FLORIDA POLYTECHNIC UNIVERSITY

Board of Trustees
Academic & Student Affairs Committee Meeting

Wednesday, March 13, 2019
10:15 AM - 11:15 AM

Florida Polytechnic University
ADMISSIONS BUILDING
4700 Research Way, Lakeland, FL 33805-8531

Dial In Number: 240-454-0887 | Access Code: 644 918 312

Dr. Richard Hallion, Chair	**Dr. Adrienne Perry, Vice-Chair**	**Henry McCance**
Mark Bostick	**Dr. Jim Dewey**	**Travis Hills**

AGENDA

I.	Call to Order	Dr. Richard Hallion, Chair
II.	Roll Call	Amy Devera
III.	Public Comment	Dr. Richard Hallion, Chair
IV.	Approval of the December 5, 2018 Minutes *Action Required*	Dr. Richard Hallion, Chair
V.	2018-20 Academic & Student Affairs Committee Work Plan Review	Dr. Richard Hallion, Chair
VI.	Provost Report and Discussion	Terry Parker, Executive Vice President and Provost
VII.	Closing Remarks and Adjournment	Dr. Richard Hallion, Chair

Florida Polytechnic University
Board of Trustees

Academic and Student Affairs Committee Meeting

DRAFT MEETING MINUTES

Wednesday, December 5, 2018
10:00 AM-11:00 AM

Florida Polytechnic University, Admissions Building, 4700 Research Way, Lakeland, FL 33805

I. Call to Order

Committee Vice Chair Adrienne Perry called the Academic and Student Affairs Committee meeting to order at 10:05 a.m.

II. Roll Call

Amy Devera called the roll: Committee Vice Chair Adrienne Perry, Trustee Jim Dewey, Trustee Henry McCance, Trustee Mark Bostick and Trustee Travis Hills were present (Quorum).

Other Trustees present: Trustee Don Wilson.

Staff present: Provost Terry Parker, Mrs. Kathryn Miller, Mr. Tom Dvorske, Mr. Scott Rhodes, Mrs. Kristin Stokes, Dr. B. Matthew Corpus, Mr. David Brunell, Ms. Melaine Schmiz, Mrs. Kris Wharton, and Ms. Amy Devera were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Jim Dewey made a motion to approve the Academic and Student Affairs Committee meeting minutes of September 5, 2018. Trustee Henry McCance seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2016-18 Strategic Planning Committee Work Plan Review

The 2016-2018 Work plan remains unchanged and no discussion occurred.

VI. Provost Report

Dr. Terry Parker reviewed activity aligned with the Work Plan, which included Admissions and Financial Aid, Student Services, degree program additions and faculty hiring status, the Graduate program, Collective Bargaining and the Noel Levitz Survey.

DRAFT

A. Admissions and Financial Aid

Dr. Parker discussed three models noted on his projected total headcount chart: underperformance, accountability plan, and over-performance. Florida Poly is nicely positioned this year between the accountability plan and the over-performance.

It is very early in the academic year, but currently, applications are down significantly. Dr. Parker also noted that female applications, transfer applications and Graduate applications are up. Dr. Parker also stated that Florida Poly's current admitted quality is at or above that for the 2018 fall entering class. Trustee McCance requested that Dr. Parker give his analysis of why applications were down by 25%. Dr. Parker explained that Florida Poly had a significant negative publicity that started in the spring and lasted through the summer. He also stated that geographic data shows applications are down in central Florida. The University currently has a new Director of Admissions with new activities in place. Trustee Dewey asked if there was a difference in how vulnerable different majors are to competition. Dr. Parker does not believe that one particular field is more vulnerable than another.

Admissions activities have increased. High school visits and college fair visits are up. Admissions has broadened its focus to not only first time in college (FTIC) students, but transfers, international and graduate students as well.

Trustee McCance stated that if applications are down by significant number, the University still has a chance to recover if the yield goes up. Mr. Ben Matthew Corpus, Director of Admissions, stated that the University's yield is very high for a STEM university. Admissions still plans to drive that yield.

Last year, Mr. Mark Mroczkowski brought forward a contract for Global University Systems as a recruiter for international students. Subsequently that contract was terminated over issues of indemnification. Florida Poly now has a new contract where the indemnification terms are acceptable to all and the costs remain approximately the same.

Dr. Parker explained that there needs to be an Articulation agreement in place to provide students with an efficient pathway to a Florida Poly degree. The Florida common course numbering system makes awarding course credit relatively easy. The University has their first articulation agreement in place with South Florida State College for students pursuing an Electrical Engineering degree.

B. Student Services

The University is in its first semester of using the new mental health care model. The model utilizes a network health provider and a case manager. So far, the model has been successful. Ms. Kristin Stokes, Associate Director of Campus Wellness Management, is able to see students in a non-clinical setting. Trustee McCance asked if there was any way to assess if the students are pleased with the adjustment for this first semester. Dr. Parker stated that from the student satisfaction point of view, we would see it on a survey in the spring. Dr. Parker briefly discussed the Board of Governor's Health Initiatives which includes implementing Healthy Campus 2020, mental health literacy software for faculty and staff, as well as student insurance.

The University has reconfigured how they have managed advising. Some changes were made due to ABET and some changes were made based on need. The Registrar's Office deals with transactions around transcripts and transfer credits. The Academic Success Center takes care of registration and degree flow. This follows a national model. The faculty are subject matter experts and content experts. This fall, all

degree granting departments formalized advising delivery to students. Overall, there was strong student attendance.

C. Degree Program Additions and Faculty Hiring Status

Florida Poly is currently developing three new degrees which include Engineering Physics, Engineering Mathematics, and Environmental Engineering. Dr. Parker briefly discussed the degree approval process. BOT approval will be requested at a mid-January meeting. Dr. Parker stated that the Board of Governor's regulation requires that there is a policy in order to offer certificates, minors, and concentrations.

Dr. Parker requested the committee to recommend approval of policy FPU-5.00012AP Approval of Non-Degree Academic Programs to the Board of Trustees. Trustee Jim Dewey made a motion to approve the policy. Trustee Henry McCance seconded the motion; a vote was taken, and the motion passed unanimously.

Dr. Parker briefly went over a stoplight chart containing an update on the hiring status of faculty. Currently Data Science and Business Analytics has one employment offer out.

The University is seeking initial ABET accreditation for Computer Science, Computer Engineering, Electrical Engineering and Mechanical Engineering. There were two site visits in October 2018. Prior to the visit, there was significant effort to address the Program Evaluator's concerns. Dr. Parker stated they are happy with the results. The departments that were formed eleven months ago were critical and the summer space reconfiguration was critical as well.

D. Graduate Program

In September, the University reported enrollment of 38 Graduate students, two degrees and six concentrations. Dr. Parker noted that space is starting to become an issue and eventually he will come to the Board with a concrete plan. Dr. Parker went over the short term options for space which included renting space from the dormitory owner, adding onto the Admissions building, and building a separate free standing building. He also briefly discuss the plans for the Applied Research Center.

E. Collective Bargaining

The Collective Bargaining Agreement will have approximately 31 articles. Currently, there are more than 20 articles with tentative agreements. Eight of the articles are transactional. There are three articles that are important, but straightforward. One article sets a significant standard for benefits which puts in place parental leave. There are also four articles which are important to faculty and the University currently has agreements on them. There are three articles that are important to management of the institution. The article generating the most discussion is appointments and promotions. This is the most important article and it includes the process by which individuals are reappointed and/or promoted.

F. Noel Levitz Survey

This is the first year that includes all four undergraduate class years on the campus. There have been strong changes in the academic environment starting in fall 2017, which included curriculum flip, rigorous adherence to prerequisite requirements, increase in academic standards, reconstruction of the Registrar's Office, and change of philosophy in Student Life. 450 students participated in the student satisfaction survey that was conducted in the spring 2018 semester. The satisfaction results indicate a downward trend compared to 2016 and 2017. The downward trend on expectations is of concern. There is also a downward trend on the question, "If you had to do it over, would you enroll here again?" Dr. Parker reviewed a list of challenges for the campus based on the survey and explained briefly why a student may see one of these

items as a challenge. Trustee McCance asked Dr. Parker to provide his explanation on number 36, "The quality of instruction I receive in most of my classes is excellent." Dr. Parker stated that this is why Florida Poly has moved to common exams and syllabus review. He also stated that his takeaway is that the University's level of instruction and level of expectation in classes has been too varied. The response is to make it not as varied. Departments have also formally adopted grading standards and these are the elements that can go into the grading standards. The areas of focus based on the survey are advising, registration, instruction and Student Life.

VII. Closing Remarks and Adjournment

With no further business to discuss, the Academic and Student Affairs Committee Meeting adjourned at 11:01 a.m.

DRAFT

FLORIDA POLYTECHNIC UNIVERSITY

Work Plan Review

Dick Hallion
Academic and Student Affairs Committee
Chair

March 13, 2019

Reporting and actions for the committee are organized in the following categories

- Admissions and Financial Aid
- Student Services
- Four year graduation improvement plan
- Degree Program Additions and Faculty Hiring
- Student and Faculty Diversity
- Graduate programs
- Technology and Pedagogy
- Items requested by the Chair, the Committee or provided by the institution
  - Review of Noel Levitz Student Body Survey Results

FLORIDA POLYTECHNIC UNIVERSITY

Provost's Report

Terry Parker

March 13, 2019

Today's Discussion is a review of activity aligned with the Work Plan

- **Admissions and Financial Aid**
  - **A quick update on the admissions season**
- **Student Services**
  - **A quick update on mental health services and student services**
  - **Student Health Insurance, continued discussion at the Board of Governors level**
- **Four year graduation improvement plan**
  - **The importance of retention**
- **Degree Program Additions and Faculty Hiring Status**
  - **Degrees under development: a quick note on where we are**
  - **Faculty hiring status**
  - **ABET update**

Today's Discussion is a review of activity aligned with the Work Plan

- **Student and Faculty Diversity**
  - Student Numbers remain at 2017 levels
  - Improved hiring practices for faculty
- **Graduate Programs**
  - No report at this meeting
- **Technology and Pedagogy**
  - Hired a director
- **Other Discussion**
  - Space Planning
- **Supporting Materials**
  - Admissions scorecard
  - Spring census report
  - Faculty reappointment standards

Admissions status for the Fall of 2019

- **In the December Board report:**
  - **Applications down, quality holding, strong competition in the "STEM" arena**
- **Status for this meeting:**
  - **Admissions still "soft" but gains have been made**
  - **Quality measures are holding for admit pool**
    - ***SAT 1295***
    - ***ACT 29.5***
    - ***HS GPA 4.0***
  - **Underrepresented groups measures are mixed**
    - ***Black up 29%***
    - ***Latino down 28%***
    - ***Female up 1.2%***

Presumably because we are down in Central Florida

The Critical Step

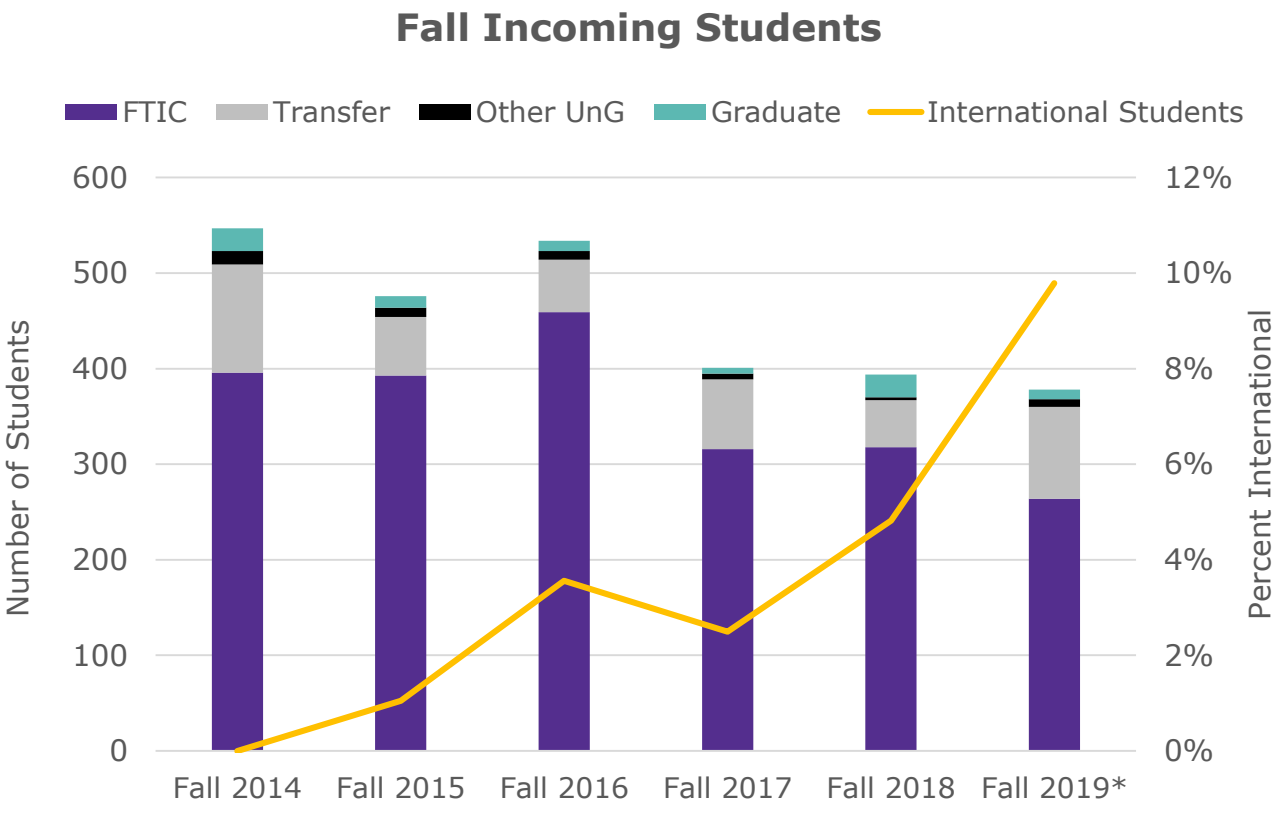
Higher conversion

Admissions Year over Year comparison
Fall 2019 compared to Fall of 2018

	Applications started	Applications completed	Admits	Deposits
December 3	78%	76%	74%	76%
Feb 26	84%	76%	84%	91%

We are projecting a smaller entering class in the fall (down ~6%)

- **Predictions are very uncertain**
- **International and transfer enrollment really too early to project with any confidence**
- **SAT continues to improve**



	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Average SAT Score	1193	1165	1154[a]	1262	1287	1295[b]

[a] SAT re-centered, boosting all scores up about 50-60 points
[b] Admitted average to-date for Fall 2019 class. Other scores are for enrolled FTICs.
Note: Fall 2014 to Fall 2018 SAT scores presented as of term drop-add.

Usage metrics indicate that we are reaching more students with support services

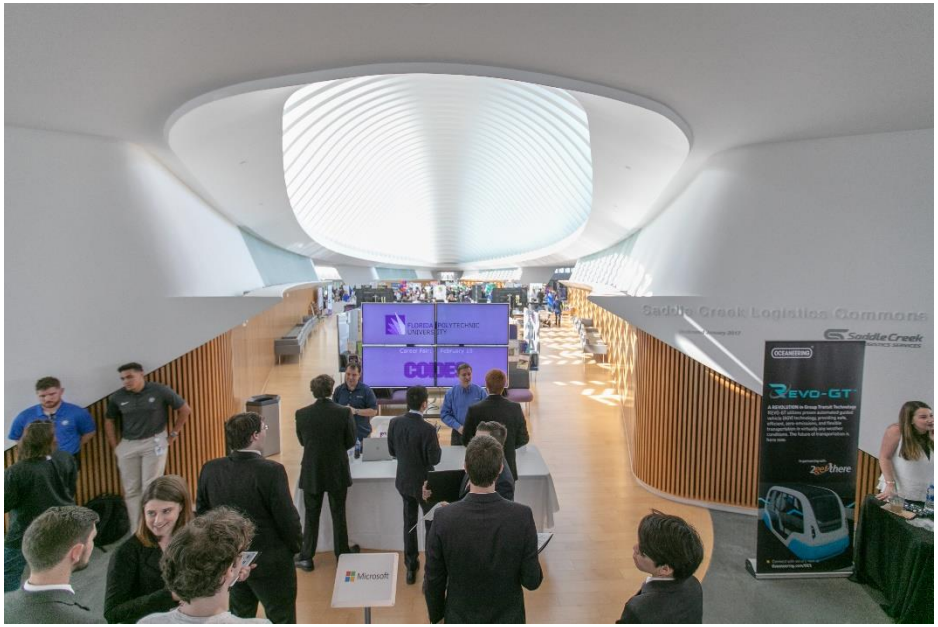
- The model utilizes a network health provider and a "case manager"
- Mental Health Utilization 2017-2018:
  - 60 students served by on campus counselor
- Mental Health Utilization (to date 2018-19):
  - 80 students seen by counselor on campus (through 2/26/19)
  - 146 students supported by case manager
  - 59 students referred to counselor for services
  - 167 students served by Campus Mental Health and Support Services (clinical and non-clinical)

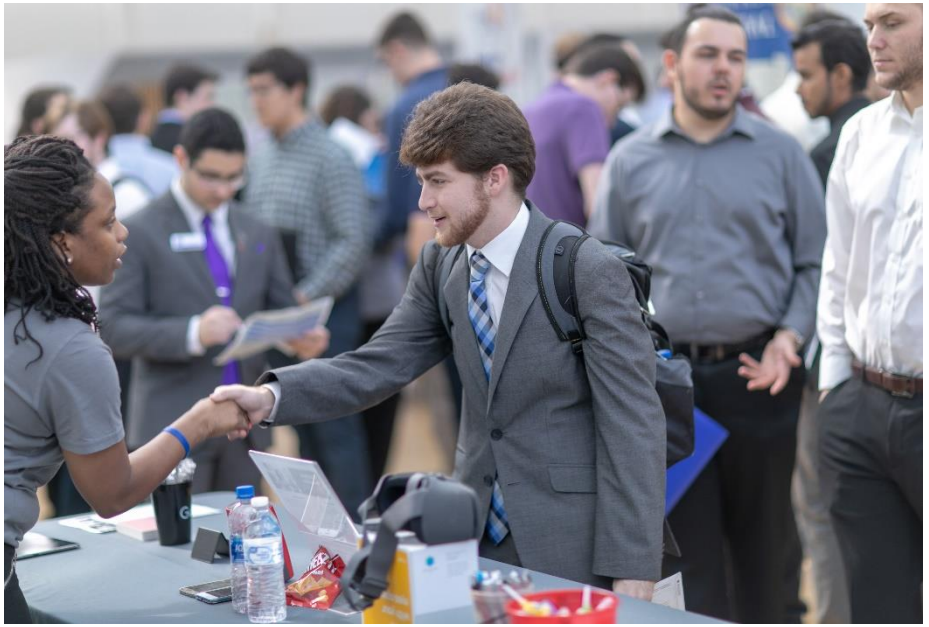
Two programs show how we need to broaden our student support

