TARGETING THE TOP TEN
STRATEGIC PLAN | 2013 – 2023
ANNUAL STATUS REPORT 2015
From the President and Chief Executive Officer

We are well on our way to becoming one of the top 10 private technological universities in the world. As you can see in this year’s progress report to our strategic plan, great strides are being made as we carefully measure our efforts and note our milestones.

While we are marking our fifth straight year as a U.S. News & World Report Tier One Best National University, we are gaining other attention as well. Florida Tech has risen to the top 200 in the Times Higher Education of London’s World University Rankings 2013–2014. This prestigious accolade is mostly attributable to the noted body of research conducted by our faculty, continuing to gain international respect and attention.

As we enter our 56th year of university life, a new and exciting chapter is opening. All things are possible as we work to achieve our shared vision. Your support is greatly appreciated.

Sincerely yours,

A.J. Catanese, Ph.D., FAICP
President and Chief Executive Officer

From the Executive Vice President and Chief Operating Officer

In this third installment of our 2013–2023 annual progress reports, we examine the incremental adjustments being made to position the university for greater achievement. To continue fostering student success as our hallmark, this careful and deliberate work must continue at every level of the enterprise.

Take special note of the "Difference Makers" highlighted throughout this document. These individuals are just a few of the outstanding faculty and staff that provide students at Florida Tech, "High Tech with the Human Touch."

The core of the quality educational experience we impart remains firmly rooted in the talents and abilities of a most outstanding faculty. From the classroom to the laboratory to the field, they continue to foster unparalleled learning experiences that result in outstanding career placement for our students. With a median mid-career salary of $89,800, the earning potential of Florida Tech grads remains in first place among Florida universities and is indeed one of the best returns on investment in the nation.

We are working day by day, with each student individually, to continue that record of exceptional achievement. We look forward to the future.

Respectfully,

T. Dwayne McCay, Ph.D.
Executive Vice President and Chief Operating Officer
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Strategic Initiative 1: Mission

To re-evaluate the mission statement of the university.

To foster and sustain a productive institutional culture that values and encourages intellectual curiosity and shared purpose for the mission of the institution.

Each year, Florida Institute of Technology’s mission statement is re-evaluated. An additional evaluation may be done by various areas within the university to ensure internal statements align accordingly with the overall mission of the university.

The Office of Institutional Effectiveness and Accreditation (OIEA) leads the annual internal review of the university’s mission statement. In response to editorial changes recommended by the Faculty Senate in October 2014, the OIEA presented the revised mission statement to both the Academic Program Assessment Committee (APAC) and the Administrative and Academic Program Assessment Committee (AAPAC) in early 2015. Both committees approved the revisions by majority vote.

Mission

*Florida Institute of Technology’s mission is to provide high-quality education to a culturally diverse student body in order to prepare students for entering the global workforce, seeking higher-education opportunities, and serving within their communities. The university also seeks to expand knowledge through basic and applied research and to serve the diverse economic, cultural, and societal needs of our local, state, national and international constituencies.*

Core Values

*Student Success & Lifelong Learning*

*Excellence in Undergraduate & Graduate Research*

*Preparation for Global Citizenship*

Vision

*To become a broad-based university focused on science, technology and art in order to produce graduates who, as global citizens, engage in multidisciplinary problem-solving to address issues that affect humans on a planetary scale.*

*To do this in the immediate term, our vision is to focus on student success, applied research, global engagement, and cross-cultural competence.*
Strategic Initiative 2: Undergraduate Education

To provide an undergraduate experience based upon the premise of “High Tech with a Human Touch.”

To improve experiential, hands-on undergraduate learning within the context of global and interdisciplinary knowledge relevant to business, government and scholarship in the 21st century.

One of the main goals for this initiative is to establish a global presence for the university. In support of this effort, the new Quality Enhancement Program (QEP II), required by regional accreditation, enhances ongoing internationalization efforts with the development of two new programs: a new academic minor in Global Cultural Studies and a new non-credit certificate program in Cross-Cultural Competence. Thus, the plan focuses on two student-centered goals, Expand Knowledge and Understanding of Global Cultures and Develop Cross-Cultural Competence. These goals are designed to help prepare Florida Tech students for the global workforce, an aim presented in the university’s Strategic Plan for 2013–2023. The Internationalizing the Campus Committee (ICC) offers cultural awareness training to faculty and staff and provides cross-culture webinars. The International Student and Scholar Services Office engages/integrates international students into campus life through a variety of co-curricular activities and the International Programs Office continues to explore potential international partnerships/twinning programs and to develop additional international study abroad programs.

The College of Psychology and Liberal Arts (CoPLA) has a number of objectives for undergraduate education related to the internationalizing effort. These have mostly been subsumed under the plans for the QEP II. CoPLA will continue to play a major role with internationalization. As part of the plan, and of CoPLA interest in developing new minors, the School of Arts and Communication (SAC) will develop a Global Cultural Studies minor. The minor is a major part of the QEP II and that minor replaces CoPLA’s plan to develop a minor in international studies. A required first class in the minor will be a cultural identity class developed by psychology faculty. Additionally, all new undergraduates will take part in small group trainings on cross-cultural competence developed by CoPLA’s Institute for Cross Cultural Management (ICCM). The ICCM is also developing an assessment measure for cross cultural understanding that will measure the effectiveness of the QEP II. These efforts will be monitored through the QEP and CoPLA.

Difference Maker

MARIVI WALKER

Fluent in three languages and proficient in two others, Marivi Walker is Florida Tech’s liaison for international programs and an international admissions counselor. She has used her familiarity with the cultures, needs, and concerns of international students and their families to help raise the university’s global profile and attract the best and brightest students from around the world.

In Fall 2014, the College of Aeronautics started a new online B.A. degree in Aviation Management. As of April 2015, 66 students were registered in the program. Currently, there are 301 admits and eight Online Bisk students registered and 97 online master’s students registered in aviation programs. The new four-year B.S. degree in Aviation Human Factors and Safety has been approved by the Undergraduate Curriculum Committee
(UGCC) and was launched in Fall 2015. The degree has both flight and non-flight options. A new UAV degree program will be ready next year. A new A.A. degree in Aviation Management will be offered online through Bisk Education in Fall 2016.

