



FLORIDA POLYTECHNIC
UNIVERSITY

Board of Trustees Workshop

Tuesday, December 11, 2019
8:30 a.m. – 10:30 a.m.

Florida Polytechnic University – Student Development Center
4700 Research Way, Lakeland, FL 33805

Dial In Number: 415-655-0001 | Access Code: 648 791 498#

Don Wilson, Chair
Dr. Victoria Astley
Ryan Perez
Dr. Adrienne Perry
Gary C. Wendt

Cliff Otto, Vice Chair
Rear Admiral Philip Dur
Frank Martin
Dr. Louis Saco

Mark Bostick
Dr. W. Earl Sasser
Henry McCance
Bob Stork

AGENDA

- | | |
|---|---|
| I. Call to Order | Don Wilson, Chair |
| II. Roll Call | Kristen Wharton |
| III. Public Comment | Don Wilson, Chair |
| IV. Approval of the September 10, 2019 Minutes
<i>*Action Required*</i> | Don Wilson, Chair |
| V. 2019-2020 Operations Plan Update | Randy K. Avent, President |
| VI. 2020-2021 Operations Plan Discussion | Randy K. Avent, President |
| VII. Performance Based Funding: BOT Choice Metric
<i>*Action Required*</i> | Randy K. Avent, President |
| VIII. University Advocacy | Rick Maxey, AVP Economic
Development & Board Liaison |
| IX. Closing Remarks and Adjournment | Don Wilson, Chair |



FLORIDA POLYTECHNIC
UNIVERSITY

Board of Trustees Workshop

Tuesday, September 10, 2019
3:00 p.m. – 5:00 p.m.

DRAFT WORKSHOP MINUTES

Florida Polytechnic University – Student Development Center
4700 Research Way, Lakeland, FL 33805

Dial-In Number: 415-655-0001 | Access Code: 648 791 498#

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Mark Bostick
Dr. Richard Hallion
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I. Call to Order

Chair Don Wilson called the meeting to order at 3:00 p.m.

II. Roll Call

Kris Wharton called the roll: Chair Don Wilson, Vice Chair Cliff Otto, Trustee Mark Bostick, Trustee Victoria Astley, Trustee Philip Dur, Trustee Richard Hallion, Trustee Ryan Perez, Trustee Adrienne Perry, Trustee Henry McCance, and Trustee Bob Stork were present (Quorum).

Staff present: President Randy Avent, Mr. Mark Mroczkowski, Mr. Rick Maxey, Mr. David Blanton, Mrs. Kim Abels, Ms. Michele Rush, and Mrs. Kris Wharton were present.

III. Public Comment

There were no requests received for public comment.

IV. Balanced Scorecard: Strategic Plan Accountability Tracking

President Randy Avent gave a presentation on his recommended plan for strategic plan accountability tracking. He stated the University is working towards four priority outcomes: degree alignment, student success, economic development, and affordability. He also reviewed key initiatives for University Advancement, retention and graduation rates, admissions, and

research. President Avent stated the next steps include team leads developing metrics and an implementation plan for each of their assigned areas of responsibility and reporting out to the Board at the December meeting.

Trustees had the opportunity to ask questions of President Avent. Trustee Philip Dur stated his belief that the key to retention and graduation rates lies in the quality of the student. Discussion occurred on targeting marketing to those potential students. Trustee Bob Stork inquired if the University improves retention and graduation rates, will it fix other areas as well, to which President Avent stated it is a both yes and no answer.

Trustees and President Avent also discussed the balance of obtaining quality students without overlooking affordability for low income students.

V. Investment Portfolio Review

Mr. Mark Mroczkowski gave a presentation on the University's investment portfolio. He spoke specifically to the "special purpose investment account" (SPIA), of which \$47M was conservatively managed with a 2.32% return last year. The University hired Chandler Asset Management to manage \$10 million of the institution's investment portfolio which yielded \$5.5% last year. For fiscal year end (FYE) 2019, the SPIA account earned \$993,948, and the managed account earned approximately \$550,000. The University's cash and investments totaled \$57.6 Million. at June 30, 2019.

Mr. Mel Hamilton and Mr. Scott Prickett from Chandler Asset Management presented an economic overview of market activity and detailed information on the University's portfolio. Trustees had the opportunity to ask questions regarding the information presented.

VI. Closing Remarks and Adjournment

With no further business to discuss, the meeting adjourned at 5:00 p.m.

Florida Polytechnic University
Workshop
Board of Trustees
December 11, 2019

Subject: 2019-2020 Operations Plan Discussion

Proposed Board of Trustees Action

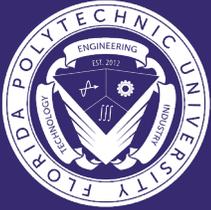
Information only – no action required

Background Information

President Avent will review key accomplishments of the past quarter.

Supporting Documentation: President's 2nd quarter report for FY 2019-2020

Prepared by: Randy K. Avent, President

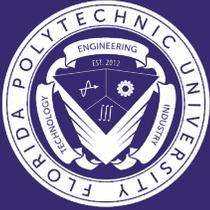


OPERATIONAL PLAN 2019-20

FLORIDA POLYTECHNIC UNIVERSITY

Quarterly Report
to the Board of Trustees

Randy K. Avent
November 2019



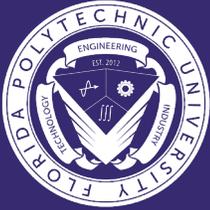
BOARD OF TRUSTEES

Operational Accountability Metrics

2019-20	Peer Group	SUS Average	2020-2021
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Degree Alignment				
% of Bachelors' Graduates Enrolled or Employed (\$25,000+)	75%		72%	78%
Median Wages of Bachelors' Graduates Employed Full-time	\$50,000		\$41,200	\$51,500
% of Bachelors' Degrees Awarded within Programs of Strategic Emphasis	100%	78%	51.37%	100%
% of Graduate Degrees Awarded within Programs of Strategic Emphasis	100%	74%	61.20%	100%
Student Success				
% Academic Progress Rate (GPA>2.0)	72%	81%	82%	(74%) 80%*
4-year FTIC Graduation Rate	37%	32%	41%	(40%) 39%*
6-year FTIC Graduation Rate (FT and PT students)	47%	62%	76%	(58%) 54%*
Time to Degree for FTICs in 120 hr. programs	4.7		4.2	4.6
% Baccalaureate Degrees without Excess Hours	95%		75%	(>75%) 80%*
Freshmen in Top 10% of HS Class	22%			23
Economic Development				
Bachelors' Degrees Awarded (First Majors Only)	320			320
Graduate Degrees Awarded (First Majors Only)	18			22
Total Research Expenditures (\$ in thousands)	\$750			\$1,000
% of Research Expenditures Funded from External Sources	69%			81%
Affordability				
Average Cost to Students (120 hours)	\$9.5K	\$21.9K	\$13.9K	(<\$14K) \$9K*
% University Access Rate (UG with Pell grant)	30%	24%	38%	(30) 29*

*(PREVIOUS GOAL) **NEW, APPROVED 2020-2021 ACCOUNTABILITY REPORT GOAL**



BOARD OF TRUSTEES Operational Goals Progress Report

OPERATIONAL GOALS 2019-2020

(DEGREE ALIGNMENT) BUILD PROMINENT PROGRAMS IN HIGH-PAYING INDUSTRIES

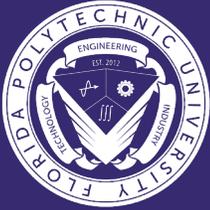
Goal 1: Enroll a high-quality and diverse incoming class

Completed:

- (1.1) Designed and developed new recruitment publications and digital strategy (email, text, YouTube, Instagram)
- (1.1) New business partners obtained for micro-targeted lead generation
- (1.1) New multi-faceted and optimized undergraduate Recruitment Microsite
- (1.1) Designed and implemented First -Year STEM Program
- (1.1) Built new segmented campaign sprints for specific academic product lines and involved faculty:
 - Developed three scholars' programs (Provost, Alexander, Presidential)
 - Three new degree programs/ 10 Concentrations
 - STEM leadership, innovation and honors
- (1.2) Regional admissions recruiter hired outside of Florida
- (1.2) At this time last year, out of state completed applications received was 14; today we have 43 out of state completed applications
- (1.2) Targeted high school scholarships "exclusively" via nomination from HS Calc teacher/guidance counselor
- (1.2) Developed new approach to international recruitment with re-organized structure
- (1.2) Addressed strategic challenges with global corporate partner
- (1.2) Purchased international database of HS teachers, counselors & principals
- (1.3) Developed One-Year Pipeline Program that allows eligible students who earned strong grades in mathematics and science courses direct admission to Florida Poly
- (1.3) Designed and developed new transfer recruitment brochure
- (1.4) Diversified and added programmatic Grad Concentrations and faculty exploring new programs
- (1.4) Designed and developed new brochure for graduate students
- (1.5) Launched state and national awareness campaign to guidance counselors and Calculus teachers
- (1.5) Purchased national HS guidance counselor list and developed drip campaign

Ongoing:

- (1.1) Overhaul of admissions strategy and operation
- (1.1) Significantly updating financial aid operation and strategy and upgraded material
- (1.1) Designed and are now implementing STEM-Tech Days (11 done, 440 STEM students. 21 planned, 900 STEM HS students)-Central Florida, and highly ranked Florida high school AP calc, physics classes
- (1.4) Designing new Grad Student financial aid leveraging strategy



 **Goal 2:** Grow a faculty body committed to excellence

Ongoing:

- (2.1) Ads for faculty openings are currently posted. Currently identifying critical needs across the institution to prepare for the 2020 recruiting season.