- **Career Fair (becoming mature)**
  - **55 companies**
  - **436 students**
  - **Preparing and supporting students (CODES)**
    - **200 students attended, sessions were:**
    - ***Professional Branding: How to Build and Manage Your Brand***
    - ***Elevator Pitch: How to Market Yourself in 60secs or Less***
    - ***Resume Review: Preparing for the Career Fair***
    - ***The Power of Body Language: Utilizing Nonverbal Cues to Enhance Your Networking Skills***
    - ***Networking: Optimizing Opportunities to Connect with Employers***
    - ***Tech_Styled: Dress to Lead (this was a 2-day event)***
    - ***Promote Florida Poly Projects: How to Promote Your Projects to Increase Your Marketability***
    - ***Developing Strategies for the Career Fair: How to Make the Most out of Connecting with Employers on Campus***
    - ***A student Advisory Board has been established to support Career Service***

CODES: Career Opportunities Developing Evolutionary Success

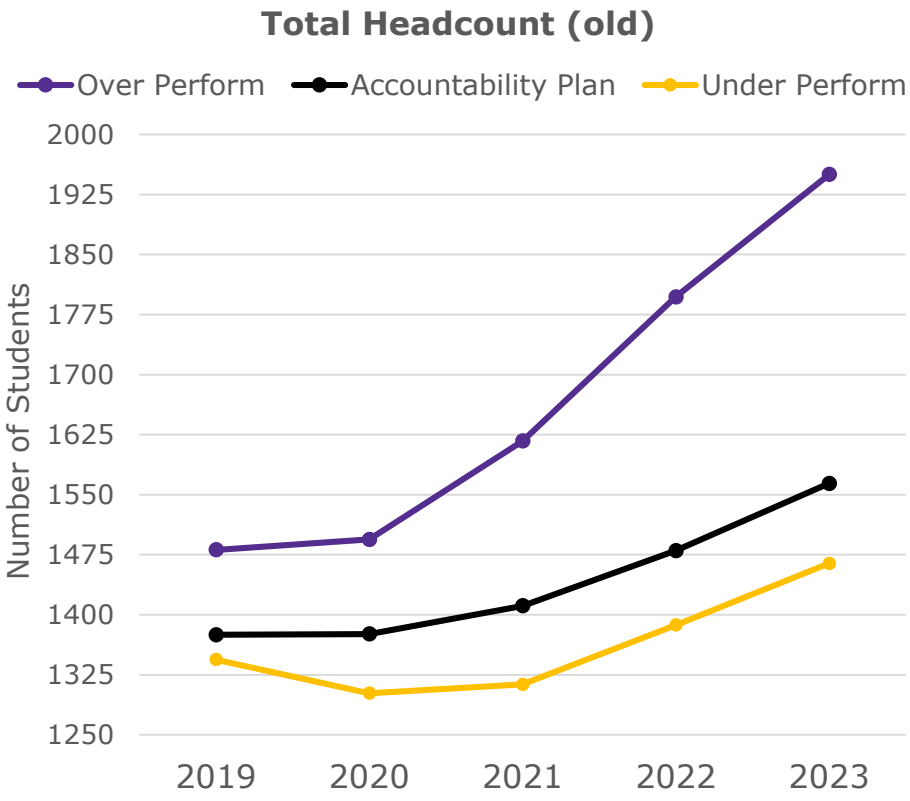
The Career Fair filled the Commons with students and companies

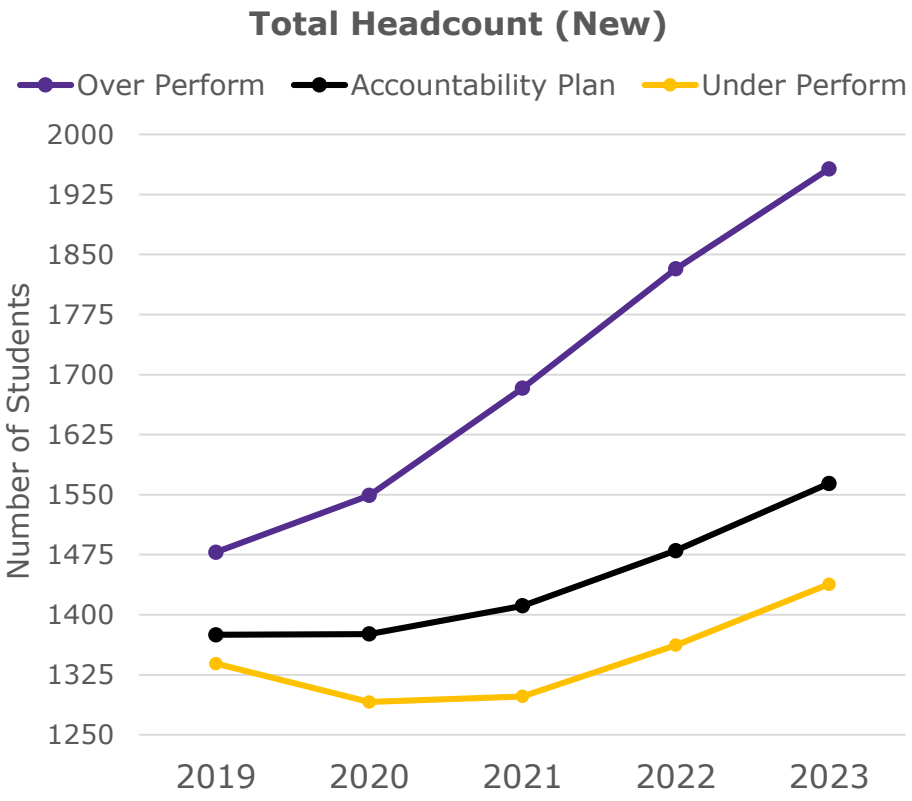




- **A second project: The first 45 days (nascent project)**
  - **A first year excellence program**
  - **Brings together enrollment management, student services and first year curriculum.**
  - **The goal is better service and message integration**

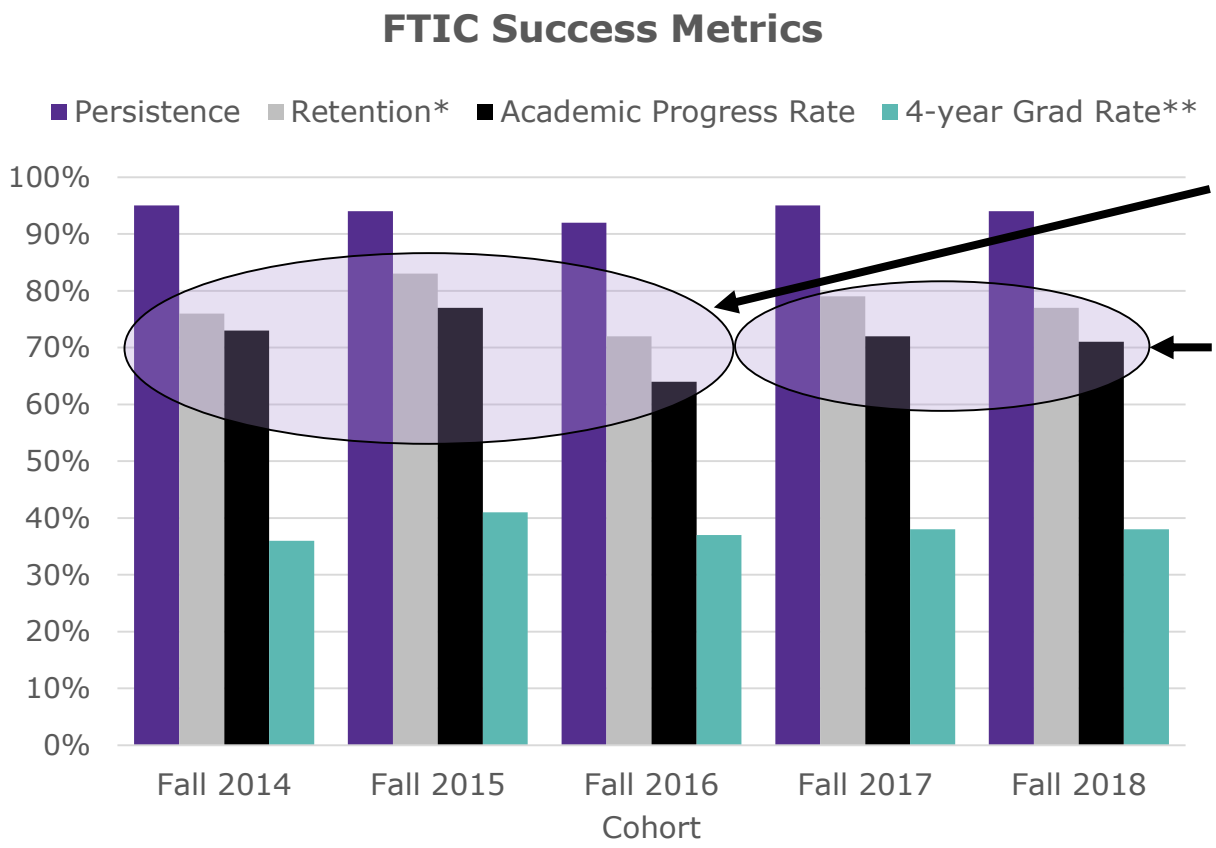
Population planning for the campus shows that we must focus on retention





- **Over performance models differ in retention performance**
  - **Key differences are in 2020 and 2021**
  - **Increase in student population will require significant effort on retention**

Student Success will be an increasing focus moving forward



*Projected Fall 2018

** Projected Fall 2015 and forward

- **The first three years were dominated by "opening pains"**
- **The second two years are implementation of academic quality standards**
- **Moving forward, we have to focus on "total quality" (better integration across the curriculum and stronger student life experiences**

- ***FTIC is first time in college, persistence is fraction of FTIC that return for the spring of freshman year, Retention is fraction of FTIC that return for sophomore year, Academic progress rate is Retention counted only for those with a 2.0 or greater GPA***

Graduation rate support activity dashboard (part 2)

Item/Brief Description	Unit(s) Responsible	Sep 2018 Progress	Mar 2019 Progress	Discussion
P1. Cohort Tracking	IR/ASC			IR tracks FTIC persistence and retention; ASC works with at-risk and closely with faculty.
P2. Advising	ASC-Faculty-Registrar			Three-layer advising: Registrar-transactional; ASC-coaching and degree plan; Faculty-discipline/ mentorship and career.
P3. FTIC Registration	Registrar			All FTICs are placed in a schedule appropriate to their program path in their maximum available hours.
P4. Demand-based registration	Registrar			In-progress: as degree-audit process improves this will become more effective.
P5. Trailer sections	Departments			Implemented in AY 2018-2019, continue to monitor.
P6. Summer catch-up	Departments			Summer schedule being developed.
P7. 3-yr Course rotation	Departments			At a one-year rollout now, longer in some areas.
P8. Academic Affairs Support Services	Provost & Staff			Academic Affairs Support Services group tracks these and emergent issues related to student progress and development.

Graduation rate support activity dashboard (part 1)

Item/Brief Description	Unit(s) Responsible	Sep 2018 Progress	Mar 2019 Progress	Discussion
C1. CFY	Vice Provost A&I			Cross-disciplinary team of faculty coordinates content and delivery of freshman year "foundations sequence" designed to provide foundational skills, academic habits, teamwork and leadership.
C2. Feedback	Vice Provost A&I			Corrected from last report: focus on tracking mid-term grade reporting. Study in progress.
F1. Aid v Work	Financial Aid			Begun implementing Federal Work Study, encourages need-based students to take campus employment.
F2. FA Literacy	Financial Aid			Multiple sources of literacy education in place such as Orientation, SLS 1106, website, and so on.
F3. FSAG to 15 credits (30/year)	Financial Aid			$423,572 allotted; $369,877 disbursed

Within the Florida SUS*, approval of new degrees requires several formal steps

- **We are currently developing three new degrees**
  - **Engineering Mathematics, Engineering Physics, Environmental Engineering**
- **Degree "approval" process**
  - **Initial development**
  - **Presentation to Council of Academic Vice Presidents for the State University System**
  - **Concept approval from the Board of Trustees (BOT)**
  - **Formal proposal development**
  - **BOT approval of formal proposal**
  - **Submission to Board of Governors staff**
  - **Addition to the Inventory of Degrees after acceptance of the proposal**
- **BOT approval will be requested at mid-January meeting (received and thank you)**

We are Here →

*SUS – State University System

Faculty Hiring Status

Department	Rank	Number of Openings	Forecast	Current Status	Outlook
Computer Engineering	Assistant	3	2	Interviewing	
Electrical Engineering	Assistant or Associate	3	2	Interviewing	
DSBA	Assistant	1	1	Offer Out	
DSBA	Professor	1	1	Done	
Computer Science	Open Rank	4	3	Interviewing, Offer Out	
Mechanical Engineering	Assistant or Associate	6	5	Hired three (now on site), Interviewing	
Environmental Engineering	Open Rank	3	1	Starting	
Physics	Open Rank	2	2	Screening	
Math	Open and Instructor	4	3	Interviewing	

Note addition of biochemist, offer accepted

An update on ABET accreditation

- **Seeking initial accreditation for:**
  - **Computer Science**
  - **Computer Engineering**
  - **Electrical Engineering**
  - **Mechanical Engineering**
- **Two site visits in October 2018**
- **Prior to the visit (August, September)**
  - **Significant Effort to address Program Evaluator's questions**
- **Initial results positive**
- **Lessons Learned**
  - **Departments formed 11 months ago were critical**
  - **Summer Space reconfiguration was critical**
  - **TEAM effort: Vice Provost Assessment and Instruction, Chairs, a few key faculty members**

Status as of March 1:

- **Formal review has removed some "weaknesses" and our formal response should remove most other issues**
- **Due process response provided on February 27**

Student diversity remains at prior year levels

FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Race/Ethnicity*	Total Students	Percent of Total Headcount
American Indian or Alaskan Native	6	0.5%
Asian	63	4.9%
Black or African American	63	4.9%
Hispanic or Latino	239	18.5%
Native Hawaiian or Other Pacific Islander	5	0.4%
Non-Resident Alien	47	3.6%
Two or More Races	43	3.3%
White	807	62.4%
Race and Ethnicity Unknown	20	1.5%

IPEDS Classifications

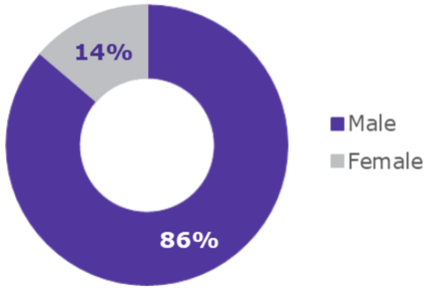
International Students	47	3.6%

Countries			
Argentina	Ecuador	Pakistan
Bahamas	Germany	Russian Federation
Bangladesh	Ghana	South Africa
Brazil	Kuwait	Spain
Canada	Mexico	Trinidad & Tobago
China	Niger	Venezuela

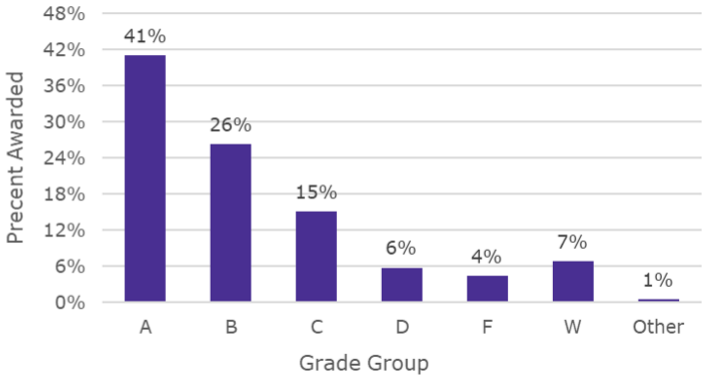
Florida Poly Average Cumulative GPA	
Undergraduate	2.99
Graduate	3.58

Student Age Profile	
Median	20
Average	21
Range	17-61

Gender



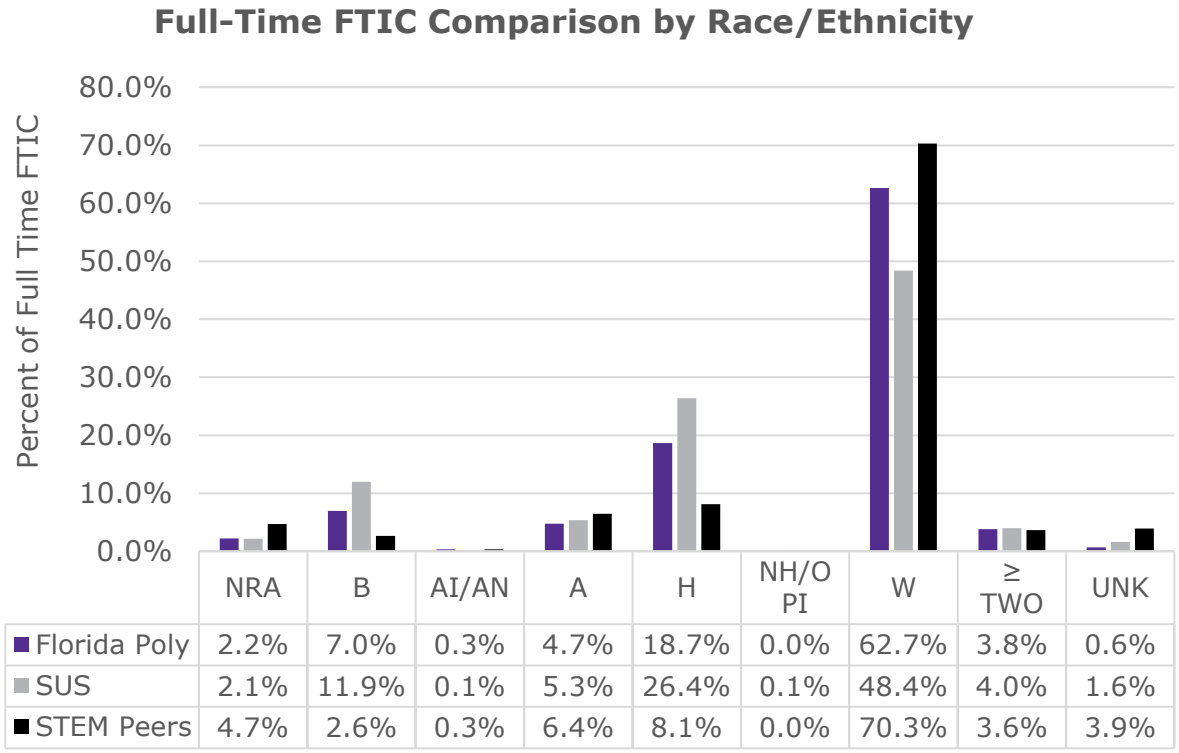
Fall 2018 Grade Distribution



*As of February 2, 2019

For faculty hiring every new faculty member for the spring represented at least one under represented group