All new minors such as Unmanned Aerial Systems, Aviation Environmental Science, Aviation Human Factors and Aviation Safety Sciences have been launched as well. As of April 2015 there are 27 students from the College of Aeronautics and College of Engineering registered in these minors. An articulation agreement with Valencia College was signed in 2014 for a 2+2 program with the College of Aeronautics. A new articulation agreement with Green River Community College has been signed this academic year. Discussions are currently ongoing in efforts to form agreements with Mercer Community College in New Jersey and Cochise College in Arizona. An MOU has been signed with Isik University in Turkey. New 2+2 agreements with three Turkish universities (Fatih Sultan Mehmet University, Istanbul Aydin University and THK University) are also under discussion. The College of Aeronautics will continue to offer an Aero 1 course in Kunming, China. Last academic year’s efforts brought over 10 new students to Florida Tech; all but one of whom entered into the College of Engineering’s Aerospace Engineering program. The expected number of students this academic year from Kunming is over 20.

**Difference Maker**

**HEIDI EDWARDS**

Heidi Hatfield Edwards is associate head of Florida Tech’s School of Arts and Communication, communication programs chair and a professor. Bringing years of industry experience into the classroom, she engages students to think critically about media and society. Edwards’ research focus is communication and social issues, especially corporate social responsibility and the cultural and societal implications of communication regarding health, science and technology.

CoPLA’s objective to increase the number of students participating in music classes and ensembles has led to 253 registrants for music classes in AY15, which is a 44% increase from last year’s 176 registrants. The two music residencies offered at FIT (artist in residence and the Paris Conservatory resident) have been structured to provide more training opportunities for FIT students as well as engage in outreach events and performances for the public.

The objective to increase the number of language courses and the number of students taking the courses has been successful. There were 484 registrants for language courses in AY15, a 19% increase from last year’s 408 registrants. The newest language added was Arabic with four students. The total Fall and Spring enrollments for each language were: Spanish (211), French (104), Italian (62), German (49), Russian (24) and Chinese (20). All of the languages (except Arabic) have two semesters of elementary study; Spanish is the only language to have two semesters of advanced study. Future objectives are to include Portuguese and to have advanced study classes for more languages.

The Nathan M. Bisk College of Business (CoB) became an accredited member of IACBE (International Assembly for Collegiate Business Education) in April 2014. A total of 14 undergraduate business programs are accredited, including six online and eight campus business programs. A list of accredited undergraduate programs can be found at http://cob.fit.edu/accreditation.php. The accreditation process behind IACBE prepared the college for a successful site visit by SACS officials in Spring 2015.
A new two-course freshmen series on innovation, creativity and entrepreneurship (BUS 1501/1502) was launched in Fall 2014. They complement the freshmen course in global business perspectives, and together infuse the college’s core values of Innovation, Diversity, Ethics and Leadership (IDEaL) at the beginning of the curriculum. The courses were co-developed and taught by Tim Muth and Robert Keimer. Tim Muth shared his experiences at the 2015 annual IACBE conference in Baltimore, Maryland, at a session devoted to “critical thinking in the classroom.” The culmination of BUS 1502 (the second course in the sequence) was the Student Innovation Challenge held in April 2015, an inaugural showcase event where 30 Raspberry Pi projects were presented to faculty and a team of judges from co-sponsors Suntrust Corp., Harris Corp. and Revolution Technologies. Cash prizes were awarded to members of the top three teams.

**Difference Maker**

**CHRISTIAN SONNENBERG**

Christian Sonnenberg joined Florida Tech’s Nathan Bisk College of Business in 2013 as academic chair for information systems. Motivated by his desire to explore technology with students, he launched the Raspberry Pi Innovation Challenge in 2015. This innovative initiative allows business students to create hardware prototypes and program apps to better understand the entrepreneurial opportunities that technology brings.

As part of the Bisk College of Business’ outcomes assessment plan, all online undergraduate students (B.A. business programs) take a Common Professional Core examination through Peregrine services near the end of their studies. The 2013–2014 and 2014–2015 academic year results show CoB online undergraduate students scored above the national average in 17 out of 18 categories associated with this exam.

**Difference Maker**

**HENRY PEREZ**

Henry Perez, an assistant professor with 25 years of international business experience, sees Florida Tech’s cultural diversity as an underutilized resource. He harnessed the energy and enthusiasm of his students to develop a campus-wide “did you know” cultural awareness campaign and helped usher in the entrepreneurial spirit that now imbues the Nathan Bisk College of Business.

The College of Science (CoS) hosts 36 undergraduate major programs and a variety of undergraduate minor programs. In addition, the CoS offers service courses in mathematics, chemistry, physics and biological sciences to most, if not all, Florida Tech students. During the 2014–2015 academic year, Biological Sciences (BIO) designed, a two-semester course in Human Anatomy and Physiology that was approved by the Undergraduate Curriculum Committee (UGCC) for launch in Fall 2016. Biological Sciences also began a review and overhaul of the Molecular Biology program. Chemistry (CHM) reviewed pre- and co-requisites for all courses and modified
them as appropriate. All departments participated in the undergraduate education assessment process with excellent results. Mathematical Sciences (MTH) introduced a new precalculus sequence (MTH1011–Precalculus A and MTH1012–Precalculus B) for technical major students with weak math backgrounds. A new lecture/lab-style course replaced the existing Intermediate Algebra course with the goal to enhance student success. Mathematical Sciences also significantly modified MTH2401 (Probability and Statistics) and introduced MTH4201 (Stochastics Modeling) as a required course for math majors and anyone interested in finance, economics, medicine and biomedical engineering. The Education and Interdisciplinary Studies (EIS) department continues to develop the STEM Education program, with partner programs in all CoS departments, and new ones added in STEM disciplines outside CoS. The Sustainability major was made operational.

