AGENDA

I. Call to Order  Dr. Richard Hallion, Vice-Chair

II. Roll Call  Maggie Mariucci

III. Public Comment  Dr. Richard Hallion, Vice-Chair

IV. Approval of December 6, 2017 Minutes  *Action Required*  Dr. Richard Hallion, Vice-Chair

V. 2016-18 Academic & Student Affairs Committee Work Plan Review  Dr. Richard Hallion, Vice-Chair

VI. Provost's Report  Dr. Terry Parker

VII. Rename Degree: Master of Science in Innovation & Technology to Master of Science in Computer Science  *Action Required*  Dr. Terry Parker

VIII. Student Government Association (SGA) Report  Jacob Livingston, SGA President

IX. Student Development Update  Tonya Chestnut
|   | 2018-2019 Academic Calendar | Dahl Grayckowski  
|   | *Action Required* | University Registrar  
| XI. | United Faculty of Florida, Florida Poly Chapter Remarks | Dr. Richard Matyi  
|   | | President, UFF, Florida Poly Chapter  
| XII. | Closing Remarks and Adjournment | Dr. Richard Hallion, Vice-Chair |
I. Call to Order

Committee Chair Sandra Featherman called the Academic and Student Affairs Committee meeting to order at 9:02 a.m.

II. Roll Call

Maggie Mariucci called the roll: Chair Sandra Featherman, Trustee Henry McCance, Trustee Bob Stork, Trustee Philip Dur, and Trustee Jacob Livingston were present (Quorum).

Other trustees present: Board Vice Chair Don Wilson, Trustee Louis Saco, Trustee Cliff Otto, Trustee Gary Wendt, and Trustee Mark Bostick.

Staff present: President Randy Avent, Dr. Terry Parker, Mr. Mark Mroczkowski, Mr. Kevin Aspegren, Ms. Gina DeIulio, and Ms. Maggie Mariucci were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Henry McCance made a motion to approve the Academic and Student Affairs Committee meeting minutes of October 31, 2017. Trustee Jacob Livingston seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2016-2018 Academic and Student Affairs Committee Work Plan Review

The Work Plan was reviewed below with the Provost’s Report.

VI. Provost’s Report

Dr. Terry Parker reviewed committee Work Plan items. He reported that the Workday Student Information System (SIS) implementation is underway; the process will take 18 months to complete.

SUS provosts have been asked to present several block tuition options to the BOG, however, the provosts are still seeking clarity as to the goal. Is the goal a discount? Increased graduation rate? This issue will be addressed in the spring. Trustee Stork asked how block tuition would affect the budget. Provost Parker stated for the short term, the impact would be relatively small. The impact will be
greater in the long-term as aid packages become lower. He also believes it will be difficult to implement block tuition by fall 2018 due to the necessary policies that would have to be approved by the Board.

An initial survey of polytechnics has been completed regarding degree program additions. He will discuss this in more detail at the February meeting.

A name change for the M.S. in Innovation and Technology is being considered, as the name is not very descriptive.

The University will be hiring a Director of Teaching and Learning to help Florida Poly improve the classroom experience and facilitate long-term planning.

Admissions has received 1,050 applications and has admitted 390 students. Provost Parker reviewed admissions data as compared to previous years. Discussion occurred regarding marketing draw of free tuition in past years as well as discount rate, which will be down to 75% in 2018. The University’s current yield rate is 56%, which is a good rate. Trustee McCance requested the discount rate be added to the bottom of the chart.

Provost Parker reviewed the 2018 financial aid packages, which are driven by student behavior. The University is moving from a flat rate strategy to a merit based strategy. This means higher quality students will receive more aid. The overall discount rate will remain the same.

VII. Revised Regulation: FPU-3.006 Student Code of Conduct

Ms. Gina DeIulio presented a proposed regulation amendment that substantially revises the Student Code of Conduct primarily to:

- ensure compliance with Board of Governors regulation 6.0105,
- revise and clarify definitions and processes,
- add additional types of misconduct/offenses, and
- update position titles for employees responsible for various sections

The proposed revised regulation was published on November 3, 2017 and no comments were received.

**Trustee Henry McCance made a motion to approve the Revised Regulation: FPU-3.006 Student Code of Conduct. Trustee Jacob Livingston seconded the motion; a vote was taken, and the motion passed unanimously.**

VIII. Closing Remarks and Adjournment

With no further business to discuss, the Academic and Student Affairs Committee meeting adjourned at 9:45 a.m.
Subject: 2016-18 Academic & Student Affairs Committee Work Plan Review

Proposed Committee Action

Information only. No action required.

Background Information

Committee Chair, Richard Hallion, will discuss with the committee the 2016-2018 Work Plan.

Supporting Documentation:

Work Plan

Prepared by: Dr. Terry Parker, Provost
Florida Polytechnic University  
Academic and Student Affairs Committee  
Work Plan 2016-2018

<table>
<thead>
<tr>
<th>March 15, 2017</th>
<th>June 7-8, 2017</th>
<th>September 13, 2017</th>
<th>December 6, 2017</th>
</tr>
</thead>
</table>
| • Faculty hiring program  
  • Differentiating programs  
    (entrepreneurship, health informatics, other initiatives) | • Existing degree improvements  
  • Admissions: the admission profile of the future | • New degrees and changes to existing degrees  
  • Student life: the experience beyond the classroom | • Student success and retention: measures and next steps |

<table>
<thead>
<tr>
<th>February 28, 2018</th>
<th>May 22-23, 2018</th>
<th>September 12, 2018</th>
<th>December 5, 2018</th>
</tr>
</thead>
</table>
| • Degree Programs  
  • Differentiating programs  
    (entrepreneurship, health informatics, other initiatives) | • Existing degree improvements  
  • Admissions: the admission profile of the future | • New degrees and changes to existing degrees  
  • Student life: the experience beyond the classroom | • Student success and retention: measures and next steps |

1Tentative until approved by the Board of Trustees
AGENDA ITEM: VI

Florida Polytechnic University
Academic and Student Affairs Committee
Board of Trustees
February 28, 2018

Subject: Provost’s Report

Proposed Committee Action

Information only. No action required.