Student Diversity



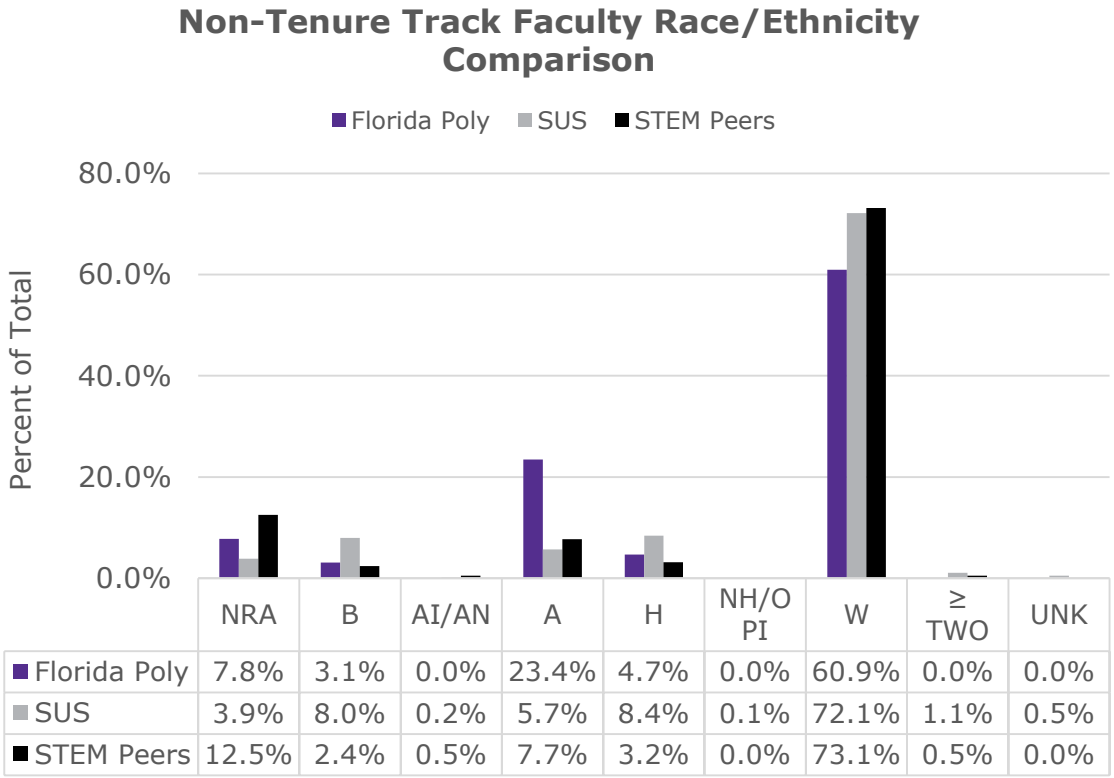
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK
Florida Poly	2.2%	7.0%	0.3%	4.7%	18.7%	0.0%	62.7%	3.8%	0.6%
SUS	2.1%	11.9%	0.1%	5.3%	26.4%	0.1%	48.4%	4.0%	1.6%
STEM Peers	4.7%	2.6%	0.3%	6.4%	8.1%	0.0%	70.3%	3.6%	3.9%

Stem Peers based on Common Data Set 2017-18 data.

Key	Term
NRA	Nonresident Alien
B	Black/African American
AI/AM	American Indian/ Alaska Native
A	Asian
H	Hispanic/Latino
NH/OPI	Native Hawaiian/ Other Pacific Is.
W	White
≥ Two	Two or More Races
UNK	Unknown

- Florida Poly students are not that dissimilar with SUS and STEM peers
- Our student body also reflects the Florida population except for lower percent of Blacks and Hispanics

Faculty Diversity



	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK
Florida Poly	7.8%	3.1%	0.0%	23.4%	4.7%	0.0%	60.9%	0.0%	0.0%
SUS	3.9%	8.0%	0.2%	5.7%	8.4%	0.1%	72.1%	1.1%	0.5%
STEM Peers	12.5%	2.4%	0.5%	7.7%	3.2%	0.0%	73.1%	0.5%	0.0%

Stem Peers based on Common Data Set 2017-18 data.

Key	Term
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A	Asian
H	Hispanic/Latino
NH/OPI	Native Hawaiian/ Other Pacific Is.
W	White
≥ Two	Two or More Races
UNK	Unknown

- Compared with peers and the SUS (non-tenured), our faculty diversity is similar except for Asians

We have hired a Director of Teaching and Learning

- **Director of Teaching and Learning should have a strong foundation in**
  - **Pedagogy and research in learning**
  - **Instructional methods and design**
  - **Instructional technology as it supports active learning methods**
  - **Delivering faculty instructional development programs**
  - **Ability to facilitate and support faculty research in education**
- **Our hire**
  - **Doug Holton, Ph.D. Instructional Technology, MS Cognitive Psychology, Vanderbilt University**
  - **Faculty Developer, Valencia College, 2017- present**
  - **Associate Director, Center for Teaching and Learning Excellence, Embry-Riddle, 2012-2017**
  - **Asst. Prof, Dept. of Instr. Technology, Utah State University, 2007 – 2011**
  - **Co-PI on 3 NSF grants related to Science and Engineering education, combined over $400K**

Discussion of slides from HOK

- **Focused effort on *INTEGRATING* the IST and the ARC**
- ***The ARC is such a major addition to the Academic Campus that extra effort on how the buildings interact is required***
- **The ARC must meet our planned Academic needs through at minimum 2026**
- **Slides indicate the depth of planning required**

HOK is the architecture firm designing the Applied Research Center

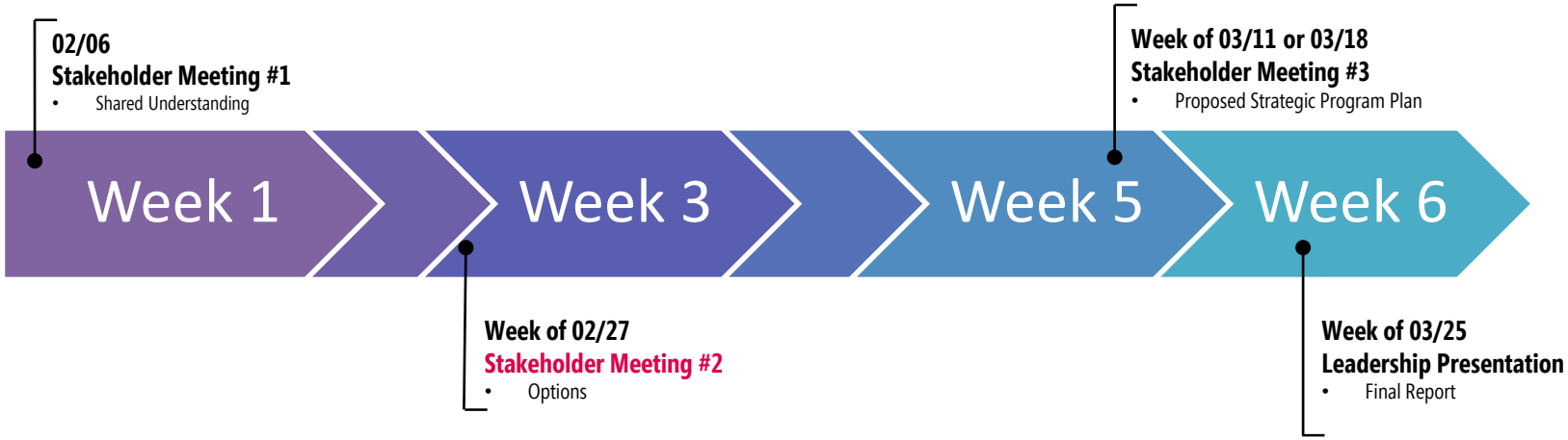
FPU Strategic Programming

February 26, 2019

FLORIDA POLYTECHNIC UNIVERSITY

HOK

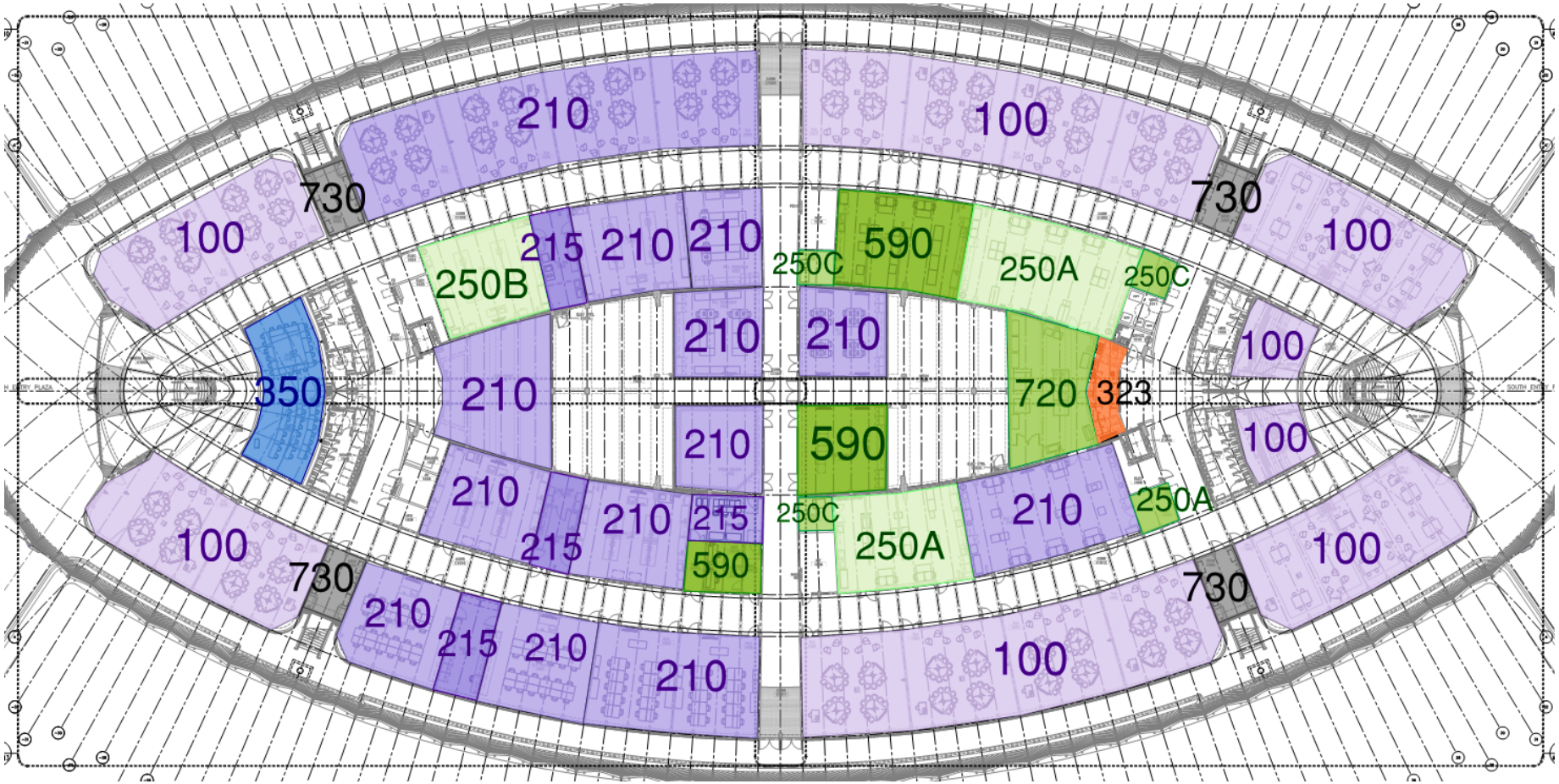
Programming Schedule



IST Program – Current State

SPACE TYPE:

730 - Building Support Storage
100 - Classroom
210 - Teaching Lab
215 - Teaching Lab Support
250A - Dry Research
250B - Wet Research
590 - Shared Amenity - CORE
720 - Shop CORE
350 - Conference Room
635 - Shared Amenity - (Café)



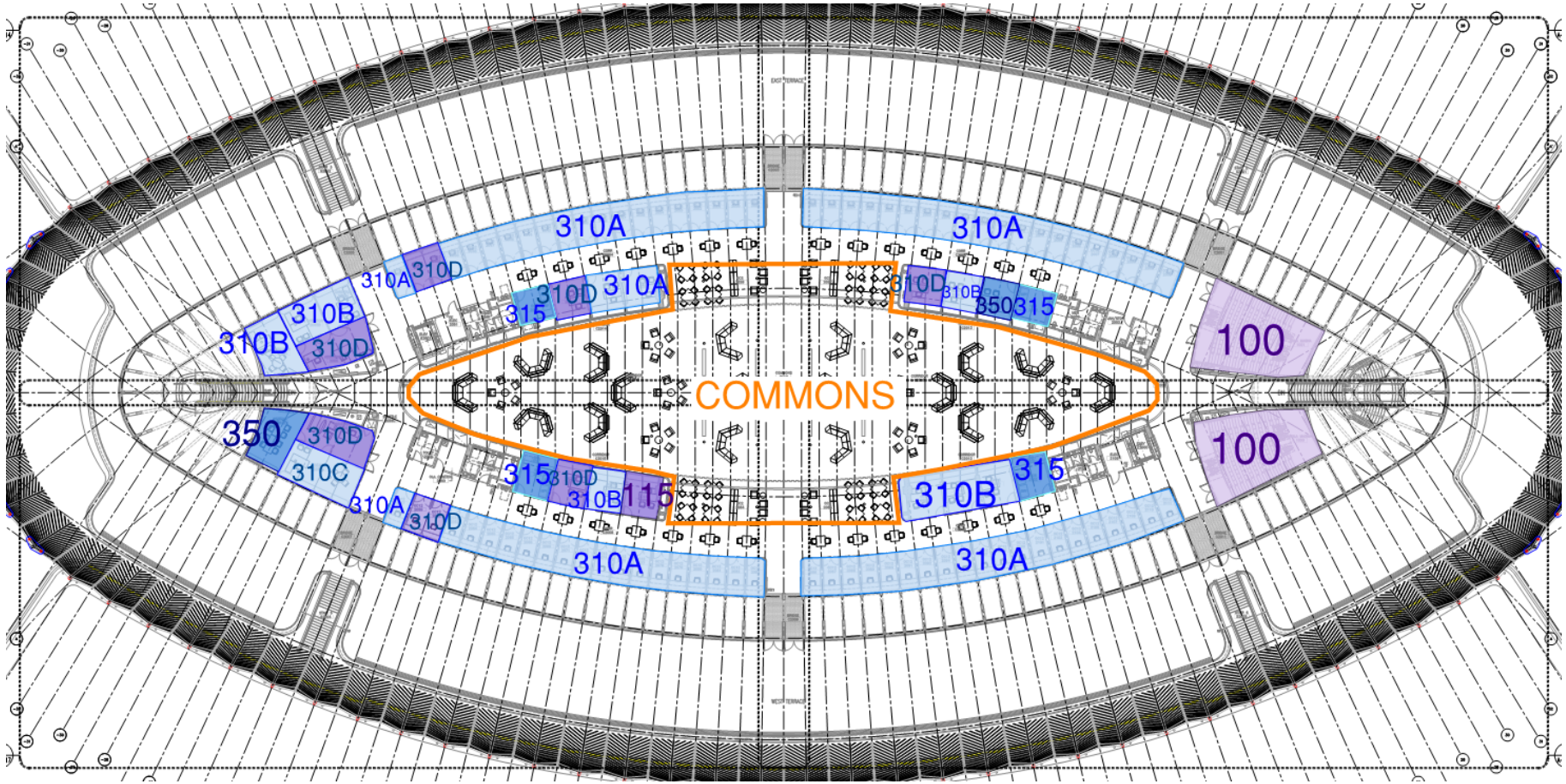
FLORIDA POLYTECHNIC UNIVERSITY

Level 1

IST Program – Current State

SPACE TYPE:

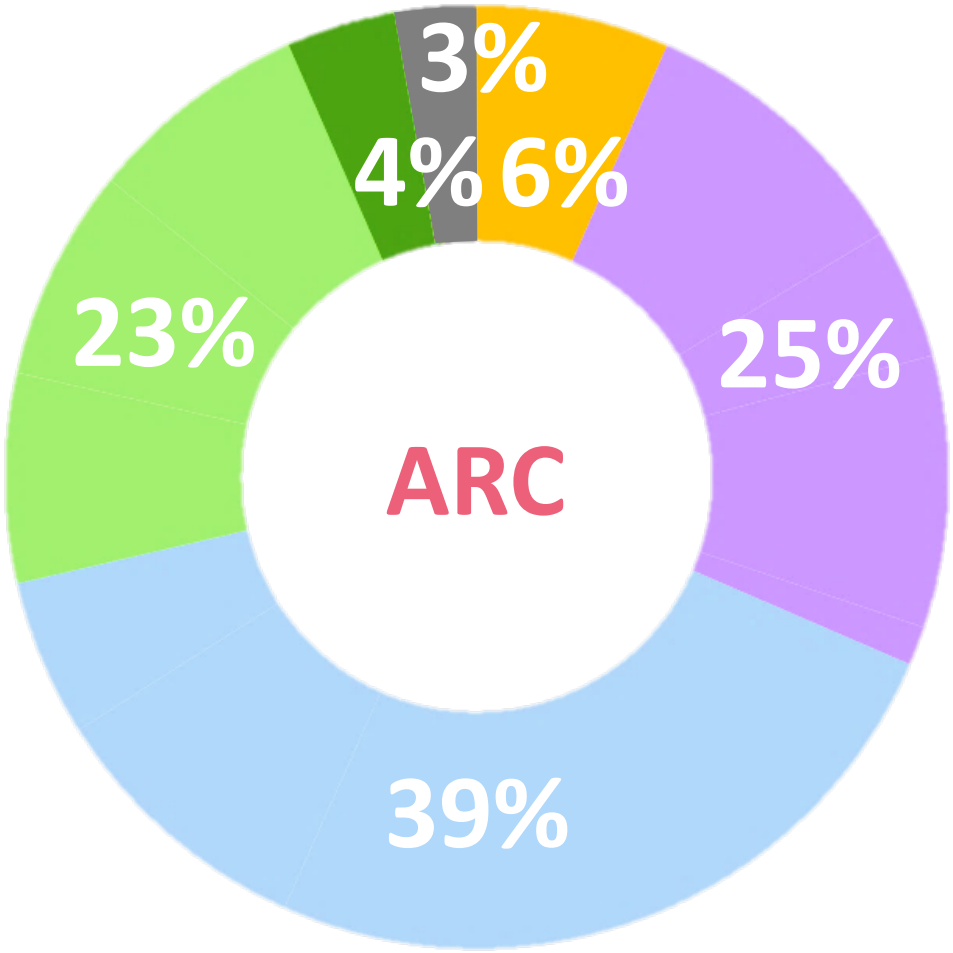
110 - Classroom
115 - Classroom Amenity
210 - Teaching Lab
215 - Teaching Lab Support
350 - Conference Room
310A - Faculty / Staff Office
310B - Director / Department Head
310C – President's Office
310D - Open Office
315 - Shared Amenity (Copy / Print)
635 - Shared Amenity - (Commons)