Across the CoS, undergraduate research remained a top priority in Chemistry (CHM) and Physics and Space Sciences (PSS), 100% of seniors were involved in research, resulting in presentations and awards at regional and national conferences, and 40 CoS posters being exhibited in the Senior Design Showcase. Repairs were made to existing instrumentation and investment made in new instrumentation to support education in all departments. Mathematical Sciences (MTH) hosted an NSF-funded REU Site on Partial Differential Equations and Dynamical Systems for 10 nationally selected advanced undergraduates during Summer 2014 and 2015. All 2014 attendees were invited speakers at the NSF-funded Young Mathematicians Conference at Ohio State University. Biological Sciences (BIO) received an NSF-funded REU award for a program beginning in Academic Year (AY) 2015–16. In Physics and Space Sciences (PSS), students conducted research in the development of high-tech cutting-edge instrumentation, including hardware for the Compact Muon Solenoid at the Large Hadron Collider, GEMs detectors for determining the composition of embedded and/or shielded nuclear material and lightning detection equipment.

Physics and Space Sciences (PSS) students also worked to develop and operate International Space Station payloads for astrobiology and sensors for astrophysics. Mathematical Sciences introduced mandatory GRE training sessions for all math major students, with plans to offer a practice GRE exam on campus. Biological Sciences (BIO) sponsored travel for undergraduate students to attend the regional Tri-Beta conference to present their research, where FIT students won four awards.

One part of Strategic Initiative 2 was to create a Student Design Center to support experiential, hands-on undergraduate learning. The new facility, funded in part by Harris Corporation, was launched in Fall 2015. The Harris Student Design Center (HSDC) serves both College of Science (CoS) and College of Engineering (CoE) students.
The Northrop Grumman Engineering & Science Student Design Showcase is held during the Spring semester. Judges are charged with recognizing the best among the senior design projects. More than 120 different posters and exhibits were on display during the showcase in 2015. Marketing and Communications put together an interactive website that captures the spirit of the event at www.fit.edu/student-design.

The College of Engineering winners were:

- President’s Cup award winner: "Bio Fabrications 3-D Printing for Tissue Engineering" by Scott Baskerville, Victoria Gilchrist, Michael Weng Kwan, Ian McClure
- Northrop Grumman award winner: “Mars Rover – URC” by Niket Ghelani, Kirill Martusevich, Andrew Poe, John Bohanon, Christopher Zarlenga, Tiziano Bernard, Gianmarco Casiraghi, Joshua Dube, Issac Spence, Brock Hedlund, Armando Rolins, Alex Troshchenko, Scott Ward, Jeffrey Miller, Kendrick Buchala, Alejandra Dominguez, Megan Bresnahan, James Copeland, Wesley Sanders

The College of Science winners were:

- President’s Cup award winner: “Disparate Thermal Sensitivity of Predator and Prey Confounds the Effect of Temperature on the Feeding Performance of Invasive Lionfish, Pterois volitans” by Louis Penrod
- Northrop Grumman award winner: “Cellular Organization of the Brain in Ramphotyphlops braminus” by Kathryn Gallman

Other award recipients were:

- Aerospace Engineering: “Search and Rescue Unmanned Aerial Vehicle” by Jake Olson, Mike Barbera, Brendan Ooi, Nathan Arledge, Fabio Maia, Evan Cosgrove, Niko Casciola, Mohamed Mohamed, Xori Deans, Oron Bader
- Biomedical Engineering: “Bio Fabrications 3-D Printing for Tissue Engineering” by Scott Baskerville, Victoria Gilchrist, Michael Weng Kwan, Ian McClure
- Chemical Engineering: “In Situ Bitumen Hydrocarbon Extraction and Upgrading” by Athela Frandsen, Dennis Hogan, Samantha McCuskey
- Civil Engineering: “Design of a Pedestrian Bridge Over Babcock Street” by Alexandria Boddy, Steven Moodie, Mohammad Awad, Alexis Miller, William Mitchell, Tariq Alamri
- Computer Science: “Showrunner” by Casey Doran, Aral Tasher, Sam Knight, Logan O’Farrell
- Electrical and Computer Engineering: “Big Data Medical Diagnostics System” by Tabitha Beavers, Andrew Binns, Michael Wells
- Marine and Environmental Systems: “Comparison of Temperature Differences across Thunderstorm Gust Fronts with Measured Wind Gusts Behind the Front” by Genevieve Scott
- Mechanical Engineering: “JPL Smart Breakout Box” by Gerid Paquette, Berkley Bonjonia, Deep Patel, Emanuel Pichardo, Yaoyu Yang
- Multidisciplinary: “Solar Boat” by Brandon Burghardt, Thibaud Le Merdy, Brett Palaschak, Riggs Brunsingham, Ashley Flondro, Jon Rabenold, Gianmarco Casiraghi, Joshua Dube, Majed Al-khalaf
- Ocean Engineering: “Flume—Recirculating Water Tank” by Thibaud Le Merdy, Savanna Bennett, Shane Dembinski, Joseph Gencarelli, Shaun Searcy
- Biological Sciences: “Cellular Organization of the Brain in Ramphotyphlops braminus” by Kathryn Gallman
- Chemistry: “Phytotoxicity of Silver Nitrate and Silver Nanoparticles on Elodea canadensis” by Leonard Bernas
- Education and Interdisciplinary Studies (tie): “Avatar Learners: Online Students in Virtual Classroom” by Roger Ballard; “Energy Education” by Shelby Pearce
- Mathematical Sciences: “Computing the Elementary Symmetric Polynomials of the Multiplier Spectra of $z^2 + c$” by Grayson Jorgenson
- Physics & Space Sciences: “Locating Supernovae via Artificial Neural Networks” by Kristin Shahady
- Sustainability: “Thematic Categories and Associated Metrics to Develop and Indian River Lagoon Report Card” by Kait Wood and Melissa Pumphrey
Overall, the showcase included projects and posters developed by more than 300 undergraduate students, working on their own or in teams, from all academic departments in the College of Science and the College of Engineering. Participating students, who must conceive, research and/or design and implement their projects, gain hands-on experience in applying science or engineering knowledge and the fundamental principles of their respective majors. The HSDC has made a tremendous impact in support of this effort for 2016.

The College of Engineering and the Nathan M. Bisk College of Business received a one-year institutional grant of $276,000 from the Kern Family Foundation to join the Kern Entrepreneurial Engineering Network (KEEN). Drs. Beshoy Morkos, Chiradeep Sen, Dan Kirk, and Pierre Larochelle from the College of Engineering and Dr. Abe Walton from the Nathan M. Bisk College of Business serve as the grant’s principal investigators. KEEN’s mission is to transform U.S. engineering education by creating a network of engineering faculty who educate undergraduate engineering students with an entrepreneurial mindset so that they can create personal, economic and societal value through a lifetime of meaningful work.