Background Information

Dr. Parker will provide the committee with a report on academic and student affairs.

Supporting Documentation:
Presentation

Prepared by: Dr. Terry Parker, Executive Vice President and Provost
Provost’s Report

Terry Parker
February 28, 2018
A status update on the Work Plan

• **Work Plan Items**
  - **Admissions and Financial Aid**
    - Status to be discussed: suggest standard reporting format
  - **Student services**
    - Presentation from Student Development
  - **Block Tuition**
    - Short Discussion
  - **Degree Program Additions and Faculty Hiring budget**
    - Discussion today
A status update on the Work Plan

• **Work Plan Items (part II)**
  – Student and Faculty Diversity
    – Continued focus in recruitment strategy
  – Graduate programs
    – Request to rename a degree
  – Technology and Pedagogy
    – Forming short list of candidates for Director for Teaching and Learning

• **Other items for today**
  – Update on Industry Partners
  – Update on Entrepreneurship Program

• **Quick notes**
  – ABET initial review successful
  – Calculus DFW rate
  – Continued focus on common exams
  – Note enrollment report attached at end of presentation
• Applicant “quality” still high
• Indications of next year’s class size remain ~400
  – Many variables at play
• Admissions “Scorecard” included in next slide for reference
### Key Definitions:

- **Total Applicants**: all applications received for which an application fee has been paid.
- **% Yield**: The percentage of admitted students who enroll (matriculate).
- **FTIC**: An entering freshman or a first year student entering with less than 12 hours of post-high school college credit.
- **Transfer**: Undergraduate student who previously attended and earned credit at a postsecondary degree program, and subsequently enrolled in an undergraduate program at the University.
- **Other Undergraduates (UnG)**: Other undergraduate students enrolled at the University. Includes second bachelors, high school dual-enrolled, and unclassified undergraduates.

### Notes:

- Test scores and HS Grade Point Average (GPA) shown for FTIC only.

### Fall 2014 - Fall 2018*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Applicants</strong></td>
<td>3,054</td>
<td>2,239</td>
<td>1,935</td>
<td>1,465</td>
<td>1,540</td>
</tr>
<tr>
<td><strong>Total Admits</strong></td>
<td>1,069</td>
<td>1,118</td>
<td>1,267</td>
<td>812</td>
<td>840</td>
</tr>
<tr>
<td><strong>Total Deposits</strong></td>
<td>640</td>
<td>558</td>
<td>613</td>
<td>444</td>
<td>404</td>
</tr>
<tr>
<td><strong>Total Enrolled</strong></td>
<td>547</td>
<td>476</td>
<td>534</td>
<td>401</td>
<td>360</td>
</tr>
<tr>
<td><strong>% Yield</strong></td>
<td>51%</td>
<td>43%</td>
<td>42%</td>
<td>49%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Average SAT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average ACT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average HS GPA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Average Award & Discount Rate (Undergraduate Students)

<table>
<thead>
<tr>
<th></th>
<th>Market Award</th>
<th>Actual Award</th>
<th>Discount Rate (UG Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2014-15</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Award</td>
<td>$6,760</td>
<td>$6,387</td>
<td>$3,783</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>125%</td>
<td>122%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>AY 2015-16</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Award</td>
<td>$6,760</td>
<td>$6,387</td>
<td>$3,783</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>125%</td>
<td>122%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>AY 2016-17</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Award</td>
<td>$6,760</td>
<td>$6,387</td>
<td>$3,783</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>125%</td>
<td>122%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>AY 2017-18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Award</td>
<td>$6,760</td>
<td>$6,387</td>
<td>$3,783</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>125%</td>
<td>122%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>AY 2018-19</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Award</td>
<td>$6,760</td>
<td>$6,387</td>
<td>$3,783</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>125%</td>
<td>122%</td>
<td>80%</td>
</tr>
</tbody>
</table>

*Projected (2017-18 does not include summer)

### Data Source:

- 806 Admissions Files (Fall 2010 to Fall 2015), Fall 2018 - Projected (SAGEbase) Scholarship Model (Flora)
Block Tuition: a quick update

- Detailed language that sets requirements has not emerged yet
- At least some intent in the legislature are focused on “small” aid levels that enable four year graduation rates
- We have a draft plan that could be implemented if extra aid dollars were provided
- We need to see the legislation in order to move forward
Degree offerings strongly influence the student body demographic

- Florida Poly currently hosts 13% female students
- Prediction based on majors is 14.8%

Data Source: Brian Yoder, “Engineering by the Numbers”, ASEE website, year is 2014-15.
Degree Program Additions

• The philosophy of “program growth”
  – Established Institutions: Designer degrees, degree experimentation, degrees that service a minor number of students
  – Florida Poly: Degrees that are the foundation for the coming decades

• Goals for program growth
  – Degree “breadth” aligned with our Polytechnic status that:
    – Attracts High Quality STEM students
    – Produces high demand degrees for Florida employers
    – Helps diversify student body

• Process for Program growth
  – Identification of STEM degrees
  – Understanding Marketplace forces (student demand, employer demand)
  – Identifying resource needs
  – Mapping resource acquisition, understanding barriers
    – Using “concentrations” to broaden degrees and create a strategic foothold
  – Formal degree approval process (BOT/CAVP)
Polytechnic Universities and Engineering Colleges offer a common set of degrees