FLORIDA POLYTECHNIC UNIVERSITY

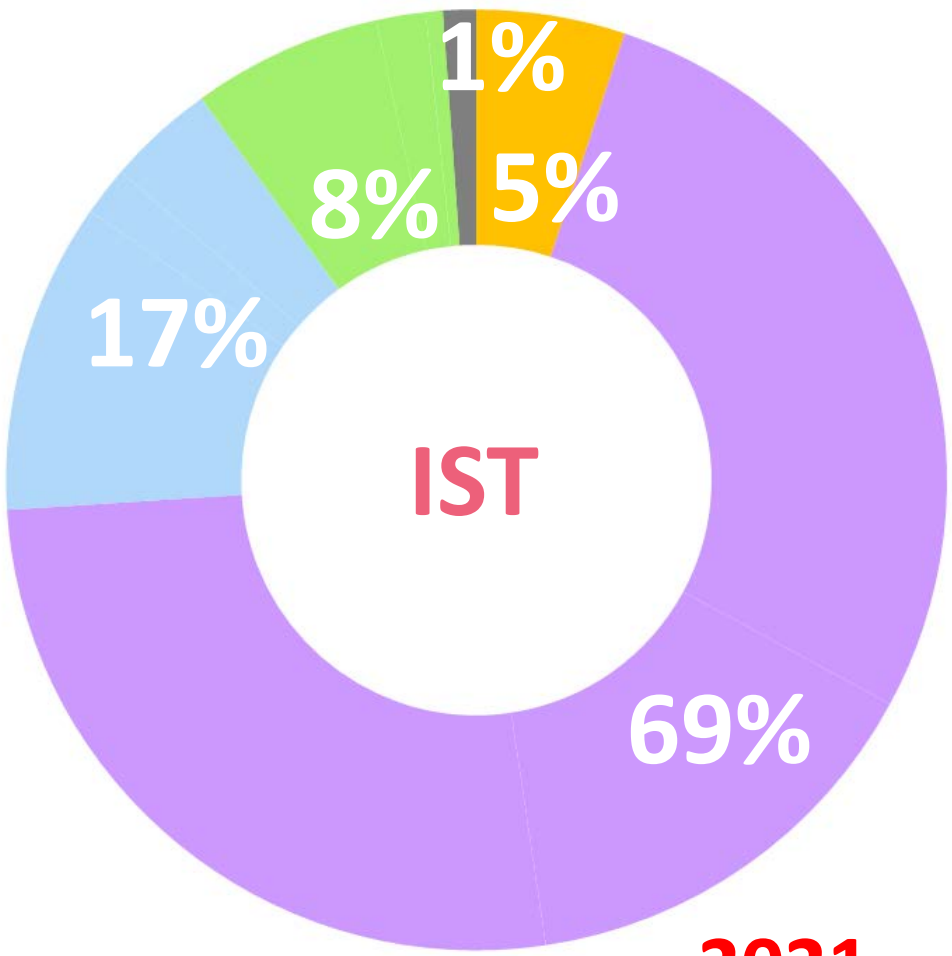
Level 2

IST + ARC breakdown



Space Types:

- Shared Amenities
- Classrooms
- Classroom Amenities
- Teaching Labs + Support
- Individual Offices
- Open Offices
- Conference
- Dry Research
- Wet Research
- Research Support
- Shop Space
- Building Support: Storage *



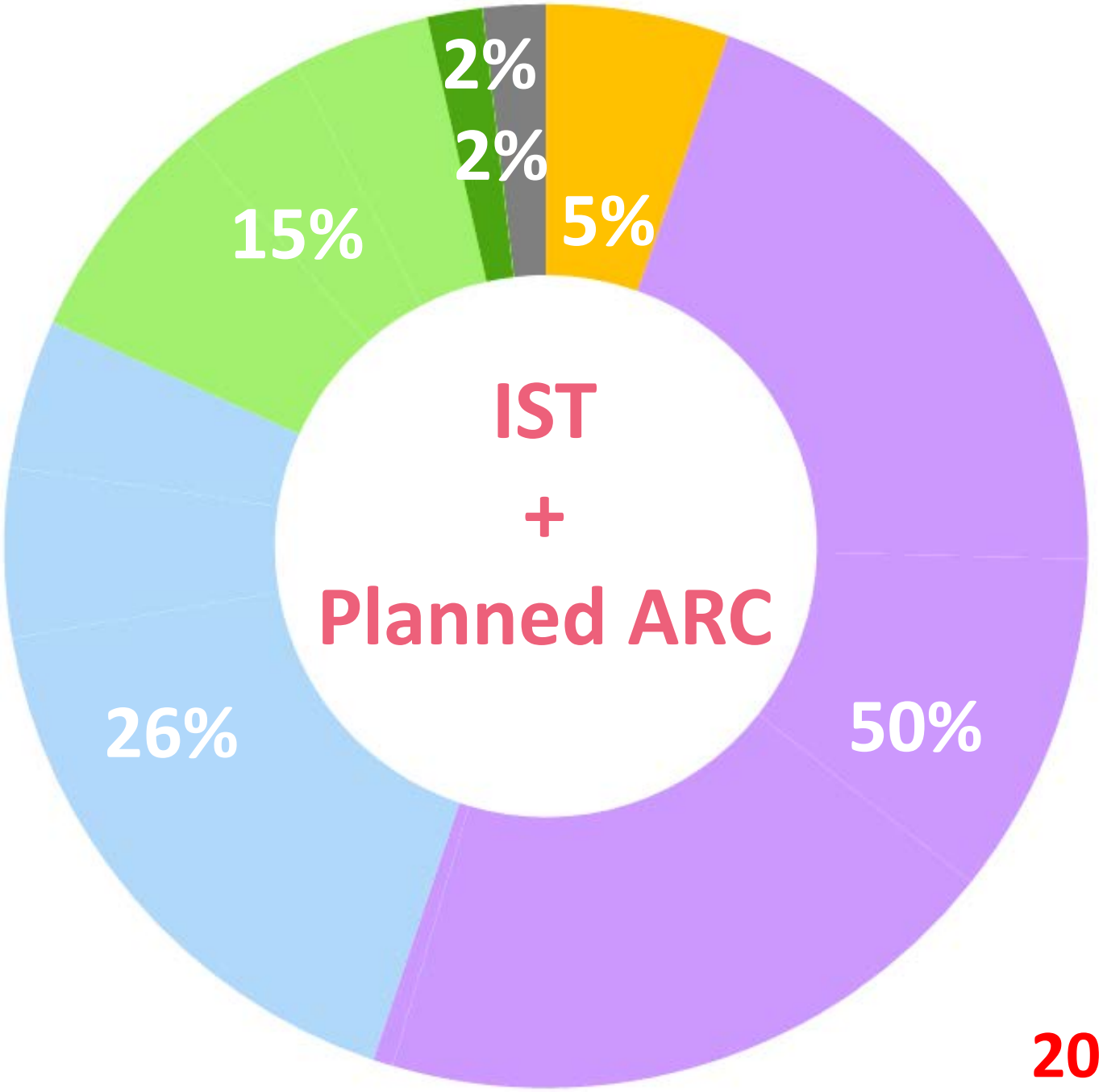
2021

* Building Support = Storage

campus breakdown

Space Types:

- Shared Amenities
- Classrooms
- Classroom Amenities
- Teaching Labs + Support
- Individual Offices
- Open Offices
- Conference
- Dry Research
- Wet Research
- Research Support
- Shop Space
- Building Support: Storage *



2021

* Building Support = Storage

FLORIDA POLYTECHNIC UNIVERSITY

Look at the Numbers

Number of faculty:

	Fall 2018	Spring 2019	Fall 2019	Fall 2020	Fall 2021	Fall 2023	Fall 2026
Natural Sciences	7	~~7~~8	11	13	14	14	15
Math	7	7	11	12	13	13	14
HumSS	6	6	6	7	8	8	8
ME	10	~~13~~ 12	14	15	16	17	18
DSBA	5	10	5	5	5	5	10
ECE	11	11	15	17	18	19	20
CS	16	16	22	23	24	25	27
EnvEng			3	6	7	8	9
New #1					3	6	7
New #2						3	6
Total	66	70	91	102	112	122	134

- Electrical and Computer Engineering				
- 1 Chair Office	1 internal	1 internal	1 internal	1 internal
- Xx faculty office	11	15	20	24
- ½ admin office	1/2 internal	½ internal	1 internal	1.5 internal
- Data Science and Business Analytics				
- 1 Chair Office	1 ring	1 ring	1 ring	1 ring
- Xx faculty office	9 ring	8 ring	8 ring	9 ring
- ½ admin office	½ internal	½ internal	½ internal	½ internal
- Mechanical Engineering				
- 1 Chair Office	1 internal	1 internal	1 internal	1 internal
- Xx faculty office	9 ring	13 ring	15 ring	17 ring
- ½ admin office	½ internal	½ internal	½ internal	1 internal
- Division of Science, Arts, and Mathematics				
- 1 director office	1 internal	1 internal	1 internal	1 internal
- ½ admin office	½ internal	½ internal	½ internal	½ internal
- Mathematics				
- 1 Chair Office	1 ring	1 ring	1 ring	1 ring
- Xx faculty office	6 ring	10 ring	12 ring	13 ring
- ½ admin office	½ internal	½ internal	½ internal	½ internal

A Look at the Numbers

Departmental Teaching Labs (kind of)				
- Computer Science (IST 1058) seats 24	1		2	
- EE (IST 1056) seats 24	1			
- Physics Lab (IST 1051) seats 24 kind of	1			
- Chemistry Lab (IST 1052) seats 24 kind of	1			
- Biology Lab (IST 1031)	1			
- ME Design Skills Lab (IST 1063)	1	1	2	3
- Shared senior design space (IST 1036)	1		2	3
- Applied Physics Lab (dry) (IST 1053, this is a shift in function)		1		
- Opportunity with 1055				
- Space lab (dry)		1		
- Medicine Lab (Wet and Dry)		1		
- Materials/Energy lab (wet)		1		
- Hybrid Lab (wet and dry)		1		1
- Hybrid Arts and Technology Lab		1		
- Multimedia Lab				1
- Math lab	1			

Additional teaching labs that you need:

Spring 2019:

Natural Sciences: Applied Physics Lab (dry), space lab (dry), Medicine Lab (wet and dry),

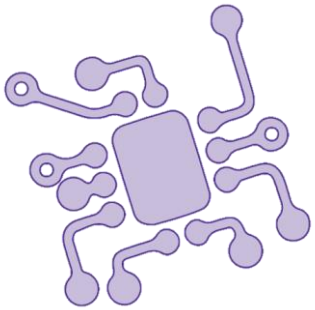
Math: Math Lab

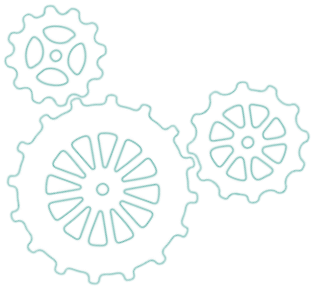
nology Lab

ME: Add equipment and function to IST 1063

Summary/clarification: classrooms (registrar data)
Summary of info provided.

Current and Future Departments





- Natural Sciences
- Engineering Mathematics
- Humanities and Social Science
- Mechanical Engineering
- Data Science and Business Analytics
- Electrical and Computer Engineering
- Computer Science
- Environmental Engineering
- Chemical Engineering (maybe)
- Civil Engineering (maybe)

The Key Messages for Today

- **Admissions and Financial Aid**
  - Forecast (lots of uncertainty) for down by ~5-10%
- **Student Services**
  - Positive indicators for our change in mental health service model
  - Successful career fair
- **Four year graduation plan**
  - The importance of retention
- **Degree Program Additions and Faculty Hiring**
  - Status on degree approvals
  - Faculty hiring underway
  - ABET continues to look positive
- **Student and Faculty Diversity**
  - Student numbers the same, some success in faculty hiring
- **Graduate Programs**
  - No report
- **Technology and Pedagogy**
  - Hired a Director

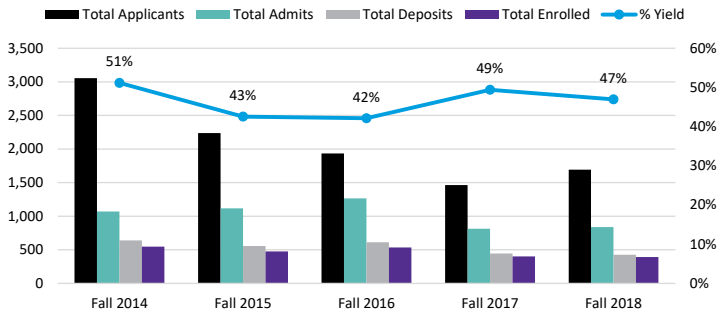
The Key Messages for Today

- **Strong space planning effort for the IST and ARC**
  - **Will inform short term space needs for the campus**

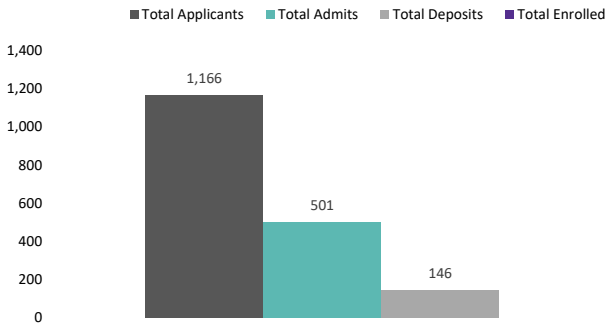
Supporting Materials

- **Admissions scorecard**
- **Spring census report**
- **Faculty reappointment standards**

Summary by Term



Fall 2019 Admissions Cycle*

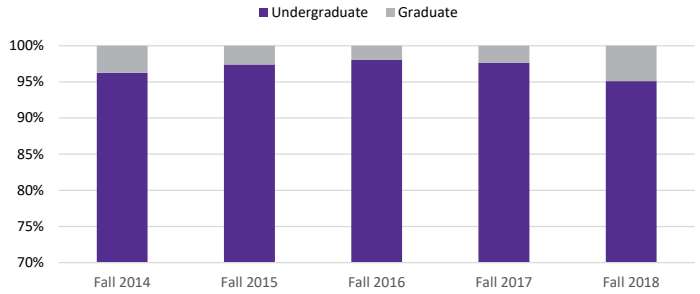


As of March1, 2019

Key Definitions:

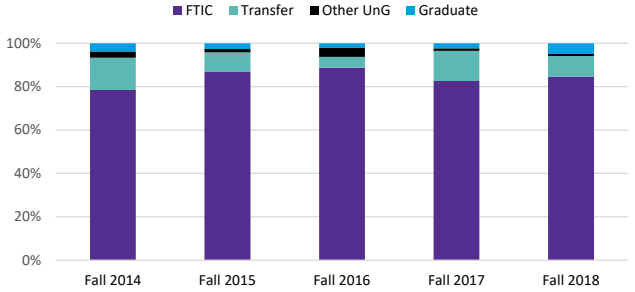
- Total Applicants: all applications received for which an application fee has been paid.
- % Yield: The percentage of admitted students who enroll (matriculate).

Admits by Level



*Projected

Admits by Student Type

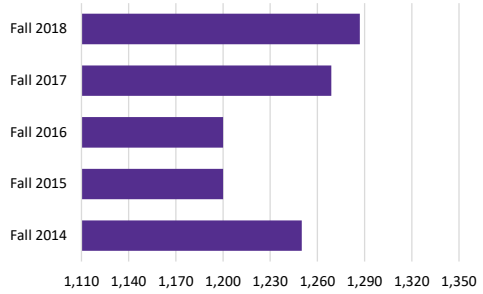


*Projected

Key Definitions:

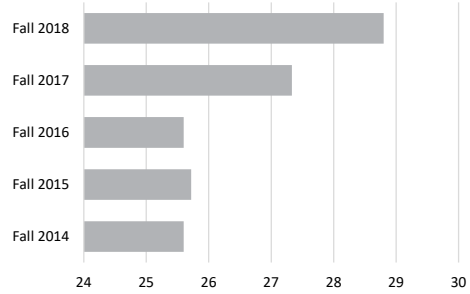
- FTIC: An entering freshman or a first year student entering with less than 12 hours of post-high school college credit.
- Transfer: Undergraduate student who previously attended and earned credit at a postsecondary degree program, and subsequently enrolled in an undergraduate program at the University.
- Other Undergraduates (UnG): Other undergraduate students enrolled at the University. Includes second bachelors, high school dual-enrolled, and unclassified undergraduates.

Average SAT (Enrolled)



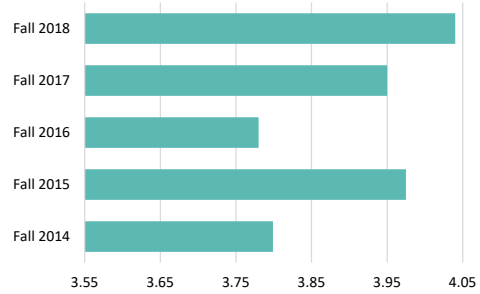
*Projected

Average ACT (Enrolled)



*Projected

Average HS GPA (Enrolled)



*Projected

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

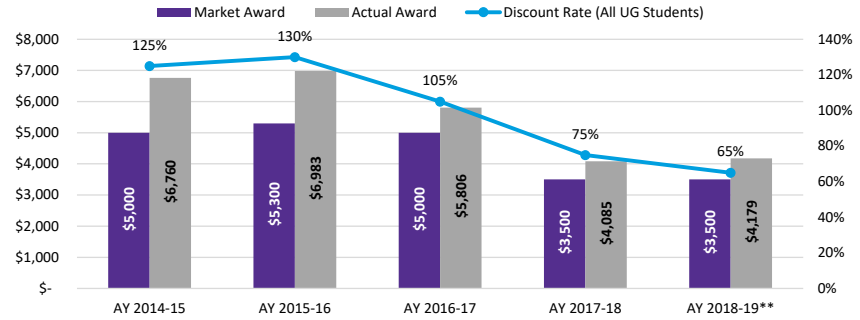
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Total Applicants	3,054	2,239	1,935	1,465	1,692	1,166
Total Admits	1,069	1,118	1,267	812	839	501
Total Deposits	640	558	613	444	426	146
Total Enrolled	547	476	534	401	394	TBD
% Yield	51%	43%	42%	49%	47%	TBD
Average SAT*	1,250	1,200	1,200	1,269	1,287	TBD
Average ACT	26	26	26	27	29	TBD
Average HS GPA	3.80	3.98	3.78	3.95	4.04	TBD

**SAT Scores presented as recentered-SAT (new scoring methodology)*

	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19**
Market Award	$ 5,000	$ 5,300	$ 5,000	$ 3,500	$ 3,500
Actual Award	$ 6,760	$ 6,983	$ 5,806	$ 4,085	$ 4,179
Discount Rate (All UG Students)	125%	130%	105%	75%	65%

***Projected as of first day of classes*

Average Award & Discount Rate (Undergraduate Students)



**As of First Day of Class*

Key Definitions:

- Market Award: Average foundation-sponsored scholarships and university waiver amount marketed to the student at the time of admission. Award could range up to $16,000.
- Actual Award: Average foundation-sponsored scholarships and university waivers awarded to undergraduate incoming students.
- Discount Rate (All Undergraduate Students): Ratio of total foundation-sponsored scholarships and univesity waivers awarded divided by tuition and fees calculated for all students enrolled during the academic year (fall, spring, and summer).

