to bring them to life.

Progress on this initiative will be assessed and measured by tracking the number of entrepreneurship efforts and number of patents by both students and faculty.

Initiative 11: Foster Land Development Around the University

Excellent STEM universities like Florida Poly are a magnet for forward-thinking companies and organizations that want access to the University's expert faculty, outstanding students, and technical resources. The University will encourage this engagement by finding ways to build these important connections.

It will do so through three vital actions: strengthening local secondary schools; using multi-year student interactions to attract industry onto campus; and working with developers to shape a technology innovation park around its campus.

Progress on this initiative will be assessed and measured by tracking the total economic development investments around the University, the state investment in campus infrastructure, and the state operational funding.

Priority 4: Strengthen Campus Operations

The key to success as a marquee STEM university is a robust system of campus operations. A campus that works together to support student and faculty success while maximizing fiscal resources and stakeholder engagement is one that is ready for the growth and development expectations set for the entire organization.

One of the structures critical to Florida Poly's unique and efficient system of operations is its flat organizational structure and centralized business processes. Coupled with low administrative-to-faculty ratios, the University's existing structure focuses on using resources for faculty and academic success rather than a leadership-heavy architecture. This will be preserved as actions are taken to improve campus operations.

As part of preserving and advancing the core of existing university operations, care will be taken to stimulate progress in several areas, including improving human capital management (HCM), empowering employees working toward a common goal, unifying campus facilities, employing efficient tools that reduce workload, and simplifying policies and processes.

For this priority, Florida Poly will continue tracking the faculty-to-administration ratio and will see an increase there from 3.6 to 4.25 within the next five years. Currently, the institutional cost of an engineering degree at Florida Poly is slightly above the average among the other engineering programs in the State University System. The University will work to reduce this cost, and the cost to the student, below the projected average in five years.

The University will make this strategy a reality by focusing on five important initiatives:

Initiative 12: Advocate for Quality, Dedicated Employees

The University will underscore its efforts to attract, train, and retain talent with growth paths and career roadmaps. It also will improve evaluation processes to provide productive feedback and metrics and empower employees.

Studies have shown that employees are happier and more satisfied with their job when they are given opportunities to learn and grow professionally. By prioritizing this, Florida Poly is not only ensuring lower employee turnover, but it is creating a culture of support and professional advancement.

Progress on this initiative will be assessed and measured by tracking the number of new employees hired, number seeking professional development, number of leaders participating in leadership training, and progress made toward completing the Title and Total Compensation (TTC) study.

Initiative 13: Improve University Facilities

The University's facilities development is part of a campuswide commitment to building an institution that supports students and academic and campus operations. This will include bringing satellite offices to main campus within the strategic plan period.

By moving campus functions like finance, communications, and human resources to campus, the University will create a more cohesive, committed community. Additionally, maintaining a steady balance between the available physical space and campus needs will contribute to the optimal utilization of fiscal resources.

Progress on this initiative will be assessed and measured by tracking number of new buildings, percent existing space relative to the educational plant survey, and the amount of funding allocated to deferred maintenance.

Initiative 14: Leverage Effective Technology

Florida Poly will take a big step toward improving its campus operations by embracing the use of technologies in areas such as creating a coherent technology architecture that is integrated, building standard operating procedures for training, and being deliberate with technology investments.

As the producer of top-quality STEM graduates and supporter of advances in important technology, it is imperative that the University remains current in its use of the most effective technologies available to complete its goals.

Progress on this initiative will be assessed and measured by tracking progress on implementing a new student information system, maturing the ERP system, and improving the campus infrastructure and security.

Initiative 15: Simplify and Invigorate Business Processes

Campus operations can be further streamlined and supported by enhancing business processes. This will include the implementation of clean and simple business processes enabled by technology. This also will include the development of stable budgeting processes and formats, as well as re-engineered policies, procedures, and processes.

Strong business processes will enable the University to prevent errors, remain on track, and increase productivity in important areas.

Progress on this initiative will be assessed and measured by tracking the percentage of policies and processes that have been reviewed and the percentage of core business processes that have been re-engineered and moved to Level 3 maturity.

Initiative 16: Strengthening University Relationships

Essential to the success of this and every other university is the successful leveraging of community and statewide partnerships to grow funding, support, and achievements. These partnerships will be nurtured and matured, dramatically affecting the University's future. Community and economic development relationships are key to supporting campus goals.

