STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Joint Meeting of the Strategic Planning Committee and the Select Committee on Florida Polytechnic University
Grand Ballroom, UCF Fairwinds Alumni Center
University of Central Florida
Orlando, Florida
June 18, 2014
8:15 a.m. to 9:00 a.m.
or
Upon Adjournment of Previous Meetings

Strategic Planning Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Chopra, Doyle, Lautenbach, Morton, Webster

Select Committee Chair: Mr. Tom Kuntz
Members: Link, Morton

1. **Call to Order and Opening Remarks** — **Governors Dean Colson and Tom Kuntz**

2. **Consideration of the University Work Plan** — **Governor Colson**

3. **Approval of Select Committee Meeting Minutes:** — **Governor Kuntz**
   a. Minutes, January 15, 2014
   b. Minutes, March 19, 2014

4. **Florida Polytechnic University Implementation Update** — **Ms. Ava Parker**
   Chief Operating Officer, Florida Polytechnic University

5. **Closing Remarks and Adjournment** — **Governor Kuntz**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Joint Meeting of the Strategic Planning Committee and the Select Committee on Florida Polytechnic University
June 18, 2014

SUBJECT: 2014-2015 Florida Polytechnic University Work Plan

PROPOSED COMMITTEE ACTION

Consider for approval those portions of the Florida Polytechnic University Work Plan associated with the 2014-2015 academic year and review out-year portions of the Florida Polytechnic University Work Plan, noting areas for further dialogue and deliberation.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1007.25(8), Florida Statutes; Board of Governors Regulation 2.002

BACKGROUND INFORMATION

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System.
Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic direction, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The University Work Plan's "Strategy" section includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as metrics specific to research universities, and institution-specific indicators. The "Operations" section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2014-15 as well as in out-years.

Florida Polytechnic University will a make brief presentation on its Work Plan, after which Committee members will have the opportunity to engage in discussion and questioning. The Committee will consider for approval those portions of 2014-15 Florida Polytechnic University Work Plan associated with the 2014-15 academic year, and review out-year portions of Florida Polytechnic University Work Plan, noting areas for further dialogue and deliberation.

Supporting Documentation Included:	2014-2015 Florida Polytechnic University Work Plan
Facilitators / Presenters:	Chair Colson; University Representatives

Florida Polytechnic University 2014-15 Work Plan

Florida Polytechnic University

Work Plan Presentation for 2014-15 Board of Governors Review

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

1) *The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
2) *The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
3) *Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

The mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of science, technology, engineering, and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research, and collaborative local, regional and global partnerships.

VISION STATEMENT (What do you aspire to?)

Florida Polytechnic University aspires to be a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida's high-tech industries. The student learning experience will focus on practical and applied research, in addition to internships with industry partners and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Florida Polytechnic University's primary market segment is comprised of high-achieving, STEM-focused students and their parents. This includes high school, transfer and graduate students who meet or exceed the Florida Board of Governors minimum admissions requirements and demonstrate aptitude in STEM fields through their academic achievement and/or extracurricular involvement. Florida Polytechnic is capturing this segment by:

- Creating an industry-inspired curriculum wholly dedicated to hands-on learning and applied research in cutting-edge STEM concentrations,
- Establishing relationships with industry leaders who will serve on advisory boards, provide input on curriculum, participate in joint teaching and joint research programs, and provide internship and job opportunities to Florida Polytechnic students and graduates,
- Preparing and applying for regional accreditation at the earliest opportunity and taking all necessary steps to achieve accreditation as quickly as possible,
- Adopting a faculty model that attracts scholar-practitioners who are dedicated to teaching and applied research, leading to practical solutions to real-world problems,
- Implementing and maintaining the latest technology across campus, in learning and student living spaces,
- Encouraging a creative, entrepreneurial environment based on the University's five Guiding Principles: Continuous Innovation, Empowerment, Responsiveness, Collaboration, and Courage.

By successfully launching the strategies above, Florida Polytechnic University is already on track to achieve its recruitment goal for its inaugural class. The University expects to welcome 500 students in August 2014 who have an average SAT score of 1750 and an average GPA of 3.9 on a 4.0 scale. The University has established more than 50 industry partnerships with leading technology firms including giants like Microsoft, Harris Corporation and Lockheed Martin. The University expects to have 25 full-time faculty members with teaching, research, and industry experience when it opens in August 2014. In addition, 20 part-time faculty will be on board. The iconic campus building, the Innovation, Science and Technology Building, will feature five cutting-edge lab types: Super Computer and Student Data Center Lab, Entrepreneurship Lab, Media Lab, Visualization and Technology Collaboration Lab, and Rapid Application Development (RAD) Makerspace Lab.

Florida Polytechnic University will continue building on these strategies in the 2014-15 academic year in order to extend its reach and reputation nationally and internationally.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Florida Polytechnic University's greatest strength is that it is new.

The University needs to work hard to establish brand awareness, affinity and credibility in its early years. Fortunately, it already has a well-defined strategy for doing so with segments dedicated to regional accreditation, student and faculty recruitment, marketing, and campus development. The strength associated with the University's newness, however, far exceeds the challenges. As a new university, Florida Polytechnic has the unique opportunity to draw from centuries of academic best practices, while creating a modern academic environment designed to morph, scale, and evolve with the rapidly-changing technology of this era. From its campus to its curriculum, Florida Polytechnic is designed to continuously provide cutting-edge learning experiences.

In addition, the University has the following strengths to support its Mission and Vision:

- Membership in the highly-esteemed State University System of Florida,
- Strong academic and administrative leadership with strong academic experience,
- Avid support from industry-leading firms and community partners like Poly Vision,
- Passionate faculty and staff who possess entrepreneurial spirit and experience,
- Exclusivity as the only STEM-dedicated university in the SUS,
- Modern, attractive facilities with the latest technologies,
- Strategic location at the heart of Florida's I-4 High Tech Corridor,
- Expansion of economic development in the University's immediate surrounding area,
- Small class sizes and student-faculty ratios.

Because of these strengths, its newness, and its unique vision, Florida Polytechnic possesses the following opportunities:

- Change the education paradigm in favor of hands-on research, industry-inspired learning,
- Create both academic and scientific innovations,
- Contribute to the economic advancement of Polk County and the state of Florida,
- Attract international students and foster international business opportunities for Florida,
- Establish research centers supporting and strengthening Florida's I-4 High Tech Corridor,
- Extend the University's and Florida's reputation as a nationally recognized polytechnic university,

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Academic Success Center

A key initiative for 2014-15 and beyond is student success. Student success is influenced by the student's personal goal to persist in his or her studies, as well as the University's commitment to academic quality and excellence in teaching.

In August 2014, Florida Polytechnic University will open the Academic Success Center. This Center will provide students with the necessary support to successfully navigate from freshman year to graduation.

The Academic Success Center (ASC) will provide academic advising, study skill training, tutoring resources, and career coaching services. ASC also will coordinate leadership opportunities through participation in professional organizations and honor societies.

The Academic Success Center will be focused on helping students achieve success in their studies and in meeting necessary academic requirements for graduation. The Center will support the full student experience, working to build student engagement and community. This will help with student retention and success.

2. Living-Learning Communities

A second key initiative to achieve high student retention rates is by developing living-learning communities, which extend education beyond the traditional classroom space. Living-learning communities (LLCs) will result from a collaboration between Academic Affairs and Student Affairs. The goal is to create communities of interest in order to carry learning outside of the classroom.

The LLCs will reinforce students' social networks by promoting and creating opportunities for collaborative learning in the students' living environment. Learning community coordinators and peer mentors will organize study groups, field trips, guest speakers, social activities, and community service projects. Talking to peers about homework or class projects, interacting with faculty via mentorships, and supportive residence hall environments all correlate with higher retention rates.

Florida Polytechnic's living-learning communities will create a venue where faculty and student affairs educators establish new and nontraditional opportunities for learning. LLCs at Florida Polytechnic will optimize residential living spaces for academic and social activities. The concept will encompass both an integrative course-based experience and a social support component in order to enhance academic success. Reports from the National Study of Living-Learning Programs indicate that retention rates are higher for university students who participate in living-learning communities.

At Florida Polytechnic University, LLCs will represent a move toward more holistic notions of student learning that take advantage of educational opportunities both in and out of the classroom, bringing lectures, academic talks and meet-ups with professors to students' living spaces. LLCs at Florida Polytechnic University also will have expressed learning objectives. The program will undergo annual assessments on how well objectives are met and how results are used to make improvements. The most common objectives across learning communities include improvement of academic skills, social adjustment, and career awareness and exploration.

3. Innovation and Research Labs

A third key initiative is to create an advanced technology environment for students, faculty, staff, and the community. This includes the technological design, development, and implementation of the new campus and our institute, the Florida Industrial and Phosphate Research Institute. The advanced technology environment includes the foundational infrastructure as well as data centers, cloud and virtualized environments, systems and SANs (storage area networks), data networking, research collaboration connectivity, and all related integration of new applications. The objectives are to support an excellent high-tech experience on campus, to improve learning outcomes, and to achieve regional accreditation by satisfying the online and on-premise usage cases.

Important to the success of this initiative is creating a teaching, research, and learning technology environment for the University's academic programs. This includes planning, designing, and creating the administrative and academic applications as well as the classroom technologies for faculty and students. The University embraces a bring-your-own-device (BYOD) philosophy in acknowledgement and support of the ever-evolving high-tech industry. Florida Polytechnic will support any and all desktop and mobile devices and will implement and integrate the necessary software and learning space control unit technology to do so. This will allow us to maintain a modern teaching-with-technology environment.

Our learning labs, called Innovation Labs, are STEM-focused. These include several labs that are strategically aligned with the Engineering and Innovation and Technology programs. The objective is to improve learning outcomes, enhance research, and encourage innovation. Initial Innovation Labs include the Supercomputing and Student Data Center, Media Lab, Entrepreneurship Lab, Visualization and Technology Collaboration Lab, and Rapid Application Development (RAD) Makerspace Lab.

PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

N/A. As a new university, FL Poly must first establish baseline data.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metrics Common To All Universities						
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation	%Δ	xx%	xx%	xx%	xx%	xx%
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	%Δ	$x,xxx	$x,xxx	$x,xxx	$x,xxx	$x,xxx
Average Cost per Bachelor's Degree [Instructional Costs to the University]	%Δ	$x,xxx	$x,xxx	$x,xxx	$x,xxx	$x,xxx
FTIC 6 year Graduation Rate [Includes full- and part-time students]	%Δ	xx%	xx%	xx%	xx%	xx%
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	%Δ	xx%	xx%	xx%	xx%	xx%
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	%Δ	xx%	xx%	xx%	xx%	xx%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	%Δ	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Graduate Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	%Δ	xx%	xx%	xx%	xx%	xx%
Freshmen in Top 10% of High School Graduating Class [for NCF only]	%Δ	xx%	xx%	xx%	xx%	xx%
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	n/a	xx%	xx%	xx%	xx%	xx%
Number of Faculty Awards [for FSU and UF only]	%Δ	xx%	xx%	xx%	xx%	xx%
Number of Top 50 Rankings in Select National Publications [for NCF only]	%Δ	xx%	xx%	xx%	xx%	xx%
Board of Trustees Choice Metric						
[University specific]	%Δ	xx%	xx%	xx%	xx%	xx%

Note: Metrics are defined in appendix.

KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'[1], which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

[1] The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see link.

KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

Goals Common to All Universities

Academic Quality

National Ranking for University and Programs

Describe plans for increasing national preeminence of University and select programs. Please Note: Because Florida Polytechnic University's inaugural class begins in August 2014, many of these metrics are n/a until students matriculate.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	%Δ	n/a	n/a	1,750	1,760	1,770
High School GPA	%Δ	n/a	n/a	3.9	3.9	3.9
Professional/Licensure Exam First-time Pass Rates[1]						
Exams Above Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
Exams Below Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
Operational Efficiency						
Freshman Retention Rate	%Δ	xx%	xx	xx	xx	xx
FTIC Graduation Rates						
In 4 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
In 6 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
AA Transfer Graduation Rates						
In 2 years (or less)	%Δ	n/a	n/a	n/a	17%	29%
In 4 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
Average Time to Degree (for FTIC)	%Δ	n/a	n/a	n/a	n/a	n/a
Return on Investment						
Bachelor's Degrees Awarded	%Δ	n/a	n/a	-	15	59
Percent of Bachelor's Degrees in STEM	%Δ	n/a	n/a	%	100%	100%
Graduate Degrees Awarded	%Δ	n/a	n/a	-	5	32
Percent of Graduate Degrees in STEM	%Δ	n/a	n/a	%	100%	100%
Annual Gifts Received ($M)	%Δ	n/a	$ 6.0 M	$ 6.0 M	$ 6.0 M	$ 6.0 M
Endowment ($M)	%Δ	n/a	n/a	$ 0.5 M	$ 0.7 M	$ 1.0 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.

KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

Goals Specific to Research Universities - N/A for FL Poly

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Academic Quality						
Faculty Awards	%Δ	x	x	x	x	x
National Academy Members	%Δ	x	x	x	x	x
Number of Post-Doctoral Appointees*	%Δ	xx	xx	xx	xx	xx
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	x of 8	x of 8	x of 8	x of 8	x of 8
Return on Investment						
Total Research Expenditures ($M) [includes non-Science & Engineering disciplines]	%Δ	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M
Science & Engineering Research Expenditures ($M)	%Δ	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences ($M)	%Δ	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M
Percent of Research Expenditures funded from External Sources	%Δ	xx%	xx%	xx%	xx%	xx%
Patents Issued	%Δ	x	x	x	x	x
Licenses/Options Executed	%Δ	x	x	x	x	x
Licensing Income Received ($M)	%Δ	$ x.x M	$ x.x M	$ x.x M	$ x.x M	$ x.x M
Number of Start-up Companies	%Δ	x	x	x	x	x
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	National Financial	National Financial	National Financial	National Financial	National Financial
Research Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx	xx
Professional Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx	xx
TOTAL NUMBER OF IMPROVING METRICS		**x**	**x**	**x**	**x**	**x**

Note: An asterisk (*) indicates that 2011-12 is the latest data available for these metrics.

KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND *(2008-09 to 2012-13)*	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metric #1 Bachelor's Degrees in Areas of Strategic Emphasis	n/a %Δ	n/a	n/a	n/a	100%	100%
Metric #2 Graduate Degrees in Areas of Strategic Emphasis	n/a %Δ	n/a	n/a	n/a	100%	100%
Metric #3 Percentage of Students Participating in Identified Community & Business Engagement Activities	n/a %Δ	n/a	n/a	n/a	60%	70%

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. *Text here. n/a*

Metric	%Δ	xx	xx	xx	xx	xx
Metric	%Δ	xx	xx	xx	xx	xx

Goal 2. *Text here. n/a*

Metric	%Δ	xx	xx	xx	xx	xx

Metric	%Δ	xx	xx	xx	xx	xx

FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
Education & General – Main Operations		
State Funds	$ 33.6	$ 33.6
Tuition	$ 00.0	n/a
TOTAL MAIN OPERATIONS	**$ 33.6**	**n/a**
Education & General – Health-Science Center / Medical Schools		
State Funds	n/a	$ xx.x
Tuition	n/a	n/a
TOTAL HSC	**$ -**	**n/a**
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	$ xx.x
Tuition	n/a	n/a
TOTAL IFAS	**n/a**	**n/a**
EDUCATION & GENERAL TOTAL REVENUES	**$ 33.6**	**n/a**

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES		
Auxiliary Enterprises Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	$ 00.0	n/a
Contracts & Grants Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	$ 00.0	n/a
Local Funds Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	$ 00.0	n/a
Faculty Practice Plans Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	$ 00.0	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	**$ 00.0**	**n/a**
UNIVERSITY REVENUES GRAND TOTAL	**$ 33.6**	**n/a**

FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
Base Tuition	n/a	$0	$3,152.10	$3,152.10	$3,152.10
Tuition Differential Fee	n/a	$0	$0	$0	$0
Percent Increase	15%	15%	%	%	%
Required Fees[1]	n/a	n/a	$1,787.40	$1,787.40	$1,787.40
TOTAL TUITION AND FEES	n/a	**$0**	**$4,939.50**	**$4,939.50**	**$4,939.50**

Note[1]: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	n/a	n/a	n/a	n/a	%
Average Amount of Debt *for Bachelor's who have graduated with debt*	n/a	n/a	n/a	n/a	$
NSLDS Cohort Year	**2008**	**2009**	**2010**	**2011**	**2012 GOAL**
Student Loan Cohort Default Rate (3rd Year)	n/a	n/a	n/a	n/a *draft*	%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	$na	$n/a	$n/a	$n/a	$n/a	**n/a**
AT HOME	$n/a	$n/a	$n/a	$n/a	$n/a	**n/a**

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below $40,000	n/a	n/a %		$ n/a	$ n/a	$ n/a	$ n/a
$40,000-$59,999	n/a	n/a %		$ n/a	$ n/a	$ n/a	$ n/a
$60,000-$79,999	n/a	n/a %		$ n/a	$ n/a	$ n/a	$ n/a
$80,000-$99,999	n/a	n/a %		$ n/a	$ n/a	$ n/a	$ n/a
$100,000 Above	n/a	n/a %		$ n/a	$ n/a	$ n/a	$ n/a
Missing*	n/a	n/a %		n/a	$ n/a	$ n/a	$ n/a
TOTAL	n/a	**100%**	**AVERAGE**	**$** n/a *	**$** n/a	**$** n/a	**$** n/a

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.

FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014

Effective Date	
University Board of Trustees approval date:	n/a
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	n/a
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	n/a
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	$ n/a
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	n/a **%**
$ Increase in tuition differential per credit hour:	$ n/a
$ Increase in tuition differential for 30 credit hours:	$ n/a
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	$ n/a
Total differential fee revenue generated in 2014-15 (projected):	$ n/a
Intended Uses	
Describe how the revenue will be used. n/a	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
n/a	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
n/a	

FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	n/a
Total Number of Advisors Hired or Retained (funded by tuition differential):	n/a
Total Number of Course Sections Added or Saved (funded by tuition differential):	n/a
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	**University Update on Each Initiative**
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	n/a
$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a

FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15

University Tuition Differential
Budget Entity: 48900100 (Educational & General)
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2013-14	Estimated 2014-15
FTE Positions:		
Faculty	.	.
Advisors	.	.
Staff	n/a .	n/a .
Total FTE Positions:	0	0
Balance Forward from Prior Periods		
Balance Forward	$ -	$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	$ -
Receipts / Revenues		
Tuition Differential Collections	$ -	-
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	$ -	$ -
Expenditures		
Salaries & Benefits	$ -	$ -
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	$ -	$ -
Ending Balance Available:	**$ -**	**$ -**

*Since the 2013-14 year has not been completed, provide an estimated actual.
**Provide details for "Other Categories" used.

FISCAL INFORMATION (continued)
UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida Polytechnic University

Undergraduate Students	----------Actual----------			----------Projected----------			
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Tuition:							
Base Tuition - (0% inc. for 2014-15 to 2017-18)			$105.07	$105.07	$105.07	$105.07	$105.07
Tuition Differential							
Total Base Tuition & Differential per Credit Hour	$0.00	$0.00	$105.07	$105.07	$105.07	$105.07	$105.07
% Change		#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]				$5.25	$5.25	$5.25	$5.25
Capital Improvement[2]				$4.76	$4.76	$4.76	$4.76
Activity & Service				$17.62	$17.62	$17.62	$17.62
Health				$9.58	$9.58	$9.58	$9.58
Athletic				$14.12	$14.12	$14.12	$14.12
Transportation Access				$3.00	$3.00	$3.00	$3.00
Technology[1]				$5.25	$5.25	$5.25	$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees				$59.58	$59.58	$59.58	$59.58
Total Tuition and Fees per Credit Hour	$0.00	#DIV/0!	#DIV/0!	$164.65	$164.65	$164.65	$164.65
% Change		#DIV/0!	#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	**$0.00**	**$0.00**	**$3,152.10**	**$3,152.10**	**$3,152.10**	**$3,152.10**	**$3,152.10**
Total Fees for 30 Credit Hours	**$0.00**	**$0.00**	**$0.00**	**$1,787.40**	**$1,787.40**	**$1,787.40**	**$1,787.40**
Total Tuition and Fees for 30 Credit Hours	**$0.00**	**$0.00**	**$3,152.10**	**$4,939.50**	**$4,939.50**	**$4,939.50**	**$4,939.50**
$ Change		**$0.00**	**$3,152.10**	**$1,787.40**	**$0.00**	**$0.00**	**$0.00**
% Change		**#DIV/0!**	**#DIV/0!**	**56.7%**	**0.0%**	**0.0%**	**0.0%**
Out-of-State Fees							
Out-of-State Undergraduate Fee				$510.00			
Out-of-State Undergraduate Student Financial Aid[3]				$25.50			
Total per credit hour	$0.00	$0.00	$0.00	$535.50	$0.00	$0.00	$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	-100.0%	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	**$0.00**	**$0.00**	**$3,152.10**	**$18,452.10**	**$3,152.10**	**$3,152.10**	**$3,152.10**
Total Fees for 30 Credit Hours	**$0.00**	**$0.00**	**$0.00**	**$2,552.40**	**$1,787.40**	**$1,787.40**	**$1,787.40**
Total Tuition and Fees for 30 Credit Hours	**$0.00**	**$0.00**	**$3,152.10**	**$21,004.50**	**$4,939.50**	**$4,939.50**	**$4,939.50**
$ Change		**$0.00**	**$3,152.10**	**$17,852.40**	**-$16,065.00**	**$0.00**	**$0.00**
% Change		**#DIV/0!**	**#DIV/0!**	**566.4%**	**-76.5%**	**0.0%**	**0.0%**
Housing/Dining[4]							
$ Change		**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
% Change		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**

[1] can be no more than 5% of tuition.

[2] as approved by the Board of Governors.

[3] can be no more than 5% of tuition and the out-of-state fee.

[4] combine the most popular housing and dining plans provided to students

ENROLLMENT PLANNING

Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	%Δ	0	*xx%*	380	*79%*	835	*79%*	1,294	*79%*
FTIC (Profile Admit)	%Δ	0	*xx%*		*%*		*%*		*%*
AA Transfers*	%Δ	0	*xx%*	89	*19%*	201	*19%*	311	*19%*
Other Transfers	%Δ	0	*xx%*	11	*2%*	21	*2%*	33	*2%*
Subtotal	%Δ	**0**	***100%***	**480**	***100%***	**1,057**	***100%***	**1,638**	***100%***
GRADUATE STUDENTS									
Master's	%Δ	0	*xx%*	20	*100%*	54	*100%*	96	*100%*
Research Doctoral	%Δ	0	*xx%*	-	*0%*	-	*0%*	-	*0%*
Professional Doctoral	%Δ	0	*xx%*	-	*0%*	-	*0%*	-	*0%*
Subtotal	%Δ	**0**	***100%***	**20**	***100%***	**54**	***100%***	**96**	***100%***
NOT-DEGREE SEEKING	%Δ	**0**		**0**		**3**		**20**	
MEDICAL	%Δ	**-**		**-**		**-**		**-**	
TOTAL	%Δ	**-**		**500**		**1,114**		**1,754**	

Note*: AA transfers refer only to transfers from the Florida College System.

Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13 ACTUAL FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL	2016-17 PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	%Δ	0	*xx%*	0	*0%*	0	*0%*	0	*0%*
HYBRID (50%-79%)	%Δ	0	*xx%*	0	*0%*	0	*0%*	0	*0%*
TRADITIONAL (<50%)	%Δ	0	*xx%*	357	*100%*	784	*100%*	1,185	*100%*
TOTAL	%Δ	**0**	***100%***	**357**	***100%***	**784**	***100%***	**1,185**	***100%***
GRADUATE									
DISTANCE (80%)	%Δ	0	*xx%*	0	*0%*	0	*xx%*	0	*0%*
HYBRID (50%-79%)	%Δ	0	*xx%*	0	*0%*	0	*xx%*	0	*0%*
TRADITIONAL (<50%)	%Δ	0	*xx%*	14	*100%*	39	*xx%*	70	*100%*
TOTAL	%Δ	**0**	***100%***	**14**	***100%***	**39**	***100%***	**70**	***100%***

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).

ENROLLMENT PLANNING (continued)

Planned Enrollment Plan by Residency and Student Level *(Florida FTE)*

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
STATE FUNDABLE									
Florida Resident									
LOWER	-	n/a	301	625	803	891	948	1,014	47%
UPPER	-	n/a	49	128	311	523	605	648	244%
GRAD I	-	n/a	14	39	70	103	141	199	264%
GRAD II	-	n/a	-	-	-	-	-	-	%
TOTAL	-	n/a	364	792	1,184	1,517	1,694	1,861	82%
Non- Resident									
LOWER	-	n/a	6	26	51	77	94	113	357%
UPPER	-	n/a	1	5	20	46	60	72	1,420%
GRAD I	-	n/a	0	0	0	9	14	22	%
GRAD II	-	n/a	-	-	-	-	-	-	%
TOTAL	-	n/a	7	31	71	132	168	207	571%
TOTAL									
LOWER	-	n/a	307	651	854	968	1,042	1,127	53%
UPPER	-	n/a	50	133	331	569	665	720	268%
GRAD I	-	n/a	14	39	70	112	155	221	297%
GRAD II	-	n/a	-	-	-	-	-	-	%
TOTAL	**-**	**n/a**	**371**	**823**	**1,255**	**1,649**	**1,862**	**2,068**	**91%**
NOT STATE FUNDABLE									
LOWER	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
UPPER	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
GRAD I	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
GRAD II	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	**-**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**%**

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*:The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

Medical Student Headcount Enrollments

Medical Doctorate Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**%**
Dentistry Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**%**
Veterinary Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	**%**

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

DEFINITIONS

Performance Based Funding	
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded. Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
Average Cost per Bachelor's Degree *Instructional costs to the university*	For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).
Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data. Source: State University Database System (SUDS).
Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida.
BOG Choice Metrics	
Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
Number of Faculty Awards	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
National Ranking for Institutional & Program Achievements	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities. Source: Board of Governors staff review.
BOT Choice Metrics	
Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
Total Research Expenditures UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of Course Sections Offered via Distance and Blended Learning UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics	
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

6-year Graduation Rate (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Total Annual Research Expenditures ($M) (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of $200 million or more, as reported annually by the National Science Foundation (NSF).
Total Annual Research Expenditures in Diversified Non-Medical Sciences ($M) (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.