 **Goal 3:** Improve instructional effectiveness and consistency of quality

Completed:

- (3.1) While a “Center for Teaching and Learning” will not be established, we did hire a Director of Teaching and Learning.

Ongoing:

- (3.2) Delivered one-on-one meetings with faculty in fall 2019 (58)
- (3.2) Expanded Teaching and Learning focus at faculty orientation to include effective teaching practices; instructional technology use; educational research grant information—100% of full-time faculty in attendance
- (3.2) Launched faculty and staff resources site in Canvas: 87 faculty has 10 or more page views; 66 has 100 or more page views
- (3.2) Canvas Instructor orientation: 83 faculty has 10 or more page views; 66 had 100 or more page views
- (3.2) Approximately four educational grant proposals in exploratory, development phase
- (3.2) Weekly brown-bag seminars on teaching and student-focused topics: 96 faculty and staff in attendance; avg of 10 per week
- (3.2) Mid-term student feedback surveys (an early indicator of what’s working): 39 faculty participated representing 84 course sections; 1,603 students surveyed; 65 individual reports
- (3.3) Initial exploration of potential online classes for upperclassmen who need to complete a lower level class, such as Academic and Professional Skills
- (3.3) Discussion at Masters’ level for Data-Science Track and Engineering Management Track to deliver 2-3 courses in each track (2 hybrid; 1 online)

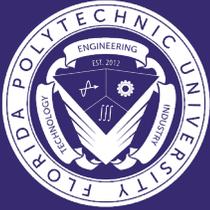
 **Goal 4:** Grow the number of academic programs in strategic disciplines

Completed:

- (4.1) Three programs (Engineering Math, Engineering Physics, Environmental Engineering) formally approved and launched in fall 2019. Eleven freshmen students enrolled in these new programs

Ongoing:

- (4.1) Operationalizing the three new degrees
- (4.2) Added new for this fall concentrations in Aerospace and Mechanical Thermal Systems (Mechanical Engineering); Autonomous Systems (Computer Science); Autonomous Robotic Systems (Computer Engineering)
- (4.2) Mostly holding firm now with monitoring on demand, student flow, and industry need



Goal 5: Mature and grow the graduate program

Completed:

- (5.1) Formalized curricular structure for both master's degrees and expanded to include tracks in ME, CE, EE, and Engineering Management (MS Engineering); and Data Science and Computer Science (CS Computer Science)

Ongoing:

- (5.2) Concentrations have been restructured to support and enhance degree offerings; however, there is still a need to increase and develop faculty to support the masters' programs. Additionally, while the completion of the Applied Research Center (ARC) will help, the need for dedicated space to support graduate student education and research continues to remain a challenge
- (5.2) Create strong alignment between students and faculty research through better advising management
- (5.2) Develop operational guidelines for the Division and for departments to better coordinate
- (5.2) Develop graduate student handbook
- (5.3) Grow and manage enrollment and progression to produce 25 graduates per year

(STUDENT SUCCESS) PREPARE STUDENTS FOR A LIFETIME OF SUCCESS

Goal 6: Help students achieve academic goals

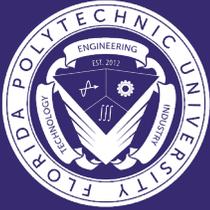
Completed:

- (6.1) Established a first-year common set of learning outcomes
- (6.1) Assigned all new students (FTIC and transfer) a Success Coach
- (6.2) Club Row connected with key first-year courses to encourage connection to the University
- (6.2) Inclusion of Student Education Assistants as mentors in key first-year courses
- (6.4) A degree audit process is in place and available to students and Success Coaches

Ongoing:

- (6.1) Develop a first-year excellence program that provides the building blocks of leadership principles for incoming students
- (6.2) Develop a mentoring system where returning students support/mentor new students, first as Orientation Leaders and then as Student Education Assistants in key courses
- (6.2) Plan a Degree Declaration Day in Spring semester that will connect first-year students with their Major, their cohort/class (e.g. Fall 2019), and the University
- (6.3) Staff developed a custom-built retention system to help identify students who may be struggling. We are investigating implementing a commercial system to be operational for Fall 2020
- (6.4) Adapt approach to advising students on course sequencing to assist them in graduating early
- (6.4) Review options for moving to an automated degree audit process

Goal 7: Build essential skills in communication, leadership, design and business



Goal 8: Embed projects in a sustainable manner to enhance professional development

Goal 9: Support students through work experience programs and career opportunities

(ECONOMIC DEVELOPMENT) GROW A HIGH-TECHNOLOGY ECONOMY AROUND FLORIDA POLY

 **Goal 10:** Conduct and execute a realistic and sustainable industry interaction model

Completed:

- (10.1) A cross-department working group regularly meets to manage industry partnerships to thoughtfully deepen the relationship through internships, capstone projects, leadership conversations, career fairs and other channels available to our varied industry sectors
- (10.3) Adopted procedures for offering continuing education courses or programs under BOG regulation 8.002. Also established the budgetary infrastructure for continuing education programs
- (10.3) Offered a strategic planning course using the principles of Strengths, Opportunities, Aspirations, and Results (S.O.A.R.) to over 40 industry executives from three countries in Latin America

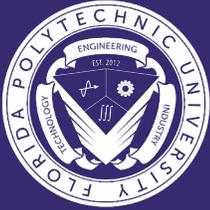
Ongoing:

- (10.2) Focus future curriculum development on targeted industries such as information sciences, AV, healthcare, advanced manufacturing, cyber physical security and financial technology
- (10.3) Offer Lean and Six Sigma courses in response to industry requests
- (10.3) Conduct a continuing education needs analysis of targeted industries

 **Goal 11:** Conduct applied research to strengthen University impact

Completed:

- (11.2) Health Systems Engineering (HSE) has established its mission, vision and goals in alignment with Florida Poly's institutional mission goals. Additionally, HSE has established an advisory board, who is providing feedback and support on program elements and priorities
- (11.2) Eleven faculty from across departmental units are engaged in monthly HSE meetings focused on identifying overlapping interests and opportunities for research collaboration
- (11.2) HSE's Director met with the program's major donor's representative and received ratification on the program's vision and execution plan
- (11.2) Dr. Arman Sargolzaei won an NSF Major Research Instrumentation (MRI) award to purchase equipment to measure and characterize the EM environment for Connected and Autonomous Vehicles.
- (11.2) Our second SAE Edge report was released with many important contributors like the former Secretary of Transportation. Forbes has asked us to be their AV safety expert.
- (11.2) We have fully defined the mathematics and architecture for a CAV Verification and Validation (V&V) capability, and we are continuing to implement it in Matlab. We are considering hiring full-time programmers to help with this task.
- (11.2) We have defined a framework for testing capabilities with weather and RF interference.
- (11.3) Hired Director of Sponsored Research



- (11.4) An Economic Impact Study was completed this fall with a final draft presented to the Board of Trustees on September 11, 2019. Subsequently, the study was released to the media with positive reception
- (11.5) Dr. Jim Mennie was installed as FIPR Institute's Business Director
- (11.5) Phase 1 of CMC project signed (\$876,000 three-year research project). Utilizes specialized proprietary membranes and filters for rare earth element recovery; anticipating developing supply chain in Central Florida. Testing is on-going

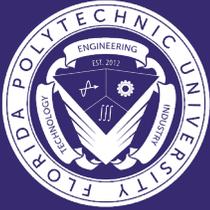
Ongoing:

- (11.1) Investigate hosting a seminar for faculty on writing successful grant proposals for federal funding agencies
- (11.1) Advancement invested in "Academic Impressions" as a cloud-based professional development service available for academic and advancement offices. They offer online training modules, an extensive library of articles, and numerous books, assessments and white papers. The topics range from grant writing to leadership development for academics
- (11.2) Development of partnerships with Lakeland Regional Health, Baycare, AdventHealth, James A. Haley Veterans' Hospital (4 student projects and 2 faculty projects are in progress)
- (11.2) HSE received a \$600,000 NSF grant, "Cultivating Cultures for Ethical STEM"
- (11.2) HSE Director has been invited to design and lead a workshop at National Conference on Health Systems (February 2020, Savannah, GA)
- (11.2) We continue to build academic partnerships with Talteach and Embry-Riddle, with discussions at UF. We are also growing our industry partnerships as they wait for our capabilities to be fully developed.
- (11.2) The SAE CAV Test Symposium, which is the leading conference for SAE, plans to move their conference from Clemson this year to Poly, as does the IEEE ICCVE, which is the leading conference for IEEE.
- (11.2) We are in the final stages of having space donated to AMI from a community member that will allow us to grow the footprint of the Institute. We are also working with two relevant companies that are interested in being on campus or beside us in this space.
- (11.2) We have updated the requirements for accident handling and are working with FHP on how they might implement it. This work builds on our AV accident database that feeds our simulation models.
- (11.5) FIPR Institute's Packed Column Jig Research Project in progress for improved recovery of ore from tailings. New flotation process for improved beneficiation of mining output
- (11.5) CMI project for recovery of rare earth elements from phosphoric acid sludge in progress. (\$150K research grant)