- Degrees offered by 15 comparison schools are provided in the attached chart

Number of institutions from a comparison set offering a degree
Comparison set of universities chosen to represent polytechnic schools and regional competitors

- Florida Poly offers fewer degrees than other polytechnics or Engineering Colleges

<table>
<thead>
<tr>
<th>University</th>
<th>Masters Degrees</th>
<th>Bachelor's Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado School of Mines</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>Illinois Institute of Technology</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Florida Institute of Technology</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Missouri University of Science and Technology</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>University of California - Berkeley</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>University of Florida</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Rensselaer Polytechnic Institute</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Worcester Polytechnic Institute</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Michigan Technological University</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Rose-Hulman Institute of Technology</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>South Dakota School of Mines and Technology</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>California Institute of Technology</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Cal Poly - San Luis Obispo</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Harvey Mudd College</td>
<td>15</td>
<td>7</td>
</tr>
</tbody>
</table>

*FPU, six undergraduate degrees*
At the start of the spring 2018 semester, AA reorganized

Actions taken:
- Elimination of the colleges
- Collapse of four departments into two
  - Electrical Engineering and Computer Engineering into Electrical and Computer Engineering
  - Data Analytics and Science and Technology Management into Department of Data Science and Business Analytics
- Formal removal of the name “General Education” and recognition of the name Science, Arts, and Mathematics (SAM) Division
  - The division includes three departments: Natural Sciences; Arts, Humanities, and Social Sciences; Applied Mathematics
  - Formal appointment of Directors (Graduate Program, SAM) and Department Chairs
- Chairs have significant curriculum responsibility and formal program quality and delivery authority
- Committees are reworking their structure to draw membership from departments
- Faculty Assembly is considering moving to a “senate” model
- Graduate Division is “cross-cutting” and draws from all units
Degree “expansion” with Concentrations

• Current degrees are typically a degree with a concentration
  – The concentration is 12 units of junior and senior courses
  – This construct allows degrees to align with a certain subfield or industry
  – Examples: Computer Science with concentration in Cyber Security, Mechanical Engineering with concentration in Operations Research
  – Adding concentrations are “low-barrier” pathways to broadening our offerings

• Adding/Modifying Concentrations (actions taken)
  – Electrical Engineering
    – Changing Digital Hybrid Systems to Renewable Energy
  – Computer Science
    – Adding Software Engineering
  – Data Analytics (rename to Data Science, pending)
    – Modifying concentrations to meet broader marketability
  – Science and Technology Management (rename to Business Analytics, pending)
    – Keep Logistics and Supply Chain Management concentration
    – Adding Intelligent Mobility
    – Adding Econometrics
Degree programs that we may add

- Market study considers student interest and employer interest
- Decisions are not final and timeline still needs to be set
- Concentrations (which may grow into degrees)
  - Mechanical Engineering, Aerospace
  - Mechanical Engineering, Biomedical Engineering
  - Mechanical Engineering, Materials
  - Business Analytics, Quantitative Economics
- Degrees that can grow from existing departments
  - Engineering Mathematics
  - Engineering Physics
  - Industrial Engineering and Operations Research
- Degrees that require a new department
  - Environmental Engineering (can lead to Civil Engineering)
  - Chemical Engineering
Hiring, space, and timing coordination are the most significant challenges.

<table>
<thead>
<tr>
<th>Degree (De) or Concentration (Co)</th>
<th>Possible New Faculty</th>
<th>Labs Required</th>
<th>Possible Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace (Co)</td>
<td>3</td>
<td>minor</td>
<td>-</td>
</tr>
<tr>
<td>Biomedical (Co)</td>
<td>3</td>
<td>minor</td>
<td>-</td>
</tr>
<tr>
<td>Materials (Co)</td>
<td>0</td>
<td>in place</td>
<td>-</td>
</tr>
<tr>
<td>Quantitative Economics (Co)</td>
<td>2</td>
<td>none</td>
<td>fall 2018</td>
</tr>
<tr>
<td>Engineering Mathematics (De)</td>
<td>4</td>
<td>minor</td>
<td>in catalog fall 2018</td>
</tr>
<tr>
<td>Engineering Physics (De)</td>
<td>5</td>
<td>medium</td>
<td>in catalog fall 2018</td>
</tr>
<tr>
<td>Environmental Engineering (De)</td>
<td>6</td>
<td>medium</td>
<td>workshop summer 2018</td>
</tr>
<tr>
<td>Chemical Engineering (De)</td>
<td>7</td>
<td>significant</td>
<td>workshop summer 2018</td>
</tr>
<tr>
<td>Industrial Engineering and Operations Research (De)</td>
<td>5</td>
<td>none</td>
<td>growth if concentration is successful</td>
</tr>
</tbody>
</table>
Graduate Programs: name change for one of the MS degrees

- **Existing Degrees**
  - MS Engineering
    - *Electronic, Communication, and Control Systems*
    - *Robotics*
  - MS Innovation and Technology
    - *Logistics Analytics*
    - *Big Data Analytics*

- **Proposal:** change MS Innovation and Technology to MS Computer Science

- **Rationale:** provide degree names that is marketable to students and employers

- **Degrees will be:**
  - MS Engineering
    - *Electronic, Communication, and Control Systems*
    - *Robotics*
  - MS Computer Science
    - *Logistics Analytics*
    - *Big Data Analytics*
Industry partners: what is the status

- Good news: range of external contact is across MANY university functions
  - Fundraising, internships and careers, projects, research, guest speakers
  - The nature and management of these contacts, and what we need from them, is different