Goals Common to All Universities	
Academic Quality	
Avg. SAT Score (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see link.
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation.The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
Annual Gifts Received ($M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment ($M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see link.
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see link.
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see link.
Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link.
Return on Investment	
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see link, table 36 *minus* table 52), but now data must be queried via WebCASPAR.
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).
Licensing Income Received ($M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).
National rank is higher than predicted by Financial Resources Ranking *based on US News & World Report*	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

Student Debt Summary

Percent of Bachelor's Recipients with Debt	This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).
Average Amount of Debt for Bachelor's who have graduated with debt	This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).
Student Loan Cohort Default Rate (3rd Year)	Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html.

Three Year CDR

Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Joint Meeting of the Strategic Planning Committee and the Select Committee on Florida Polytechnic University
June 18, 2014

SUBJECT: Approval of Minutes of the Meetings of the Select Committee on Florida Polytechnic University on January 15, 2014 and March 19, 2014

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the Select Committee on Florida Polytechnic University meetings held on January 15, 2014 at Florida Gulf Coast University and on March 19, 2014 at Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the summary minutes of the meeting held on January 15, 2014 at Florida Gulf Coast University, as well as the meeting held on March 19, 2014 at Florida State University.

Supporting Documentation Included: Minutes: January 15, 2014, and March 19, 2014

Facilitators/Presenters: Governor Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY
FLORIDA GULF COAST UNIVERSITY
FORT MYERS, FLORIDA
JANUARY 15, 2014

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu.

1. Call to Order and Opening Remarks

Governor Tom Kuntz, Chair, convened the meeting of the Select Committee on Florida Polytechnic University at 1:57 p.m. Members present were Wendy Link and Ed Morton.

Chair Kuntz outlined the foundation and purpose of the Select Committee and provided information on Florida Statute 1004.345 that outlines Florida Polytechnic's requirements. Chair Kuntz explained that with a focus on helping Florida Polytechnic achieve accreditation by December 2016, the Committee would be updated on the following aspects of implementation:

- Curriculum Planning and Development;
- Student Recruitment Strategies and Response Rate;
- Scholarships and Other Student Support;
- Faculty and Staff Recruitment; and
- Budget and Facilities.

2. Approval of Committee Minutes from May 23, 2012

Ms. Link moved that the Committee approve the Minutes of the meeting held May 23, 2012 as presented. Mr. Morton seconded the motion and the Committee concurred.

3. Florida Polytechnic University Implementation Update

Chair Kuntz recognized Ms. Ava Parker, Chief Operating Officer of Florida Polytechnic University, to provide the implementation update.

Ms. Parker clarified the mission and vision of Florida Polytechnic developed by their Board of Trustees and discussed Florida Polytechnic's focus on STEM degree programs, particularly technology and engineering, in order to contribute to Florida's high tech work force. Ms. Parker provided information on Florida Polytechnic's current budget and expenditures and discussed hiring and regulation development as it relates to

Southern Association of Colleges and Schools accreditation. Ms. Parker then asked Dr. Ghazi Darkazalli, Provost, to provide an explanation of developing degree programs.

Dr. Darkazalli outlined the degree programs that will be offered in the College of Engineering and the College of Innovation & Technology. Dr. Darkazalli discussed feedback received from the Council of Academic Vice Presidents and from faculty assessment, then provided information on faculty hires and student recruitment.

Governor Dean Colson asked for further information on student recruitment. Ms. Parker explained that Florida Polytechnic is recruiting equal numbers of transfer students as incoming freshmen, and that they will have the total number of students who have committed a deposit to enroll by May 1st.

Mr. Morton asked about Florida Polytechnic's involvement with aeronautical engineering. Ms. Parker confirmed that the Board of Trustees did discuss including aeronautical engineering as an area of study, but decided not to immediately go into that area due to existing programs with the State University System and the Florida College System. Ms. Link asked for clarification on how Polytechnic relates to state colleges, and Ms. Parker explained that Florida Polytechnic is implementing degree programs that would complement existing programs and were feasible within the initial budget and timeline constraints.

Chair Kuntz asked about the cost per student in terms of efficiency and in comparison to the rest of the System. Ms. Parker discussed Florida Polytechnic's projected growth model.

Governor Mori Hosseini asked if the Committee could have a copy of Florida Polytechnic's projected growth model and Ms. Parker confirmed that the Committee would have a copy by the next meeting.

Governor Pat Frost asked for clarification on the faculty hiring plan. Dr. Darkazalli explained Florida Polytechnic's targeted faculty recruitment approach.

Chair Kuntz asked Florida Polytechnic to restructure their reporting by using the colors red, yellow and green to indicate the level of progress on legislative requirements.

Mr. Colson asked about philanthropy. Ms. Parker provided a review of the Florida Polytechnic University Foundation including fundraising goals and progress so far.

Ms. Parker continued her update by discussing Florida Polytechnic's focus on industry partnerships and a review of the facilities plan.

Ms. Link asked for a further explanation of the operating budget and Carry Forward funds, which Ms. Parker provided. Mr. Robert Gidel, Chairman of the Florida Polytechnic Board of Trustees, continued the explanation of Carry Forward funds to include a breakdown of academic and capital uses.

Governor Manoj Chopra asked why the website used .org, and Ms. Parker explained that governmental rules prevented Florida Polytechnic from using a .edu website extension pending accreditation.

Chair Kuntz ended the meeting by reminding the representatives from Florida Polytechnic that the Committee has requested a breakdown of total cost per student, a green-yellow-red update on legislative requirements and monthly progress report, and information on budget, expenditures, and projected continued cost of building construction.

4. Closing Remarks and Adjournment

Having no further business, Chair Kuntz adjourned the meeting at 3:02 p.m.

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Tom Kuntz, Chair

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Melissa Giddings, Educational Policy Analyst

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 19, 2014

Video or audio archives of the meetings of the Board of Governors and its Committees are accessible at http://www.flbog.edu.

1. Call to Order and Opening Remarks

Chair Tom Kuntz convened the meeting of the Select Committee on Florida Polytechnic University at 3:29 p.m. Governor Ed Morton was present.

2. Approval of Committee Minutes from January 15, 2014

There was no vote taken to approve the meeting minutes from January 15, 2014.

3. Florida Polytechnic University Implementation Update

Ms. Ava Parker, Chief Operating Officer of Florida Polytechnic University, updated the Board of Governors on student enrollment. As of March 19th, 788 students have enrolled at Florida Polytechnic University. Of those 788 students, 356 have already paid the non-refundable enrollment deposit. Ms. Parker noted that 128 deposits have been received for students that will be living in the residence hall.

Ms. Parker then outlined progress on faculty recruitment, including the receipt and review of 1,300 résumés. One hundred and twenty faculty candidates have been interviewed. Currently 20 faculty members have been hired and there is high confidence that 10 more will be selected from the 120 who have been interviewed.

Ms. Parker discussed the submission of academic program information to the Board of Governors and progress on accreditation. She then reviewed the construction timeline and discussed progress on facilities that are to be completed by August 2014. Chair Kuntz asked for clarification on the facilities appropriation numbers included in the budget (page 21). Total construction numbers had not been reported. Ms. Parker agreed to provide that information.

Chair Kuntz requested that the next report include greater detail on all progress items not labeled as "green" in the report.

Governor Dean Colson asked when Florida Polytechnic expected to know final enrollment numbers, and Ms. Parker answered that they anticipate knowing by May 1st, the deadline for deposits.

Governor Morton asked for clarification on the report's base funding projections, and Ms. Parker responded that projections were formulated by using existing appropriations to anticipate future appropriations and figures provided by the legislature to create tuition projections. Governor Morton then asked for further detail on the planned e-library, to which Ms. Parker responded that while most resources will be maintained electronically certain hard copy resources will be available on campus as well.

Governor Mori Hosseini asked what Florida Polytechnic will charge for tuition. Ms. Parker explained that estimated tuition and fees were devised from the numbers settled at the end of the 2013 legislative session. She further clarified that tuition and fee costs will be covered by scholarships for the entire entering class.

Governor Carlo Fassi asked if Florida Polytechnic had a plan for student fee revenue, and Ms. Parker explained that all fees were anticipated and the entering class will be covered for all tuition and fees by scholarships.

4. Closing Remarks and Adjournment

Having no further business, Chair Kuntz adjourned the meeting at 4:00 p.m.

Karen Dennis, Executive Assistant

Tom Kuntz, Chair

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Joint Meeting of the Strategic Planning Committee and the Select Committee on Florida Polytechnic University
June 18, 2014

SUBJECT: Florida Polytechnic University Implementation Update and Progress Report

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Florida Polytechnic University was created by the 2012 Legislature and Governor Scott. Section 1004.345, Florida Statutes, requires that by December 31, 2016, the university shall achieve accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools; initiate new programs in STEM fields; seek discipline-specific accreditation for programs; attain a minimum FTE of 1,244, with a minimum 50 percent of that FTE in the STEM fields and 20 percent in programs related to those fields; complete facilities and infrastructure; and have the ability to provide administration of financial aid, admissions, student support, information technology, and finance and accounting with an internal audit function. The university expects to enroll its first students in Fall 2014.

Florida Polytechnic University will provide brief remarks and respond to any questions from the Select Committee concerning its latest monthly progress update, including student enrollment, faculty recruitment, curriculum development scholarship support, and budget and facilities.

Supporting Documentation Included:
1. Implementation Update
2. Progress Report

Facilitators/Presenters: Ms. Ava Parker, Chief Operating Officer, Florida Polytechnic University

FLORIDA POLYTECHNIC UNIVERSITY

Monthly Update to the Select Committee on Florida Polytechnic University

Tom Kuntz, Chair

6/6/2014

by

Ava L. Parker, Chief Operating Officer

This report is submitted to fulfill monthly reporting requirements by the Board of Governors Select Committee on Florida Polytechnic University. These reports will include information about actions related to SACS accreditation, student recruitment and admissions, faculty hiring, curriculum development, construction, budgeting, and other pertinent information.

Monthly Update to the Board of Governors

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Monthly Update to the Board of Governors

General Issues

Mission Statement: *The mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of science, technology, engineering, and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading –edge research, and collaborative local, regional and global partnerships.*

This mission was revised slightly and approved by the BOT on May 15, 2014. The purpose of the revision was not to shift away from, or change the primary focus of our institution. Rather, the revision makes it easier to assess and measure our institutional goals, objectives and outcomes. A change in the mission statement is appropriate at this point because the institution has grown and we have additional faculty and administrators on board to assist with the mission. Additionally, it is important to note that we will review the mission annually as part of developing the BOG Work Plan.

Vision Statement: *Florida Polytechnic University aspires to be a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida's high-tech industries. The student learning experience will focus on practical and applied research, internships with industry partners, and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.*

Legislative Benchmarks

Florida Poly is working to meet Legislative benchmarks set for December 31, 2016 including student enrollment, facilities construction and accreditation by the Southern Association of Colleges and Schools (SACS).

Overview

Florida Polytechnic University was created when Governor Rick Scott signed SB 1994 on April 20, 2012. The STEM focused University has a College of Innovation and Technology and a College of Engineering, each offering three undergraduate degrees and three graduate degrees. Each degree has several concentrations from which students can choose to study. Concentrations such as Cloud Virtualization, Health Informatics and Nanotechnology are emerging fields and companies in those areas need the graduates that Florida Poly will produce.

The University will open in August 2014 with 500 students and plans to have a student population of approximately 5,000 students at maturity. The inaugural class will include freshmen, transfer and graduate students.

The University has an operating budget of just over $33 million of which $5 million comes from a phosphate industry fee which funds a phosphate research group that is now a part of Florida Poly.

Monthly Update to the Board of Governors

Strategic Plan

In February 2014, the 2014-2017 Strategic Plan was approved by the University's Board of Trustees. The strategic plan was adjusted as a part of the work plan development process. It is part of an annual effort to ensure that the University continues to be aligned with the needs of our region, state and nation. This kind of systematic planning process ensures that our strategic plan is integrated with the budget and with institutional effectiveness plans. These changes will be presented to the Board of Trustees on June 10, 2014 for approval. The plan identifies five major goals, as well as core values and objectives that will enable the University to fulfill its mission through the inaugural phase. The details of this plan will be presented to the BOG during the Work Plan presentation in June.

Board of Trustees

Five members of the Florida Polytechnic University Board of Trustees attended the Board of Governors' Trustee Summit in Miami, Florida. University trustees who attended the workshop were Board Chairman Rob Gidel and trustees Frank Martin, Dr. Sandra Featherman, Kevin Hyman and Dr. Rob MacCuspie.

Trustee Chairman Rob Gidel and Trustee Frank Martin attended the Board of Governors January 2014 meeting at which the BOG Select Committee on Florida Polytechnic University heard an update on progress at the University.

Chairman Rob Gidel spoke to the Senate's Ethics and Elections Committee regarding confirmation of all trustees. Subsequently, the Florida Senate voted unanimously to confirm all members of the Board.

During the 2014 Legislative session, all members of Florida Polytechnic's Board of Trustees were confirmed. In addition, Governor Rick Scott appointed Thomas O'Malley to the Board to replace Kevin Hyman.

Presidential Search

On April 14, 2014, the Florida Polytechnic University Board of Trustees voted unanimously to adopt the recommendation of its Presidential Search Committee and selected Dr. Randy Avent to be the Founding President of the University. His appointment is subject to confirmation by the State University System Board of Governors and negotiation of his contract.

Dr. Avent is currently the Associate Vice Chancellor of Research Development at NC State, a professor of Computer Science and is the founding director of the university's Data Science Institute.

Prior to joining NC State, Dr. Avent served as the Chief Scientist in the Office of Basic Research in the Office of the Assistant Secretary of Defense for Research and Engineering where he oversaw scientific programs and developed strategic plans for future science and technology investments.