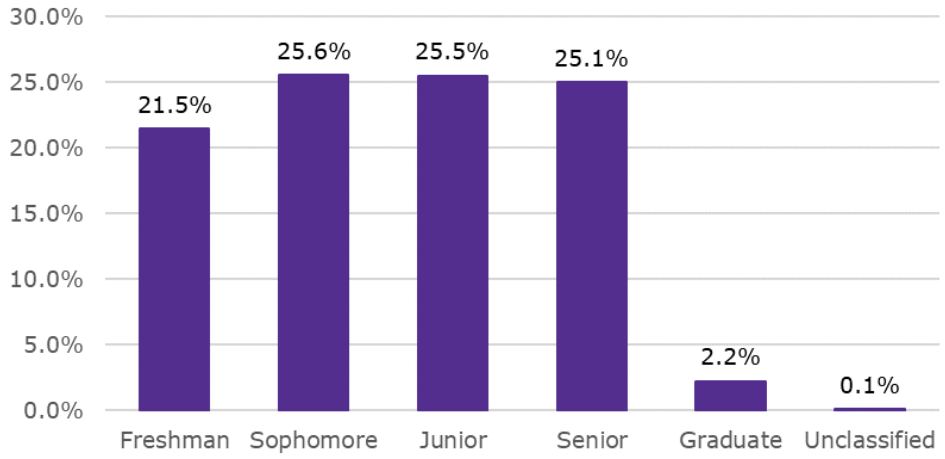
Data Sources: BOG Admissions Files (Fall 2014 to Fall 2017); Fall 2018 - Projected (Salesforce); Scholarship Model (Finance)

FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Total Registered Headcount	1,293
Total Enrollment (Duplicated)	5,970

Percent Headcount by Rank



Headcount by Enrollment Status

	Continuing Students	New Students	Readmits	Total
Undergraduate	1,230	30	3	1,263
Graduate	26	3	0	29
Non-Degree Seeking	1	0	0	1
Total	1,257	33	3	1,293

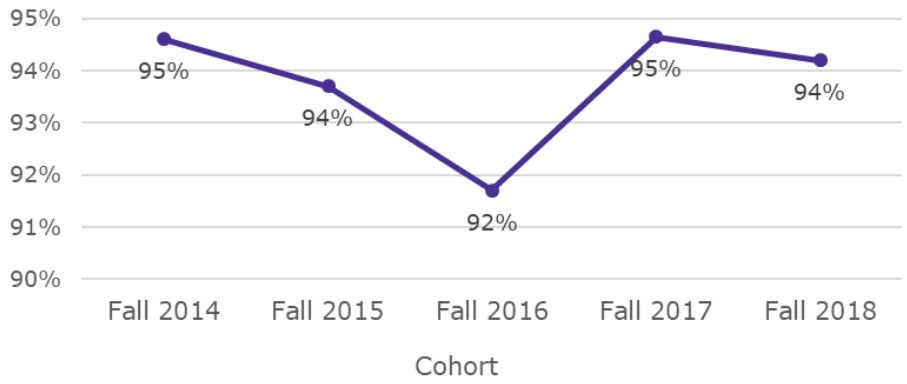
New Student Enrollment

First Time in College	11
Transfer	17
Graduate	3
Readmits	3
Other (Dual Enrollment, Second Bachelors, etc.)	2
Total New Students (Spring 2019)	36

Headcount by Student Rank

	Total Students	Percentage of Total Headcount
Freshman	278	21.5%
Sophomore	331	25.6%
Junior	330	25.5%
Senior	324	25.1%
Graduate	29	2.2%
Unclassified	1	0.1%

Persistence (FTIC)

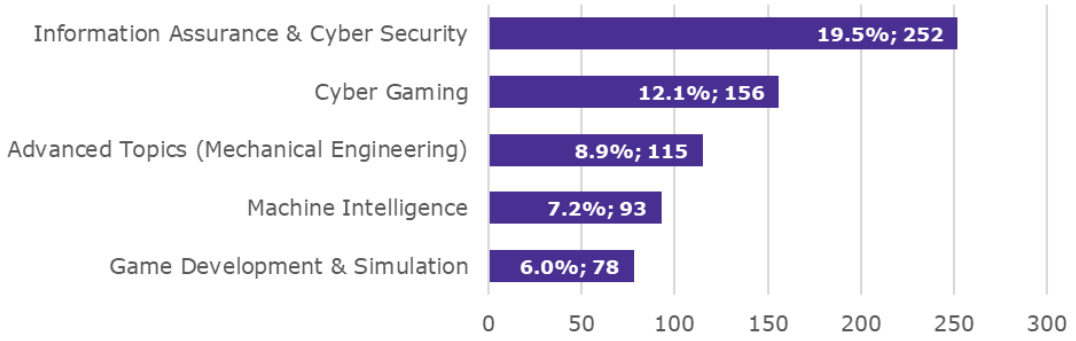


*As of February 2, 2019

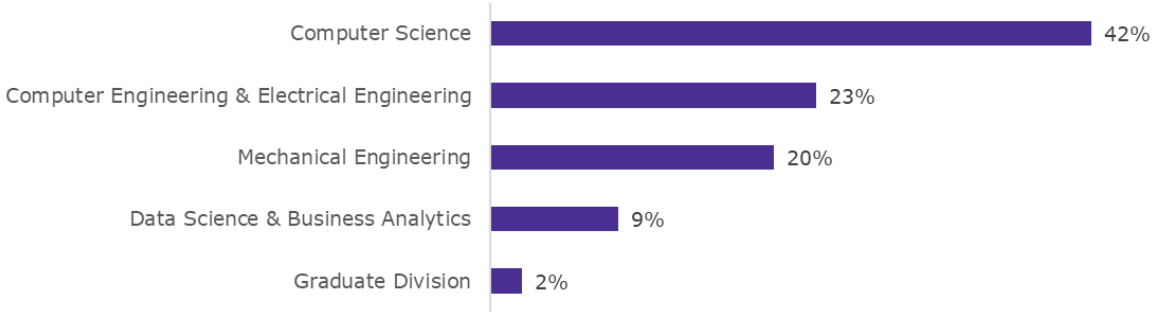
FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Top 5 Concentrations



Percent Enrollment by Department



Headcount by Major

	Total	Percent of Total Headcount
Computer Engineering	206	15.9%
Electrical Engineering	92	7.1%
Mechanical & Industrial Engineering	2	0.2%
Mechanical Engineering	257	19.9%
Advanced Technology	8	0.6%
Data Analytics	18	1.4%
Data Science	17	1.3%
Computer Science & Information Technology	108	8.4%
Computer Science	441	34.1%
Science & Technology Management	42	3.2%
Business Analytics	32	2.5%
Undecided (Undergraduate)	40	3.1%
Engineering MS	15	1.2%
Computer Science MS (Innovation & Technology MS)	14	1.1%
Non-Degree Seeking	1	0.1%

*As of February 2, 2019

FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Headcount by Credit Load Status		
Undergraduate	**1,263**	**97.7%**
Full-Time	1,095	84.7%
Part-Time	168	13.0%
Graduate	**29**	**2.2%**
Full-Time	19	1.5%
Part-Time	10	0.8%
Non-Degree	**1**	**0.1%**
Part-Time	1	0.1%
Total Students	**1,293**	

Average Class Size	**25**
Student to Faculty Ratio	**15:1**
Florida Poly Student to Faculty Ratio	**16:1**

Florida Poly student to faculty ratio is the proportion of full time undergraduate students to full time faculty.

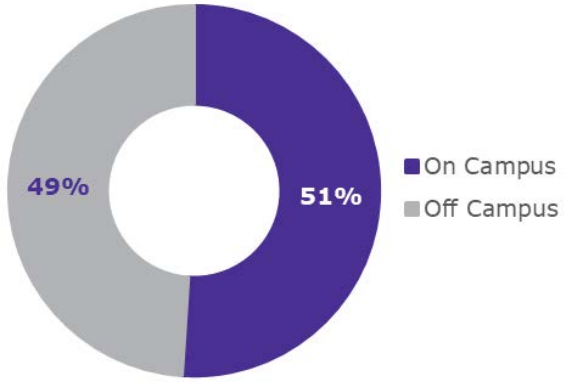
Total Credit Hours	
Undergraduate	**16,554**
Full-Time	15,295
Part-Time	1,259
Graduate	**219**
Full-Time	174
Part-Time	45
Non-Degree	**2**
Part-Time	2
Total Credit Hours	**16,775**

Average Credit Load	
Undergraduate	**13.1**
Full-Time	14.0
Part-Time	7.5
Graduate	**7.6**
Full-Time	9.2
Part-Time	4.5
Non-Degree	**2.0**
Part-Time	2.0
Average Credit Load	**13.0**

Annual Student FTE	
Undergraduate	**1,266**
Graduate	**20**
Total FTE	**1,286**

Residency Status	
In-State	**93.3%**
Out-of-State	**2.9%**
International	**3.7%**

Living Status



*As of February 2, 2019

FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Race/Ethnicity*	Total Students	Percent of Total Headcount
American Indian or Alaskan Native	6	0.5%
Asian	63	4.9%
Black or African American	63	4.9%
Hispanic or Latino	239	18.5%
Native Hawaiian or Other Pacific Islander	5	0.4%
Non-Resident Alien	47	3.6%
Two or More Races	43	3.3%
White	807	62.4%
Race and Ethnicity Unknown	20	1.5%

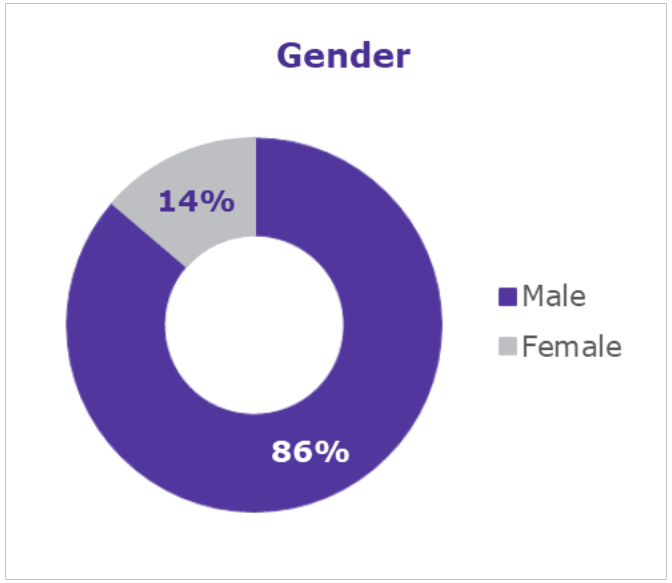
*IPEDS Classifications

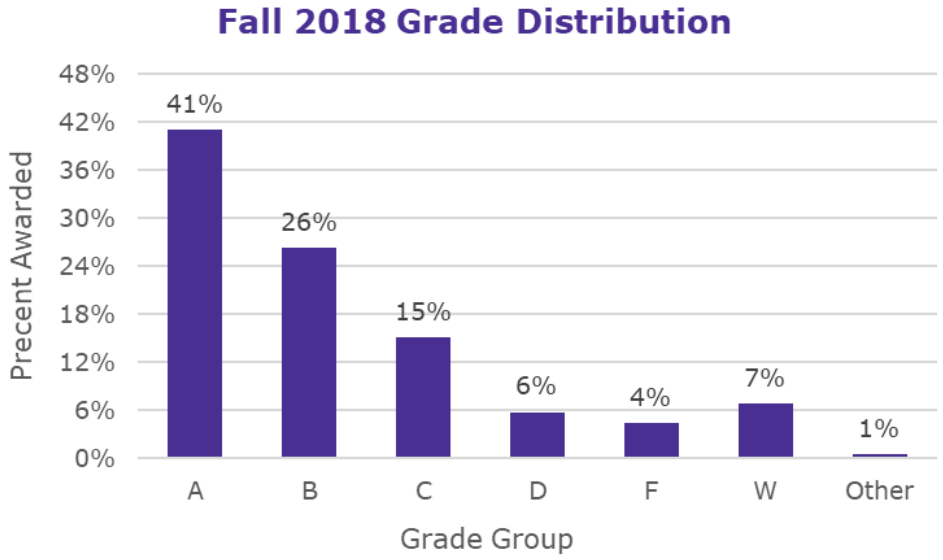
International Students	47	3.6%

Countries			
	Argentina	Ecuador	Pakistan
	Bahamas	Germany	Russian Federation
	Bangladesh	Ghana	South Africa
	Brazil	Kuwait	Spain
	Canada	Mexico	Trinidad & Tobago
	China	Niger	Venezuela

Florida Poly Average Cumulative GPA	
Undergraduate	2.99
Graduate	3.58

Student Age Profile	
Median	20
Average	21
Range	17-61





*As of February 2, 2019

University guidelines for three-year reappointment of Assistant and Associate Professors

Spring Semester, 2019

Sections:

Preamble
University guidelines for reappointment to a three-year term as Assistant Professor
University guidelines for reappointment to a three-year term as Associate Professor

Preamble:

Universities rely on the faculty to execute their core mission and each university takes particular pride in the quality of its faculty. Florida Poly has positioned itself to be a bit "different," but we are NOT different from other institutions on the subject of faculty. At Florida Poly, we take great pride in our faculty and set high standards for faculty achievement as an important part of building and sustaining the institution. A core component in building and developing a great faculty body is the faculty reappointment process.

General criteria for reappointment that provides a three-year contract are provided in this memo and are based on the standards provided in the faculty handbook (section 4.2.2) and the Collective Bargaining Agreement (CBA) section 6.5a. The faculty handbook sets minimum criteria for the faculty ranks (Assistant Professor, Associate Professor, and Professor). These criteria, consistent with the CBA, are organized to evaluate a faculty member based on his/her evidence of achievement in Instruction, Research or Scholarship, and Service. The faculty handbook sets minimum qualifications by rank and notes:

> *The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field.*

The collective bargaining agreement notes that Assistant Professors:

> *May only be reappointed once and must apply for promotion no later than at the completion of six, fall to spring, academic years. However, if hired prior to June 1, 2017, such faculty must apply for promotion to Associate Professor no later than the last year of their three-year reappointment term.*

Based on these statements, the reappointment review must consider an Assistant Professor's trajectory towards promotion; at the Associate Professor level, the review does not have to consider the trajectory toward promotion but must consider the faculty member's contributions based on the expectation of accomplishment for an Associate Professor. The following sections set institutional expectations for faculty reappointment for another three years for the Assistant or Associate level ranks.

University guidelines for reappointment to a three-year term as Assistant Professor:

As noted in the collective bargaining agreement, a faculty member's demonstrated contribution to the institution is the basis for the recommendation to reappoint a faculty member. In all cases, the quality of the work done is an important factor in the reappointment decision. A faculty member's annual performance evaluation represents the outcome of a process that is not as thorough in considering a faculty member's contribution to the institution and is therefore not sufficient to justify reappointment. The evaluation of a candidate must consider the assigned workload for the faculty member, including periods of the summer that are compensated, as the contributions to the three areas (instruction, scholarship or research, and service) are evaluated. Overall, the evaluation must consider the impact of the faculty member on the university community.

The faculty handbook notes: "*The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field*." For an Assistant Professor, the minimum qualifications are: "*Combination of appropriate scholarship and teaching ability commensurate with the university's mission and relevant academic discipline(s*)." The reappointment review must consider an Assistant Professor's trajectory towards promotion which must be achieved at the end of the three year appointment under consideration. For an Associate Professor the minimum qualifications are: "*a demonstrated record of scholarly activity, teaching, and, as appropriate, course and/or curriculum development commensurate with the university's mission and relevant academic discipline(s).*" The three areas (**instruction, scholarship or research, and service**) are listed below, along with a narrative that provides background on expectations for a faculty member seeking reappointment.

1. **Instruction,** including *regular classroom and laboratory teaching, laboratory / project based learning instruction, effective development/application of new instructional methods, new course development, directing thesis or dissertation committees, and other instructional activities*. Each of these is discussed below after paragraphs a and b that provide a framework for consideration. **Note that a criterion for reappointment is NOT to have activity in each of the areas.**
    a. **A faculty member must clearly be contributing to the instructional mission**, by delivering their assigned courses, and also by contributing to the departmental and university educational mission. For multi-section courses, a requirement is positive and appropriate collaboration with other faculty to provide a consistent and high quality instructional experience for students. New course development must show not only that the course was developed but that the course was appropriate and executed effective learning outcomes consistent with the degree(s) supported by the course. Faculty at the time of reappointment must show evidence that their teaching proficiency is sufficient that they can independently deliver their courses in a manner that is consistent, meets student learning outcomes, holds high academic standards while facilitating student success and that they are effective in the classroom. Student assessment of instruction results are insufficient (and indeterminate) to demonstrate instructional effectiveness. Evidence of meaningful collaboration with other faculty is an important factor to consider as well as sensible syllabus construction and campus presence consistent with the expectations for a full time faculty member. Instruction is further considered following the standards presented in sections b-h and faculty are strongly encouraged to consider these items as they prepare their reappointment dossier.
    b. **Effort required to deliver instruction** is captured somewhat by FARE forms. Other factors to consider are how many times the faculty member has delivered the class, the "efficiency" of the schedule for the

faculty member in terms of how many course preparations are present in a semester, the amount of support provided for the delivery by student assistants (graduate or undergraduate) or technicians.

c. **Regular classroom and laboratory teaching** – this includes, but is not limited to, teaching 'core' curriculum courses to standards established by the departments (includes courses with common exams or in 'core' of degree program) – a minimum requirement is: *Collegial cooperation with co-instructors to deliver ALL materials in the syllabus and complete delivery of the course in a satisfactory manner.* The expectation is that all assessments required for that course (not just one of multiple sections) is present. Individual sections may vary in assessment outcome due to time offered, particular students population, or hurricane delays, however, instructors must cover 'common' material and explain raw assessment data from their section in a narrative. In a 'common, multiple section course' or 'core' course, failure to deliver all materials in the syllabus is cause for concern. Similarly, in single section courses, assessment materials should demonstrate that course delivery supported student learning outcomes and subjects defined for delivery in the syllabus.

d. **Laboratory / project based learning instruction** and other instructional activities. Evidence must demonstrate that the instructional activity is well planned and the learning outcomes are achieved. A minimum requirement is that instructional materials are sufficiently complete and organized so that students can use them to achieve the learning outcomes for the activity.

e. **Effective development/application of new instructional methods.** New pedagogical interventions should be supported by the literature and aligned with a reasonable rationale that justify the exploration/adoption of such technique. The university encourages new instructional methods, but not at the expense of learning outcomes; hence experimentation with new instructional techniques must be well coordinated with a chair and care taken to deliver all course topics. If an instructor chooses to implement a new teaching technique, they must be sure the course materials /topics in the syllabus are not compromised.

f. **New course development.** This activity ranges from development of a new course for Florida Poly to development of an advanced course where the instructor develops a significant amount of material for the delivery of the course. Creating a significant volume of high quality new courses materials with appropriate assessment methods show exemplary effort on the part of the faculty. Delivering course materials consisting primarily of the publisher's resources is deemed satisfactory. Random inclusion of course materials not aligned with the outcomes and subject matter of the course is deemed as unsatisfactory.

g. **Directing thesis or dissertation committees.** A successful thesis advisor should provide evidence that they have purposefully and deliberately guided the student through the process. The quality of a master's thesis may vary due to circumstances beyond an advisor's control, so documentation of the process is paramount to demonstrating success by the faculty member. Faculty advisors are responsible for providing guidance in an advisory role to identify a viable and suitable project, that resources are available to complete the project, and to provide timely feedback during all stages of the thesis including careful feedback on the student's thesis. No documentable evidence of faculty's role in advising a master's degree thesis is cause for concern.

h. **Other instructional activities.** These activities typically include, but are not limited to, course coordinator delivery of courses across multiple sections, preparation of ABET materials. Course coordinators for multi-section courses have the lead role in developing course materials, maintaining Canvas shell to share course materials (lectures, assignments, rubrics, etc.) with others, conducting weekly/bi-weekly course coordination meetings, providing supplies, and collecting formal and informal feedback for instructors (who would be fulfilling roles as described in 'part c' of this item.) A minimum standard is to meet with faculty regularly to create an appropriate outcome and to provide an organizational framework for success of the multi-section course. Preparation of ABET materials is

similarly a significant responsibility; a minimum contribution is to provide timely delivery of materials in association with the schedule that has been agreed upon.