Goal 12: Develop extended campus to support University growth

Completed:

- (12.1) Initiated and completed a strategic programming study that compared the program of the ARC to the IST's current use
- (12.1) Programmed and designed the ARC to support the academic mission/growth through 2026
- (12.2) Designed an interactive outdoor campus model to maximize the use of outdoor spaces
- (12.2) Constructed a portion of the interactive outdoor model adjacent to the SDC (Oak Grove)
- (12.2) Hired a design consultant to design systems to support the use of reclaimed water for irrigation, and chilled water make up



- (12.2) Hired a design consultant to review the projected campus growth and outfit the Chiller Plant to maintain redundancy with the addition of the ARC
- (12.4) A resolution was adopted by the Board of Trustees at the September 11, 2019 meeting to establish Florida Poly as a partner with the Research Development Authority

Ongoing:

- (12.3) Assessment of the current facilities (including the ARC), to determine deficits for detailed programming efforts
- (12.3) Update Master Plan for 2020-2030
- (12.4) Draft a plan as required by Florida Statute outlining the structure of the Research Development Authority
- (12.4) Obtain a formally approved resolution from the Polk County Board of Commissioners stating the need for and desire to create a Research Development Authority. Work with the Commissioners to pass an ordinance establishing the Research Development Authority
- (12.4) Work with Polk County government to identify the initial board of the Research Development Authority
- (12.4) Obtain the approval of the State University System Board of Governors authorizing the creation of the Research Development Authority
- (12.5) Periodically assess credit markets for rates and University debt capacity
- (12.5) Pursuing creating temporary space for companies that want to be on campus immediately
- (12.5) Issue RFI's for P3 proposals seeking new opportunities

(AFFORDABILITY) MAXIMIZE VALUE FOR THE STUDENT

Goal 13: Create a strong student user experience

Completed:

- (13.1) Finalized negotiations with Vestcor for the University to assume responsibility of student life in the dorms. Initial response from the Resident Assistants has been very positive
- (13.2) Student engagement opportunities focused on the first 45 days on campus planned and communicated to students in the Campus Events booklet
- (13.2) Inclusion of printed calendars at key campus locations
- (13.2) Orientation moved to August to ensure campus connections were made for all new students
- (13.2) Campus Activities Board Purple Fire Week connected students to campus 8/21-8/24
- (13.2) Club Row held 8/27 and 8/28
- (13.2) Various diversity and inclusion events for students have been implemented, including Hispanic Heritage Month, Diversity Festival, Professional Development Seminar for Women, Buffalo Pow Wow, Black History Month, and a Heritage Video Series celebrating all cultures
- (13.2) Implemented bi-annual "Phoenix Family Day" events to engage students and their families in various activities on campus
- (13.3) Completed 100% of received transfer coursework prior to registration improved over last year, which was about 85%.
- (13.3) Schedule Wizard went live in spring 2019 for fall 2019 registration to assist in creating conflict free schedules. We had 50% of our continuing student population using the tool by Wednesday of priority registration week before Marketing had completed their marketing notifications. We placed flyers,



included information in our targeted registration email, and worked with ASC for publicity assistance. Over 85% of our students that were registered by the end of priority registration week and the end of the following week had accessed Schedule Wizard multiple times.

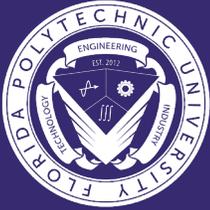
- (13.3) Developed Graduation Fair program in spring 2019 for checking out with various departments in one central location. This gives students easy access to complete departmental items and prepare to leave Florida Poly.
- (13.4) Career Development provides potential employers with on-campus space to interview students
- (13.4) Career Development will work with potential employers to connect the outside group/company with students who match their resource needs
- (13.4) Auburndale High School Swim Team Fall practices were held at Student Development Center pool

Ongoing:

- (13.1) “Atrium” will be used to measure student attendance at various events and at various campus locations. Atrium is currently being tested on campus and expected for full implementation by Student Affairs in Fall 2020
- (13.1) Student Government is implementing Campus Labs. Campus Labs will provide data on student interaction through Register Student Organization activities. Expected full implementation of Campus Labs is Fall 2020
- (13.1) Initial discussions among staff and students to develop a characterized version of the Florida Poly Phoenix mascot are underway. Additionally, the Presidential Ambassadors are pursuing the development and funding for an art sculpture of the Phoenix to be located prominently on campus and around which signature campus traditions will be implemented
- (13.2) Assessment of programs and effectiveness of activities that focus on the first 45 days on campus
- (13.2) Diversity training courses and LGBT Pride Month activities are under development
- (13.3) Improve the online graduation application to facilitate timely graduation and capture important data related to graduates
- (13.3) At least 85% of our students have a completed degree audit or degree planner (new incoming students), which is uploaded into their file and viewable in their student portal. This is also accessible by ASC Coaches for advising
- (13.3) Registration for Priority Registration students continues to improve with targeted communications. Every student is emailed a personalized email with all registration information and all current holds prohibiting registration
- (13.3) Waitlist monitoring is still a manual process and needs to continue to be improved
- (13.3) Registered 60% of new undergraduate first-year STEM program (FYSP) students prior to their attendance at summer orientation or by the August 1st, internal deadline. Anecdotally, we have substantially fewer student complaints
- (13.4) Collaborating with Catapult to interview candidates for the new Maker Space leader at Catapult
- (13.4) Launching a new University website spring 2020. Design phase is complete, and we are currently in the build process. Campus-wide stakeholder feedback has been included throughout the process
- (13.4) Increased social media engagement and audiences – both the University channels and the President’s social media channels. Through video, photography, and “student takeovers” we have increased interactions and followers on all social media channels (Facebook, Instagram, YouTube, Twitter & LinkedIn)

 **Goal 14:** Concentrate spending on academic programs

Completed:



- (14.2) Introduced application streaming for computing lab applications
- (14.2) Enhanced security of critical applications with multi-factor authentication
- (14.2) Developed standards for job aids and process documentation
- (14.2) Implemented systems to enhance operations of the Writing Center, Safety Services, and University conference rooms
- (14.2) Continued our Lean Six Sigma yellow belt courses and implemented a new Six Sigma green belt course for employees this fall

Ongoing:

- (14.1) Ongoing assessment and reorganizing of several departments' structure is allowing the University to structure centralized services as a "value stream organization." This type of organizational structure helps to avoid inter-departmental conflicts by improving the transparency of information across functions as well as reduce overhead.
- (14.1) Scheduling regular client service meetings to assess service satisfaction and explore methods for improvement
- (14.1) Conducting regular training sessions on services provided and processes and systems used to optimize client understanding and efficiency and exchange ideas for improvements
- (14.2) Migrating from legacy network drives to Microsoft's cloud-based OneDrive and Teams
- (14.2) Upgrading wireless networking in the IST building
- (14.2) Enhancing campus emergency call pedestals
- (14.2) Implementing systems to enhance operations of Parking Management, Disability Services, Accreditation Management, and University Relations

 **Goal 15:** Continue advocacy efforts to support University growth and reputation

Completed:

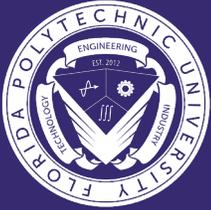
- (15.1) Met with Congressman Ross Spano, Governor DeSantis' Chief of Staff, and 16 key current up-and-coming leaders in the state legislature to advocate for Florida Poly

Ongoing:

- (15.1) Realignment of advancement team organizational structure will be complete by January 1, 2020
- (15.1) Assessed the effectiveness of Advancement's software system functions. A decision will soon be made to migrate to the "gold standard" software within our profession, Blackbaud. The cost analysis demonstrated we can transition with nominal migration costs and the annual cost for the system is equivalent to our existing expenses for software which is not meeting our needs at this time
- (15.2) Launched annual fund drive the first week in November which continues through the end of the calendar year
- (15.3) Established a Director of Alumni Relations and Annual Giving position to engage and support our alumni and develop a philanthropic education for current students in preparation for their transition to alumni upon graduation

 **Goal 16:** Ensure a highly effective organization

Completed:



- (16.1) Hired Employee Relations Specialist
- (16.1) Developed an expanded orientation for all new hires that includes a half-day of training on Florida Poly resources and practices
- (16.1) Added 3-month, 6-month, and 1-year “touch-base” communication from HR to all new hires
- (16.1) Launched a diverse, campus-wide Employee Activities Committee (EAC) which plans and implements activities and events for all employees
- (16.1) Added a three day “Employee Appreciation Days” leading up to the established, annual “ABLAZE” Employee Awards Dinner
- (16.3) A task force reviewed the University’s current training programs and professional development opportunities for employees. A list of suggested next steps has been submitted to Human Resources for further review and implementation
- (16.3) Created a robust employee training program that offers tracks in Leadership Excellence, Professional Growth, Florida Poly Nuts ‘n Bolts, and Professionalism 101. Ten out of twelve sessions have been taught, with an average of 10 attendees and overall satisfaction score of 4.89 out of 5
- (16.3) CareerSource Polk opportunity was presented to managers for reimbursement of training expenses for industry recognized certifications received by employees. Some inquiries, no takers this year

Ongoing:

- (16.1) Conduct “stay interviews” to research and better understand employee satisfaction and areas of concern
- (16.1) Search for AVP Human Resources in progress
- (16.2) A cross-department task force was established to review and refresh the Florida Poly Formula, a set of 27 behavioral principles that guide our employees’ daily work and interactions. The work of this task force is extensive and will be ongoing through 2020
- (16.3) Developing robust training program for spring 2020 focusing on leadership, supervisory skills, how to conduct performance evaluations and better manage direct reports

Florida Polytechnic University
Workshop
Board of Trustees
December 11, 2019

Subject: 2020-2021 Operations Plan Discussion

Proposed Board of Trustees Action

Information only – no action required

Background Information

The Board has engaged in discussions regarding the Balanced Scorecard that identifies desired outcomes sought by the University and those programs and activities necessary to achieve those outcomes. In support of the Balanced Scorecard and as a means of tracking progress President Avent is working with all members of the University on an operations plan. The operations plan will provide an “on-the-go” update of progress and serve as a guide for what we are to accomplish in order to achieve desired outcomes.

Supporting Documentation: Power Point Presentation

Prepared by: Randy K. Avent, President



FLORIDA POLYTECHNIC
UNIVERSITY

2020-2021 Operations Plan Discussion

Randy K. Avent
11 December 2019

Strategic Plan Elements

- **Positioning**

- **Priorities**

- Priorities
- Goals
- Tasks

- **Payment**

- **Performance**



Five-Year Strategic Plan

Yearly Operational Plan

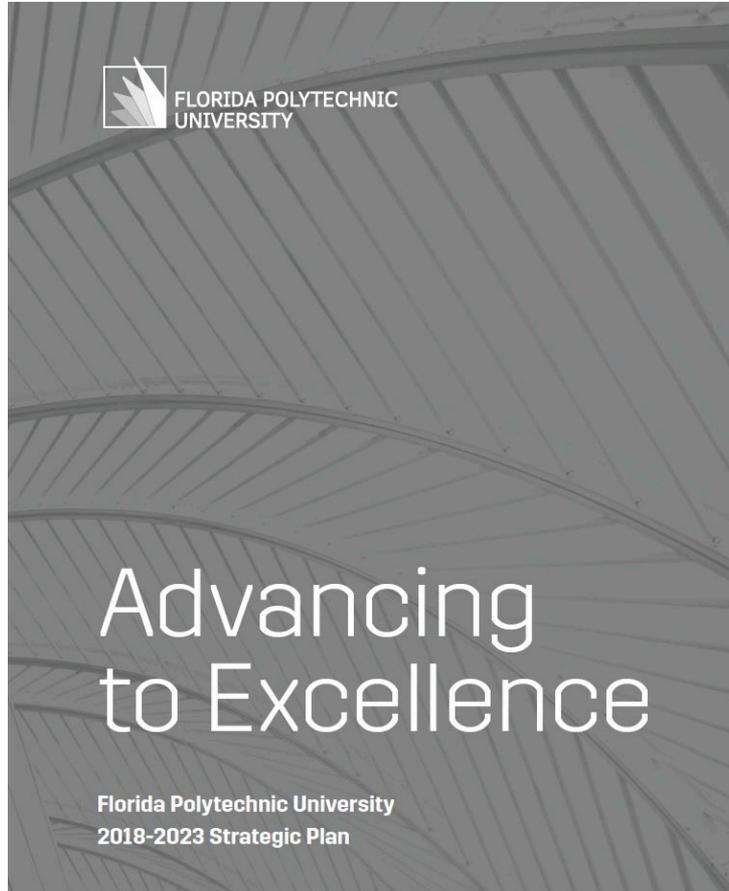
Outline

- Introduction
 - **Yearly Planning Process**
 - **Yearly Planning Schedule**
 - **FY20 Focus Discussion**
 - **Summary**
-



FLORIDAPOLY

Strategic Plan



- **Priority 1: Build prominent programs in high-paying industries**
- **Priority 2: Prepare students for a lifetime of success**
- **Priority 3: Grow a high-technology economy around Florida Poly**
- **Priority 4: Maximize value for the student**

Serve students and industry through excellence in education, discovery and application of engineering & applied sciences

Yearly Operational Plan

- **Current approach**
 - Each department asked to make a list of their plans for the next year
 - List is aggregated (i.e., stapled together) and given to the BOT for approval
 - Loosely tied to each department's SACSCOC assessment plan
- **Problems with current approach**
 - Little-to-no discussion or insight provided to BOT into why this list
 - Little-to-no prioritization on which efforts are most important (so do them all)
 - Results in a “transactional” plan that focuses on actions and process
 - Plan mostly focused on departmental initiatives instead of university initiatives
- **Balanced Scorecard provides a link between the strategic plan and the operational plan**
 - Provides outcome and process metrics for measuring performance
 - Provides a platform for discussing priorities internally & with BOT in a given year
 - Does not replace the operational plan, but is used to make it better



Balanced Scorecard

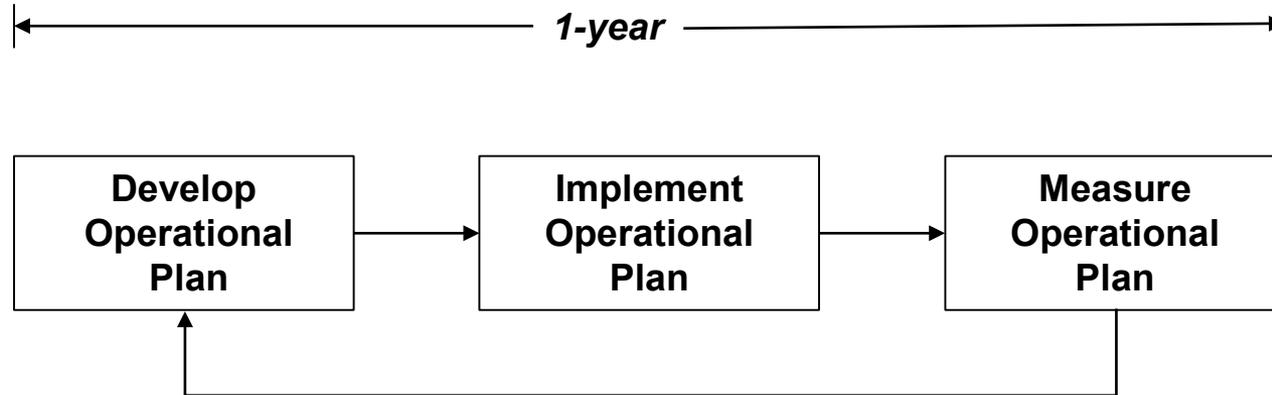
Outcomes: (Accountability)	DEGREE ALIGNMENT		STUDENT SUCCESS		ECONOMIC DEVELOPMENT		AFFORDABILITY	
	<ul style="list-style-type: none"> • % graduates employed or enrolled • Median wages for BS grad • % programs strategic areas (x2) • % programs STEM and health (x2) 		<ul style="list-style-type: none"> • FTIC 4-yr grad rate • Academic Progress Rate • % BS degrees w/o excess hours • 6-yr grad rate, time-to-degree 		<ul style="list-style-type: none"> • Research expenditures, % external • Number degrees awarded, headcounts 		<ul style="list-style-type: none"> • Average cost to student • University access rate • % instruction online • % 15+ hours 	
Consumers: (Impressions)	INVESTORS (INDUSTRY)		STUDENTS		INVESTORS (STATE, INDUSTRY)		INVESTORS (STATE, STUDENTS)	
	<ul style="list-style-type: none"> • Companies served (new, returning) • Company surveys (perception) 		<ul style="list-style-type: none"> • NSSE survey (perception) • Mental Health metrics 		<ul style="list-style-type: none"> • Companies served in Target Industries • Company interest in campus location 		<ul style="list-style-type: none"> • State funding (E&G and PECO) • Scholarship funding 	
Processes: (Control “knobs”)	ADMISSIONS	CURRICULAR QUALITY		STUDENT PROGRESSION		STUDENT EXPERIENCE		EFFICIENT ADMINISTRATION
	<ul style="list-style-type: none"> • Quality scores (SAT, ACT, ...) • Diversity (race, gender, place, ...) • Conversion scores • Nontraditional (articulation, ...) 	<ul style="list-style-type: none"> • Job alignment with degree • % expenditures on instruction 		<ul style="list-style-type: none"> • DFW rates • Dorm APR differential • Course availability metrics • ASC support metrics 		<ul style="list-style-type: none"> • % graduates remain in-state • NSSE survey • Activity participation 		<ul style="list-style-type: none"> • Internal services survey
	GRADUATE PROGRAMS	CURRICULAR EXPERIENCES		TEACHING & LEARNING		UNIVERSITY RESEARCH		PARTNERSHIPS
		<ul style="list-style-type: none"> • Five year salary growth • Number certificates • Entrepreneurship measures 		<ul style="list-style-type: none"> • Faculty involvement • Number available sessions • Online measures 		<ul style="list-style-type: none"> • Total number proposals • % research faculty • # industry proposals 		
Foundation: (Basics)	THE RIGHT PEOPLE	ENTREPRENEURIAL		DATA-DRIVEN		RESPONSIBLE ORGANIZATION		UNIVERSITY ADVANCEMENT
	POSITIVE CULTURE							