From 1986-2009, Dr. Avent worked in a variety of capacities with the Massachusetts Institute of Technology (MIT) Lincoln Laboratory. Notably, he served as the Associate Chief Technology Officer, as the Founding Leader of both the Airborne Communications Laboratory and the Advanced Decision

Monthly Update to the Board of Governors

Theory Laboratory, and as the Associate Leader of the Adaptive Beamforming Laboratory. While at MIT, Dr. Avent helped to create and execute strategic initiatives that aligned MIT with emerging application- and curiosity-driven research opportunities.

He received his B.S. degree in Zoology from the University of North Carolina, Chapel Hill. He also received an M.S. degree from North Carolina State University in Electrical Engineering, and M.S. and Ph.D. degrees from the University of North Carolina, Chapel Hill in Biomedical Engineering and Mathematics. Dr. Avent is also a graduate of the Boston Executive Program at MIT's Sloan School of Management.

Monthly Update to the Board of Governors

Criterion A

Initial Development of New STEM Programs

Monthly Update to the Board of Governors

Florida Polytechnic University Faculty

The University's original forecast of faculty needs was based on enrollment of 500 students with approximately 50% freshmen and 50% transfer students. The actual breakdown of admitted students is about 80% freshmen and 20% transfers. As is the case with virtually all universities, the average lower level class size (freshmen and sophomores) is larger than the average upper level class size (juniors and seniors). Therefore we project the need for fewer sections and consequently fewer faculty. We have recalculated the number of full-time faculty needed to be 25 for Fall 2014.

As of June 1, 2014 we have hired 23 full-time faculty who are either on-board now or will report prior to August 15, 2014. We have interviewed over a hundred potential candidates for adjunct faculty positions in all subject areas. Of those interviewed we selected 15 adjunct faculty. In addition, we are working with nearby industry partners, universities, and colleges to identify additional people to fill adjunct positions.

The hiring of adjunct faculty is progressing well. We have hired ten as of this report and we are in the process of interviewing many others.

A list of key faculty under contract is provided in Table 4. In addition, there are nine separate faculty selection processes underway at this time.

Curriculum along with a full justification of each degree program has been developed and approved by the Academic Affairs Committee and full Board of Trustees. The New Degree Program Templates were sent to the Board of Governors staff on February 3, 2014 in the following areas. All degree programs have been accepted and entered into the SUS Academic Degree Inventory. In addition, those degree programs are currently being reviewed by the Articulation Coordinating Committee.

Electrical Engineering – Control Systems, Digital and Hybrid Systems, Electrodynamics, Magnetics, and Semiconductors

Computer Engineering – Digital Logic Design, Embedded System Design and Machine Intelligence

Mechanical and Industrial Engineering – Nanotechnology, Multifunctional Materials, Motion Intelligence and Geometric Dimensioning & Tolerancing

Advanced Technology – Big Data Analytics, Cloud Virtualization, and Health Informatics

Science and Technology Management – Logistics and Materials & Supply Chain
Computer Science and Information Technology – Cyber Gaming and Information Assurance & Cyber Security

Monthly Update to the Board of Governors

Table 4: Florida Polytechnic University Faculty by Degree Programs

Faculty Member Name	Degree	Concentrations
Robert I. MacCuspie, Ph.D.	Industrial Engineering	Nanotechnology and Multi-Functional Materials
Ryan Integlia, Ph.D.	Electrical Engineering	Digital Systems and Electrodynamics
	Advanced Technology	Health Informatics
Jorge Vargas, Ph.D.	Electrical Engineering	Magnetics and Semiconductors
Harvey Hyman, Ph.D.	Advanced Technology	Big Data Analytics and Cloud Virtualization
Susan LeFrancois, Ph.D.	Innovation and Technology	Life Sciences: emphasis on Chemistry (general education)
Anas Salah Eddin, Ph.D.	Computer Science & Information Technology	Cyber Security
Elhami Nasr, Ph.D.	Mechanical & Industrial Engineering	Engineering Management and Motion Intelligence
Jim Dewey	Mechanical & Industrial Engineering	Motion Intelligence
Sesha Srinivasan, Ph.D.	Mechanical & Industrial Engineering	Nanotechnology and Physics
Chris Yakmyshyn	Electrical Engineering	Electrical Engineering
Christina Drake	Electrical Engineering	Semi & Electrodynamics

In addition, the full-time General Education faculty are:

Faculty Member Name	Concentration
Victoria Astley, Ph.D.	Mathematics and Physics
James Byrd, Ph.D.	Chemistry

Monthly Update to the Board of Governors

Wylie Lenz, Ph.D.	English
Patrick Luck, Ph.D.	History
Amanda Bruce	History
Heather Freeman, Ph.D.	English
Jaspreet Dhau, Ph.D.	Chemistry and Business
Jessica Hobbs Zbeida, Ph.D.	English
Jared Bunn, Ph.D.	Mathematics
Svetlana Tyutina, Ph.D.	Liberal Arts
Margaret MacDonald, Ph.D.	History
Kim MunJu, Ph.D.	Mathematics`

Florida Poly professors Ryan Integlia, Ph.D. and Robert I. MacCuspie, Ph.D. along with Director of Government Relations Rick Maxey were among representatives from Florida's 12 public universities who participated in the first C.W. Bill Young Research Day of the State University System of Florida at the U.S. Capitol in Washington, D.C.

Professors Rob MacCuspie, Ph.D. (pictured right) and Ryan Integlia, Ph.D. (pictured center) discuss Florida Poly's research capabilities with John Frazier Glenn (pictured left), Principle Assistant for Research and Technology, U.S. Army Medical Research and Materiel Command

The one-day workshop with key defense leaders was the first of its kind for the State University System (SUS) of Florida and served as a tremendous opportunity for Florida Poly to learn first-hand about the research needs of the DoD, one of the federal government's largest funders of research grants.

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They established valuable relationships with some of the DoD's top research administrators, several of whom expressed serious interest in partnering with the University. They also got a good sense of what the DoD's needs are, and that will provide the faculty the opportunity to focus their research proposals on topics and programs that increase Florida Poly's competitiveness for funding.

Attendees heard from key research leaders from the Army, Navy, Air Force, Intelligence Advanced Research Projects Agency (IARPA) and the Defense Advanced Research Projects Agency (DARPA) on the military's research priorities, challenges, budgets and latest initiatives. Potential areas of research need ranged from the development of remote sensing applications to understanding environmental factors for communicable diseases in underserved communities.

Florida Poly is offering programs that align well with the specific mission needs identified by the DoD, including nanotechnology, big data, health informatics and mechanical and electrical engineering" MacCuspie said. As a new university, Florida Poly has the nimbleness to design its curriculum and research programs so that they are responsive to the needs of the DoD and other major research funders as they change and evolve.

Robert I. MacCuspie, Ph.D., a research chemist at the National Institute of Standards and Technology has been named the first faculty member at Florida Polytechnic University. He has more than seven years of experience working in government national labs and has held research positions at the Air Force Research Laboratory and the U.S. Food and Drug Administration.

In addition to his research experience, MacCuspie also mentors undergraduate students. He will be instrumental in developing curriculum and establishing a Center for Nanotechnology to which he has been appointed director.

As the first faculty member of Florida Polytechnic University, he has outlined three major goals:

1. To develop a cutting-edge curriculum in the College of Engineering, including a track focused on Nanotechnology and Multifunctional Materials. He also plans on incorporating student leadership development as a key part of their education.
2. To develop partnerships with key stakeholders, including local companies and government agencies and to partner in creative ways to benefit stakeholders, students and Florida Polytechnic University. Potential ideas might include internship programs, collaborative research, externship programs, using adjunct instructors and shared research resources.
3. To provide students with a high quality education in a way that they can relate it to the real world in their future jobs.

MacCuspie earned a B.S. in Chemistry and Molecular Biology and Microbiology from the University of Central Florida and his Ph.D. in Nanotechnology and Materials Chemistry from the Graduate Center of the City University of New York.

Dr. Ryan Integlia joins Florida Poly as an Assistant Professor working in Health Informatics, Digital Systems and Electrodynamics. He received his Ph.D. in electrical and computer engineering through the Rutgers–Princeton Nanotechnology for Clean Energy program of the National Science Foundation's

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Integrative Graduate Education and Research Traineeship, exploring micro and nano photonic structures for dispersion control and applications. His M.S. in civil and environmental engineering was obtained with the support of the Center for Advanced Infrastructure and Technology fellowship program and he received a B.S. in electrical and computer engineering from Rutgers University. His industry experience includes work with IBM and Siemens Corporate Research.

The initiatives he has established have received recognition or awards from many organizations, including the Clinton Global Initiative University, the UN Foundation in conjunction with Mashable, Princeton University's Tiger Launch, National Science Foundation's Grand Challenge program, MIT Clean Energy Prize, Princeton University's Green Business Plan program and Rutgers University. The majority of these awards were received through the non-profit organization em[POWER] Energy Group, which he co-founded with the mission of helping communities living in or dependent on waste dumps by merging community infrastructure with renewable resource processing and alternative energy systems. He also serves as an adviser and co-founder for multiple nonprofits and for-profits, in efforts related to e-learning, telemedicine, information management, community development, public health, duckweed industrialization, poverty alleviation and others.

Dr. Jorge Vargas has been hired as the Assistant Professor of Electrical Engineering (with emphasis on Health Informatics, Digital Systems, and Electrodynamics.) Since 2006, Vargas has been a full-time professor at the Universidad del Turabo in Puerto Rico where he has contributed to the development of new educational programs of study for engineering students. He has taught at the Universidad del Turabo in Puerto Rico and at Florida International University. Dr. Vargas has taught courses in electrical circuits, electronics, logic design, RF design, antennas and electromagnetism.

Dr. Vargas has eight years of experience working closely with the Director of the Future Aerospace Science and Technology Center, Dr. Grover Larkins and Associate Director Research Programs, Dr. Yuriy Vlasov on projects that include RF microwave design, characterization and development of high temperature superconductors and MEMS. His current research continues in the area of Spintronic-based radiation sensors with a special focus on assembling novel thin-film radiation sensors based on Giant Magnetoresistance (GMR) and Tunnel Magnetoresistance (TMR) phenomena and thick-film radiation sensors based on magnetic oxide thick films intended for energy systems. Dr. Vargas received his B.S., M.S. and Ph.D. in Electrical Engineering from Florida International University.

Dr. Harvey Hyman comes to Florida Poly from faculty at Georgia Southern University where he taught Systems Acquisition, IT Issues and Management. He is also the co-inventor of a revolutionary method for information retrieval, *Retrivika™*, that currently has a patent pending and would be a direct contribution to the Cloud Virtualization and Big Data Analytics offered at the University.

Dr. Hyman has been invited to speak at the National Institute for Standards and Technology (NIST) for three years in a row and has been included in the proceedings each time. His career in technology and operations management has produced four software products so far, three patent filings, and several re-engineering and infrastructure development projects.

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He has earned a B.B.A. from Florida International University, a law degree from the University of Miami, School of Law, an MBA from Charleston Southern University and a PhD from the University of South Florida, College of Business in Information Systems and Decision Sciences.

Dr. Susan LeFrancois joins Florida Polytechnic University as an assistant professor from FTSI where she holds the position of Director of Quality Assurance & Regulatory Affairs. FTSI is a contract gamma sterilizer that focuses on the sterilization of medical devices and tissue. She will work on developing curriculum and course descriptions in the College of Innovation and Technology.

Susan has a strong technical background related to the medical device and healthcare industries and has also taught in the University of South Florida's Industrial and Management Systems Engineering Department. She is a member of the Association for the Advancement of Medical Instrumentation and is a former member of the International Society on Toxinology and the Society for Neuroscience.

Dr. Anas Salah Eddin graduated with a Doctorate in Electrical Engineering and a Masters and Bachelors in Biomedical Engineering from Florida International University (FIU) in December 2013. Salas served as an Invited Lecturer in the Department of Electrical and Computer Engineering at FIU. He also was a Graduate Research Trainee at McGill University's Neurological Institute and Hospital. Prior to his work at McGill, Dr. Salah Eddin was a research assistant at FIU's Center for Advanced Technology and Education.

He earned the Best Paper Award (2013) at The 6th International IEEE EMBS Neural Engineering Conference, Outstanding Graduate Award (2009) from Florida International University, College of Engineering and Computing, and a Fulbright Scholarship (2007-2009) to the United States Department of State, Bureau of Educational and Cultural Affairs.

Dr. Elhami Nasr has more than 25 years of industry and academic experience. He developed and taught many undergraduate and graduate courses in Engineering and Engineering Management, Advanced Control Systems and Computer applications, using an interdisciplinary, integrative and innovative approach. He has developed and taught online Project Management graduate courses. He also has experience in developing and offering multidisciplinary International Training Programs to global audiences. He demonstrates effectiveness in building strong relationships with alumni and international campuses, advisory boards, raising industry funds and developing long-lasting partnerships with industries to enhance student learning. At the California Department of Transportation, he had many diverse Project Management, Planning and Operations assignments. He worked in Design, Construction, Program and Project Management, Public Transportation, Rail, Regional Planning, System and Advance Planning. He was extensively involved in the initiation, development, delivery and assessment of Caltrans' Statewide Project Management, statewide efforts and implementation of Continuous Improvement (Statewide Quality Improvement Efforts) and the District's Strategic Plans.