2. **Research or other creative activities relevant to the institutional mission**, including scholarly publications, proposal and grant activity, support and advising of graduate students.
   a. At the Assistant Professor level, **a faculty member should demonstrate that they are pursuing a research direction that has the potential to develop an expertise in their field**, and have activity that aligns with this professional direction. Evidence presented for a three-year review must include a research plan and alignment of the faculty member's activity with the plan.
   b. **A minimum requirement is evidence of activity that will enhance the faculty member's reputation in their field**; the faculty member's portfolio should provide evidence that their research trajectory is building their own reputation in their field. In addition, the evidence should indicate that the faculty member is on a path to promotion in three years.
   c. Publications and patents must be evaluated for their quality and impact; to inform this statement, departments as a part of refining the university guidelines must provide recommendations for publication venues (journals and conferences) that are considered high value for the fields represented by the department. As a part of a review, department committees are expected to provide input on the quality of the journals and/or conferences present in a faculty member's reappointment package.
      i. Mainstream journal articles or conference presentations are easier to assess since departments have the opportunity to provide input regarding conference quality and journal quality. Faculty for all publications must indicate their contribution to the publication and the types of collaboration with co-authors. A faculty member's presentation at conferences should build their reputation and that of the university.
      ii. Articles that are simply the result of student work in a class, with little faculty involvement by themselves do not indicate scholarly achievement; similarly, publications in low quality local conferences are appropriate stepping stones to more prestigious publications recognized by their respective professional societies but are not significant in their own right.
      iii. Provisional patents are difficult to assess because they are not reviewed and may or may not indicate scholarly achievement. Individuals must provide sufficient information for reviewers to assess the importance of the provisional filing and the faculty member's contribution to the work.
      iv. Patents that have been granted represent a more significant achievement and their importance may be assessed by the "use" of the patent.
      v. Proposal and grant application activity should be documented in a way that shows the contribution of the faculty member to the overall grant effort. Collaborations both within Florida Poly and external to the university are strongly encouraged. **While there is no minimum standard for grant activity, no grant activity over a multi-year period is cause for concern**. Internally and externally funded grants, contracts, and awards are required to advance research agendas, and in all disciplines funding typically provides evidence of critical peer review. Therefore, candidates are strongly encouraged to provide evidence of applications to appropriate external funding opportunities. Funding history, prestige of the funding source(s), strenuousness of the peer review, oversubscription rate of the funding opportunity, size of the award, and impact on the productivity and quality of scholarship will be considered in the evaluation.

3. **Service to professional societies and contributions to the University and department.**
   a. While there is no minimum standard, **no service activity of significance overall for a multi-year period is strong cause for concern**.
   b. At the assistant professor level, service expectations are that a faculty member is contributing to their department and profession in a positive way.

c. Simply being a member of a committee is not an indication of service contribution; a faculty member must provide evidence of how their effort provided value to the university.
d. Service to one's professional society should start to be present at the three-year review level. For all faculty, using professional society service to build one's own reputation can be effective.

4. Overall recommendation

a. Because Florida Poly has grown quickly and the demands placed upon faculty have included effort to build the institution, consideration of this effort is appropriate. Such consideration should be based on demonstrable evidence of contribution to advance teaching, research, or other significant institutional effort as it impacts time taken away from other areas. It is incumbent on the faculty member under review to provide a clear presentation of the nature and impact of their contribution and how it balances against the expectations of an otherwise steady-state environment. The overall evaluation of a faculty member must consider the long-term impact of a faculty member's efforts on the health of the institution and review committees must exercise judgement regarding this impact. In addition, consideration of the evidence provided in an individual's application should carefully consider the effect of the course load assigned to the faculty member, resource availability, faculty rank, and any other assigned university duties, when comparing faculty achievement for Florida Poly faculty to those at other institutions.
b. Noting the statement above, individuals **must provide evidence of proficiency and accomplishment in teaching** in order to warrant recommendation for reappointment. Similarly, a faculty member **must provide a measure of effort and achievement in research** consistent with their assigned duties. Finally, the dossier must provide evidence of involvement in the university community with service or other activities that add value to the university community.
c. Review committees must work carefully and confidentially, as they consider the reviews for faculty members and the committees must set aside personal relationships and consider the accomplishments of the faculty member being reviewed.

University guidelines for reappointment to a three year term as Associate Professor:

As noted in the collective bargaining agreement, a faculty member's demonstrated contribution to the institution is the basis for the recommendation to reappoint a faculty member. In all cases, the quality of the work done is an important factor in the reappointment decision. A faculty member's annual performance evaluation represents the outcome of a process that is not as thorough in considering a faculty member's contribution to the institution and is therefore not sufficient to justify reappointment. The evaluation of a candidate must consider the assigned workload for the faculty member, including periods of the summer that are compensated, as the contributions to the three areas (instructions, scholarship or research, and service) are evaluated. Overall, the evaluation must consider the impact of the faculty member on the campus.

The faculty handbook notes: "*The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field*." For an Associate Professor the minimum qualifications are: "*a **demonstrated** record of scholarly activity, teaching, and, as appropriate, course and/or curriculum development commensurate with the university's mission and relevant academic discipline(s).*" The three areas (**instruction, scholarship or research, and service**) are listed below, along with a narrative that provides background on expectations for a faculty member seeking reappointment.

1. **Instruction,** including *regular classroom and laboratory teaching, laboratory / project based learning instruction, effective development/application of new instructional methods, new course development, directing thesis or dissertation committees, and other instructional activities*. Each of these is discussed below followed by paragraphs a and b that provide a framework for consideration. **Note that a criterion for reappointment is NOT to have activity in each of the areas.**
    a. **A faculty member must clearly be contributing to the instructional mission**, not only by delivering their assigned courses, but also by providing evidence that their contribution is greater than simple delivery of assigned courses. For multi-section courses, a requirement is positive and appropriate collaboration with other faculty to provide a consistent and high quality instructional experience for students. New course development must show not only that the course was developed but that the course was appropriate and executed effective learning outcomes consistent with the degree(s) supported by the course. Faculty at the time of reappointment must show evidence that their teaching proficiency is sufficient that they can independently deliver their courses in a manner that is consistent, meets student learning outcomes, hold high academic standards while facilitating student success and that they are effective in the classroom. In addition, they must show evidence of a demonstrated positive teaching record during the last 2 years, that they are effective instructors in the classroom, and they must show evidence within their teaching portfolio of teaching quality and depth. Student assessment of instruction results are insufficient to demonstrate instructional effectiveness. Evidence of meaningful collaboration with other faculty is an important factor to consider as well as sensible syllabus construction and campus presence consistent with the expectations for a full time faculty member on the campus. Instruction is further considered following the standards presented in sections b-h and faculty are strongly encouraged to consider these items as they prepare their reappointment dossier.
    b. **Effort required to deliver instruction** is captured somewhat by FARE forms. Other factors to consider are how many times the faculty member has delivered the class, the "efficiency" of the schedule for the faculty member in terms of how many course preparations are present in a

semester, the amount of support provided for the delivery by student assistants (graduate or undergraduate) or technicians.

c. **Regular classroom and laboratory teaching** – this includes, but is not limited to, teaching 'core' curriculum courses to standards established by the departments (includes courses with common exams or in 'core' of degree program) – a minimum requirement is: *Collegial cooperation with co-instructors to deliver ALL materials in the syllabus and complete delivery of the course in a satisfactory manner; Associate Professors should naturally lead and/or be strong team members in the delivery of multi section courses.* The expectation is that all assessments required for that course (not just one of multiple sections) are present. Individual sections may vary in assessment outcome due to time offered, particular students population, or hurricane delays, however, instructors must cover 'common' material and explain raw assessment data from their section in a narrative. In a 'common, multiple section course' or 'core' course, consistent failure to deliver all materials in the syllabus is an unacceptable result. Similarly, in single section courses, assessment materials should demonstrate that course delivery supported student learning outcomes and subjects defined for delivery in the syllabus. Associate professors are expected to operate independently and achieve high quality results.

d. **Laboratory / project based learning instruction** and other instructional activities –Evidence must demonstrate that the instructional activity is well planned and the learning outcomes are achieved. A minimum requirement is that instructional materials are sufficiently complete and organized that students can use them to achieve the learning outcomes for the activity. Associate Professors should be capable of these types of activity with a high degree of independence.

e. **Effective development/application of new instructional methods.** New pedagogical interventions should be supported by the literature and aligned with a reasonable rationale that justify the exploration/adoption of such technique. The university wants to encourage new instructional methods, but not at the expense of learning outcomes; hence experimentation with new instructional techniques must be well coordinated with a chair and care taken to deliver all course topics. Associate Professors should be capable of these types of activity with a high degree of independence. Note, if an instructor chooses to implement a new teaching technique, they must be sure the course materials /topics in the syllabus are not compromised.

f. **New course development.** This activity ranges from development of a new course for Florida Poly to development of an advanced course where the instructor develops a significant amount of material for the delivery of the course. Creating a significant volume of high quality new courses materials with appropriate assessment methods show exemplary effort on the part of the faculty. Delivering course materials consisting primarily of the publisher's resources is deemed satisfactory. Random inclusion of course materials not aligned with the outcomes and subject matter of the course is deemed as unsatisfactory. Associate Professors should be capable of these types of activity with a high degree of effectiveness and independence.

g. **Directing thesis or dissertation committees.** A successful thesis advisor should provide evidence that they have purposefully and deliberately guided the student through the process. The quality of a master's thesis may vary due to circumstances beyond an advisor's control, so documentation of the process is paramount to achievement of a high performance rating. Faculty advisors are responsible for providing guidance in an advisory role to identify a viable and suitable project, that resources are available to complete the project, and to provide timely feedback during all stages of the thesis including careful feedback on the student's thesis. No documentable evidence of faculty's role in advising a master's degree thesis is of concern. Associate Professors should be capable of these types of activity with a high degree of independence.

h. **Other instructional activities. These activities typically include,** but are not limited to, course coordinator delivery of courses across multiple sections, preparation of ABET materials. Course coordinators for multi-section courses have the lead role in developing course materials, maintaining Canvas shell to share course materials (lectures, assignments, rubrics, etc.) with others, conducting weekly/bi-weekly course coordination meetings, providing supplies, and collecting formal and informal feedback for instructors (who would be fulfilling roles as described in 'part a' of this item.) A minimum standard is to meet with faculty regularly to create an appropriate outcome and to provide an organizational framework for success of the multi-section course. Preparation of ABET materials is similarly a significant responsibility; a minimum contribution is to provide timely delivery of materials in association with the schedule that has been agreed upon. An expectation for Associate Professors is that they provide appropriate leadership in course coordinator or ABET preparation roles.

2. **Research or other creative activities relevant to the institutional mission**, including scholarly publications, proposal and grant activity, support and advising of graduate students;

a. At the Associate Professor level, **a faculty member should provide evidence of an established and growing focused research presence** and have activity and results that aligns with this requirement.

b. Evidence presented for a three-year review must include a research plan and alignment of the faculty member's activity and accomplishments with the plan. When a faculty member applies for reappointment as an Associate Professor, they should provide evidence of activity and results consistent with building a reputation in their field. Associate Professor's must provide evidence that this activity has been established.

d. Publications and patents must be evaluated for their quality and impact; to inform this statement, departments as a part of refining the university guidelines must provide recommendations for publication venues (journals and conferences) that are considered high value for the fields represented by the department. As a part of a review, department committees are expected to provide input on the quality of the journals and/or conferences present in a faculty member's reappointment package.

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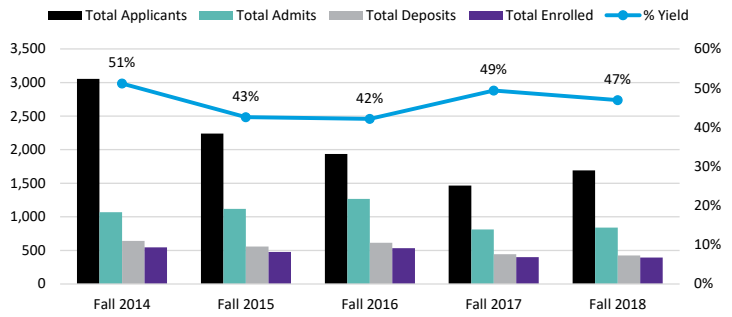
oversubscription rate of the funding opportunity, size of the award, and impact on the productivity and quality of scholarship will be considered in the evaluation.

3. **Service to professional societies and contributions to the University and department.**
   a. While there is no minimum standard, **no service activity of significance overall for a multi-year period is strong cause for concern**.
   b. At the associate professor level, service expectations are that a faculty member is contributing to their department and profession in a positive way and, where appropriate, takes a leadership role.
   c. Simply being a member of a committee is not an indication of service contribution; a faculty member must provide evidence of how their effort provided value to the university.
   d. Service to one's professional society should start to be present at the three-year review level. For all faculty, using professional society service to build one's own reputation can be effective.

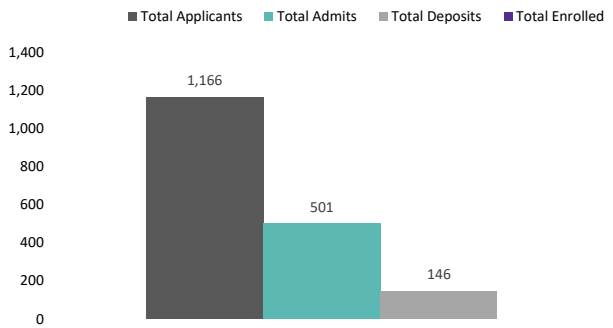
5. **Overall recommendation**
   a. Because Florida Poly has grown quickly and the demands placed upon faculty have included effort to build the institution, consideration of this effort is appropriate. Such consideration should be based on demonstrable evidence of contribution to advance teaching, research, or other significant institutional effort as it impacts time taken away from other areas. It is incumbent on the faculty member under review to provide a clear presentation of the nature and impact of their contribution and how it balances against the expectations of an otherwise steady-state environment. The overall evaluation of a faculty member must consider the long term impact of a faculty member's efforts on the health of the institution and review committees must exercise judgement regarding this impact. In addition, consideration of the evidence provided in an individual's application should carefully consider the effect of the course load assigned to the faculty member, resource availability, faculty rank, and any other assigned university duties, when comparing faculty achievement for Florida Poly faculty to those at other institutions. **At the Associate Professor level, the expectation is that the faculty member is a strong contributor to the university and can perform their duties with a high degree of independence and quality.**
   b. Noting the statement above, individuals **must provide evidence of accomplishment in teaching in order to warrant recommendation for reappointment.** Similarly, a faculty member must provide a **measure of achievement in research that demonstrates reputation in their field consistent with their assigned duties**. Finally, the dossier must provide evidence of involvement in the university community with service or other activities that add value to the university community.
   c. Review committees must work carefully and confidentially, as they consider the reviews for faculty members and the committees must set aside personal relationships and consider the accomplishments of the faculty member being reviewed.

FLORIDA POLYTECHNIC UNIVERSITY

Summary by Term



Fall 2019 Admissions Cycle*

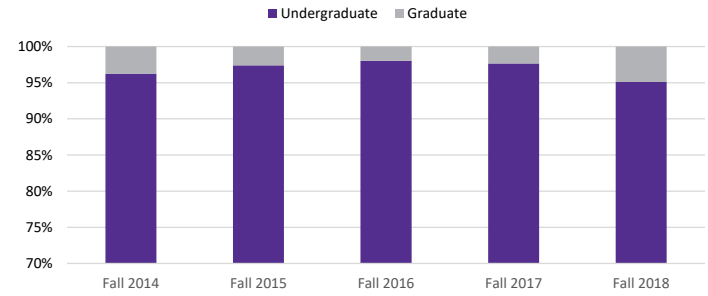


As of March1, 2019

Key Definitions:

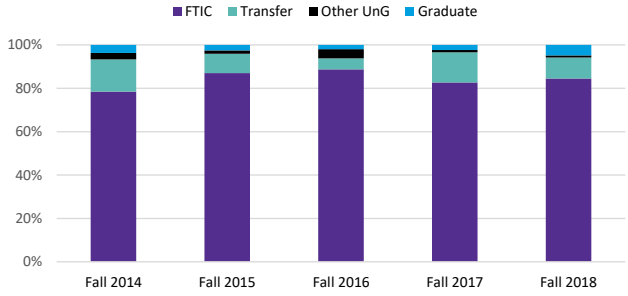
- Total Applicants: all applications received for which an application fee has been paid.
- % Yield: The percentage of admitted students who enroll (matriculate).

Admits by Level



Projected

Admits by Student Type

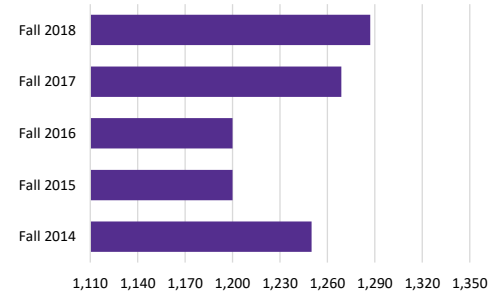


Projected

Key Definitions:

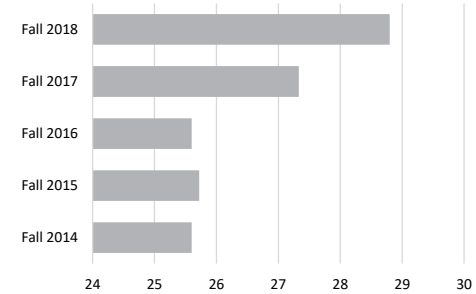
- FTIC: An entering freshman or a first year student entering with less than 12 hours of post-high school college credit.
- Transfer: Undergraduate student who previously attended and earned credit at a postsecondary degree program, and subsequently enrolled in an undergraduate program at the University.
- Other Undergraduates (UnG): Other undergraduate students enrolled at the University. Includes second bachelors, high school dual-enrolled, and unclassified undergraduates.