Scorecard metrics should be consistent with SACSCOC continuous improvement metrics

Outline

- Introduction
- Yearly Planning Process
- **Yearly Planning Schedule**
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- **Summary**

Engineering View



- Includes three different “years” – FY, AY and CY
- State FY calendar dictates the planning cycle (e.g., budget, ...)
- AY mostly dictates the measurement cycle (e.g., admissions, graduation, student life, ...)



Strategic Plan

**Degree
Alignment**

1. Enroll a high-quality & diverse incoming class
2. Grow a faculty body committed to excellence
3. Improve instructional effectiveness and consistency of quality
4. Grow the number of academic programs in strategic disciplines
5. Mature and grow the graduate program

**Student
Success**

6. Help students achieve academic goals
7. Build essential skills in communication, leadership, design and business
8. Embed projects in a sustainable manner to enhance professional development
9. Support students through work experience programs and career opportunities

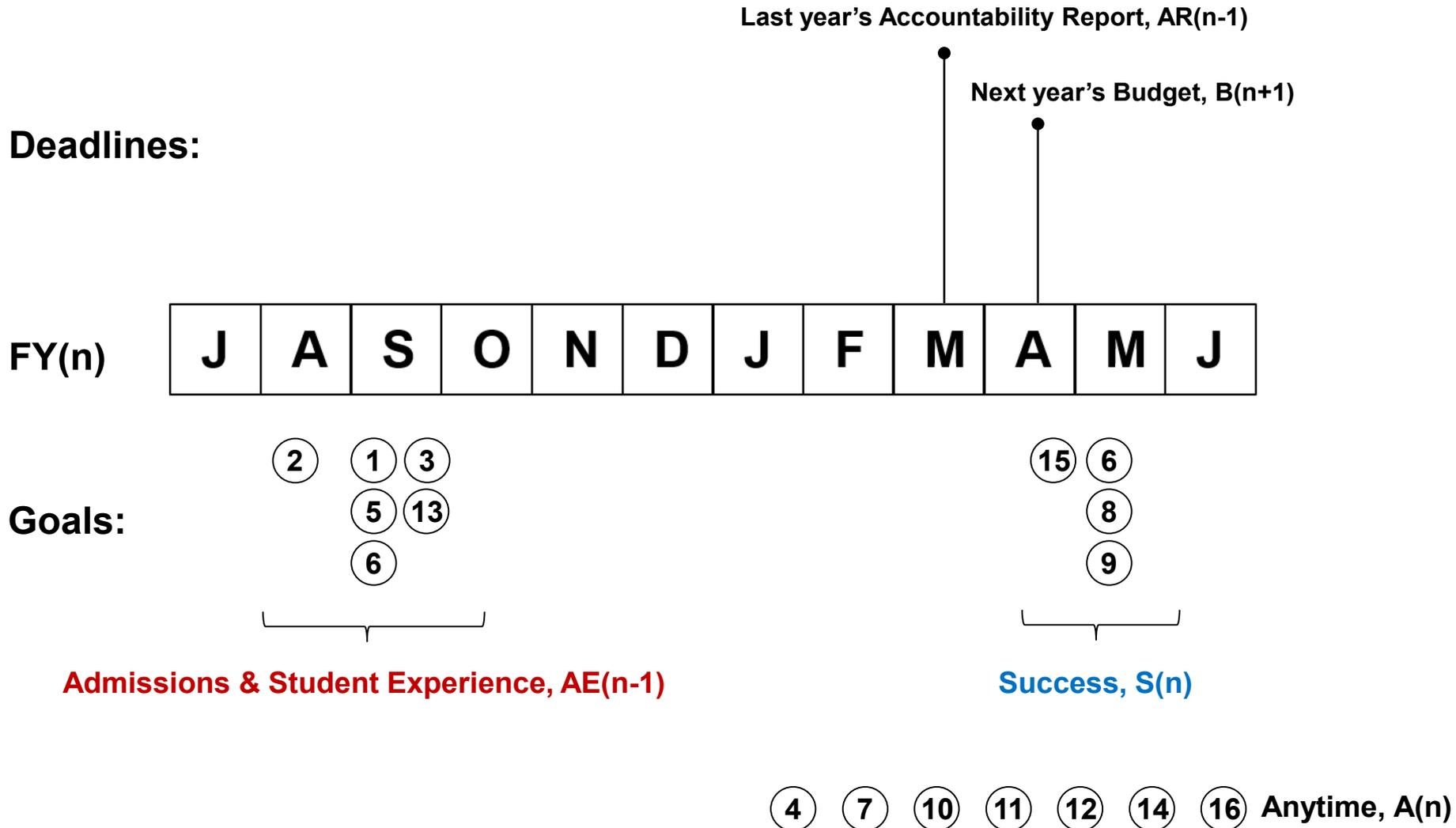
**Economic
Impact**

10. Conduct and execute a realistic and sustainable industry interaction model
11. Conduct applied research to strengthen university impact
12. Develop extended campus to support university growth

Affordability

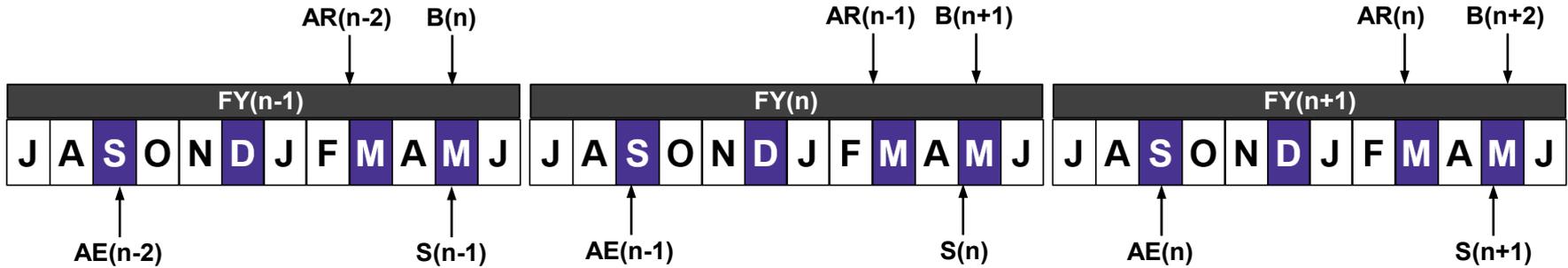
13. Create a strong student user experience
14. Concentrate spending on academic programs
15. Continue advocacy efforts to support university growth and reputation
16. Ensure a highly effective organization

Measurements and Deadlines





Planning Cycle



Assess OP(n-2)

Execute OP(n-1)

Assess OP(n-1)

Develop OP(n)

Execute OP(n)

Assess OP(n)

Develop OP(n+1)

Execute OP(n+1)

FY(n) = nth Fiscal Year
AR(n) = Accountability Report for FY(n)
B(n) = Budget for FY(n)

OP(n) = Operational Plan for FY(n)
AE(n) = Admissions/Student Experience for FY(n)
S(n) = Success metrics for FY(n)

Proposal Summary

- **Assess previous year's operational plan**
 - Aligned with Fall semester once measurements are available
 - Present final version at December BOT meeting for approval
 - Complete employee performance evaluations
- **Execute current operational plan**
 - Aligned to Fiscal Year boundaries
 - Present updates and discuss redirections at each BOT meeting
- **Plan next year's operational plan**
 - Aligned to Spring semester before deadlines are required
 - Emphases discussed at December BOT meeting
 - Final plan presented for approval at May BOT meeting

Should we move the 2-day retreat to December if that's when we discuss both performance and development of the plan?