Dr. Sesha S. Srinivasan is an experienced educator, researcher, principal investigator and inventor whose field of research is on the interdisciplinary areas of solid state and condensed matter physics, solid state (inorganic) chemistry, materials science and engineering, environmental science, renewable energy and hydrogen technologies, semiconductors, nanotechnology and multifunctional materials. He will join Florida Polytechnic in August 2014. Dr. Srinivasan will teach both lower and upper level physics

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courses (Algebra and Calculus based) for undergraduates, physics of electrodynamics, wave phenomena, modern physics and solid state physics for senior level undergraduate and graduate students. He will share the responsibilities of teaching graduate courses on multifunctional materials, nanotechnology, advanced characterization, semiconductor technology, magnetics and innovative technology.

Most recently, he served as assistant professor in Physics at Tuskegee University in Alabama. He taught Algebra- and Calculus- based Physics courses, including Elementary General Physics (I & II), Applied Physics (I & II), Solid State Physics and Materials Science, Wave Phenomena, Electricity and Magnetism and Modern Physics. He also taught Engineering Ethics courses for Engineering and Science majors. He served as Physics Faculty Liaison to the Tuskegee Center for Academic Excellence and Innovative Learning

Dr. Jim Dewey will be responsible for developing and teaching Economics courses that complement the STEM focus and fit the General Education program at Florida Polytechnic University. He will join Florida Poly as a full-time assistant professor in August 2014. Economics can play an important role in an institution like Florida Poly with an applied STEM focus. STEM training is valuable for not only the topics covered but also for the analytical, critical thinking and problem-solving skills developed through study in STEM disciplines. Most recently, Dr. Dewey served as the Director of the Economic Analysis Program at the University of Florida's Bureau of Economic and Business Research. Dr. Dewey's research has yielded $2.5 million in external funding. From 2006-2010, he taught Managerial Economics at the University of Florida's Warrington College of Business Administration, where he served as a University Scholars Program faculty mentor and was 2009-2010 Teacher of the Year. Prior to that, he taught Principles of Microeconomics, Intermediate Microeconomics and Intermediate Macroeconomics at the University of South Florida.

Dr. Wylie Lenz will join Florida Polytechnic as a full-time assistant professor in August 2014. Most recently, Dr. Lenz taught Creative Writing and Composition full time as a visiting English professor at Florida Southern College in Lakeland. From 2010-2013, Dr. Lenz held a teaching fellowship through the University of Florida's Writing Program, serving as a mentor to small groups of incoming graduate students during their first year as Composition instructors. In 2011, Dr. Lenz won a competitive Graduate Student Course Development Grant through the Center for European Studies and the U.S. Department of Education. Dr. Lenz was co-editor of the anthology, "Generation Zombie: Essays on the Living Dead in Modern Culture," published by McFarland & Co.

Dr. Victoria Astley will be teaching courses in Physics and Mathematics, with a focus on providing a "solid scientific education for undergraduates in technical fields." She will join Florida Polytechnic as a full-time assistant professor in August 2014. Most recently, Dr. Astley worked as an educator for the Kalmar Nyckel Foundation in Delaware, teaching students aboard the historic sailing ship, Kalmar Nyckel. She also developed a unit on Physics at various levels by using examples of traditional sailing. Dr. Astley's research has focused on terahertz technology, an interdisciplinary field overlapping physics and electrical engineering with real-world applications. From 2005-2012, she worked as a lab instructor and as a recitation section instructor in General Physics at Rice University in Texas. She also designed and led

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research projects for undergraduate students. She was a founder of the Women in Physics Group at Rice University.

Dr. Chris Yakymyshyn is a scientist, scholar, inventor and entrepreneur who will teach Electrodynamics, Control Systems and Magnetics at Florida Polytechnic. He has authored more than 60 technical papers, one book chapter and has 37 U.S. patents.

He is co-founder and vice president of technology at FieldMetrics Inc., where he has been employed since 2001. He also worked for nearly a decade at GE Corporate Research and ABB Transmission Technology Institute developing optical sensors and materials for power utility, medical imaging, acoustics and radar applications.

Previously, he taught Electrical Engineering as a tenured associate professor at Montana State University. He has won numerous awards and honors, including the NSERC and Alberta Heritage scholarships, the Eta Kappa Nu outstanding young electrical engineer of the year runner-up, two Montana State teaching excellence awards and R&D 100 awards in 1997, 2001 and 2005.

Dr. Yakymyshyn holds a doctoral and master's degree in Electrical Engineering from Cornell University. He earned his bachelor's degree in Electrical Engineering/Physics from the University of Alberta, Canada. He is a senior member of the IEEE and a Life member of the Optical Society of America.

Dr. Christina Drake will teach courses in Mechanical, Industrial and Electrical Engineering, with a focus on Nanotechnology, Multifunctional Materials, Semiconductors and Electrodynamics. She joined Florida Polytechnic in April 2014.

Most recently, Dr. Drake was a senior research engineer at Lockheed Martin Missiles and Fire Control, a post she held since 2008. Prior to that, she was a nanotechnology research engineer at Lockheed Martin. Dr. Drake holds four provisional patents. She started and co-chaired the Lockheed Martin Nano-Bio working group and is the nanotechnology editor for Industrial Biotechnology. Her research interests cover novel materials and sensors based on meta-material-based approaches; low-cost imagers and sensors; and biologically inspired or incorporated sensors and platforms.

She has taught high school Physics and Earth Science, undergraduate Chemistry and graduate seminars in Advanced Materials. Dr. Drake has been involved in several statewide programs that studied and developed methods for improving STEM education for K-12 students. She served as an advisory member for FCR-STEM, an initiative to improve retention of females and minorities in STEM studies. She also was an advisor for the University of Central Florida's Nanoscience Center.

She holds a doctorate in Materials Science and Engineering from the University of Central Florida. Her bachelor's degree is in Materials Science and Engineering from the University of Florida. Her honors and fellowships include the University of Central Florida College of Engineering Distinguished Alumnae Award for Materials Science and Engineering (2013); Lockheed Martin Innovate the Future winner (2009 and 2012); the National Science Foundation's GK-12 fellowship; the University of Central Florida graduate merit fellowship; and Blue Key Honor Society.

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Dr. Patrick Luck is a dedicated and passionate professor who believes that History courses "can teach students a number of valuable skills, including thinking historically and, more generally, thinking critically." He will join Florida Polytechnic full time in August 2014. Dr. Luck's goal in the classroom is to teach students how to ask the appropriate questions and how to conduct the research to find and develop the answers. His classwork involves lectures, discussions, group work and the encouragement for students to form and articulate their own ideas and interpretations.

Dr. Luck's experience includes serving as visiting assistant professor in the Department of History and Geography at Columbus State University in Georgia. Prior to that, he was a temporary lecturer at the university. His courses included American Slavery and Emancipation, The Atlantic Roots of the United States, Early American History: From Jamestown to the Revolution, American History before 1865, and American History after 1865. He also served as an instructor at Johns Hopkins University, where he designed and taught courses that covered Slavery and Freedom in the Americas and Writing the History of Slave Resistance.

His grants and fellowships include the Kate B. and Hall J. Peterson Fellowship from the American Antiquarian Society (2012), the Graduate Student Travel Award from the Social Science History Association (2011) and the Dean's Teaching Fellowship from Johns Hopkins University (2011). He was a finalist for the 2013-15 Omohundro Institute of Early American History and Culture Two-Year Postdoctoral Fellowship. His professional affiliations include the American Historical Association, the Organization of American Historians and the Society for Historians of the Early American Republic.

He received his doctorate in History from Johns Hopkins University. He earned his master's in History from the University of Texas-Austin. He holds two bachelor degrees from Rice University, in History and in Chemical Engineering.

Dr. James Byrd has a doctorate in Chemical Oceanography from Florida State University in Tallahassee. He has a Master of Public Health Degree in Environmental Chemistry from the University of North Carolina at Chapel Hill, where he also earned his bachelor's degree in Chemistry and French.

Prior to joining Florida Polytechnic, Dr. Byrd was founding dean of the school of applied sciences at Mount Ida College in Newton, Mass. He also held various administrative positions at Florida Southern College in Lakeland, including associate dean of Academic Affairs, founding dean of the School of Arts and Sciences and interim vice president for Academic Affairs.

He was a tenured Chemistry professor at Armstrong Atlantic State University in Savannah, Ga. At Skidaway Institute of Oceanography in Savannah, he was an assistant professor and adjunct research professor. He has taught courses in General Chemistry, Analytical Chemistry, Instrumental Analysis, Environmental Science, and Oceanography. His research has focused on trace element analysis and determination of chemical transformations in a variety of environments.

Dr. Jaspreet Singh Dhau brings 12 years of classroom and research experience to his role teaching Chemistry at Florida Polytechnic University. Dr. Singh Dhau describes his teaching philosophy as

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"interactive" and "student-centered." His aim is to "generate curiosity among students so that they explore more deeply and develop their own insights."

Most recently, Dr. Singh Dhau served as a research scientist in Electrical Engineering at the University of South Florida-Tampa. Prior to that, he worked as an assistant professor in Chemistry at Punjabi University in India, where he supervised candidates working toward their master's and doctoral degrees. He taught post-graduate courses and developed curricula for students in undergraduate, master's and doctoral programs. The courses included Materials Characterization, Symmetry Elements and Applications in Electronic and Infrared Spectroscopy, and Advanced Organometallic Chemistry.

He holds a doctorate in Chemistry (Materials) from Panjab University, India's top-ranked university. His Master of Science degree is in Chemistry from Himachal Pradesh University, India. He has a Master of Business Administration from Punjabi University, India. He holds six U.S. patents, all of which are currently being used in industry.

Dr. Jessica Zbeida brings diverse experience to her role teaching English at Florida Polytechnic University. She has a traditional background as a Composition professor for undergraduates. She also has been an instructor Teaching English to Speakers of Other Languages (TESOL) and international and non-native speakers in writing.

Most recently, she was a dual-credit Composition instructor at North Central College Texas. She also served as an Early College Start Instructor at Austin Community College in Texas. She was responsible for teaching college-level Composition courses to high school students. At the same times, she was an ELL Resource Specialist at Southwestern University in Texas, where she was responsible for providing individual and group tutoring services. Dr. Zbeida also conducted professional development training for faculty and writing center tutors.

Dr. Zbedia holds a doctorate in English from University of North Texas-Denton. She earned her master's degree in English from the University of Southern Mississippi-Hattiesburg. She has a post-baccalaureate certificate in TESOL from the University of North Texas-Denton. She earned two bachelor's degrees, in English and Philosophy, from the University of Texas.

Her research covers the publication history of writers James Joyce and Samuel Beckett. She also examined the literature of contemporary American women writers, including Kathy Acker, Dorothy Allison, Toni Morrison and Joyce Carol Oates.

Her honors include second prize from the Baltimore Review in the 2011 Short Fiction Contest. She won an Academic Achievement Scholarship from the Toulouse School of Graduate Studies at the University of North Texas (2005-2010).

Her short story, "Emu," will be published this year by Ashland Creek Press in the anthology, *Among Animals: The Lives of Animals and Humans in Contemporary Fiction*.

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Dr. Amanda Bruce brings more than a decade of experience teaching American History to her new post at Florida Polytechnic University. Dr. Bruce earned her doctorate and master's degree in History at Stony Brook University. Her dissertation examined public concern over the influence of popular media – radio and TV – on children from 1930-1960. Dr. Bruce earned a bachelor's degree in History from the University of California-Santa Barbara.

Her awards and honors include the Clarke Chambers Travel Fellowship at the University of Minnesota and the Marshall Fishwick Travel to Popular Cultures Grant through the Popular Culture/American Culture Association.

At Stony Brook, she served as a History instructor for seven years as well as a research assistant, learning communities instructor and writing instructor. She taught History at the Casablanca American School in Morocco for one year. Students in her classes work individually and in groups to analyze primary sources and develop presentations that enable them to connect with topics and subjects in a personal, meaningful way.

Most recently, Dr. Bruce worked as an adjunct History professor at the University of Tampa where she taught History of Women in America, The United States Since 1877, the History of American Popular Culture, and World History Since 1500. She also was a full-time History instructor at Nassau Community College where she taught U.S. History and America Today.

Dr. Heather Freeman will teach English and help develop undergraduate Literature and Composition courses for the University's General Education Program. She joins the University full time in August. Dr. Freeman views teaching as a "collaborative process that is very much about working *with* students," and uses this idea of a collaborative classroom to develop in her students a "critical awareness of how cultural norms and language itself are constructed."

Most recently, Dr. Freeman was a lecturer in English at Vanderbilt University in Tennessee, where she received both a doctorate and master's degree in English. She also served as a graduate instructor in English at Vanderbilt from 2009-2013. She earned her bachelor's degree in English Language and Literature from Yale University in Connecticut.

Dr. Freeman's research and teaching have focused on Victorian literature and gender. She has been honored with the Rose Alley Press Achievement Award from Vanderbilt (2011), the University Graduate Fellowship at Vanderbilt (2008-2013), and the McLaughlin Prize for Outstanding Work in English from Yale University (2008).

Her knowledge of languages includes French and Old English. She is a member of the Modern Language Association, the North American Victorian Studies Association and the Research Society for Victorian Periodicals.

Dr. Jared Bunn brings experience teaching mathematics at St. Petersburg College and Eckerd College to his new post as Assistant Professor of Mathematics at Florida Polytechnic University. Dr. Bunn sees an

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advantage to teaching a variety of courses, from College Algebra to Calculus. It has helped him to develop many effective pedagogical approaches in the classroom.

Dr. Bunn completed both his Ph.D. and master's degree in Mathematics at the University of Tennessee. His bachelor's degree in Mathematics is from the University of Tennessee at Martin.