Among the priorities to achieve greater funding are the Foundation working to increase philanthropic contributions to help build campus infrastructure and improve University facilities. Additionally, the University will continue to strengthen governmental operations, which will lead to legislative funding and support.

Progress on this initiative will be assessed and measured by tracking the number and dollar amount of financial contributions made to the University both philanthropically and by the state.

CONCLUSION

Florida Poly is eager to advance from its proud status as an emerging engineering university to becoming an elite undergraduate engineering university over the next five years. It is the hope of University leadership and the entire campus community that the five years comprising this strategic plan will show clear and continued transformation in academics, faculty, student success, and campus operations.

By working together, Florida Poly stands to continue its energetic charge toward becoming the state's most sought-after provider of high-tech degrees to fill the high-wage, low-supply industry jobs that stand to propel the state of Florida forward toward its growing national reputation as a technology leader.

Florida Poly looks forward to achieving the listed strategies and initiatives, elevating the University to new heights of academic and institutional progress and success.

AGENDA ITEM: XV.

Florida Polytechnic University

Board of Trustees

September 27, 2023

Subject: Board of Trustees 2024-2025 Meeting Calendar

Proposed Board Action

For review only. No action required.

Background Information

The purpose of this agenda item is to review the 2024-2025 Board meeting calendar and make note of upcoming meetings.

Supporting Documentation: Board of Trustees 2024-2025 Meeting Calendar

Prepared by: Kristen Wharton, Corporate Secretary

BOARD OF TRUSTEES

2024-2025 Meeting Schedule

2023

November ***ANNUAL BOARD RETREAT***

Monday, Nov 6: Committee Meetings *(virtual)*
Tues/Wed, Nov 14-15: Full Board Meeting & Annual Board Retreat *(in-person)*
(industry engagement/annual Board dinner)

2024

February

Wednesday, Feb 7: Committee Meetings *(virtual)*
Tuesday, Feb 13: Full Board Meeting *(in-person)(student engagement)*

April

Thursday, April 25: Academic & Student Affairs Committee *(to approve Accountability Plan (AP) only)* and brief Full Board Meeting *(to approve AP only) (virtual)*

June

Wednesday, May 29: Committee Meetings *(virtual)*
Wednesday, June 5: Full Board Meeting *(in-person)(BOT/Foundation Board Event)*

September

Wednesday, Sept 18: Committee Meetings *(virtual)*
Wednesday, Sept 25: Full Board Meeting *(in-person)(faculty engagement)*

November ***ANNUAL BOARD RETREAT***

Thursday, Nov 7: Committee Meetings *(virtual)*
Tues/Wed, Nov 19-20: Full Board Meeting & Annual Board Retreat *(in-person)*
(industry engagement/annual Board dinner)

2025

February

Wednesday, Feb 5: Committee Meetings *(virtual)*
Wednesday, Feb 12: Full Board Meeting *(in-person)(student engagement)*

April

Thursday, April 24: Academic & Student Affairs Committee *(to approve Accountability Plan (AP) only)* and brief Full Board Meeting *(to approve AP only) (virtual)*

June

Wednesday, May 28: Committee Meetings *(virtual)*
Wednesday, June 4: Full Board Meeting *(in-person)(BOT/Foundation Board Event)*

September

Thursday, Sept 18: Committee Meetings *(virtual)*
Wednesday, Sept 24*:* Full Board Meeting *(in-person)(faculty engagement)*

November ***ANNUAL BOARD RETREAT***

Monday, Nov 10: Committee Meetings *(virtual)*
Tues/Wed, Nov 18-19: Full Board Meeting & Annual Board Retreat *(in-person)*
(industry engagement/annual Board dinner)

2023-2024 Meeting Schedule

Florida Board of Governors

2023

November 8-9:	**Trustee Summit and Board of Governors Meeting** **University of Central Florida, Orlando**

2024

January 24-25:	Florida State University, Tallahassee
February 21:	Board of Governors Meeting via Conference Call
March 27-28:	University of North Florida, Jacksonville
May 8:	Board of Governors Meeting via Conference Call
June 25-27:	University of Central Florida, Orlando
September 18-19:	Florida Atlantic University, Boca Raton
October 16:	BOG Committee Workshops, University of West Florida, Pensacola
November 6-7:	Trustee Summit and Board of Governors Meeting Florida International University, Miami