- Challenges
  - Coordination across the contacts remains challenging to get “right”

- Opportunity
  - Resignation of AVP Industry partnerships and entrepreneurship forces us to rethink this function
  - Reexamine management model of external relationships
  - From the beginning of a “conversation,” appropriate expertise must be present to steer us to a useful result
  - Carefully align names with types of partnerships
    - Do not repeat “industry partners” which was poorly defined and was all things to all people
Our external engagement activity serves many needs for students, faculty, and the institution.
External relationships need to aligned with the correct part of the organization

-External entities have many and varied expectations of the university
  - These expectations typically overlap with different university functions
  - This requires a managing entity: formal relationship board co-managed by Academic Affairs and the Foundation

-Relationship types
  - Foundation Partners, Career Partners, Government Partners, Community Partners, Academic Partners, Family Partners
  - Each type is aligned with a primary area of responsibility
  - Multiple relationship “types” managed by the relationship board
## External Engagement Scorecard

### Research:

- 13 research proposals officially submitted 2016, and 30 submitted in 2017. Over 100% growth year over year

### Projects:

- Senior Capstone Projects. 15 projects. 12 company sponsors. 3 internal sponsors

### Career Development:

- Academic Support Services actively works with over 165 companies/organizations in various career-focused capacities

### Advisory Boards:

- Department Chairpersons are developing Advisory Boards

### Speakers:

- Humanities in STEM speaker series—annual series with invited speaker
- Physics Club Speaker Series
- Research Series
- Health Informatics Speaker Series

---

**Academic Affairs will utilize company connections to improve the academic experience.**
### Career Development Scorecard:
**Actively working with over 165 organizations**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career and Internship Fair</strong></td>
<td>- Annual Career and Internship Fair (100% growth year-over-year 2016-2018). 2018—52 companies registered</td>
</tr>
<tr>
<td><strong>Career Workshop Series</strong></td>
<td>- Connects students with resources</td>
</tr>
<tr>
<td></td>
<td>- Fall and Spring workshops serving 70 students annually</td>
</tr>
<tr>
<td><strong>Career Day</strong></td>
<td>- 20 industry speakers</td>
</tr>
<tr>
<td></td>
<td>- 2017--450 students attending</td>
</tr>
<tr>
<td></td>
<td>- Integrated into First Year Experience course</td>
</tr>
<tr>
<td><strong>Company Day/Grad School Day</strong></td>
<td>- Personalized hiring experience for key companies</td>
</tr>
<tr>
<td></td>
<td>- 10 company days 2016-2018. 100% year-over-year growth</td>
</tr>
<tr>
<td><strong>Field Trips, etc.</strong></td>
<td>- 5 company visits. 125 student participants</td>
</tr>
<tr>
<td></td>
<td>- 1 professional conference. 70 students</td>
</tr>
<tr>
<td></td>
<td>- Design Technology Orlando Hack-A-Thon. 40 students</td>
</tr>
<tr>
<td><strong>Internships</strong></td>
<td>- 98% company sponsor growth 2016-2017</td>
</tr>
<tr>
<td></td>
<td>- 2016: 53 companies  2017: 113 companies</td>
</tr>
</tbody>
</table>

Provost’s Report—BOT: 2/2018
Impact of Entrepreneurship Investment

Phoenix Nest
Poly-developed, one-of-a-kind online platform that captures ideas, provides training and tracks progress through the entrepreneurial funnel.

- Concept
- Prototype
- Pilot Users
- Paying Users
- Launch

In 2017, Entrepreneurship staff...
- Developed Phase 1 of Phoenix Nest
- Assisted 93 student projects (Capstone, Junior, etc.)
- Gave guest lectures to 710 Students
- Mentored student teams placed in 4 out of 4 State and Local competitions, winning over $16,000

Projected Startup Activity

Today: 6 active companies in the Phoenix Nest pipeline, none are Poly Startups yet

2027: 26 active Poly Startups engaging about 2.5% of the Poly student population

Between 2010 and 2015, MIT reported that approx. 11% of their graduates founded or co-founded a company within 5 years of graduation.

Based on Stanford Office of Technology Licensing data, between approx. 3% and 5% of Stanford students and recent grads participate in a startup (and this rate correlates with U.S. GDP)
Growing Entrepreneurship at Poly

Positive Impacts on the Curriculum
• Launched first undergrad course in Spring ’18: ENT2112 Entr. Opportunity Analysis, 45 students
• Develop a 12 cr certificate program such as
  • Engineering and Technology Project Management
  • Disciplined Entrepreneurship 1
  • Disciplined Entrepreneurship 2
  • Entrepreneurial business essentials
• Expand on High Performing Teams training in Intro to STEM
• Develop tighter coupling with Capstone Design programs

Operations
• Bill Rhey, AVP for Industrial Partnerships and Entrepreneurship has accepted a new position at another institution
• Tim Shedd, Assoc. Prof. of ME, startup founder and former CEO, appointed to Director of Graduate Programs
• Justin Heacock, Coordinator of Entrepreneurship Programs will report to Tim Shedd upon Bill’s resignation

Budget
• Current annual burn rate is $320K in personnel and $50K in expenses
• Forecast next year (2018-19) to be flat with $250K in personnel and $120K in expenses
• Forecast approx. $1M in capital expenditures over the next four years, consistent with campus infrastructure needs
Entrepreneurship Scorecard: A focus on results

Co-Curricular Activity
- enactus club ~ 25 members, hosted speaker series
- Entrepreneurship lectures

Support of Startup Activities
- Phoenix Nest
- 6 student-led teams in prototype stage
- Direct support of student projects
- The Great Eight pitch competition
- Flash Ideation Sessions