Outline

- Introduction
 - Yearly Planning Process
 - Yearly Planning Schedule
 - **FY20 Focus Discussion**
 - **Summary**
-

Balanced Scorecard

Outcomes: (Accountability)	DEGREE ALIGNMENT  <ul style="list-style-type: none"> • % graduates employed or enrolled • Median wages for BS grad • % programs strategic areas (x2) • % programs STEM and health (x2) 	STUDENT SUCCESS  <ul style="list-style-type: none"> • FTIC 4-yr grad rate • Academic Progress Rate • % BS degrees w/o excess hours • 6-yr grad rate, time-to-degree 	ECONOMIC DEVELOPMENT  <ul style="list-style-type: none"> • Research expenditures, % external • Number degrees awarded, headcounts 	AFFORDABILITY  <ul style="list-style-type: none"> • Average cost to student • University access rate • % instruction online • % 15+ hours 	
	INVESTORS (INDUSTRY)  <ul style="list-style-type: none"> • Companies served (new, returning) • Company surveys (perception) 	STUDENTS  <ul style="list-style-type: none"> • NSSE survey (perception) • Mental Health metrics 	INVESTORS (STATE, INDUSTRY)  <ul style="list-style-type: none"> • Companies served in Target Industries • Company interest in campus location 	INVESTORS (STATE, STUDENTS)  <ul style="list-style-type: none"> • State funding (E&G and PECO) • Scholarship funding 	
	ADMISSIONS  <ul style="list-style-type: none"> • Quality scores (SAT, ACT, ...) • Diversity (race, gender, place, ...) • Conversion scores • Nontraditional (articulation, ...) 	CURRICULAR QUALITY  <ul style="list-style-type: none"> • Job alignment with degree • % expenditures on instruction 	STUDENT PROGRESSION  <ul style="list-style-type: none"> • DFW rates • Dorm APR differential • Course availability metrics • ASC support metrics 	STUDENT EXPERIENCE  <ul style="list-style-type: none"> • % graduates remain in-state • NSSE survey • Activity participation 	EFFICIENT ADMINISTRATION  <ul style="list-style-type: none"> • Internal services survey
	GRADUATE PROGRAMS 	CURRICULAR EXPERIENCES  <ul style="list-style-type: none"> • Five year salary growth • Number certificates • Entrepreneurship measures 	TEACHING & LEARNING  <ul style="list-style-type: none"> • Faculty involvement • Number available sessions • Online measures 	UNIVERSITY RESEARCH  <ul style="list-style-type: none"> • Total number proposals • % research faculty • # industry proposals 	PARTNERSHIPS 
THE RIGHT PEOPLE 	ENTREPRENEURIAL 	DATA-DRIVEN 	RESPONSIBLE ORGANIZATION 	UNIVERSITY ADVANCEMENT 	
FOUNDATION: (Basics)					
POSITIVE CULTURE 					

Suggested Focus Areas FY20

- **Admissions**
 - **Student progression (APR, graduation rates, ...)**
 - **Student experience**
 - **Graduate program**
 - **University Advancement**
-

Summary

- **Balanced Scorecard provides a means for collaboratively developing yearly operational plans that meet our strategic objectives**
- **Measurement and deadline mismatch makes scheduling challenging**
 - Fall semester dedicated to assessment and performance evaluations of previous year
 - Spring semester dedicated to planning for the following year
- **Focus areas next year will improve student life, progression and enrollment**

**Florida Polytechnic University
Workshop
Board of Trustees
December 11, 2019**

Subject: Performance Based Funding: BOT Choice Metric

Proposed Board of Trustees Action

Approval is sought of the Board of Trustees regarding the selection of a tenth metric for Florida Polytechnic University in the Performance Based Funding Program.

Background Information

The Florida Legislature appropriates funding to public universities in four general categories. The four categories together, along with other smaller funding categories, are referred to as Education and General (E&G) funding. The majority of state funding is in the category of Recurring Base funding. For example, approximately \$38 M of Florida Poly's almost \$50 M in base funding is under this category. Secondly, three universities (UF, FSU and USF) receive funds as preeminent universities to support their efforts to rank higher among the country's universities. A third and new category is University of Distinction that comprises the nine universities that are not in the preeminent category. Each of these nine universities has an opportunity to receive funding that supports their efforts to have at least one nationally prominent program. Because Florida Poly is new and specialized, we chose to request support to make the entire university a University of Distinction in engineering. This would entail implementing programs and activities that lead to Florida Poly being ranked among the top 15 engineering schools in the country that do not offer a doctoral degree. The fourth category for funding, established in 2014, is Performance Based Funding.

Performance Based Funding requires that each university be measured and scored against ten metrics. Funding is contingent upon scoring at or above a threshold number of points. The program also puts a small percentage of current funding at risk of loss if a university fails to reach the threshold. Eight of the metrics are common to the 12 public universities. A ninth metric is chosen for the university by the Board of Governors and the tenth metric is chosen by the BOT with the concurrence of the BOG.

Supporting Documentation: Power Point Presentation

Prepared by: Randy K. Avent, President

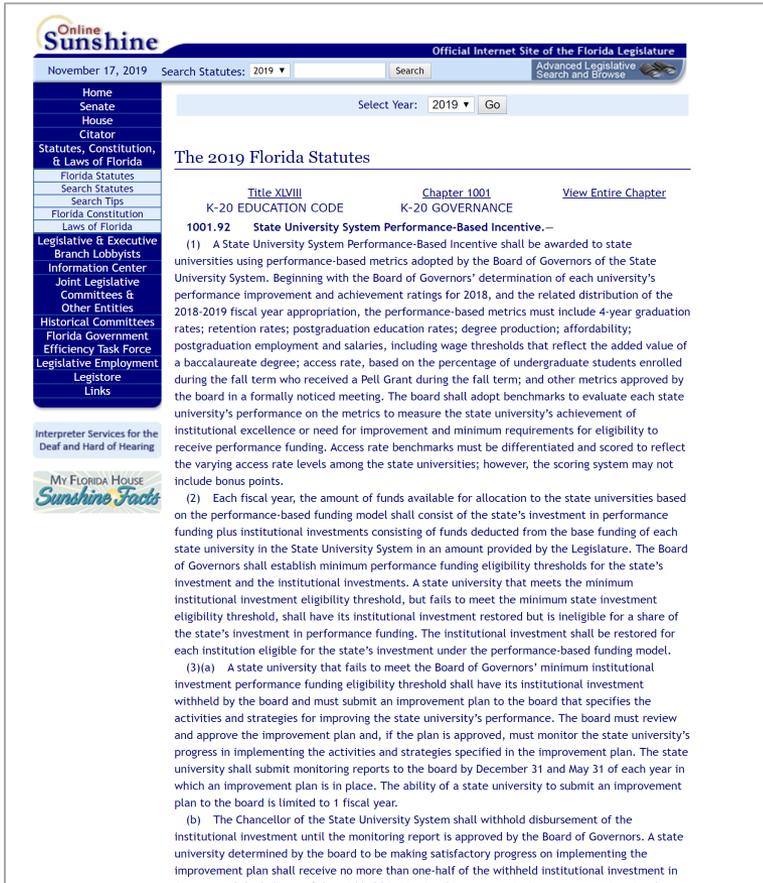


FLORIDA POLYTECHNIC
UNIVERSITY

Performance Based Funding: BOT Choice Metric

Randy K. Avent
11 December 2019

Performance Based Funding



The screenshot shows the Florida Legislature's website with the following content:

Online Sunshine
 Official Internet Site of the Florida Legislature
 November 17, 2019 Search Statutes: 2019 Search Advanced Legislative Search and Browse

Select Year: 2019 Go

The 2019 Florida Statutes

Title XIVIII Chapter 1001 View Entire Chapter
 K-20 EDUCATION CODE K-20 GOVERNANCE

1001.92 State University System Performance-Based Incentive.—

(1) A State University System Performance-Based Incentive shall be awarded to state universities using performance-based metrics adopted by the Board of Governors of the State University System. Beginning with the Board of Governors' determination of each university's performance improvement and achievement ratings for 2018, and the related distribution of the 2018-2019 fiscal year appropriation, the performance-based metrics must include 4-year graduation rates; retention rates; postgraduation education rates; degree production; affordability; postgraduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access rate, based on the percentage of undergraduate students enrolled during the fall term who received a Pell Grant during the fall term; and other metrics approved by the board in a formally noticed meeting. The board shall adopt benchmarks to evaluate each state university's performance on the metrics to measure the state university's achievement of institutional excellence or need for improvement and minimum requirements for eligibility to receive performance funding. Access rate benchmarks must be differentiated and scored to reflect the varying access rate levels among the state universities; however, the scoring system may not include bonus points.

(2) Each fiscal year, the amount of funds available for allocation to the state universities based on the performance-based funding model shall consist of the state's investment in performance funding plus institutional investments consisting of funds deducted from the base funding of each state university in the State University System in an amount provided by the Legislature. The Board of Governors shall establish minimum performance funding eligibility thresholds for the state's investment and the institutional investments. A state university that meets the minimum institutional investment eligibility threshold, but fails to meet the minimum state investment eligibility threshold, shall have its institutional investment restored but is ineligible for a share of the state's investment in performance funding. The institutional investment shall be restored for each institution eligible for the state's investment under the performance-based funding model.