Most recently, he worked as an adjunct math instructor at St. Petersburg College's Tarpon Springs campus and at Eckerd College in St. Petersburg. He also taught for two years at Truman College in Chicago. At Truman, he served on the Textbook Search Committee and the Assessment Committee.

Dr. Bunn is a member of the Mathematical Association of America and of the American Mathematical Society. His research interests include Coarse Geometry, General Topology and Algebraic Topology.

His awards and honors include a UT travel award to present at the Joint Mathematics Meeting in San Francisco in 2010, a travel award from the University of Utah's VIGRE grant to attend a mini-course on Coarse Differentiation in 2008, and the undergraduate Mathematics Award from the University of Tennessee at Martin in 2004.

Dr. Patrick Zhang was trained in metallurgical engineering and earned his B.S. in Metallurgy from Northeastern University (China); M.S. in Metallurgical and Chemical Engineering from the Institute of Process Engineering (IPE), Chinese Academy of Sciences; and Ph.D. at University of Nevada, Reno. He did research at the University of Utah, the University of Nevada, and KCA, a consulting firm specializing in gold mining. Since that time, his work experiences are mostly related to phosphate processing, including 20 years as a research director with the Florida Industrial and Phosphate Research Institute.

Dr. Steven Richardson has been employed as Director of Reclamation Research at the Florida Institute of Phosphate Research since 1988. Previously, he had been involved in mine reclamation research, regulation, and planning associated with various oil shale, coal, uranium, and sand and gravel projects while employed at Utah State University's Institute for Land Rehabilitation, the Colorado Department of Natural Resources, and Mobil Oil Corporation's Mining and Coal Division. He earned a Ph.D. in Plant Ecology and Physiology in 1979 from Utah State University, his M.S. in Plant Science also from Utah State and his B.S. degree in Botany and Chemistry from Weber State College.

Gary Albarelli came to the Florida Industrial and Phosphate Research Institute in 1992. Gary earned a B.S. degree in Mechanical Engineering from Cornell University in 1978 and attended Harvard University from 1980-1984. For five years he was a Mechanical Engineer with Raytheon where he served as lead mechanical project engineer for the PATRIOT missile Tactical Software Development Facility. He has also worked with RCA Automated Systems as a Lead Mechanical Project Engineer, and Schlumberger as a Junior Field Engineer. In 2010, he became the Director of Information Programs at FIPR when the Information Program was established for the three principal information work areas; K-12 Education Program, Communications and Marketing and the Library. Gary has co-authored three comprehensive bibliographies on beneficiation, phosphate deposits, and phosphatic clay.

Academic Programs

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Florida Poly has established a College of Engineering and a College of Innovation & Technology. The University offers six baccalaureate degrees, three each in both of the two colleges listed in Table 5. Also in Table 5 there are listed two Masters degrees, one in each of the two colleges. The degrees and concentrations were selected because they address identified gaps in the future workforce, avoid unnecessary duplication and provide for synergies and interdisciplinary opportunities that will benefit students and the industries that will hire them.

Four of the University's six degrees and one area of concentration are among the top 10 "Most Recommended Majors" in a 2013-2014 report generated by PayScale.com. The report ranked Computer Engineering and Industrial Engineering at No. 2 (tied), Electrical Engineering at No. 6 and Computer Science at No. 7. Supply Chain Management, which Florida Polytechnic will offer as an area of concentration under its Science degree program, was ranked No. 1.

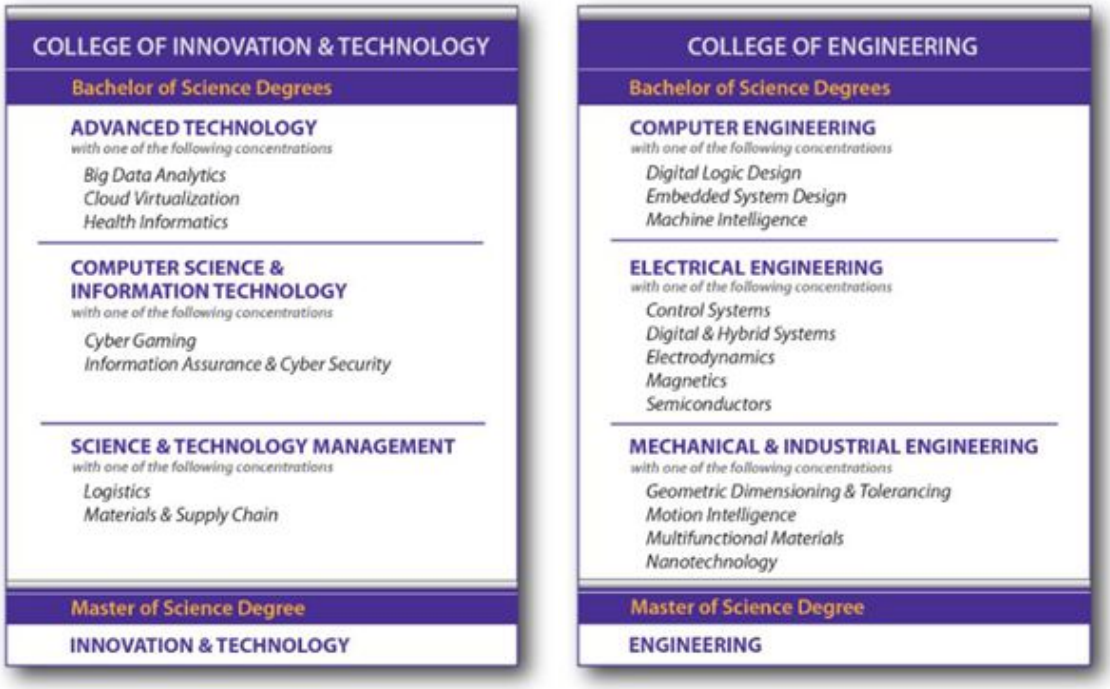

Table 5: Florida Polytechnic University Colleges, Degree Programs and Concentrations

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Criterion B

Enrollment of 1,244 FTE

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Student Recruitment

Since late August the University's five admissions counselors have visited over 200 high schools and attended over 106 college fairs around the State of Florida. In addition, they will visit most of the community and state colleges in Florida. The University continues its contact to over 230,000 high achieving freshmen and transfer prospects by email and print communication pieces.

Florida Poly's graduate student online application was live as of November 1, 2013. The undergraduate student online application has been live since early September 2013. The admissions staff has moved into offices located on campus next to the University's Innovation, Science & Technology building.

As of June 1, 2014 Florida Polytechnic University has received over 10,439 inquiries (see Table 1) for undergraduate programs and 321 inquiries for graduate programs. Inquiries come from all 50 states. To date 966 undergraduate students have been admitted and 30 graduate students. The undergraduate admitted students have an average GPA of 3.9, an SAT score of 1775 and an ACT score of 26.

Table 1: 2014 Undergraduate Admissions Statistics

2014 Undergraduate Admissions Statistics Updated June 1, 2014	QTY
Inquiries	10,439
Applications Completed	2,894
Students Admitted	966
Prefer On-campus Housing	2,033
Prefer Off-campus Housing	861
Inquiries from Florida	6,916
Inquiries from other states	3,523

The University has received 2,894 undergraduate student applications. Of the 2,894 undergraduate applicants, 2,246 are First Time-In-College, 594 are transfer students and 54 other. In Tables 2 & 3, these applications are broken down by major and concentration for undergraduate and graduate inquiries.

Among current applicants, 2,033 expressed an interest in on-campus housing and 861 prefer off-campus housing.

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Table 2: 2014 Undergraduate Applications by Major with Concentration
Last Updated 6/1/14

Major	Count
Computer Science and Information Technology/Cyber Gaming	505
Industrial Engineering/Nanotechnology	244
Computer Science and Information Technology/Cyber Security (now combined)	440
Advanced Technology/Health Informatics	229
Computer Engineering/Machine Intelligence	230
Electrical Engineering/Control Systems	128
Science & Technology Management/Logistics	217
Advanced Technology/Big Data Analytics and Cloud Virtualization	130
Computer Engineering/Digital Logic Design	132
Computer Engineering/Embedded System Design	102
Industrial Engineering/Geometric Dimensioning and Tolerancing	79
Industrial Engineering/Multifunctional Materials	126
Electrical Engineering/Digital Systems	82
Electrical Engineering/Electrodynamics	100
Electrical Engineering/Magnetics	41
~~Science/Materials and Supply Chain~~	~~49~~
Electrical Engineering/Semiconductors	20
Industrial Engineering/Motion Intelligence[1]	89
~~Undecided~~	~~12~~

[1]Was previously titled Motion Control

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Table 3: 2014 Graduate Applicants by Major*
Last Updated 6/1/14

Major	Count
Masters of Engineering	34
Masters of Innovation and Technology	54

*The Board of Trustees approved offering two masters level degrees instead of the six that had been approved previously.

Admissions Requirements

Florida Polytechnic University is recruiting some of the brightest students in Florida and across the nation. They will be attracted to the innovative and cutting edge programs. In addition, students will be attracted to programs that allow them opportunities to apply their knowledge to real world problems.

Undergraduate Admissions Guidelines: High School GPA – 3.0 (4.0 scale) SAT - 1650 ACT – 23

Graduate Admissions Guidelines: Bachelor in Engineering or related discipline GPA 2.7 or higher in the last 60-semester credits GRE when GPA is less than 3.25

Scholarships

The University's Board of Trustees voted at its August meeting to approve a scholarship program for the 2014 entering class of undergraduate and graduate students who attend full time. The University's Trustees will consider extending the program for additional classes at a future meeting. The scholarships will help students to bridge the financial gap that exists while the University seeks accreditation.

Full time undergraduate freshmen, entering in fall 2014, will receive scholarships valued at $5,000 per year for the first three years and $3,200 for the fourth year (a total of $18,200 over four years). The scholarship will be applied toward Florida Poly's undergraduate tuition and fees which are estimated at $5,029 for the 2014-15 academic year.

Scholarships for graduate students taking 24 credit hours per academic year will be valued at $9,300 for each of two years for those entering in fall 2014. The scholarships will be applied toward Florida Poly's graduate tuition and fees, estimated to be $11,462 for the 2014-15 academic year.

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Criterion C

Administrative Capability

Monthly Update to the Board of Governors

Key University Offices Established

Office of Admissions: The admissions office, responsible for recruiting students for the University and overseeing the admissions process, moved into its new Admissions Visitor Center on the grounds of the campus. In the new center, students and their families will be able to see a typical classroom and go on guided tours of the campus, including a closer look at the landmark Innovation, Science and Technology building which is scheduled to be completed in the summer of 2014.

Student Services: The Director of Student Affairs was hired and began work on October 21, 2013. Florida Poly's Division of Student Affairs advocates a holistic approach to education that goes beyond STEM classroom learning. The Division of Student Affairs strives to enhance the opportunities for our students to participate fully in the University experience. We encourage, support, and provide guidance for students' extracurricular activities while providing the best resources for a fulfilling and rewarding collegiate experience.

Progress update for specific elements of Student Affairs:

- A master plan is being constructed for the services that Student Affairs will provide. Examples of Services: Student Activities, Counseling, Academic Advising, Student Clubs and Organizations, Intramurals, Orientation/Welcome Week, Student Government, Student Publications, Academic Societies, Leadership Development, Religious Activities, Constitution Day, Living In Polk, First Year Experience, Study Abroad
- Collaboration with campus and community partners to design policies and programs that are student-centered
- Discussions with faculty on what academic societies and professional groups should be installed for students that will enhance and support the academic arena
- Discussions with local city officials on alternative recreational options for Florida Poly students
- Collaboration with the University's general counsel on code of conduct and student rights and responsibilities

Collaboration between Academic Affairs, Auxiliary Services and Special Projects will ensure that Florida Poly meets SACS criteria and US DOE requirements by providing extra-curricular activities that include experiential learning as well as opportunities to participate in community activities. These activities will bind the Florida Poly community to our mission and vision in a healthy, safe and secure environment.

Student Affairs was instrumental in the design and layout of Phase One of the Wellness Center, which includes the Health and Wellness Clinic and Fitness Room. Design concepts and equipment suggestions have been researched and are being implemented.

Chief Information Office: The IT Division is developing an overall three year strategic technology plan which includes a strategic projects list. There are 30 projects underway that include our strategic relationships with Apple, Microsoft, Google, Adobe, Three Rivers, and others, as well as tactical

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implementations such as outfitting the new Admissions Center and Campus Control Center (CCC) for Network Operations and Monitoring.

Auxiliary and Business Services: Food service, postal service, transportation and other services essential to providing a wholesome living environment are being addressed. The University is committed to maximizing its buying power by using contracts currently in place at other institutions. For example, Florida Poly is taking advantage of the buying power of the University of Central Florida's contract with Staples for office supplies and is "piggy-backing" on that contract.

Florida Poly has selected CardSmith to provide the University's students, faculty and staff with an all-in-one identification card. The card will also serve as a building access card and a purchasing card for campus services and some commercial food establishments. Because the card operates on a cloud based network it reduces the need for some network infrastructure.

The Executive Director of Auxiliary & Business Services, along with Chief Operating Officer Ava Parker, attended the annual meeting of the National Association of College Auxiliary Services. They met with auxiliary services directors from around the country and were able to talk with vendors of the various services needed at Florida Poly. In addition, they also met with Dr. Michael Ortiz, president of California Polytechnic State University, to review their program offerings and administrative processes.