Support of Florida Startups with Florida Poly Talent
- Classroom presentations of fundamentals, such as presentation skills
- Mentorship for successful business competition entries
- Assemble online registry of faculty expertise
- Develop procedures and portal for engagement with Florida Poly

Keep STEM Graduates in Florida
- No verified statistics at this time
- Development of online training modules that could assist local startups
- First organic graduating class in 2018
- Assessment will follow
- Provide opportunities for engagement with Florida startup and investor communities

Curricular Effort
- ENT2211 Entrepreneurial Opportunity Analysis
- High Performance Teams
- Developing certificate program
- Increased coupling to Capstone Design
The key messages for today

• **Admissions and Financial Aid**
  - Incoming test scores and GPA improving
  - Class size approximately the same as 2017

• **Block Tuition**
  - Waiting on legislation
  - Plan developing for new, small increment scholarship aid

• **Degree Program Additions**
  - Degrees to consider identified

• **Student and Faculty Diversity**
  - Degree additions should consider the impact on diversity

• **Graduate Programs**
  - Request for name change

• **Technology and Pedagogy**
  - Hope to hire Director of Teaching and Learning
The key messages for today

- **Industry Partners**
  - Changing the management of the partnerships to a board with identified responsibilities

- **Entrepreneurship**
  - We are working toward a set of goals
## Spring 2018 ENROLLMENT Drop/Add Benchmark*

**Total Registered Headcount**: 1,377

**Total Enrollment (Duplicated)**: 6,547

**Persistence (Fall 2017 to Spring 2018)**: 94.2%

### Continuing & New Students Count

<table>
<thead>
<tr>
<th></th>
<th>Continuing Students</th>
<th>New Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1325</td>
<td>36</td>
<td>1,442</td>
</tr>
<tr>
<td>Graduate</td>
<td>15</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Student</strong></td>
<td><strong>1341</strong></td>
<td><strong>36</strong></td>
<td><strong>1,377</strong></td>
</tr>
</tbody>
</table>

### Residency Status

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>In-State</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96.5%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

### New Student Enrollment

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time in College</td>
<td>7</td>
</tr>
<tr>
<td>Transfer</td>
<td>27</td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
</tr>
<tr>
<td>Readmits</td>
<td>0</td>
</tr>
<tr>
<td>Other (Dual Enrollment, Second Bachelors, etc.)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total New Students (Spring 2018)</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

### Headcount by Student Rank

<table>
<thead>
<tr>
<th>Student Rank</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>294</td>
</tr>
<tr>
<td>Sophomore</td>
<td>430</td>
</tr>
<tr>
<td>Junior</td>
<td>320</td>
</tr>
<tr>
<td>Senior</td>
<td>317</td>
</tr>
<tr>
<td>Graduate</td>
<td>15</td>
</tr>
<tr>
<td>Unclassified</td>
<td>1</td>
</tr>
</tbody>
</table>

### Percent Headcount by Rank

- Freshman: 21.4%
- Sophomore: 31.2%
- Junior: 23.2%
- Senior: 23.0%
- Graduate: 1.1%
- Unclassified: 0.1%

*As of January 12, 2018
Office of Institutional Research
## Spring 2018 ENROLLMENT

### Drop/Add Benchmark*

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Undergraduate</th>
<th>Full-Time</th>
<th>Part - Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Hours Undergraduate</td>
<td>17,960</td>
<td>16,548</td>
<td>1,412</td>
</tr>
<tr>
<td>Graduate</td>
<td>114</td>
<td>90</td>
<td>24</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total Credit Hours Undergraduate</td>
<td>18,078</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Average Credit Load Undergraduate</th>
<th>Average Credit Load Full-Time</th>
<th>Average Credit Load Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>13.2</td>
<td>14.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>7.6</td>
<td>10.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Total Average Credit Load</td>
<td>13.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Headcount by Credit Load Status

<table>
<thead>
<tr>
<th>Credit Load Status</th>
<th>Undergraduate</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1,361</td>
<td>98.8%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>1,185</td>
<td>86.1%</td>
</tr>
<tr>
<td>Part - Time</td>
<td>176</td>
<td>12.8%</td>
</tr>
<tr>
<td>Graduate</td>
<td>15</td>
<td>1.1%</td>
</tr>
<tr>
<td>Full - Time</td>
<td>9</td>
<td>0.7%</td>
</tr>
<tr>
<td>Part - Time</td>
<td>6</td>
<td>0.4%</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Part - Time</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>1,377</td>
<td></td>
</tr>
</tbody>
</table>

### Headcount by College and Major

<table>
<thead>
<tr>
<th>College and Major</th>
<th>Total</th>
<th>Percent of Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Engineering</td>
<td>664</td>
<td>48.2%</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>230</td>
<td>16.7%</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>105</td>
<td>7.6%</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>322</td>
<td>23.4%</td>
</tr>
<tr>
<td>Engineering M.S.</td>
<td>7</td>
<td>0.5%</td>
</tr>
<tr>
<td>College of Innovation &amp; Technology</td>
<td>696</td>
<td>50.5%</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>53</td>
<td>3.8%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>576</td>
<td>41.8%</td>
</tr>
<tr>
<td>Science &amp; Technology Management</td>
<td>59</td>
<td>4.3%</td>
</tr>
<tr>
<td>Innovation &amp; Technology M.S.</td>
<td>8</td>
<td>0.6%</td>
</tr>
<tr>
<td>Undecided</td>
<td>16</td>
<td>1.2%</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>1</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

*As of January 12, 2018
Office of Institutional Research

---

*Academic & Student Affairs Committee - VI. Provost's Report*
Spring 2018 ENROLLMENT
Drop/Add Benchmark*