(3)(a) A state university that fails to meet the Board of Governors' minimum institutional investment performance funding eligibility threshold shall have its institutional investment withheld by the board and must submit an improvement plan to the board that specifies the activities and strategies for improving the state university's performance. The board must review and approve the improvement plan and, if the plan is approved, must monitor the state university's progress in implementing the activities and strategies specified in the improvement plan. The state university shall submit monitoring reports to the board by December 31 and May 31 of each year in which an improvement plan is in place. The ability of a state university to submit an improvement plan to the board is limited to 1 fiscal year.

(b) The Chancellor of the State University System shall withhold disbursement of the institutional investment until the monitoring report is approved by the Board of Governors. A state university determined by the board to be making satisfactory progress on implementing the improvement plan shall receive no more than one-half of the withheld institutional investment in

- Use metrics that align with the SUS Strategic Plan goals
- Reward excellence or improvement
- Have a few clear, simple metrics
- Acknowledge unique missions of the different institutions

Outline

- Introduction
- **PBF Mechanics**
- **BoT Choice Metric**
- **Summary**

PBF Basic Overview

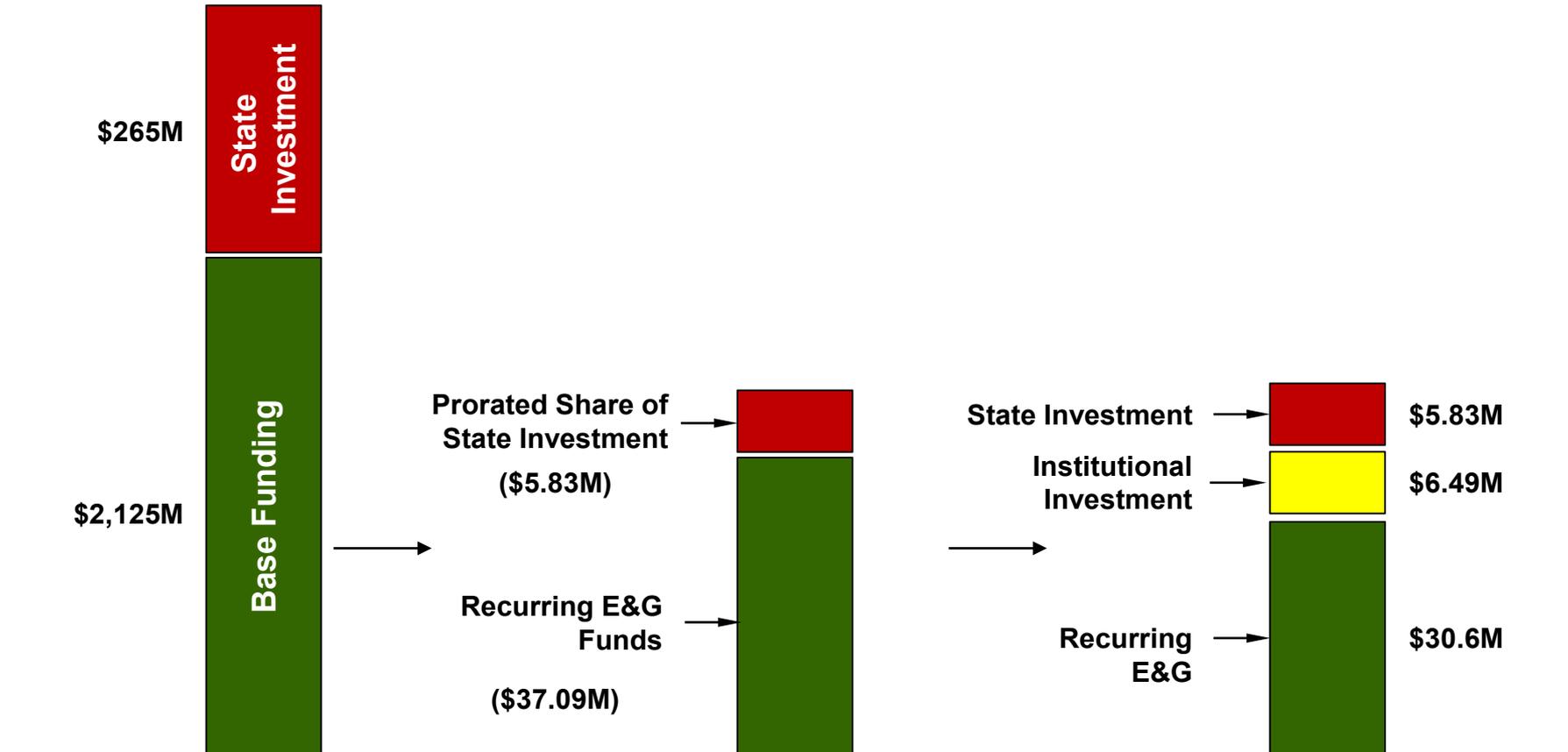
- **University funding based on performance**
- **Performance is defined by 10 “outcome” metrics**
 - Eight “common” metrics (Poly and NCF have one exception)
 - Two “choice” metrics (BOG/BOT)
- **Individual scores based on excellence (absolute) or improvement (relative)**
- **Data based on previous year’s performance**
- **Total funding is a combination of “State Investment”, “Institutional Investment” and “Recurring E&G”**



Funding Sources

State Appropriations (State University System)

State Appropriations (Institution Potential)



PBF Rules

- **Recurring E&G funds**
 - Automatic, provided through appropriations
- **Institutional risk**
 - Institutions that score below 51 points must submit an improvement plan
 - 50% of the funds can be restored with BOG acceptance of a one-time improvement plan
- **State investment**
 - For those institutions below 70 points
 - Submit a student success plan to receive 50% of their proportional amount of state investment
 - For those institutions above 70 points
 - Top three institutions automatically eligible
 - Institutions with scores same or higher as previous years are eligible
 - Institutions with the same or lower scores for two consecutive years must submit student success plan

Florida Poly Excellence Points

• Percent BS graduates employed
• Median wages for BS graduates
• Average Cost to the Student
• FTIC Four-Year graduation rate
• Academic progress rate (retention)
• BS awarded in strategic areas
• University access rate (UG w/ Pell)
• Freshmen in Top 10% of HS Class
• BOG choice: % of degrees w/out excess hours
• BOT choice metric: TBD

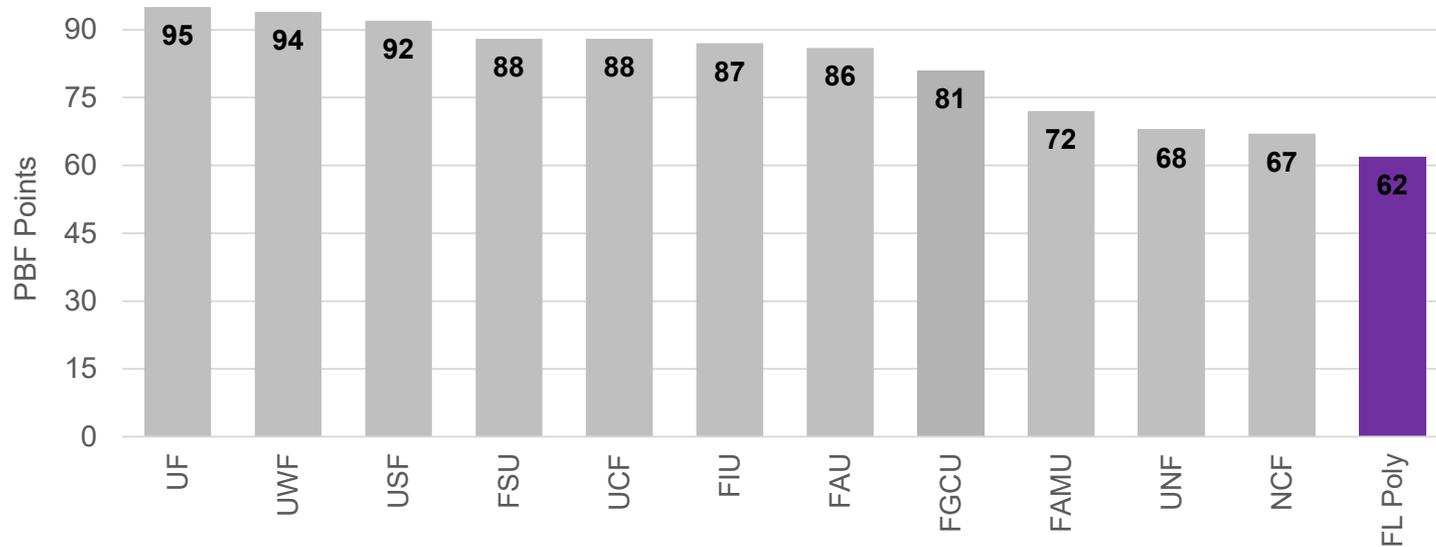
Points Scale		
 (10)	 (5)	 (1)
72.8%	61.4%	52.3%
\$ 40,700	\$ 28,200	\$ 18,200
\$ 9,000	\$ 14,000	\$ 18,000
50%	43.8%	38.8%
90%	83.8%	78.8%
50%	37.5%	27.5%
42%	22%	6%
60%	47.5%	37.5%
60%	47.5%	37.5%
x.x%	x.x%	x.x%