KEEN is a growing network of 24 private and public universities collaborating to teach both technical skills and an entrepreneurial mindset within the engineering curriculum. KEEN defines an entrepreneurial mindset in the framework of 3 C’s—curiosity, connections and creating value, both social and economic. Florida Tech’s initial KEEN institutional grant provides funding for campus initiatives that focus on adopting an entrepreneurial minded culture through systemic change in both curricular and extracurricular activities. Working with an extended faculty team of over 18 College of Engineering and Business faculty for curricular change achieved through professional development workshops, conferences and cross university collaborative sharing of curricular resources. Enhancing the extracurricular offerings on campus, College of Engineering, Director for Innovation, Dr. Jennifer Schlegel worked with KEEN partner St. Louis University to bring Weekly Innovation Challenges to Florida Tech. Every Wednesday at noon in the Clemente Center, teams of three undergraduate students are presented a challenge that exercises skills to develop an entrepreneurial mindset. Complementary skills include opportunity recognition from user stories or problem statements, communication in a diverse team with different backgrounds, organization and planning to complete the challenge in a given timeframe, and the value of low-tech/rapid prototyping with iterations when designing solutions. Between 30 and 60 students compete each week in the innovation challenges designed to explore their technical curricular skills in a fun, low pressure environment. In the upcoming academic year, plans for industry to provide real-world challenges, participate as judges, and engage students during the challenges will allow further access to Florida Tech’s talented pool of students.

Another extracurricular campus offering made possible by the KEEN grant was Florida Tech’s first campus Hackathon. A group of engineering and business students partnered with Major League Hacking, other local hacking communities, and KEEN to organize and execute our Hackathon experience to inculcate an
entrepreneurial mindset. With generous support and sponsorship from Dean Sohair Wastawy and the staff at Evan’s Library, 142 students from six Florida universities (FIU, FSU, UF, UCF and FL Poly) occupied the entire Evans Library for 36 hours beginning Saturday morning and closing with awards and ceremony late Sunday afternoon. Alex Rudloff, chief digital strategist for TEDx Team, kicked off the event showcasing social innovations made possible through technology. Throughout the 36-hour event, students were engaged with industry, provided technical talks on cybersecurity, application program interfaces, internet of things (IoT), and virtualization in the new Digital Scholarship Laboratory. Engineering, Computer Science, and other students worked in teams to complete 32 different prototypes or “hacks” that demonstrated either social or economic value. The winning “hack” titled SnapAlert submitted by two Florida Tech Computer Science majors demonstrated a mobile application that provides visual and audio alerts for the safety of food and beverage consumption based on a user’s allergies. By using the camera on a mobile device, pictures of a product’s Universal Product Code (UPC) are used to search an open database of ingredients and compare those to user-provided food sensitivities delivering both an audio and visual alert to indicate the “safety” of consuming the food or beverage product.

Evans Library created the Digital Scholarship Laboratory (DSL) in support of this initiative as well. The DSL is designed to support research, teaching and learning. It provides emerging technologies and facilitates its use to empower students and faculty to engage actively and innovatively in the creation of new knowledge, support new modes of learning and enable the students to have a real-world experience. Although most DSL equipment has been acquired, other equipment and software will be added accordingly. The Library will continue to work with the DSL Ad Hoc Committee and other campus groups to tailor its offerings. The Library has also improved student workspaces to include collaborative and whiteboard tables. The Library also introduced streaming video as a content type, subscribing to the Criminal Justice & Law Video Collection and continuing to investigate other video packages that will serve students’ needs. A text/chat/mobile/email-based Ask a Librarian service for easy, all-hours access to library support and a one-stop reference assistance at the Library’s service desk are just a couple of examples of how student services have been improved over the past year.

The Library has broadened its comprehensive training program to provide consistent customer service, library advocacy and reference triage for all public services to include student employees. An ongoing International and Residential Outreach program to identify needs, provide academic support (workshops, presentations, seminars, resources) and offer cultural-enrichment events (stress-relief, after-hours music and social events).
Research support and technology workshops both on campus and online via streaming video with archived recordings has been expanded. The Library developed a Student Library Advisory Council (SLAC) to enable the Library to hear about student needs, share library plans and receive appropriate feedback.

The university’s program web pages that showcase academic offerings received a new look and feel in AY 2015 to improve the promotion and visibility of the Florida Tech degree programs. The degree program pages earned 740,000 visits from May 2014–April 2015, 29% of the overall visits to www.fit.edu. WFIT radio began promoting a hands-on internship for Communications students. These opportunities provide students with real life experiences in writing for broadcast, production, editing and interviewing.

Online Learning is an academic support unit that assists the colleges with building and providing degree programs that are relevant to students and society-at-large. Online Learning continues to support faculty and students with training, learning platform support, course materials, course development and all administrative operations of the online degree programs. This includes all aspects of the partnership with Bisk Education, which impacts the student experience through advertising, marketing, recruiting/enrollment management and student services. Online Learning will continue to ensure the online student experience provides “High Tech with a Human touch” throughout the online undergraduate experience. Florida Tech Online aspires to be known as the online university for students who want a degree that represents the tradition and excellence of a research school with the convenience of online access. A review of the entire new student on-boarding process, which consists of the first inquiry level interaction with the student through the entire first term of course work, is currently being conducted. The goal is create an experience that is consistent among all students, regardless of major, and provides any support a student may need to succeed in their academic and professional goals.

The Office of Research provides a liaison for federal government-related research opportunities aligned with laboratories at Florida Tech. Under Strategic Initiative 2, these research opportunities focus on STEM education, curriculum development, instructional resources and related aspects of the undergraduate educational environment. Federal funding opportunities announced primarily by the National Science Foundation, as well as select, highly relevant opportunities listed on the daily grants.gov listserv were distributed over the past year to the various points of contact in the five academic colleges and relevant research centers and institutes at Florida Tech. Co-hosted by the Office of Research and the Evans Library, two grant funding seminars were offered to faculty and students to increase awareness of grant solicitations and to train faculty in areas of grantsmanship and effective proposal writing. Future plans are to continue to inform the Florida Tech community of funding opportunities related to undergraduate education and provide assistance to faculty seeking these grants. The ultimate goal is to provide support to obtain research funding for all faculty seeking resources for undergraduate research experiences.
Strategic Initiative 3: **Undergraduate Enrollment**

To carry through the enrollment management strategy to recruit for specific Florida Tech colleges and under-enrolled academic disciplines.