<table>
<thead>
<tr>
<th>Race/Ethnicity*</th>
<th>Total Students</th>
<th>Percent of Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>6</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>68</td>
<td>4.9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>83</td>
<td>6.0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>262</td>
<td>19.0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>41</td>
<td>3.0%</td>
</tr>
<tr>
<td>White</td>
<td>890</td>
<td>64.6%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>21</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

*IPEDS Classifications

<table>
<thead>
<tr>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
</tr>
<tr>
<td>Bahamas</td>
</tr>
<tr>
<td>Brazil</td>
</tr>
<tr>
<td>Iran</td>
</tr>
<tr>
<td>India</td>
</tr>
<tr>
<td>Japan</td>
</tr>
<tr>
<td>Saudi Arabia</td>
</tr>
<tr>
<td>South Africa</td>
</tr>
<tr>
<td>Ukraine</td>
</tr>
<tr>
<td>Venezuela</td>
</tr>
<tr>
<td>Ecuador</td>
</tr>
<tr>
<td>Pakistan</td>
</tr>
</tbody>
</table>

Student Median Age 20
Student Age Range 17 to 56
Percentage of Student Living On-Campus 44%

Fall 2017 Grade Distribution

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>41%</td>
</tr>
<tr>
<td>B</td>
<td>26%</td>
</tr>
<tr>
<td>C</td>
<td>15%</td>
</tr>
<tr>
<td>D</td>
<td>5%</td>
</tr>
<tr>
<td>F</td>
<td>5%</td>
</tr>
<tr>
<td>W</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

Florida Poly Average Cumulative GPA
Undergraduate 2.99
Graduate 3.62
AGENDA ITEM: VII

Florida Polytechnic University
Academic and Student Affairs Committee
Board of Trustees
February 28, 2018

Subject: Rename Degree: Master of Science in Innovation & Technology to Master of Science, Computer Science

Proposed Committee Action

Recommend approval of the degree name change from Master of Science, Innovation and Technology to Master of Science, Computer Science to the Board of Trustees.

Background Information

Dr. Terry Parker will present information on the degree name change and is now coming to the Committee for approval.

Supporting Documentation: N/A

Prepared by: Dr. Terry Parker, Executive Vice President and Provost
Subject: SGA Report

Proposed Committee Action

Information only. No action required.

Background Information

SGA President Jacob Livingston will provide the committee with a report on student government affairs.

Supporting Documentation:
PowerPoint Presentation

Prepared by: Mr. Jacob Livingston, Student, SGA President
Student Government Association (SGA) Report

Jacob Livingston
28 February 2018
Student Government is comprised of student leaders, that are elected by their student peers, and the revenue is from students in the form of Activity and Service (A&S) fees.
Outline

- Introduction
- Budget
  - Budget spent to date
  - Notable Expenses
  - Upcoming Expenses
- Events
- Summary
# SGA Budget (2017-18)

<table>
<thead>
<tr>
<th></th>
<th>Preliminary Budget</th>
<th>Operating Budget</th>
<th>Actuals (As of February 1st 2018)</th>
<th>Variance Budget – Actuals / Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activities &amp; Services</strong></td>
<td>$311,180</td>
<td>$238,180</td>
<td>$73,554</td>
<td>- 54%</td>
</tr>
<tr>
<td><strong>Campus Activities Board</strong></td>
<td>$85,680</td>
<td>$85,680</td>
<td>$26,728</td>
<td>- 46.5 %</td>
</tr>
<tr>
<td><strong>SGA Initiatives</strong></td>
<td>$68,000</td>
<td>$30,000</td>
<td>$4,215</td>
<td>- 75%</td>
</tr>
<tr>
<td><strong>Academic Success Initiatives</strong></td>
<td>$17,500</td>
<td>$12,500</td>
<td>$</td>
<td>%</td>
</tr>
<tr>
<td><strong>Student Development Initiatives</strong></td>
<td>$30,000</td>
<td>$30,000</td>
<td>$11,286</td>
<td>- 35%</td>
</tr>
<tr>
<td><strong>Student Travel Stipend</strong></td>
<td>$60,000</td>
<td>$60,000</td>
<td>$11,325</td>
<td>- 67.6%</td>
</tr>
<tr>
<td><strong>Phoenix Shuttle</strong></td>
<td>$40,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Infrastructure Initiatives</strong></td>
<td>$10,000</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>SGA Operation</strong></td>
<td>$85,750</td>
<td>$45,750</td>
<td>$17,500</td>
<td>- 34.4%</td>
</tr>
<tr>
<td><strong>Recognized Student Organizations</strong></td>
<td>$220,000</td>
<td>$185,000</td>
<td>$27,382</td>
<td>- 74.6%</td>
</tr>
</tbody>
</table>
Notable expenses

• **Student Travel**
  – Helped over 60 students travel to academic conferences

• **SGA Website**
  – Created by Travis Hills

• **Academic Success**
  – Design Technology Orlando Competition
  – Inter/Industry Training, Simulation and education Conference

• **Events**
  – Purple Fire Week
  – SPLASH
  – Learn to code (Hosted by NSBE)
  – Pumpkin Chunkin’ (IEEE)
  – Local Hack Day (SHAPE)
Upcoming Expenses

- **SoutheastCon 2018**
  - IEEE @ FI Poly

- **PolyCon**
  - Engaging the community, last year had 800 attendees

- **RISE UP**
  - Sexual Violence prevention Committee

- **IREC 2018**
  - Intercollegiate Rocket Engineering Competition, ASTRO
Outline

• Introduction

• Budget

• Events
  – Funded by SGA
  – Recognized Student Organizations

• Summary
Events Funded By SGA

- **Student Development**
  - Purple Fire Week
  - Professional Development courses