Average SAT (Enrolled)



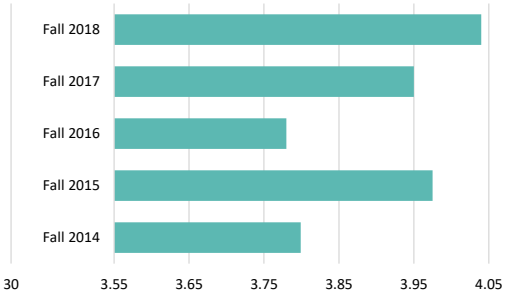
Projected

Average ACT (Enrolled)



Projected

Average HS GPA (Enrolled)



Projected

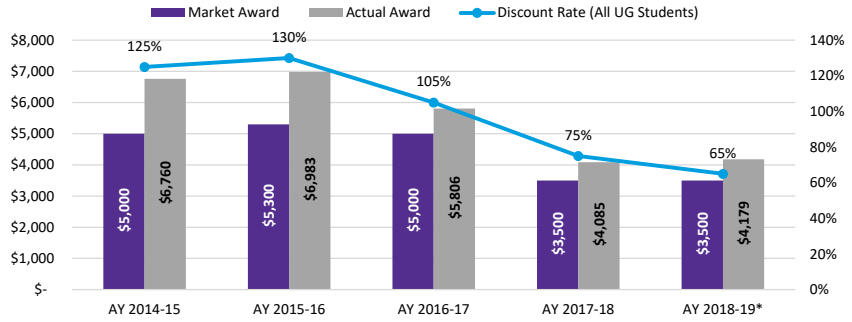
Notes: Test scores and HS Grade Point Average (GPA) shown for FTIC only.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Total Applicants	3,054	2,239	1,935	1,465	1,692	1,166
Total Admits	1,069	1,118	1,267	812	839	501
Total Deposits	640	558	613	444	426	146
Total Enrolled	547	476	534	401	394	TBD
% Yield	51%	43%	42%	49%	47%	TBD
Average SAT	1,250	1,200	1,200	1,269	1,287	TBD
Average ACT	26	26	26	27	29	TBD
Average HS GPA	3.80	3.98	3.78	3.95	4.04	TBD

	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19*
Market Award	$ 5,000	$ 5,300	$ 5,000	$ 3,500	$ 3,500
Actual Award	$ 6,760	$ 6,983	$ 5,806	$ 4,085	$ 4,179
Discount Rate (All UG Students)	125%	130%	105%	75%	65%

**Projected as of first day of classes*

Average Award & Discount Rate (Undergraduate Students)



**As of First Day of Class*

Key Definitions:

- Market Award: Average foundation-sponsored scholarships and university waiver amount marketed to the student at the time of admission. Award could range up to $16,000.
- Actual Award: Average foundation-sponsored scholarships and university waivers awarded to undergraduate incoming students.
- Discount Rate (All Undergraduate Students): Ratio of total foundation-sponsored scholarships and univesity waivers awarded divided by tuition and fees calculated for all students enrolled during the academic year (fall, spring, and summer).

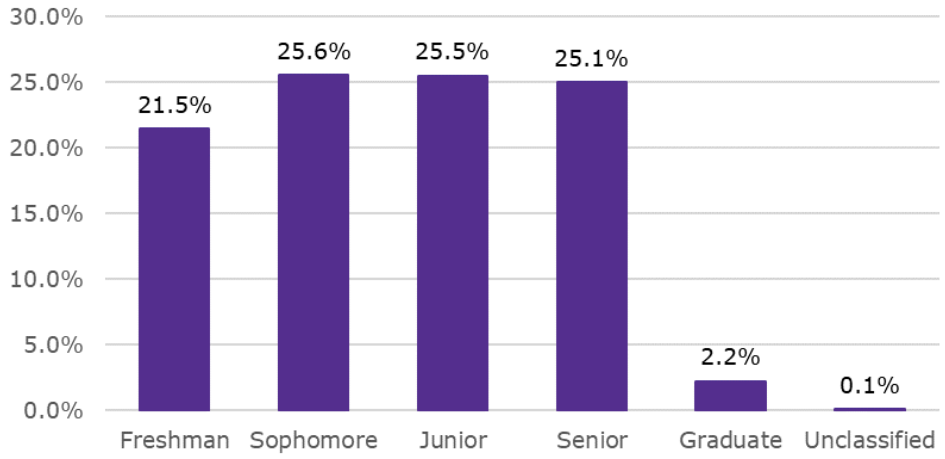
Data Sources: BOG Admissions Files (Fall 2014 to Fall 2017); Fall 2018 - Projected (Salesforce); Scholarship Model (Finance)

FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Total Registered Headcount	1,293
Total Enrollment (Duplicated)	5,970

Percent Headcount by Rank



Headcount by Enrollment Status

	Continuing Students	New Students	Readmits	Total
Undergraduate	1,230	30	3	1,263
Graduate	26	3	0	29
Non-Degree Seeking	1	0	0	1
Total	1,257	33	3	1,293

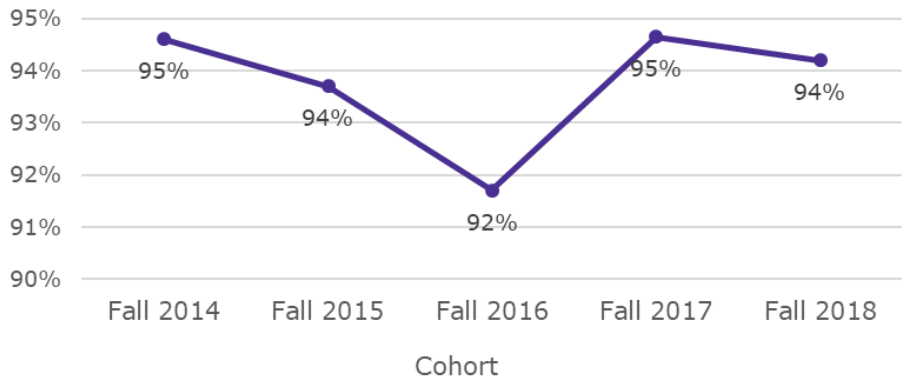
New Student Enrollment

First Time in College	11
Transfer	17
Graduate	3
Readmits	3
Other (Dual Enrollment, Second Bachelors, etc.)	2
Total New Students (Spring 2019)	36

Headcount by Student Rank

	Total Students	Percentage of Total Headcount
Freshman	278	21.5%
Sophomore	331	25.6%
Junior	330	25.5%
Senior	324	25.1%
Graduate	29	2.2%
Unclassified	1	0.1%

Persistence (FTIC)

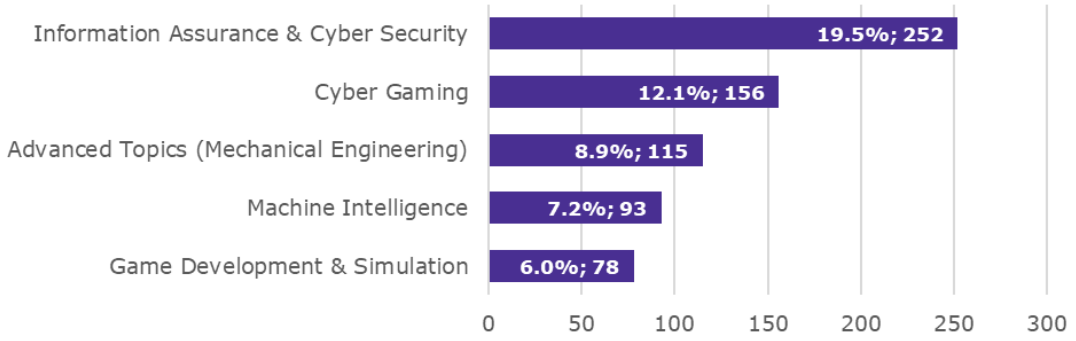


*As of February 2, 2019

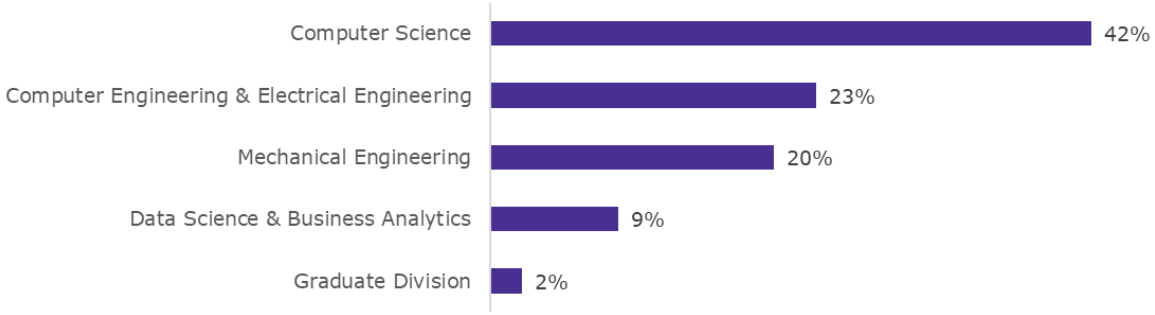
FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Top 5 Concentrations



Percent Enrollment by Department



Headcount by Major

	Total	Percent of Total Headcount
Computer Engineering	206	15.9%
Electrical Engineering	92	7.1%
Mechanical & Industrial Engineering	2	0.2%
Mechanical Engineering	257	19.9%
Advanced Technology	8	0.6%
Data Analytics	18	1.4%
Data Science	17	1.3%
Computer Science & Information Technology	108	8.4%
Computer Science	441	34.1%
Science & Technology Management	42	3.2%
Business Analytics	32	2.5%
Undecided (Undergraduate)	40	3.1%
Engineering MS	15	1.2%
Computer Science MS (Innovation & Technology MS)	14	1.1%
Non-Degree Seeking	1	0.1%

*As of February 2, 2019

FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Headcount by Credit Load Status		
Undergraduate	**1,263**	**97.7%**
Full-Time	1,095	84.7%
Part-Time	168	13.0%
Graduate	**29**	**2.2%**
Full-Time	19	1.5%
Part-Time	10	0.8%
Non-Degree	**1**	**0.1%**
Part-Time	1	0.1%
Total Students	**1,293**	

Average Class Size	**25**
Student to Faculty Ratio	**15:1**
Florida Poly Student to Faculty Ratio	**16:1**

Florida Poly student to faculty ratio is the proportion of full time undergraduate students to full time faculty.

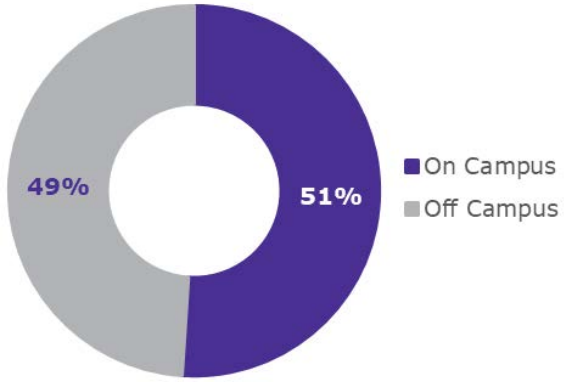
Total Credit Hours	
Undergraduate	**16,554**
Full-Time	15,295
Part-Time	1,259
Graduate	**219**
Full-Time	174
Part-Time	45
Non-Degree	**2**
Part-Time	2
Total Credit Hours	**16,775**

Average Credit Load	
Undergraduate	**13.1**
Full-Time	14.0
Part-Time	7.5
Graduate	**7.6**
Full-Time	9.2
Part-Time	4.5
Non-Degree	**2.0**
Part-Time	2.0
Average Credit Load	**13.0**

Annual Student FTE	
Undergraduate	**1,266**
Graduate	**20**
Total FTE	**1,286**

Residency Status	
In-State	**93.3%**
Out-of-State	**2.9%**
International	**3.7%**

Living Status



*As of February 2, 2019

FLORIDA POLYTECHNIC UNIVERSITY

Spring 2019 Enrollment (Census)

Race/Ethnicity*	Total Students	Percent of Total Headcount
American Indian or Alaskan Native	6	0.5%
Asian	63	4.9%
Black or African American	63	4.9%
Hispanic or Latino	239	18.5%
Native Hawaiian or Other Pacific Islander	5	0.4%
Non-Resident Alien	47	3.6%
Two or More Races	43	3.3%
White	807	62.4%
Race and Ethnicity Unknown	20	1.5%

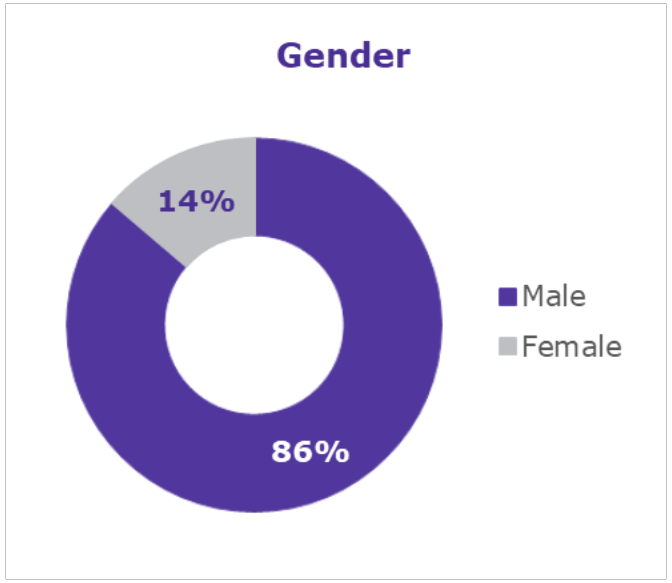
*IPEDS Classifications

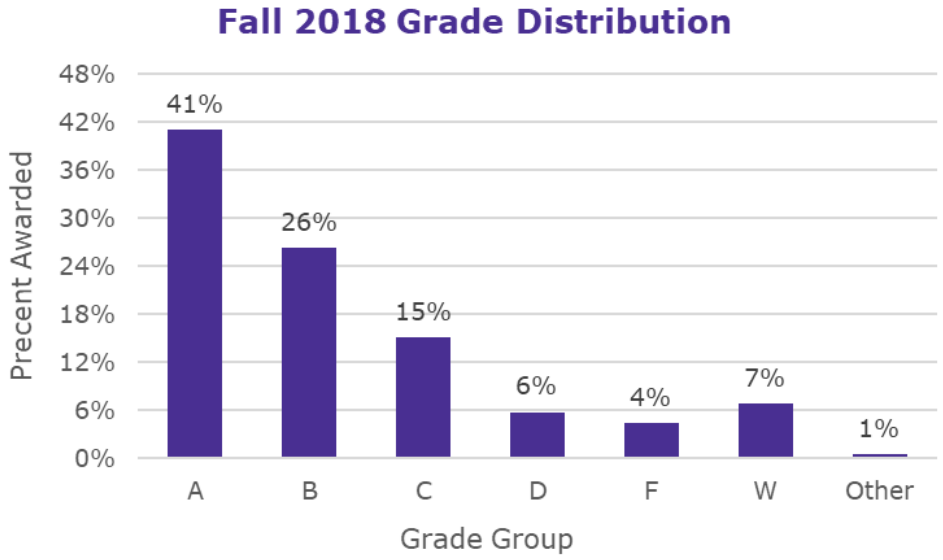
International Students	47	3.6%

Countries			
	Argentina	Ecuador	Pakistan
	Bahamas	Germany	Russian Federation
	Bangladesh	Ghana	South Africa
	Brazil	Kuwait	Spain
	Canada	Mexico	Trinidad & Tobago
	China	Niger	Venezuela

Florida Poly Average Cumulative GPA	
Undergraduate	2.99
Graduate	3.58

Student Age Profile	
Median	20
Average	21
Range	17-61





*As of February 2, 2019

University guidelines for three-year reappointment of Assistant and Associate Professors

Spring Semester, 2019

Sections:

Preamble
University guidelines for reappointment to a three-year term as Assistant Professor
University guidelines for reappointment to a three-year term as Associate Professor

Preamble:

Universities rely on the faculty to execute their core mission and each university takes particular pride in the quality of its faculty. Florida Poly has positioned itself to be a bit "different," but we are NOT different from other institutions on the subject of faculty. At Florida Poly, we take great pride in our faculty and set high standards for faculty achievement as an important part of building and sustaining the institution. A core component in building and developing a great faculty body is the faculty reappointment process.

General criteria for reappointment that provides a three-year contract are provided in this memo and are based on the standards provided in the faculty handbook (section 4.2.2) and the Collective Bargaining Agreement (CBA) section 6.5a. The faculty handbook sets minimum criteria for the faculty ranks (Assistant Professor, Associate Professor, and Professor). These criteria, consistent with the CBA, are organized to evaluate a faculty member based on his/her evidence of achievement in Instruction, Research or Scholarship, and Service. The faculty handbook sets minimum qualifications by rank and notes:

> *The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field.*

The collective bargaining agreement notes that Assistant Professors:

> *May only be reappointed once and must apply for promotion no later than at the completion of six, fall to spring, academic years. However, if hired prior to June 1, 2017, such faculty must apply for promotion to Associate Professor no later than the last year of their three-year reappointment term.*

Based on these statements, the reappointment review must consider an Assistant Professor's trajectory towards promotion; at the Associate Professor level, the review does not have to consider the trajectory toward promotion but must consider the faculty member's contributions based on the expectation of accomplishment for an Associate Professor. The following sections set institutional expectations for faculty reappointment for another three years for the Assistant or Associate level ranks.

University guidelines for reappointment to a three-year term as Assistant Professor:

As noted in the collective bargaining agreement, a faculty member's demonstrated contribution to the institution is the basis for the recommendation to reappoint a faculty member. In all cases, the quality of the work done is an important factor in the reappointment decision. A faculty member's annual performance evaluation represents the outcome of a process that is not as thorough in considering a faculty member's contribution to the institution and is therefore not sufficient to justify reappointment. The evaluation of a candidate must consider the assigned workload for the faculty member, including periods of the summer that are compensated, as the contributions to the three areas (instruction, scholarship or research, and service) are evaluated. Overall, the evaluation must consider the impact of the faculty member on the university community.

The faculty handbook notes: "*The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field*." For an Assistant Professor, the minimum qualifications are: "*Combination of appropriate scholarship and teaching ability commensurate with the university's mission and relevant academic discipline(s*)." The reappointment review must consider an Assistant Professor's trajectory towards promotion which must be achieved at the end of the three year appointment under consideration. For an Associate Professor the minimum qualifications are: "*a demonstrated record of scholarly activity, teaching, and, as appropriate, course and/or curriculum development commensurate with the university's mission and relevant academic discipline(s).*" The three areas (**instruction, scholarship or research, and service**) are listed below, along with a narrative that provides background on expectations for a faculty member seeking reappointment.