To improve recruitment of top undergraduate students through efforts made by all faculty, administration and staff at Florida Tech in order to build under-enrolled academic disciplines.

According to the FIT Office of Institutional Research all undergraduate (UG) student numbers in the College of Aeronautics are up significantly. There are currently 79 new freshmen in Panama AY 2015–2016 and 204 total students in Panama.

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**Difference Maker**

**ADRIENNE STEWART**

As associate director for event management in the Undergraduate Admission Office, Adrienne Stewart focuses on creating the best campus visit experience for prospective students and their families. A multifaceted task, she must coordinate with every department on campus to guarantee a smooth, synchronized experience that showcases the finest Florida Tech has to offer. Stewart also supervises the Panther Pride Ambassador program.

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However, 2014 Institutional Research Office numbers do not include 66 new online undergraduate students; therefore, the total number of full- (FT) and part-time (PT) on-campus and off-campus students will reach 445 undergraduate students. The new online B.A. in Aviation Management plus four new minors are in progress as of April 2015.

### Campus Undergraduate Enrollment

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<th>College of Aeronautics</th>
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<td>Fall 2015</td>
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The College of Psychology and Liberal Arts’ (CoPLA) on-campus undergraduate enrollment goal for 2018 = 237 (4 PT). Enrollment for AY15 = 242 (5 PT) undergraduate students, indicating that the 2018 goal of 237 on campus (4 PT) has been met.
### Campus Undergraduate Enrollment

#### College of Psychology and Liberal Arts

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<tr>
<td>Fall 2015</td>
<td>236</td>
<td>4</td>
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</tr>
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- The B.A. programs in Psychology (62) and Forensic Psychology (78) continue to be the most popular majors, followed by the Psychology B.S. (33) and Communication B.S. (30).
- The Humanities B.A. degree has doubled in size with the addition of the Prelaw concentration (9 of the 18 Humanities majors).
- The newest bachelor’s program in Applied Behavior Analysis is growing slowly (11 students), but with more awareness about the career potential of this degree and additional marketing, enrollment for this degree is expected to build substantially over time.

CoPLA online undergraduate enrollment goal for 2018 = 1,147 (263 PT). Enrollment for AY15 = 403 (259 PT), indicating that the part-time student goal has been reached for 2018 but not the full-time goal.

- The Applied Psychology B.A. program had the most students (242) followed by the B.A. in Criminal Justice (77). Among the students in the Criminal Justice program, 13 elected to take the new concentration in Homeland Security. It is predicted that this concentration will grow over time and, if so, making it a separate major is being considered.
- Among the A.A. degrees, Applied Psychology had the most students (39), followed by Criminal Justice (31), then Liberal Arts (14).

The Nathan M. Bisk College of Business (CoB) worked closely with Enrollment Management, assisting with recruiting efforts through phone-a-thons, exploration and discovery days, meetings with international guidance counselors and meetings arranged for student-athletes. These initiatives have helped foster the CoB’s rapid enrollment growth since AY 2010–11. The following table summarizes campus undergraduate enrollment at the Bisk College of Business since 2010; all figures are taken from reports compiled by the Office of Institutional Research (OIR).

### Campus Undergraduate Enrollment

#### Nathan M. Bisk College of Business

<table>
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<th>Semester</th>
<th>Full-Time</th>
<th>Part-Time</th>
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<td>Fall 2011</td>
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<td>Fall 2012</td>
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<td>Fall 2014</td>
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</tr>
<tr>
<td>Fall 2015</td>
<td>409</td>
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Undergraduate enrollment at the Bisk College of Business has more than doubled since Fall 2010, and the college now has as many undergraduate students as the College of Science. In Fall 2014, undergraduate enrollment had increased to 421 students, a figure which exceeds the 360-person target that was set for 2023.
The college is reviewing its long-term enrollment goals and resource needs in an effort to better manage future growth and continue to deliver the high quality of education and services that students expect.

The College of Science (CoS) is realigning existing major programs and reinvigorating or eliminating under-enrolled programs, making targeted faculty hires and developing strategies to enhance recruitment and retention. The STEM Education program replaced all existing undergraduate science and mathematics education programs, and already moved beyond 30 majors and three graduates.

Physics and Space Sciences (PSS) implemented an aggressive marketing strategy to improve enrollments in Astrobiology and Planetary Science programs. The new Chemistry department head is making undergraduate recruiting a major emphasis. He developed presentations for use by Marketing and Admissions to highlight undergraduate research and the one-on-one attention given to Chemistry majors. Mathematical Sciences (MTH) is running a popular scientific computing summer camp for high school students with a goal of recruiting the best of them to its undergraduate programs.

<table>
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<tr>
<td>Fall 2015</td>
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The CoS participated in Exploration Days, Discovery Days and phone-a-thon, and supported campus visits from prospective students, the Sunshine Tour, visits to local schools and science fair judging (local, state, international). The STEM Education program is an outstanding potential recruitment tool, as Florida Tech students and their Master Teachers spent thousands of hours this year interfacing with teachers, guidance counselors and students in Brevard Public Schools. CoS worked with Marketing to improve print and web recruiting materials. Biological Sciences produced videos featuring Florida Tech students engaged in scientific research in Antarctica. The Dean’s Office met with graduate and undergraduate student advisory committees to discuss issues and provide feedback to effect change and increase student enrollment.