- **Campus Activities Board**
  - PolyCon
  - Poly Pi Run
  - Rocket League
  - Game Night
  - Open Mic Night
  - Movie Theater Rental

- **Recognized Student Organizations**
  - Pumpkin Chunkin’
  - Jedi Academy
  - Speaker Series
  - Rocket Design Competition
  - Conferences
Recognized Student Organizations

Allocated Funds

- Professional Organizations
- Academic Organizations
- Cultural/Campus Organizations

Recognized Student Organizations created by students and approved by the senate, budgets are also created and approved by students
Active RSOs

Professional
- TCGTech
- Society of Women Engineers
- Rotaract
- NSBE
- IEEE
- SPIE
- Enactus
- ASME
- Purple Fire Robotics

Academic
- Physics Club
- Polysec
- ASTRO
- Math Club
- FPMC
- SHAPE
- Modeling and Simulation

Cultural
- University Church
- Diversity Club
- LASA
- Sub Club
- Rhythm Game Club
- Florida Poly Mutants (Ultimate Frisbee)
- Jedi Academy
- Chess Club
- Nerf-Tech
- Anime Club
- Phoenix League
Summary

SGA’s main purpose is the fair allocation of funds that students pay in fees to services and organizations that students enjoy and need.

Structure helps create an effective organization of checks and balances.

Sponsored events is the main method of creating campus culture.

Creating a balanced budget for the A&S fees that are collected on behalf of the students.
AGENDA ITEM: IX

Florida Polytechnic University
Academic and Student Affairs Committee
Board of Trustees
February 28, 2018

Subject: Student Development Update

Proposed Committee Action

Information only. No action required.

Background Information

Tonya Chestnut, Director of Student Development, will provide the committee with a report on student development activities.

Supporting Documentation:
PowerPoint Presentation

Prepared by: Tonya Chestnut, Director of Student Development
Student Development

Tonya Chestnut
28 February 2018
Evolution of Student Life

Student Life services have been expanded and improved in the new organizational structure.

- mental health
- recreation
- student life

- mental health
- disability services

- recreation
- student government
- student programs

Academic & Student Affairs Committee - IX. Student Development Update
Outline

• Introduction

• Recreation
  – Intramural program

• Student Government

• Student Programs

• Summary
Recreation

• Intramural sports include dodge ball, table tennis, basketball, soccer, flag football and sand volleyball

• Fall 2017 numbers
  – 21 Events
  – 395 Attendees
  – 19 Average

• Spring 2018 numbers
  – 10 Events
  – 1048 Attendees
  – 17 Average

Newly implemented Presence system will better track student involvement in all Student Development programs
Recreation

• **Nutrition workshops**
  – Healthy eating
  – Eating on a college budget
  – Weight loss
  – Food and working out

• **Weight room**
  – Orientation of gym equipment
  – How to squat properly
  – How to bench press properly
  – Faculty/staff vs. student volleyball and basketball game

• **Poly Pi Run**
Outline

• Introduction

• Recreation

• Student Government
  – Student Government Association (SGA)

• Student Programs

• Summary
SGA Structure

- **Events**
- **BOT representative**

**Student Government Association (SGA)**

- **Executive**
  - Events
  - BOT representative

- **Legislative**
  - Legislative & Executive board
  - Audit & Budget Committee

- **Judicial**
  - Student travel
  - Student Code-of-Conduct

**Student Development (Advisory Role)**

Student Government Association is funded through student fees and supports student programming
SGA Programming

• **Recognized Student Organizations (RSO) - $185,000**
  – Supports student clubs
    – Includes 42 clubs across professional, academic, arts and entertainment, cultural, gaming, sports and recreation, media publication, professional, religious, special interest
    – Controlled by students

• **Campus Activities Board (CAB) - $85,680**
  – Supports student events
    – Includes PolyCon, E-Sports, skills challenge, game night, comedy show, open mic night
    – Controlled by students

• **Student Development - $30,000**
  – Supports student development events
    – Soft skills workshops, cultural celebrations, volunteer events, Purple Fire Week
    – Controlled by Student Development
Outline

• Introduction

• Recreation

• Student Government

• Student Programs
  – Soft skills (self development)
  – Preventative programming
  – Code of Conduct

• Summary
Self Development

• **Volunteer events**
  – Light House Ministries
  – Pig Fest
  – Florida Baptist Home
  – Polk County Parks and Recreation
  – Relay for Life
  – Kids Pack-Tiger Town

• **Developmental workshops**
  – What every student needs to know about money
  – Self awareness-building your brand
  – Reducing test anxiety
  – Prioritization empowers you to succeed
  – Strengthening accountability
  – Resources fair with community businesses
  – Conflict Resolution
  – Suicide prevention
  – Communication
  – Guide to public speaking
Preventive Programming

• Anti Hazing
  – Prior attempt resulted in poor results
  – Implemented mandatory completion of course prior to class registration
  – Increased participation
    – Fall 2016 (3%)
    – Fall 2017 (98%)
    – Spring 2018 (100%)

• AlcoholEdu
  – Implemented-Spring 2018 (not mandatory)
  – 772 registered (56%)
  – 642 completed (84% of the registered, 47% of student body)
Summary

• Student Affairs reorganized into Academic Support Services and Student Development

• Student Development consists of recreation, student government and student programs

• Student Development goal is to create a rich interactive culture where innovation and learning are infused into campus life

• Newly implemented Presence system to track student involvement and data to highlight an active campus life
Subject: 2018-2019 Academic Calendar

Proposed Committee Action
Recommend approval of the 2018-2019 academic calendar to the Board of Trustees.