Office of the Registrar: The Registrar's office is putting into place those regulations, policies and practices to ensure that students can register in an efficient manner and that all student academic records are properly accounted for and secured. The academic calendar and academic catalog are being finalized. Implementation of the Student Information System (SIS) continues to progress and is a major portion of the work in the Office of the Registrar.

Office of Financial Aid: The Office of Financial Aid is now drafting the policies and procedures that will govern how all financial aid will be handled including the scholarship program adopted by the Board of Trustees.

Library: The Library is being developed with a focus on e-learning and will incorporate an electronic library system. The vision and mission of this innovative library is being developed and administered by Dr. Kathryn Miller, Director of Libraries. Her duties include creating and implementing innovative information literacy and reference strategies for students.

The Florida Polytechnic Library will be central to the campus community and will provide specialized resources that promote curiosity and intellectual discovery in an innovative, user-centered, learning environment. The Library will provide and promote opportunities for every Florida Poly student and scholar to connect, collaborate and anticipate technological progress.

Previously, Dr. Miller served as university librarian and assistant vice president of academic services at Argosy University, where she was responsible for academic support services and the university library at 19 campus locations. She also has worked as a librarian at the Detroit Public Library and at the West Bloomfield Public Library, both in Michigan.

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Dr. Miller holds a doctorate degree in Adult Education from National-Louis University, where she was a faculty member until 2009. She has dual master's degrees – in Library Science from Kent State University and in Teaching from National-Louis University in Chicago. Dr. Miller also earned a law degree from the University of Akron-Ohio. Her bachelor's degree is in English Literature from the University of Illinois at Urbana.

The University Library will enhance the Florida Polytechnic student academic experience by providing innovative, technology-rich research and learning tools that will prepare students for real-world problem solving. The University Library comprises academic resource collections and the Academic Success Center.

The University Library's academic resource collections will consist of 1) Florida Polytechnic's primary, digital resource collection, 2) the specialized Florida Institute for Phosphate Research (FIPR) phosphate collection and 3) the general education print collection housed in the Florida Polytechnic Library at Polk State College.

The University will open with a significant electronic resource collection featuring many resources provided by Florida Virtual Campus (FLVC) including databases from EBSCO, Cengage-Gale and ProQuest. Florida Polytechnic will also be added on to state licenses for Oxford University Press, Sage, Springer and Wiley. A demand driven acquisition model through Electronic Books Library (EBL) is being implemented for book access.

The Academic Success Center (ASC) will be housed in the University Library and will provide academic success services to all Florida Polytechnic University students. ASC will help students to graduate in higher percentages while, supporting and enhancing learning and the overall academic experience.

ASC will provide academic advising using professional and peer advisors. In addition, the center will provide tutoring resources as well as career and graduate school guidance.

Office of Strategic Business and Education Partnerships: Florida Polytechnic University will focus on innovation and building close partnerships with business and industry. Those partnerships will provide students with an opportunity to apply what they learn in the classroom on real world problems. Florida Poly is reaching out to business and industry leaders to establish an ongoing exchange of information to identify the knowledge and skills needed by Florida Poly graduates to succeed in the industries related to University's programs. Partnerships will focus on STEM related businesses.

Representatives from over 100 companies and organizations attended the University's first annual Partnership Summit in September 2013 and 44 of those companies expressed an interest in partnering with the University. In addition, discussions about Florida Poly's curriculum generated information that can be used to inform development of the curriculum by faculty.

As of June 5, 2014, 57 companies have signed partnership agreements with Florida Poly. Partner companies range from Microsoft and Harris Corporation to NanoComposix (a young start-up).

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Brewer Science Inc.	Harris Corporation
Cutrale	JBT Foodtech
Manufacturers Association of Florida - Center for Advanced Manufacturing Excellence	JDCPhosphate, Inc.
Mitsubishi Hitachi Power Systems Americas, Inc.	Lakeland Economic Development Council
NanoSafe, Inc.	Lakeland Linder Regional Airport
Sunbelt Forest Products Corporation	Lockheed Martin Missiles and Fire Control
TechData	Madrid Engineering Group
TestEquity, LLC	Microsoft
352 Media Group	nanoComposix, Inc.
A-C-T Environmental & Infrastructure, Inc.	NanoTecNexus
Apex IT	Omniscient Analytics, Inc.
ASI Chemical, Inc.	Pharmaworks, Inc.
Bright House Networks	Prolexic Technologies
BRPH	Protected Trust, LLC
Central Florida Development Council	Qgiv, Inc.
Chastain Skillman	QuantumSphere, Inc.
Cipher Integrations	Saddle Creek Logistics Services
CNP	Sparxoo Agency
Colo5, LLC	Steripack
Department of Transportation	Stryker
Digital Architecture	Sun-N-Fun
DSM Technology Consultants	Tampa Port Authority
Electronic Arts Tiburon	The Story Companies
Greenovative Homes, LLC	Welldyne
Winter Haven Economic Development Council	GreenTechnologies LLC
CSX	

Following the Summit's working sessions, John Couch, Apple's vice president of education, delivered a keynote address about the importance of technology in advancing education. Couch was one of Apple's early leaders and is a widely recognized authority on using technology to revolutionize classroom learning.

Florida Poly's ability to work closely with industry leaders at this formative stage in the development of its curriculum will distinguish it from other universities. Applying STEM education to real-world challenges creates innovation. By inviting industry leaders to join in designing effective programs for learning, internships and other real-world experiences, we are creating added value for students and for the organizations that will hire Florida Poly graduates.

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Apple, one of the most innovative companies in the world, is supporting Florida Poly in its efforts to ensure that students will study in an environment that maximizes technology to improve their learning outcomes. In a series of meetings over this summer, Florida Poly and Apple have engaged in conversations aimed at defining how the mission and vision of the University can be implemented such that its graduates are best prepared for cutting edge high-tech jobs. We have developed a series of near term and longer term issues that Apple has agreed to support.

Florida Polytechnic will work closely with Apple to maximize its use of technology in facilitating and delivering an innovative, 21st-Century learning experience. We are working to ensure that Florida Poly students, faculty and staff have the most innovative technologies available for education and collaboration.

Part of Florida Polytechnic's mission is to prepare students to assume available technology leadership positions by emphasizing science, technology, engineering and mathematics (STEM) in an innovative, technology-rich, interdisciplinary learning environment and by collaborating with industry partners to offer students real-world problem-solving, applied research and business leadership opportunities.

Florida Polytechnic University Regulations, Policies and Resolutions

Following is a list of University regulations, policies and resolutions adopted by the Board of Trustees at Florida Polytechnic University. These regulations and policies have been posted on the University's website.

Chapter 1-University-Wide Governance & Guidance

FPU-1.008 University Holidays Regulation 5.14.13
FPU-1.004 Non-Discrimination and Equal Opportunity Regulation 1.14.2014
FPU-1.005 Discrimination and Harassment Complaint Policy and Procedures 2.5.14
FPU-1.001AP Policy Creation and Development Process – Academic Policies 12.13.13
FPU-1.001P Policy Non-Academic Policy Creation 7.1.13
FPU-1.004P Naming of Buildings and Facilities 10.30.13
FPU-1.005P Sexual Harassment 10.30.13

Chapter 2-Admissions

FPU-2.001 Admission to the University General 10.21.13
FPU-2.002 Early Admission and Dual Enrollment 10.21.13
FPU-2.003 First Time in College FTIC 10.21.13
FPU-2.004 Admission of Undergraduate Transfer Students 1.15.14
FPU-2.005 Admission of International Students 1.15.14
FPU-2.006 Application Fee and Admissions Deposit Regulation 7.8.13
FPU-2.008 Graduate Admissions 1.15.14

Chapter 3-Student Affairs

FPU-3.006 Student Code of Conduct 1.14.2014
FPU-3.010 On-Campus Residency Requirement 2.21.14

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FPU-3.009 Reasonable Accommodations for Religious Observances, Practices and Beliefs 4.15.14

Chapter 4-Tuition and Fees

FPU-4.002 Waiver of Tuition and Fees 2.21.14
FPU-4.003 Special Fees, Fines and Charges 7.15.13
FPU-4.004 Procedure for Payment, Waiver, and Refund of Tuition, Fees, Fines, and Penalties 2.21.14
FPU-4.005 Student Withdrawal from Courses Due to Military Service 4.15.14

Chapter 5-Academic Affairs

FPU-5.001 Academic Freedom Academic Freedom and Responsibility 1.14.14
FPU-5.002 University Institutes and Centers 2.21.14
FPU-5.003 Textbook Adoption and Affordability 2.21.14
FPU-5.0001AP New Degree Programming Planning and Approval 12.13.14

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Chapter 6-Personel Matters
FPU-6.001 University Personnel Program 6.27.13
FPU-6.003 Hours of Work and Overtime 2.5.14
FPU-6.004 Annual Leave 8.28.13
FPU-6.005 Sick Leave 8.28.13
FPU-6.006 Sick Leave Pool 2.5.14
FPU-6.007 Other Types of Leave 2.5.14
FPU-6.009 Employment of Relatives 2.21.14
FPU-6.0005P Cell Phone Allowance 7.1.13
FPU-6.006P Florida Polytechnic University Dress Code Policy 11.5.13

Chapter 7-Finance and Administration
FPU-7.002 Student Financial Aid 2.5.14
FPU-7.003 Investment of Agency and Activity Funds 2.5.14
FPU-7.007 Employee Debt Collection 6.27.13

Chapter 8-Purchasing and Leasing
FPU-8.001 Purchasing 8.28.13
FPU-8.002 Prompt Payment to Contractors Vendors 2.5.14
FPU-8.003 Authority to Suspend or Debar Contractors Vendors 1.14.14
FPU-8.005 Real Property Leasing 1.14.14
FPU-8.006 Leasing 1.14.14
FPU-8.007 Competitive Process for Leasing Land and Facilities 1.14.14

Chapter 9-Construction

Chapter 10-Foundation & Affiliated Entities

Resolutions
2012-002 Delegation of Authority to Chairman and COO
2013-001 Delegation of Authority to the Chief Operating Officer of Florida Polytechnic University
2013-002 Delegation of Authority to Board of Trustees' Committees and to Chair of the Board of Trustees
2013-003 Retroactivity of Annual and Sick Leave

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Criterion D

Accreditation

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Accreditation

Florida Polytechnic University continues to make progress in its preparation to apply for regional accreditation. The institution is developing the necessary policies and procedures, the assessment plan and processes to address regional accreditation standards.

The requirements and processes for achieving initial membership within SACS are delineated by The Commission, using four distinct steps (1) the completion of a Pre-Application Workshop, for Pre-applicants; (2) the Preparation and Submission of an Application for Membership; (3)The Candidacy Committee Visit; and (4) The Accreditation Committee Visit. Florida Poly is currently focused on steps one and two.

1. The University has completed the first step: Pre-Application Workshop for Pre-applicants.
2. The University has selected the primary Florida Poly-SACS Liaison, as recommended by The Commission.
3. The University has selected a SACS consultant to serve as guides during the accreditation process.
4. Towards completing the second step, the University continues to identify all the institutional structures, systems and documentation that are required for the preparation and submission of an Application for Membership to The Commission and for demonstrating compliance with all Core Requirements, Comprehensive Standards, and Federal Regulations.

Completed Projects

- ✓ March 3, 2014 Completed the initial desk audit of where the institution stands on all standards -- submitted to Silver and Associates;

- ✓ April 3, 2014 First Draft -- submitted to Silver and Associates;

- ✓ The University has adopted in accordance with best practice, the following accreditation committee structure. The committee structure assists faculty and staff in their efforts to effectively navigate through the accreditation processes.

  • Application Steering Committee
  • Compliance Committee
  • Writing Subcommittee
  • Documentation Subcommittee
  • Editing Committee
  • Institutional Effectiveness Committee

- ✓ The University has drafted an institution-wide Assessment Plan.

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- ✓ On 3/12/14 Silver and Associates, the accreditation consulting team, provided an all-day, campus-wide Accreditation Assessment Training/Workshop for the Faculty and Unit leaders.

- ✓ On 04/28/2014 Silver and Associates continued an all-day campus-wide workshop to analyze the first draft of the application and to refine the strategic plan and institutional effectiveness assessment plan.

  The University:

  a. Is actively engaged in the process of planning and/or developing each academic unit, program and related services, policies, procedures and documents needed to complete Step 2, the Application for Membership and Submission of an Application for Membership.
  b. Has identified and cataloged all of the accreditation resources, made available to institutions by The Commission, to assist in the completion of the application and demonstration of compliance with each Core Requirement, Comprehensive Standard, and Federal Regulation.
  c. Has developed a comprehensive "Accreditation Responsibility Matrix" delineating all units and leaders responsible for completing each accreditation task and providing documentation to demonstrate compliance with SACS Core Requirements, Comprehensive Standards, and the Federal Regulations.
  d. Has selected the Data Management System that will be used to host SACS documentation
  e. Has created the necessary forms to be used to demonstrate compliance in regards to the credentialing and qualifying of the fulltime teaching faculty and adjuncts.
  f. Is identifying SACS related areas for assessment and is preparing to map-out preliminary assessment needs and schedules for the upcoming academic year and beyond, aligning the assessment process with the SACS guidelines.
  g. Has adopted the following accreditation committee structure in order to effectively navigate through the accreditation processes;
     i. Application Steering Committee
     ii. Compliance Committee
     iii. Writing Subcommittee
     iv. Documentation Subcommittee
     v. Editing Committee
     vi. Institutional Effectiveness Committee
  h. The university has drafted an institution-wide Assessment Plan
  i. All of the accreditation committees are reviewing and completing accreditation related tasks under the direction of the Application Steering Committee.
  j. The Application Steering Committee continues to meet weekly to oversee the development of documentations and written revisions for a second draft of the regional accreditation application

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Criterion E

Seek Discipline Specific Accreditation

Not Yet Applicable

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Criterion F

Facilities and Infrastructure

Monthly Update to the Board of Governors

Facilities

Construction of Florida Poly's first building, the Innovation Science and Technology building (IST) is well underway, within budget and scheduled to open for classes to begin in August of 2014. The total appropriation for constructing the campus is $134 million with $60 million of that targeted for the IST.