**Difference Maker**

**TED A. CONWAY**

Ted A. Conway is a professor and head of the department of Biomedical Engineering (BME). He joined Florida Tech from the National Science Foundation in 2014. He has facilitated the growth of the BME department to include research offices at the Lake Nona Innovation Center. Through these facilities, students and faculty will collaborate with researchers at on-site hospitals to address 21st-century research challenges in medicine.
<table>
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<th>Total</th>
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ProTrack 2013–2014
• Number of students working in co-op jobs.................................................................67
• Number of students enrolled in ProTrack Prep Course.................................................42

ProTrack 2014–2015
• Number of students working in co-op jobs.................................................................72
• Number of students enrolled in ProTrack Prep Course.................................................55

Internship Numbers for CoE 2013–2014
• Number of students that reported their internship......................................................... 185

Internship Numbers for CoE 2014–2015
• Number of students that reported their internship.........................................................114

The Center for First Year Experience (FYE) assists all new undergraduate students on the Melbourne campus during their academic and social transitions at Florida Institute of Technology.
During Fall 2014, 964 new First Time In College (FTIC) and Transfer students were enrolled. Spring 2015 brought in 151 new FTIC and Transfer students enrolled. These numbers reflect Enrollment Management’s goals for the year being achieved.

The Center for First Year Experience's objective for AY 2014–15 was to increase first- to second-year student retention to a rate of 80% or higher. Since the office was created in 2011, the annual first-to-second year annual retention rates have been as follows:

- Fall 2011 to 2012—79%
- Fall 2012 to 2013—80%
- Fall 2013 to 2014—76%
- Fall 2014 to 2015—79%

During the year, the major FYE activities are:

- Meet with first-time-in-college freshmen during their first and second semesters including but not limited to mandatory appointments to discuss mid-term grades and course selection for the second semester.
- Be active participants in freshmen orientation during the summer, fall and spring to assist new students and interact with parents.
- Teach the University Experience (UE) course required of all entering freshmen allowing for ongoing contact with entering freshmen.
- Provide social events for new students/advisees.
- Require meeting FTIC students on probation.
- Collect information based on one-on-one meetings to determine reasons why students did not return to Florida Tech.

### Difference Maker

**JESSICA HA**

Jessica Ha is dedicated to improving the quality of new students' experiences at Florida Tech. As associate director of transfer and transition programs in the Office of First Year Experience, she takes a holistic, solution-focused and collaborative approach to her work. Ha builds relationships with members of the campus community and partakes in the implementation of student-focused initiatives to support the university's focus on student development and success.

Working directly with Admissions, the Library revised tour scripts to share new Library developments and plans, which will assist students and parents in making well-informed decisions based on the university's offerings. Two new initiatives, the developing Digital Scholarship Laboratory (DSL) and the Technology Lending program, will help enrollment by providing evidence of the university's commitment to state-of-the-art technology and research. Based on usage and demonstrated need, new equipment and software will be recommended and/or added.

University Marketing continues to support Enrollment Management as its number one “client,” focusing the majority of its efforts on recruitment marketing and strategic communication designed to expand the reach of the Florida Tech brand and enhance university awareness, prestige and engagement among prospective
undergraduate students. To support the undergraduate enrollment goals set forth by the strategic plan, University Marketing in 2014–2015 has:

- Completed its annual review and update of all recruitment-oriented brochures and other collateral materials
- Completed a strategic redesign of the university’s admission websites
- Completed and launched a comprehensive transfer campaign, which resulted in a 14% increase in Fall 2016 transfer applications as of April 2015
- Completed and delivered a monthly HTML e-newsletter highlighting university accolades and newsworthy stories to prospective undergraduate students
- Completed a STEM poster and lesson plan/teaching tool that was delivered to 14,000 high school science and math teachers at top high schools throughout the country
- Completed and delivered an enhanced version of *The Current*, a magazine for prospective students (both undergraduate and graduate)
- Developed program-based lead nurturing email campaigns for all undergraduate programs
- Completed a flight cost flier/downloadable for College of Aeronautics academic students interested in flight designed to effectively communicate the value and cost of the program
- Enhanced social media strategy and recorded record reach and engagement via Florida Tech posts
- Established a partnership and signed an advertising agreement with Brevard Public Schools, building awareness among Brevard County families with school-age children (monthly reach of 72,000)

In Spring 2015, Web Services completed the new admission web presence, a major recruitment tool for undergraduate enrollment. Web Services also designed and implemented 25+ emails and pages related to the lead nurturing program, all benefiting student recruitment.

Online Learning works through Florida Tech’s partners at Bisk Education to advertise, recruit and enroll students at the undergraduate level. The strategy for Online Learning for the past year has been to review roadblocks to student enrollment in online programs and develop systems to remove the barriers. The first planned change was a complete revision of the admissions system and technology used to support the process. This required numerous resources from both Florida Tech and Bisk Education. The new system was custom-built to allow access and updates from both partners on a live basis. This has greatly increased the speed by which students are informed of the admission decision and allowed for faster packaging of federal aid; two important factors that address a highly competitive market in which any delay allows time for students to be recruited by a competing online program. To carry the same strategy of removing barriers to admission, Online Learning is now in the process of reviewing application requirements and student records to increase the speed of admission and simplify the process while maintaining integrity and compliance. The end result of the changes will be increased conversion of the existing lead pool. Higher conversion numbers will be achieved without increasing marketing or recruiting expenses.
Strategic Initiative 4:  **Graduate Education and Enrollment**

To provide quality, dynamic, graduate and professional programs through development of supportive intellectual learning environments so students can explore, discover and create.

To build dynamic graduate and professional student enrollment in order to enhance and showcase the research conducted at Florida Tech.

According to the FIT Office of Institutional Research, College of Aeronautics (CoA) graduate student numbers are increasing with a healthy upward percentage. In the 2013–2014 academic year, there were 90 master’s and six Ph.D. students in CoA; whereas, the 2014–2015 academic year brought 106 master’s and 11 Ph.D. students. As of spring 2015 semester the number of active Ph.D. students increased to 20. The CoA hired two new graduate faculty for Fall 2015. Three CoA faculty were awarded their Ph.D. degrees at the end of Fall 2015.