Goal or Act. Year	Points
<u>72.8%-G</u> 2018	 10
<u>\$50K-G</u> 2018	 10
<u>\$12K-G</u> 2018	 8
<u>37%-A</u> 2018	 0
<u>72%-A</u> 2018	 0
<u>100%-A</u> 2018	 10
<u>28%-Est</u> 2018	 7
<u>22%-Est.</u> 2018	 0
<u>70%-Est.</u> 2018	 10
TBD	 7

Performance Based Funding (PBF)

SUS PBF

(Based on 2018 SUS best of improvement or excellence and FL Poly excellence score estimates)



- Scores are best of excellence or improvement except for Poly
- Average SUS (excellence or improvement) score is 83

Bottom Line

- **Florida Poly enters PBF in FY2021**
 - FY2020 will provide baseline data for calculating FY2021 improvement scores
- **Challenging metrics**
 - Average cost to the student
 - University access rate
 - % degrees without excess hours
- **Nearly impossible metrics**
 - Four-year graduation rate
 - Academic Progress Rate
 - Freshman in top 10% of high school class

Outline

- Introduction
- PBF Mechanics
- **BoT Choice Metric**
- **Summary**

Choice Metric Characteristics

- **Should be consistent with BOG emphasis in strategic plan**
- **Should be an outcome metric**
- **Should reflect unique nature of the mission of Florida Poly**
- **Should be a metric where we can succeed**
- **Should provide a target of seven points**
- **Should be easy to measure**



Choice Metric

- **Percent graduates with N or more workforce experiences**
 - Internships
 - Undergraduate research opportunities
 - Capstone projects
 - Entrepreneurship competitions/activities/hackathons
 - Certifications
- **Percent graduates receiving certifications**
 - Curricular certificates (Applied Liberal Arts, Entrepreneurship, Leadership, ...)
 - Discipline specific certifications
- **Percent courses with project learning**
 - Separately graded project
 - Project must constitute over N% of the final grade
 - Project requires integration of multiple concepts learned in class

Choice Metric

- **Number of students per industry partner**
 - Offers Internships
 - Attends career fairs
 - Supports capstone projects
 - Serves on Advisory Boards
 - Sponsors events
- **Percent research focused on industry problems**
 - Funded by industry
 - Collaboration with industry
- **Percent student engagement**
 - Student clubs and organizations
 - Campus programs & key events
 - Service learning
 - Civic participation
 - Co-curricular participation/completion



Choice Metric

	Outcome Metric	Unique Nature	Ability to Succeed	Measurement Ease	BOG Emphasis	Scalable & Flexible	Notes
• Percent Graduates Workforce Experience							Strong BOG alignment, difficult to measure
• Percent Graduates with Certifications							Weak mission alignment, program dependent
• Percent Courses Project Learning							Bounded, possibly difficult to grow
• Students per Industry Partners							Bounded, could be hard to grow metric
• Percent Research Industry Focus							Bets on CIL's, long lead time to improvement
• Percent Student Engagement							Student importance, weak BOG alignment

Summary

- **Plan for improvement points**
 - Possibly works for first year
 - Recapture 10 points with graduate school emphasis
- **Convince BoG to make small changes in those metrics to accommodate our mission**
 - Currently have highest 4-year graduation rates among SUS engineering colleges
 - Modify metrics to accommodate students transferring to other schools
- **Add students in “high-success” majors**
- **Wait for results from Senate Bill 190**

**Florida Polytechnic University
Workshop
Board of Trustees
December 11, 2019**

Subject: University Advocacy

Proposed Committee Action

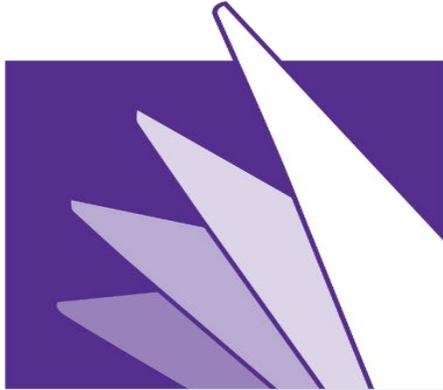
Information only – no action required

Background Information

Support by the Legislature, Governor, and Board of Governors is essential to the success of the University. This discussion will cover the process, relationships, and role of the Board of Trustees in the advocacy process.

Supporting Documentation: Power Point Presentation

Prepared by: Rick Maxey, AVP Economic Development and Board Liaison



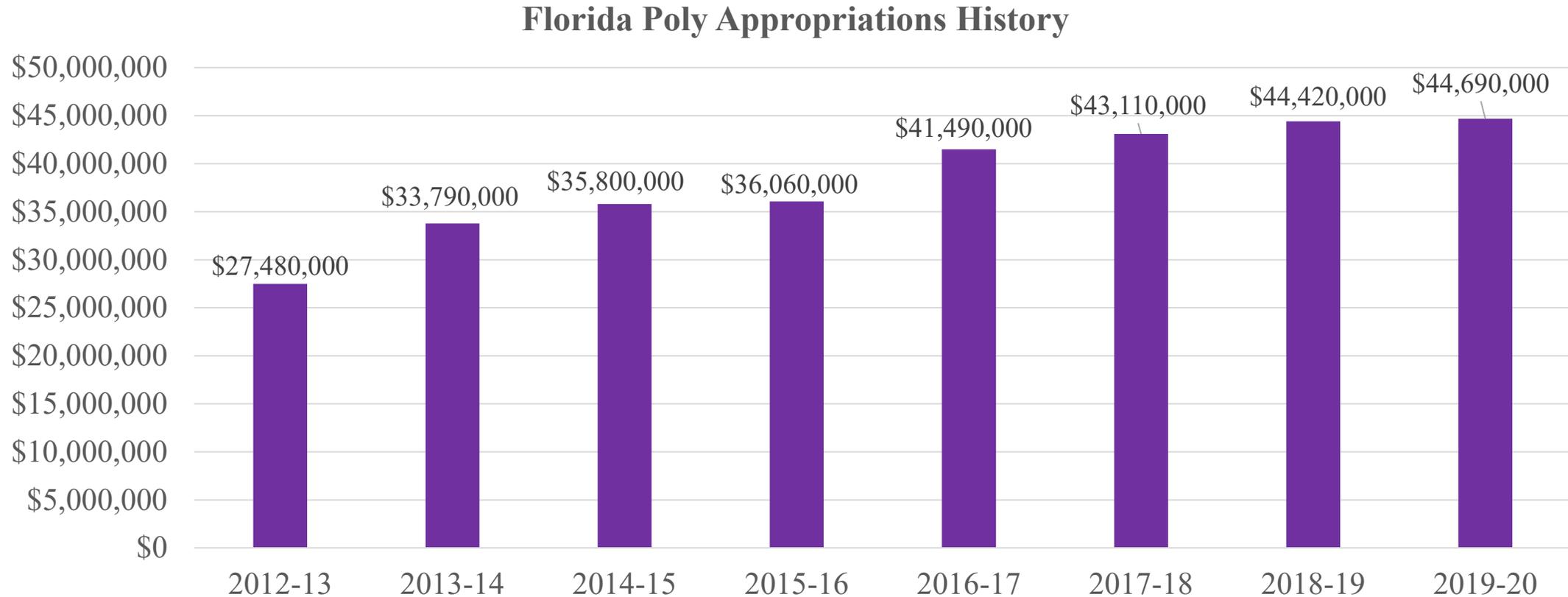
FLORIDA POLYTECHNIC
UNIVERSITY

University Advocacy

Kathy Mizereck & Rick Maxey

December 11, 2019

Florida Poly Appropriations History



2019-20 does not include \$500,000 vetoed by Governor DeSantis

Historical Targeted Appropriations

Fiscal Year	Amount Appropriated	Targeted Program	Category of Funds
2012-13	\$0	None	N/A
2013-14	\$0	None	N/A
2014-15	\$0	None	N/A
2015-16	\$1,500,000	Antihazing Training	E&G
2016-17	\$1,500,000	Antihazing Training	E&G
	\$2,500,000	Entrepreneurship Program	E&G
	\$5,000,000	Applied Research Center	PECO
2017-18	\$4,800,000	Faculty Hiring	E&G
	\$2,000,000	Applied Research Center	PECO
2018-19	\$ 500,000	Advanced Mobility Institute	E&G
2019-20	\$ 500,000	Advanced Mobility Institute	E&G

2019-20 Governor DeSantis vetoed \$500,000 appropriated for Graduate Program Growth

Percent Change Florida Poly vs SUS