1. **Instruction,** including *regular classroom and laboratory teaching, laboratory / project based learning instruction, effective development/application of new instructional methods, new course development, directing thesis or dissertation committees, and other instructional activities*. Each of these is discussed below after paragraphs a and b that provide a framework for consideration. **Note that a criterion for reappointment is NOT to have activity in each of the areas.**
    a. **A faculty member must clearly be contributing to the instructional mission**, by delivering their assigned courses, and also by contributing to the departmental and university educational mission. For multi-section courses, a requirement is positive and appropriate collaboration with other faculty to provide a consistent and high quality instructional experience for students. New course development must show not only that the course was developed but that the course was appropriate and executed effective learning outcomes consistent with the degree(s) supported by the course. Faculty at the time of reappointment must show evidence that their teaching proficiency is sufficient that they can independently deliver their courses in a manner that is consistent, meets student learning outcomes, holds high academic standards while facilitating student success and that they are effective in the classroom. Student assessment of instruction results are insufficient (and indeterminate) to demonstrate instructional effectiveness. Evidence of meaningful collaboration with other faculty is an important factor to consider as well as sensible syllabus construction and campus presence consistent with the expectations for a full time faculty member. Instruction is further considered following the standards presented in sections b-h and faculty are strongly encouraged to consider these items as they prepare their reappointment dossier.
    b. **Effort required to deliver instruction** is captured somewhat by FARE forms. Other factors to consider are how many times the faculty member has delivered the class, the "efficiency" of the schedule for the

faculty member in terms of how many course preparations are present in a semester, the amount of support provided for the delivery by student assistants (graduate or undergraduate) or technicians.

c. **Regular classroom and laboratory teaching** – this includes, but is not limited to, teaching 'core' curriculum courses to standards established by the departments (includes courses with common exams or in 'core' of degree program) – a minimum requirement is: *Collegial cooperation with co-instructors to deliver ALL materials in the syllabus and complete delivery of the course in a satisfactory manner.* The expectation is that all assessments required for that course (not just one of multiple sections) is present. Individual sections may vary in assessment outcome due to time offered, particular students population, or hurricane delays, however, instructors must cover 'common' material and explain raw assessment data from their section in a narrative. In a 'common, multiple section course' or 'core' course, failure to deliver all materials in the syllabus is cause for concern. Similarly, in single section courses, assessment materials should demonstrate that course delivery supported student learning outcomes and subjects defined for delivery in the syllabus.

d. **Laboratory / project based learning instruction** and other instructional activities. Evidence must demonstrate that the instructional activity is well planned and the learning outcomes are achieved. A minimum requirement is that instructional materials are sufficiently complete and organized so that students can use them to achieve the learning outcomes for the activity.

e. **Effective development/application of new instructional methods.** New pedagogical interventions should be supported by the literature and aligned with a reasonable rationale that justify the exploration/adoption of such technique. The university encourages new instructional methods, but not at the expense of learning outcomes; hence experimentation with new instructional techniques must be well coordinated with a chair and care taken to deliver all course topics. If an instructor chooses to implement a new teaching technique, they must be sure the course materials /topics in the syllabus are not compromised.

f. **New course development.** This activity ranges from development of a new course for Florida Poly to development of an advanced course where the instructor develops a significant amount of material for the delivery of the course. Creating a significant volume of high quality new courses materials with appropriate assessment methods show exemplary effort on the part of the faculty. Delivering course materials consisting primarily of the publisher's resources is deemed satisfactory. Random inclusion of course materials not aligned with the outcomes and subject matter of the course is deemed as unsatisfactory.

g. **Directing thesis or dissertation committees.** A successful thesis advisor should provide evidence that they have purposefully and deliberately guided the student through the process. The quality of a master's thesis may vary due to circumstances beyond an advisor's control, so documentation of the process is paramount to demonstrating success by the faculty member. Faculty advisors are responsible for providing guidance in an advisory role to identify a viable and suitable project, that resources are available to complete the project, and to provide timely feedback during all stages of the thesis including careful feedback on the student's thesis. No documentable evidence of faculty's role in advising a master's degree thesis is cause for concern.

h. **Other instructional activities.** These activities typically include, but are not limited to, course coordinator delivery of courses across multiple sections, preparation of ABET materials. Course coordinators for multi-section courses have the lead role in developing course materials, maintaining Canvas shell to share course materials (lectures, assignments, rubrics, etc.) with others, conducting weekly/bi-weekly course coordination meetings, providing supplies, and collecting formal and informal feedback for instructors (who would be fulfilling roles as described in 'part c' of this item.) A minimum standard is to meet with faculty regularly to create an appropriate outcome and to provide an organizational framework for success of the multi-section course. Preparation of ABET materials is

similarly a significant responsibility; a minimum contribution is to provide timely delivery of materials in association with the schedule that has been agreed upon.

2. **Research or other creative activities relevant to the institutional mission**, including scholarly publications, proposal and grant activity, support and advising of graduate students.
   a. At the Assistant Professor level, **a faculty member should demonstrate that they are pursuing a research direction that has the potential to develop an expertise in their field**, and have activity that aligns with this professional direction. Evidence presented for a three-year review must include a research plan and alignment of the faculty member's activity with the plan.
   b. **A minimum requirement is evidence of activity that will enhance the faculty member's reputation in their field**; the faculty member's portfolio should provide evidence that their research trajectory is building their own reputation in their field. In addition, the evidence should indicate that the faculty member is on a path to promotion in three years.
   c. Publications and patents must be evaluated for their quality and impact; to inform this statement, departments as a part of refining the university guidelines must provide recommendations for publication venues (journals and conferences) that are considered high value for the fields represented by the department. As a part of a review, department committees are expected to provide input on the quality of the journals and/or conferences present in a faculty member's reappointment package.
      i. Mainstream journal articles or conference presentations are easier to assess since departments have the opportunity to provide input regarding conference quality and journal quality. Faculty for all publications must indicate their contribution to the publication and the types of collaboration with co-authors. A faculty member's presentation at conferences should build their reputation and that of the university.
      ii. Articles that are simply the result of student work in a class, with little faculty involvement by themselves do not indicate scholarly achievement; similarly, publications in low quality local conferences are appropriate stepping stones to more prestigious publications recognized by their respective professional societies but are not significant in their own right.
      iii. Provisional patents are difficult to assess because they are not reviewed and may or may not indicate scholarly achievement. Individuals must provide sufficient information for reviewers to assess the importance of the provisional filing and the faculty member's contribution to the work.
      iv. Patents that have been granted represent a more significant achievement and their importance may be assessed by the "use" of the patent.
      v. Proposal and grant application activity should be documented in a way that shows the contribution of the faculty member to the overall grant effort. Collaborations both within Florida Poly and external to the university are strongly encouraged. **While there is no minimum standard for grant activity, no grant activity over a multi-year period is cause for concern**. Internally and externally funded grants, contracts, and awards are required to advance research agendas, and in all disciplines funding typically provides evidence of critical peer review. Therefore, candidates are strongly encouraged to provide evidence of applications to appropriate external funding opportunities. Funding history, prestige of the funding source(s), strenuousness of the peer review, oversubscription rate of the funding opportunity, size of the award, and impact on the productivity and quality of scholarship will be considered in the evaluation.

3. **Service to professional societies and contributions to the University and department.**
   a. While there is no minimum standard, **no service activity of significance overall for a multi-year period is strong cause for concern**.
   b. At the assistant professor level, service expectations are that a faculty member is contributing to their department and profession in a positive way.

c. Simply being a member of a committee is not an indication of service contribution; a faculty member must provide evidence of how their effort provided value to the university.
d. Service to one's professional society should start to be present at the three-year review level. For all faculty, using professional society service to build one's own reputation can be effective.

4. Overall recommendation

a. Because Florida Poly has grown quickly and the demands placed upon faculty have included effort to build the institution, consideration of this effort is appropriate. Such consideration should be based on demonstrable evidence of contribution to advance teaching, research, or other significant institutional effort as it impacts time taken away from other areas. It is incumbent on the faculty member under review to provide a clear presentation of the nature and impact of their contribution and how it balances against the expectations of an otherwise steady-state environment. The overall evaluation of a faculty member must consider the long-term impact of a faculty member's efforts on the health of the institution and review committees must exercise judgement regarding this impact. In addition, consideration of the evidence provided in an individual's application should carefully consider the effect of the course load assigned to the faculty member, resource availability, faculty rank, and any other assigned university duties, when comparing faculty achievement for Florida Poly faculty to those at other institutions.
b. Noting the statement above, individuals **must provide evidence of proficiency and accomplishment in teaching** in order to warrant recommendation for reappointment. Similarly, a faculty member **must provide a measure of effort and achievement in research** consistent with their assigned duties. Finally, the dossier must provide evidence of involvement in the university community with service or other activities that add value to the university community.
c. Review committees must work carefully and confidentially, as they consider the reviews for faculty members and the committees must set aside personal relationships and consider the accomplishments of the faculty member being reviewed.

University guidelines for reappointment to a three year term as Associate Professor:

As noted in the collective bargaining agreement, a faculty member's demonstrated contribution to the institution is the basis for the recommendation to reappoint a faculty member. In all cases, the quality of the work done is an important factor in the reappointment decision. A faculty member's annual performance evaluation represents the outcome of a process that is not as thorough in considering a faculty member's contribution to the institution and is therefore not sufficient to justify reappointment. The evaluation of a candidate must consider the assigned workload for the faculty member, including periods of the summer that are compensated, as the contributions to the three areas (instructions, scholarship or research, and service) are evaluated. Overall, the evaluation must consider the impact of the faculty member on the campus.

The faculty handbook notes: "*The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field*." For an Associate Professor the minimum qualifications are: "*a **demonstrated** record of scholarly activity, teaching, and, as appropriate, course and/or curriculum development commensurate with the university's mission and relevant academic discipline(s).*" The three areas (**instruction, scholarship or research, and service**) are listed below, along with a narrative that provides background on expectations for a faculty member seeking reappointment.

1. **Instruction,** including *regular classroom and laboratory teaching, laboratory / project based learning instruction, effective development/application of new instructional methods, new course development, directing thesis or dissertation committees, and other instructional activities*. Each of these is discussed below followed by paragraphs a and b that provide a framework for consideration. **Note that a criterion for reappointment is NOT to have activity in each of the areas.**
    a. **A faculty member must clearly be contributing to the instructional mission**, not only by delivering their assigned courses, but also by providing evidence that their contribution is greater than simple delivery of assigned courses. For multi-section courses, a requirement is positive and appropriate collaboration with other faculty to provide a consistent and high quality instructional experience for students. New course development must show not only that the course was developed but that the course was appropriate and executed effective learning outcomes consistent with the degree(s) supported by the course. Faculty at the time of reappointment must show evidence that their teaching proficiency is sufficient that they can independently deliver their courses in a manner that is consistent, meets student learning outcomes, hold high academic standards while facilitating student success and that they are effective in the classroom. In addition, they must show evidence of a demonstrated positive teaching record during the last 2 years, that they are effective instructors in the classroom, and they must show evidence within their teaching portfolio of teaching quality and depth. Student assessment of instruction results are insufficient to demonstrate instructional effectiveness. Evidence of meaningful collaboration with other faculty is an important factor to consider as well as sensible syllabus construction and campus presence consistent with the expectations for a full time faculty member on the campus. Instruction is further considered following the standards presented in sections b-h and faculty are strongly encouraged to consider these items as they prepare their reappointment dossier.
    b. **Effort required to deliver instruction** is captured somewhat by FARE forms. Other factors to consider are how many times the faculty member has delivered the class, the "efficiency" of the schedule for the faculty member in terms of how many course preparations are present in a

semester, the amount of support provided for the delivery by student assistants (graduate or undergraduate) or technicians.

c. **Regular classroom and laboratory teaching** – this includes, but is not limited to, teaching 'core' curriculum courses to standards established by the departments (includes courses with common exams or in 'core' of degree program) – a minimum requirement is: *Collegial cooperation with co-instructors to deliver ALL materials in the syllabus and complete delivery of the course in a satisfactory manner; Associate Professors should naturally lead and/or be strong team members in the delivery of multi section courses.* The expectation is that all assessments required for that course (not just one of multiple sections) are present. Individual sections may vary in assessment outcome due to time offered, particular students population, or hurricane delays, however, instructors must cover 'common' material and explain raw assessment data from their section in a narrative. In a 'common, multiple section course' or 'core' course, consistent failure to deliver all materials in the syllabus is an unacceptable result. Similarly, in single section courses, assessment materials should demonstrate that course delivery supported student learning outcomes and subjects defined for delivery in the syllabus. Associate professors are expected to operate independently and achieve high quality results.

d. **Laboratory / project based learning instruction** and other instructional activities –Evidence must demonstrate that the instructional activity is well planned and the learning outcomes are achieved. A minimum requirement is that instructional materials are sufficiently complete and organized that students can use them to achieve the learning outcomes for the activity. Associate Professors should be capable of these types of activity with a high degree of independence.

e. **Effective development/application of new instructional methods.** New pedagogical interventions should be supported by the literature and aligned with a reasonable rationale that justify the exploration/adoption of such technique. The university wants to encourage new instructional methods, but not at the expense of learning outcomes; hence experimentation with new instructional techniques must be well coordinated with a chair and care taken to deliver all course topics. Associate Professors should be capable of these types of activity with a high degree of independence. Note, if an instructor chooses to implement a new teaching technique, they must be sure the course materials /topics in the syllabus are not compromised.

f. **New course development.** This activity ranges from development of a new course for Florida Poly to development of an advanced course where the instructor develops a significant amount of material for the delivery of the course. Creating a significant volume of high quality new courses materials with appropriate assessment methods show exemplary effort on the part of the faculty. Delivering course materials consisting primarily of the publisher's resources is deemed satisfactory. Random inclusion of course materials not aligned with the outcomes and subject matter of the course is deemed as unsatisfactory. Associate Professors should be capable of these types of activity with a high degree of effectiveness and independence.

g. **Directing thesis or dissertation committees.** A successful thesis advisor should provide evidence that they have purposefully and deliberately guided the student through the process. The quality of a master's thesis may vary due to circumstances beyond an advisor's control, so documentation of the process is paramount to achievement of a high performance rating. Faculty advisors are responsible for providing guidance in an advisory role to identify a viable and suitable project, that resources are available to complete the project, and to provide timely feedback during all stages of the thesis including careful feedback on the student's thesis. No documentable evidence of faculty's role in advising a master's degree thesis is of concern. Associate Professors should be capable of these types of activity with a high degree of independence.

h. **Other instructional activities. These activities typically include,** but are not limited to, course coordinator delivery of courses across multiple sections, preparation of ABET materials. Course coordinators for multi-section courses have the lead role in developing course materials, maintaining Canvas shell to share course materials (lectures, assignments, rubrics, etc.) with others, conducting weekly/bi-weekly course coordination meetings, providing supplies, and collecting formal and informal feedback for instructors (who would be fulfilling roles as described in 'part a' of this item.) A minimum standard is to meet with faculty regularly to create an appropriate outcome and to provide an organizational framework for success of the multi-section course. Preparation of ABET materials is similarly a significant responsibility; a minimum contribution is to provide timely delivery of materials in association with the schedule that has been agreed upon. An expectation for Associate Professors is that they provide appropriate leadership in course coordinator or ABET preparation roles.

2. **Research or other creative activities relevant to the institutional mission**, including scholarly publications, proposal and grant activity, support and advising of graduate students;

a. At the Associate Professor level, **a faculty member should provide evidence of an established and growing focused research presence** and have activity and results that aligns with this requirement.

b. Evidence presented for a three-year review must include a research plan and alignment of the faculty member's activity and accomplishments with the plan. When a faculty member applies for reappointment as an Associate Professor, they should provide evidence of activity and results consistent with building a reputation in their field. Associate Professor's must provide evidence that this activity has been established.

d. Publications and patents must be evaluated for their quality and impact; to inform this statement, departments as a part of refining the university guidelines must provide recommendations for publication venues (journals and conferences) that are considered high value for the fields represented by the department. As a part of a review, department committees are expected to provide input on the quality of the journals and/or conferences present in a faculty member's reappointment package.

i. Mainstream journal articles or conference presentations are easier to assess since departments have the opportunity to provide input regarding conference quality and journal quality. Faculty for all publications must indicate their contribution to the publication and the types of collaborations with co-authors. A faculty member's presentation at conferences should build their reputation and that of the university.

ii. Articles that are simply the result of student work in a class, with little faculty involvement by themselves do not indicate scholarly achievement; similarly, publications in low quality local conferences are appropriate stepping stones to more prestigious publications recognized by their respective professional societies but are not significant in their own right.

iii. Provisional patents are difficult to assess because they are not reviewed and may or may not indicate scholarly achievement. Individuals must provide sufficient information for reviewers to assess the importance of the provisional filing and the faculty member's contribution to the work.

iv. Patents that have been granted represent a more significant achievement and their importance may be assessed by the "use" of the patent.

v. Proposal and grant application activity should be documented in a way that shows the contribution of the faculty member to the overall grant effort. Collaborations both within Florida Poly and external to the university are strongly encouraged. **While there is no minimum standard for grant activity, no grant activity over a multi-year period is cause for concern**. Internally and externally funded grants, contracts, and awards are required to advance research agendas, and in all disciplines funding typically provides evidence of critical peer review. Therefore, candidates are strongly encouraged to provide evidence of applications to appropriate external funding opportunities. Funding history, prestige of the funding source(s), strenuousness of the peer review,

oversubscription rate of the funding opportunity, size of the award, and impact on the productivity and quality of scholarship will be considered in the evaluation.

3. **Service to professional societies and contributions to the University and department.**
   a. While there is no minimum standard, **no service activity of significance overall for a multi-year period is strong cause for concern**.
   b. At the associate professor level, service expectations are that a faculty member is contributing to their department and profession in a positive way and, where appropriate, takes a leadership role.
   c. Simply being a member of a committee is not an indication of service contribution; a faculty member must provide evidence of how their effort provided value to the university.
   d. Service to one's professional society should start to be present at the three-year review level. For all faculty, using professional society service to build one's own reputation can be effective.

5. **Overall recommendation**
   a. Because Florida Poly has grown quickly and the demands placed upon faculty have included effort to build the institution, consideration of this effort is appropriate. Such consideration should be based on demonstrable evidence of contribution to advance teaching, research, or other significant institutional effort as it impacts time taken away from other areas. It is incumbent on the faculty member under review to provide a clear presentation of the nature and impact of their contribution and how it balances against the expectations of an otherwise steady-state environment. The overall evaluation of a faculty member must consider the long term impact of a faculty member's efforts on the health of the institution and review committees must exercise judgement regarding this impact. In addition, consideration of the evidence provided in an individual's application should carefully consider the effect of the course load assigned to the faculty member, resource availability, faculty rank, and any other assigned university duties, when comparing faculty achievement for Florida Poly faculty to those at other institutions. **At the Associate Professor level, the expectation is that the faculty member is a strong contributor to the university and can perform their duties with a high degree of independence and quality.**
   b. Noting the statement above, individuals **must provide evidence of accomplishment in teaching in order to warrant recommendation for reappointment.** Similarly, a faculty member must provide a **measure of achievement in research that demonstrates reputation in their field consistent with their assigned duties**. Finally, the dossier must provide evidence of involvement in the university community with service or other activities that add value to the university community.
   c. Review committees must work carefully and confidentially, as they consider the reviews for faculty members and the committees must set aside personal relationships and consider the accomplishments of the faculty member being reviewed.