CoPLA’s graduate enrollment goal for 2018 = 320 students. Fall 2014 = 282 FT (25 PT); a 30% increase from Fall 2013. The increase is due largely to the hybrid ABA master’s programs (sites = 6) and a rebounding of the Orlando ABA master’s program. A modified hybrid plan wherein students will not need to be at a specific site was developed to increase enrollment and net revenue. The Clinical Psy.D. program had its APA re-accreditation site visit. There were no major concerns noted. The Psy.D. Integrated Healthcare concentration continues preparing students for competitive APA-accredited internship sites and jobs. Parrish Hospital is now a local practicum sites providing integrated healthcare training. The School of Psychology’s initiatives related to Community Wellness (CE courses and a master’s program) came from its sponsorship of the Brevard Health Care Forum (Forum) and its Health First endowed faculty member in community wellness. However, changes in strategic directions among the major local health care organizations led to a need to transform the Forum from an independent health-planning entity to a professional advisory group for the newly created Space Coast Health Care Foundation. The faculty member has transferred into the Clinical Psy.D. program (focusing on integrated healthcare initiatives), the Forum was dissolved and the community wellness initiatives no longer will be pursued. The School of Psychology (SOP) and the School of Behavior Analysis (SAB) had the 2018 goal to have at least 50% of all practicum sites provide stipends to students. That goal was reached in 2014. The new goal for 2015 was to have 75% paid practicum sites. For AY14–15, the percentages of paid practicum sites by program were ABA – 100%; Clinical and I-O – 78%, thereby meeting the goal. In Summer 2014, the Communication’s study abroad program in the Netherlands had 12 students participating. Unfortunately, low initial enrollment resulted in cancellation of the 2015 study abroad program.

The I-O Psychology program had a number of activities related to this initiative:

- Organized the Advanced Research Training Seminar for the International Association of Applied Psychology attended by 28 graduate students from all over the world. The workshops were conducted in Paris, France
- Hosted visiting student-scholars from China and Ethiopia and sent two students to the Erasmus Mundus Work and Organizational Psychology winter school
- Taught global leadership, cross cultural management and cross cultural negotiations at the University of Silesia in Katowice, Poland
- Developed a student assessment of cross-cultural competence for the QEPII
- Hosted Leaders Engaging Globally speaker series
- Developed an MOU with University of Gondar in Ethiopia and followed up on an MOU with East China Normal University

A total of 11 MBA programs were accredited by IACBE (see http://cob.fit.edu/accreditation.php) in April 2014. As part of the outcomes assessment plan, the Nathan M. Bisk College of Business requires all MBA students to take a Common Professional Core examination through Peregrine services near the end of their program. The 2013–14 and 2014–15 academic year results show that the MBA students scored above the national average in
all 18 categories associated with this exam. This is an excellent achievement that speaks to the quality and rigor of the College of Business MBA programs (campus, extended studies and online), and is one of the reasons for the high ranking (24th) awarded to Florida Tech Online MBA in Spring 2015 by Graduateprograms.com (see http://www.graduateprograms.com/top-online-business-schools/)

The influx of online business programs nationwide has led to intense enrollment pressures in the online programs. Despite these pressures, enrollment in the online graduate business programs has remained stable since Fall 2010, fluctuating between 1,066 and 1,130 students. In order to attract new students, the college explored the market potential for several new online programs. Based on this analysis, two new specializations were developed for the M.S. in Information Technology: Database Administration and Enterprise Resource Planning (ERP) Systems. The two specializations were approved by graduate council in Fall 2014; new courses are currently under development and will launch in Spring 2016.

Enrollment in the campus graduate business programs is small but stable, with about 50–60 students in AY 2014–15. Enrollment data in the online MBA programs has been reviewed, determining that approximately 40 Brevard County residents were enrolled as of June 2014; most were from South Brevard County (Melbourne, West Melbourne, Palm Bay and Vero Beach). Many of these students chose to enroll in the online MBA because of its convenience and lower cost relative to its campus counterpart.

In order to grow enrollment in its campus graduate programs, the CoB is implementing a three-prong initiative. First, development of an MBA cohort program for local doctors. Preliminary discussions suggest that there are at least 20 individuals who are interested in enrolling a “Doctors” cohort program. Second, an on-campus DBA cohort was launched in AY 2015–16. This follows the successful launch, Fall 2014, by the Department of Extended Studies of a DBA cohort in Huntsville, Ala. It is anticipated that the DBA will bring about 20 new campus students every three years. Third, the admission requirements of the M.S. Innovation and Entrepreneurship program have been modified to eliminate the GMAT/GRE examination. This move will create a level playing field with applicants for the MBA.

The College of Science has 33 graduate major programs. The Education and Interdisciplinary Studies (EIS) department continues to see its highest enrollments ever, and this year graduated a record number of graduate students. Market analysis led to changing the name of the Computer Education program to Educational Technology, to more effectively market to prospective domestic and international students. In support, EIS hired a new graduate-level faculty member specializing in computer science. EIS also hired a new graduate-level faculty member in Mathematics Education to support the college’s emphasis on growth in mathematics-related fields across the college. In Mathematical Sciences, two new graduate courses were introduced: MTH6230 (Partial Differential Equations 2) and MTH6330 (Calculus of Variations and Optimal Control) both of which are designed as advanced courses with top world standards. The courses are designed to train Ph.D. students to pursue high-quality dissertation research on cutting-edge problems at the forefront of modern applied mathematics. The CoS instituted non-thesis master’s programs in all departments. Graduate enrollment is up overall. In Biological Sciences, the ratio of Ph.D. students to thesis-based M.S. students has increased from 50:50 in August 2013 to greater than 60:40 in August 2014. Physics and Space Sciences worked to increase the quality of incoming graduate students in order to increase success and retention. In all departments, the Doctoral Graduate Research Assistant Tuition Scholarship (DGRATS) program is now fully instituted to more effectively recruit and maintain high-quality Ph.D. students. Mathematical Sciences redesigned its M.S. comprehensive and Ph.D. qualifying exams to ensure depth and breadth of student knowledge as students progress through their graduate programs. Now, instead of a single oral comprehensive examination, students will take a set of three written qualifying exams and one comprehensive oral examination. Mathematical Sciences also introduced a preliminary examination; only students who pass the preliminary exam will be eligible to continue as a Ph.D. student. As part of an effort in Mathematical Sciences to represent Florida Tech in the global scientific community, three Mathematical Sciences graduate students attended the Joint Mathematics Meeting in January 2015 as invited speakers. Biological Sciences sponsored travel for graduate students to regional conferences to present their research.
Difference Maker

MICHAEL GRACE

Michael Grace is a professor of biological sciences, associate dean of Florida Tech’s College of Science and director of the university’s High Resolution Microscopy Center. His neurobiological research on fascinating animals—from rattlesnakes to gamefish to whales—has practical applications in conservation, human health and technology development. Grace hopes his appearances on the National Geographic Channel and elsewhere inspire others to appreciate the excitement and value of scientific discovery.