The University's Board of Trustees submitted its approved CIP to the BOG on November 26, 2013. The CIP includes an Academic Research Center, a Student Achievement Center and a residence hall. An agreement with Vestcor Communities, Inc. (Vestcor) was approved by University Trustees on November 26, 2013 for the construction of a 219 bed residential hall on Florida Poly's campus. Under the public private partnership, Vestcor will lease land on the University campus and be fully responsible for the financing, construction, operation and maintenance of the building. The agreement allows for financing and construction of the residence hall while traditional funding sources are not readily available.

Table 6: Facilities Balances (March 2014)

Component	Progress	Budget (Feb. 2014)	Budget (Revised March 2014)	Balance (May 2014)
IST	On Schedule	$78.3 M	$60.0 M[1]	$8.6 M
Site and Infrastructure	On Schedule	$40.0 M	$40.0 M	$ 7.0 M
Engineering, Design, Land, and other soft costs	On Schedule	-	$22.0 M[2]	$ 0.5 M
Campus Control Center	On Schedule	$ 3.5 M	$ 3.5 M	$ 0.1 M
Classroom, laboratory- furniture, fixtures & equipment	On Schedule	$ 7.0 M[3]	-	NA
Contingency	NA	$ 1.9 M	$ 2.9 M[4]	$ 2.9 M[5]
Total Original Projects		**$134.4 M**	**$128.4 M[6]**	**$19.1 M**
Admissions Center	Completed	-	$ 1.3 M	-
Housing Utilities and Integration	On Schedule	-	$ 1.2 M	$ 0.5 M
Wellness Center – Phase 1	On Schedule	-	$ 4.5 M	$4.1 M
Perimeter Fencing	On Schedule	-	$ 0.4 M	$ 0.4 M
Total All Projects		**$134.4 M**	**$135.8 M[7]**	**$24.1 M**

[1] *Budget ($18.3 M) for engineering, design, land and other soft costs were moved to a separate line.*
[2] *$3.7 M in land related costs was erroneously left out of the last report and is included in the line for engineering, design, land and other soft costs bringing the total to $22.0 M.*
[3] *Paid for through the State of Florida's Consolidated Equipment Financing Program*
[4] *$1 M restored to contingency from classroom, laboratory- furniture, fixtures & equipment*

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[5]Balance reflects a change in funding source from contingency to donated funds
[6]$6 M no longer budgeted from construction funds for classroom, laboratory- furniture, fixtures & equipment
[7]Includes budget for Admissions Center, housing utilities/integration, Wellness Center-Phase 1, perimeter fencing

As of May 1, 2014 the private developer has fully processed applications and received deposits for all 219 bedrooms in the Residence Hall (100% occupancy). Also, they have processed an additional 35 applications that have been placed on a waiting list. Based on the present demand for more beds, the developer and the University have agreed that a certain number of single occupancy bedrooms will be converted to double occupancy in order to accommodate more students. Construction on the residence hall continues on schedule to be occupied by students in time for the Fall 2014 academic year.

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Institutes and Centers

Florida Industrial and Phosphate Research Institute (FIPR)

FIPR has been transferred to Florida Polytechnic University as required in section 1004.346, Florida Statutes. Research at FIPR is conducted in the areas of Mining and Beneficiation, Chemical Processing, Reclamation, and Public & Environmental Health. Scientists and engineers throughout the world apply for FIPR Institute grants to conduct phosphate-related studies supporting the mission of the Institute: improving the environment, protecting public health and increasing mining and processing efficiency. FIPR Institute staff biologists, engineers and chemists also conduct in-house research. The following projects are currently active:

- Innovative RTS Technology for Efficient Separation of Dolomite from Phosphate (University of Kentucky)
- Recovery of Rare Earth Elements from Florida Phosphate (FIPR in-house)
- Isolation and Characterization of RE Mineral Particles in Florida Phosphate Rock by DE Rapid Scan Radiography and HRXMT (University of Utah)
- Screening of a New Candidate Biological Control Agent of Brazilian Peppertree (UF)
- Remote Real-time Industrialized Analyzer of Phosphate Rock (R Squared S, Inc. with Laser Distance Spectrometry, Israel)
- Impact of Phosphate Fertilizer, Phosphoric Acid and Animal Feed Production Processes on Levels of Hazardous Air Pollutants and Their Distribution Along Production Pathways (UF)
- Commercial Development and Validation of a Disposable Personal Sampler for Inorganic Acid Mist Measurement (UF)
- Statistical and Spatial Analysis of Pre- and Post-Mining Radiological Data (Cardno ENTRIX)

FIPR also participated in management planning for the Critical Materials Institute (CMI) funded by the Department of Energy. Led by the Ames Laboratory, the team includes: Advanced Recovery, Inc., Brown University, Colorado School of Mines, Cytec Industries, Inc., The Dow Chemical Company, Florida Industrial and Phosphate Research Institute, General Electric Company, Idaho National Laboratory, Iowa State University of Science and Technology, Lawrence Livermore National Laboratory, Molycorp Minerals, LLC, Oak Ridge National Laboratory, OLI Systems, Inc., Purdue University, Rutgers, the State University of New Jersey, Simbol Materials, Inc., and the Regents of the University of California, ("UC-Davis") . The project establishes an Energy Innovation Hub that will develop solutions to the domestic shortages of rare earth metals and other materials critical for U.S. energy security.

The Institute strives to commercialize its research and generate revenue in addition to the phosphate severance tax from which it is funded. FIPR recently signed a Strategic Collaboration Agreement with Guangxi ZhongkaiTech, China University of Geosciences (Wuhan), and Guangxi Academy of Sciences to establish a limited liability company named Kaite International Minerals Resource Comprehensive Utilization Group (Kaite International). The company will develop and commercialize technologies using phosphogypsum. During this same two-month period, FIPR also entered into a contract with Pegasus TSI, Inc. to conduct research on removal and recovery of MgO from phosphate rock by acid leaching.

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FIPR has an ongoing series of contracts with other companies to chemically characterize phosphate deposits and other core samples, which occupy the institute's metallurgical and analytical laboratories at full capacity.

In addition to funding and conducting research, the FIPR Institute Education Program coordinates the FIPR Summer Workshop for teachers. Teachers come from all over the State of Florida to learn about phosphate and phosphate-related topics. The goal of this teacher education program is to help them stay current on issues related to phosphate research and provide them with teaching tools to with which to engage their students. Teachers learn practical applications, participate in hands-on exercises, speak to experts in several phosphate/phosphate-related fields and go on field trips to see daily phosphate operations. FIPR's staff is using input obtained from this year's Summer Workshop to create a STEM-themed presentation for the Florida Association of Science Teachers (FAST) Conference in October 2013.

In addition, construction was completed on the Admissions Center at the entrance to the campus. It will serve as the hub of Florida Poly's recruiting and admissions activities. The admissions staff moved into the new facility on November 26, 2013.

FLORIDA POLYTECHNIC UNIVERSITY

Monthly Update to the Select Committee on Florida Polytechnic University

Implementation Tracking Report (June 2014)

Implementation Status Summary			
Criteria	Issues	Completed	Good Progress
A. STEM Academic Programs	5	2	3
B. Student Enrollment	4		2 (2 not begun)
C. Administrative Capability	2	2	
D. Accreditation	5	1	1 (3 not begun)
E. Discipline Specific Accreditation	1		(1 not begun)
F. Facilities & Construction	3		3

Legend: ✓ Completed ● Good Progress ● Slow Progress ● Poor Progress

Criterion A – Initial Development of New STEM Programs		Criteri
Statutory Due Date: 12/31/2016		**Progress Indicator**
A1 - New degree program proposals approved by the Florida Polytechnic university Board of Trustees	**January 2014: COMPLETED -** Program proposals were considered and approved by the Academic Affairs Committee of the Florida Polytechnic University Board of Trustees.	✓
A2 - New degree program proposals reviewed by BOG staff for inclusion in the SUS Academic Degree Program Inventory.	**February 2014: COMPLETED -** BOG has accepted the new degree program proposals and entered them into the SUS Academic Degree Program Inventory.	✓
A3 – Prerequisite courses approved by the Oversight Committee of the Articulation Coordinating Committee (ACC) and the ACC itself.	**February 2014**: The Oversight Committee voted to approve the University's prerequisite courses. The ACC is scheduled to meet in late June to review the University's prerequisite courses.	●
A4 – All college credit courses are entered into the Statewide Course Numbering system.	**February 2014:** In progress by Florida Polytechnic University academic staff. This process is managed by the Articulation Office in the Florida Department of Education.	●
A5 – Program faculty and general education faculty are in place.	**February 2014:** Sufficient program faculty are in place to develop curricula. We have hired 23 of 25 fulltime faculty[1]. Fifteen adjunct faculty have been selected.	●

[1]Florida Poly needs 25 instead of 30 fulltime faculty because of a higher than projected number of freshmen admitted.

Criterion B – Enrollment of 1,244 FTE		
Statutory Due Date: 12/31/2016		**Progress Indicator**
B1 – Total students enrolled	**Fall 2014:** Status Reporting Date (Classes begin Fall 2014) **Spring 2015:** Status Reporting Date **Summer 2015:** Status Reporting Date **Fall 2015:** Status Reporting Date **January 2016:** Status Reporting Date **Summer 2016:** Status Reporting Date **Fall 2016:** Status Reporting Date	TBD
B2 – Number of completed applications received	**February 2014:** 2,846[1] (exceeds the goal for number of applications) **March 2014:** Status Reporting Date **April 2014:** Status Reporting Date **May 2014:** 2,890[1] (116% of goal for number of applications)	●
B3 – Number of students admitted	**February 2014:** 922[1] (90% of the goal for the number of students expected to be admitted) **March 2014:** Status Reporting Date **April 2014:** Status Reporting Date **May 2014:** 966[1] (94% of the goal for the number of students expected to be admitted)	●
B4 –Actual enrollments in each degree program.	**August 2014:** Status Reporting Date (Classes begin Fall 2014)	TBD

[1]As of May 5, 2014

TBD – To Be Determined *(no data or information currently exists to make a determination about progress)*

Criterion C – Administrative Capability		
Statutory Due Date: 12/31/2016		**Progress Indicator**
C1 – Capability to administer financial aid, admissions, and student support.	**Fall 2014:** Florida Polytechnic University has established offices for financial aid, admissions and student services.	✓
C2 – Capability to administer information technology, and finance & accounting with internal audit function.	**Fall 2014:** Florida Polytechnic University has a shared services agreement with UF and has hired an Executive Budget Director and a CIO.	✓

Criterion D - Accreditation		
Statutory Due Date: 12/31/2016		**Progress Indicator**
D1 – Pre-Application Workshop	**December 2013: COMPLETED -** A Florida Polytechnic University team attended the pre-accreditation workshop in Atlanta.	✓
D2 - Submit application for regional accreditation.	**August 2015:** Florida Polytechnic University has engaged a technical advisor to assist with preparing the application for regional accreditation.	●
D3 – Regional accreditor Candidacy site visit.	**June 2015:** Status Reporting Date	TBD
D4 – Regional accreditor site visit.	**June 2016:** Status Reporting Date	TBD
D5 – Regional accreditor decision on accreditation.	**December 2016:** Status Reporting Date	TBD

TBD – To Be Determined *(no data or information currently exists to make a determination about progress)*

Criterion E – Seek Discipline Specific Accreditation		
Statutory Due Date: 12/31/2016		**Progress Indicator**
E1 – Contact discipline specific accrediting bodies.	**Fall 2014:** Status Reporting Date	TBD

TBD – To Be Determined *(no data or information currently exists to make a determination about progress)*

Criterion F – Facilities and Infrastructure		
Statutory Due Date: 12/31/2016		**Progress Indicator**
F1 – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.	**February 2014:** On time and within budget • Construction phase substantially complete by 6/30/2014 • Owner move-in 7/1/2014 • Final completion by 7/30/2014 • Site substantial completion 8/29/2014 • Final completion 10/31/2014 **June 2014:** Building is 90% complete. Furniture has been moved in. Wood flooring completed. Lab equipment beginning to arrive. **August 2014:** Status Reporting Date	●
F2 – Complete the Residence Hall for 240 students.	**February 2014:** On time and within budget. Public/Private partnership. • Final completion move-in by 8/18/2014* • School starts 8/25/2014 **June 2014:** Outside enclosure complete. Most windows installed. Roof is on. Stucco has begun. Interior drywall 40% complete. **August 2014:** Status Reporting Date	●
F3 – Begin construction of Phase I of Wellness Center and other site facilities or infrastructure.	**Spring 2014:** Structural frame is up. Exterior complete on two sides. Underground utilities complete. **Fall 2014:** Status Reporting Date	●

Campus: Lakes are completed. Road around the campus is complete. All but one parking lot is complete. Campus Control Center is complete and operating. Admissions Center is complete and operating.