Background Information
Dahl Grayckowski will present an update on the 2018-2019 academic calendar which is coming to the committee for approval to the Board of Trustees.

Supporting Documentation: N/A

Prepared by: Dahl Grayckowski, University Registrar
Academic Calendar

Dahl Grayckowski, University Registrar
February 28, 2018
Calendar Constraints

1. BOG Regulation – must start within a specific date
2. Meeting contact hours – Federal requirement
3. Respecting faculty pedagogy & time – quality concerns
4. Leap year 2020 – wild card

Emergency Campus Closures Make-up

1. Holidays (3 days)
2. Reading Days (2 days)
3. Mandatory evenings (upper division), Saturdays and/or Sundays (lower division)
# Calendar – Fall 2019 to Summer 2021

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classes Begin</strong></td>
<td>Wednesday, August 21, 2019</td>
<td>Wednesday, August 26, 2020</td>
</tr>
<tr>
<td><strong>Labor Day Holiday</strong></td>
<td>Monday, September 2, 2019</td>
<td>Monday, September 7, 2020</td>
</tr>
<tr>
<td><strong>Veteran’s Day Holiday (Observed)</strong></td>
<td>Monday, November 11, 2019</td>
<td>Wednesday, November 11, 2020</td>
</tr>
<tr>
<td><strong>Thanksgiving Holiday</strong></td>
<td>November 27 - 30</td>
<td>November 25 - 28</td>
</tr>
<tr>
<td><strong>Last Day of Classes</strong></td>
<td>Wednesday, December 4, 2019</td>
<td>Wednesday, December 9, 2020</td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
<td>Friday, December 13, 2019</td>
<td>Friday, December 18, 2020</td>
</tr>
<tr>
<td><strong>Winter Break - Campus Closed</strong></td>
<td>December 26 - 31</td>
<td>December 26 - 31</td>
</tr>
</tbody>
</table>

**Spring 2019**

| **Classes Begin**                  | Monday, January 7, 2019            | Monday, January 6, 2020            |
| **Martin Luther King Jr. Holiday - No Classes** | Monday, January 21, 2019        | Monday, January 20, 2020           |
| **Spring Break - No Classes**      | March 2 - 10                       | Feb 29 - March 7                   |
| **Last Day of Classes**            | Wednesday, April 24, 2019          | Wednesday, April 22, 2020          |
| **Commencement**                   | Friday, May 3, 2019                | Friday, May 1, 2020                |

**Summer A 2019**

| **Classes Begin**                  | Monday, May 13, 2019               | Monday, May 11, 2020               |
| **Memorial Day Holiday**           | Monday, May 27, 2019               | Monday, May 25, 2020               |
| **Last Day of Classes**            | Friday, June 21, 2019              | Friday, June 19, 2020              |
| **Summer Break**                   | June 24 - 29                       | June 22 - 27                       |

**Summer B 2019**

| **Classes Begin**                  | Monday, July 1, 2019               | Monday, June 29, 2020              |
| **Independence Day (Observed)**    | Thursday, July 4, 2019             | Friday, July 3, 2020               |
| **Last Day of Classes**            | Friday, August 9, 2019             | Friday, August 7, 2020             |

**Summer C 2019**

| **Classes Begin**                  | Monday, May 13, 2019               | Monday, May 11, 2020               |
| **Memorial Day Holiday**           | Monday, May 27, 2019               | Monday, May 25, 2020               |
| **Summer Break**                   | June 24 - 29                       | June 22 - 27                       |
| **Independence Day (Observed)**    | Thursday, July 4, 2019             | Friday, July 3, 2020               |
| **Last Day of Classes**            | Friday, August 9, 2019             | Friday, August 7, 2020             |

---
The text states that each university shall operate on a year-round calendar which provides 220 days of classroom instruction including examinations, or 210 days of instruction excluding examinations. Exceptions may be approved by the Board of Governors. Unless an exception is granted, the first day of classes will fall within each of the following three periods of time: a) The first three (3) weekdays after August 22; b) The first three (3) weekdays after January 4; and c) The first three (3) weekdays after May 5. Each calendar shall minimize time lost to students in completing the transfer between programs or institutions. A summer program for teachers, school personnel and other students shall begin no earlier than June 15 and close no later than August 15. If the university’s calendar does not meet the above requirements, please submit a request for an exception.

### 2020-2021 Academic Calendars for State Universities

<table>
<thead>
<tr>
<th>University</th>
<th>Term One - Fall 2020 - Start</th>
<th>Term One - Fall 2020 - No Classes (i.e. holidays/breaks)</th>
<th>Term One - Spring 2021 - Start</th>
<th>Term One - Spring 2021 - No Classes</th>
<th>Term Three - Summer A 2021 - No Classes</th>
<th>Term Three - Summer A 2021 - Last Day of Classes</th>
<th>Term Four - Summer B 2021 - No Classes</th>
<th>Term Four - Summer B 2021 - Last Day of Class</th>
<th>Term Five - Summer C 2021 - No Classes</th>
<th>Term Five - Summer C 2021 - Last Day of Class</th>
<th>Term Five - Summer D 2021 - No Classes</th>
<th>Term Five - Summer D 2021 - Last Day of Class</th>
<th>Common Date(s): Fall 2020 - Summer 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGCU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FPU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subject: United Faculty of Florida, Florida Poly Chapter Remarks

Proposed Committee Action

Information only. No action required.

Background Information

Dr. Richard Matyi, United Faculty of Florida, Florida Poly Chapter President, will provide remarks.

Supporting Documentation: N/A

Prepared by: Dr. Richard Matyi, United Faculty of Florida, Florida Poly Chapter President