The Library has created the Digital Scholarship Library (DSL), described in detail under initiatives 3 and 6. This research and scholarship centric space will be of great benefit to graduate students. The Library has also installed several software packages to facilitate graduate student projects. The DSL will continue to be developed with the needs of graduate students in mind. Access to scholarly literature and books have significantly improved by adding all ScienceDirect articles and 185 new Wiley journals as well as a newly identified service, Get It Now, through a six-month trial to provide articles for students and faculty during the weekend. Additional ways to provide seamless access to journal articles will be investigated for graduate students to be provided needed resources at their fingertips. The Graduate Research Seminar has been updated and is available online. A Word template for theses and dissertations has been created in accordance with the university’s Thesis Manual and Style Guide for use at Florida Institute of Technology, 3rd Edition along with ongoing in-person and online workshops on its use. A Scholarship Repository has been started for digital versions of student-provided master’s theses and doctoral dissertations. The Library will continue to work with Graduate Programs to increase worldwide access to the university’s graduate and other research. The Library will also continue to enhance its presence during the graduate student orientation.

Graduate education and enrollment is an ongoing priority of Marketing and Communications. This year, Marketing has:

• Completed annual review and update of all graduate recruitment-oriented brochures and other collateral materials, for campus and Extended Studies programs.
• Integrated DGRATS program messaging in all graduate program recruitment communications, including print pieces, websites and email.
• Purchased and launched Petersons.com’s premium profile listings for top 15 degree programs, which were chosen because they align with goals set forth by the strategic plan.
• Completed 100% of graduate program pages, which are search engine optimized, and complimentary fact sheets, which serve as both handouts and downloadable via the web. [Extended Studies]
• Built and launched new site websites for Orlando, Huntsville and Virtual Sites. [Extended Studies]
• Supported successful launch of Orlando Site as destination for international graduate students. [Extended Studies]
• Completed and launched comprehensive Wisdom Warrior campaign targeting active military professionals; campaign included targeted online advertising, print materials for the sites and strategic inbound marketing mechanisms. [Extended Studies]
• Completed successful Doctor of Business Administration roll out at the Huntsville Site; using as framework for upcoming launch of Melbourne-based DBA. [Extended Studies]
• Completed and launched comprehensive media campaigns for all current sites and new sites, including Fort Dix, Southern Maryland Higher Education Center, Lake Nona (Valencia College).
[Extended Studies]

• Developed and launched a new promotional recruitment video with a companion digital ad campaign to drive leads for all the sites.

Web Services supports the graduate enrollment initiative by providing website and other digital media to help market the university.

In Spring 2015, Web Services completed the new admission website, a major recruitment tool for graduate prospects. Electronic resources now guide users to information based on enrollment level (Freshman, Transfer, International, Graduate, etc.) in an effort to improve the usability of enrollment communications.

The opportunity for graduate students at Florida Tech to obtain a quality education is tied to extramural funding in support of graduate research programs, especially in the STEM disciplines and those programs requiring independent research. Over the past year, the Office of Research provided timely updates of federal funding opportunities directly related to graduate research activity on campus. Funding agencies including NSF, NIH, DoD, NEH and DOE were monitored weekly and relevant grant solicitations summarized for faculty. In addition to meeting with graduate students to provide guidance on grant applications, internships and research resources, the Office of Research met with each academic dean over the past year to identify research funding opportunities, review strategies for achieving each respective college’s external research funding goal and to support proposal efforts. In addition, specific funding opportunities related to FAA Centers of Excellence, NASA, DOE, NSF, and NIH, among others, were discussed with deans. Follow-up meetings with each dean have been set to support each academic college in their efforts to secure external funding. Future plans are to continue to inform the Florida Tech community of funding opportunities related to graduate research and provide assistance to faculty and students seeking these grants. Ultimately, the Office of Research seeks to support each dean in achieving the research funding levels outlined in the strategic plan for each college.

Enrollment Management works closely with each dean and college to set goals for graduate as well as undergraduate students. Below are the Fall 2014 objectives set for Enrollment Management.

• CoA enrolled 45 graduate students. There are no students enrolled in the online graduate programs.

• CoB enrolled 52 graduate students. Extended Studies Department enrolled 1,075 graduate students. Online programs enrolled 1,116 graduate students.

• CoE enrolled 862 graduate students. CoE enrolled 72 Extended Studies Department students. CoE enrolled 35 online students.

• CoPLA enrolled 268 graduate students.

• CoS enrolled 334 graduate students.

• The Doctoral Graduate Research Assistant Tuition Scholarship (DGRATS) Program has been implemented.
Strategic Initiative 5: Student Life

To promote a living and learning environment in which students can achieve their fullest potential and a healthy and rewarding quality of life through student services and activities.

To create and promote a vibrant living and learning environment by increasing student interaction through co-curricular and student engagement programs.

Athletics has worked closely with Florida Tech students to provide them with opportunities to be involved in the marketing and entertainment for the Florida Tech home athletic contests. Athletics uses games for the students to entertain and engage the community in a variety of activities, including community engagement projects, the pie-a-coach contest and a paper airplane contest. The proceeds from the contests benefit The Make-A-Wish Foundation.

There has been an increase in success by the teams to be in the top 20–25 in the country. Presently, women’s golf is No. 2, baseball is No. 7, men’s lacrosse is No. 14, men’s rowing is No. 16, men’s golf is No. 22 and men’s swimming is ranked No. 22. Each of Florida Tech’s 22 varsity sports has an adequate number of scholarships to be competitive at the conference, regional and national level. A plan for branding the Clemente Center was developed and implemented in May 2015. This branding includes adding a trophy case. A video surveillance system has been added to improve safety throughout the Clemente Center. The check-in counter at the Clemente Center that has been in place for over a year has greatly streamlined the efficiency and security in patron use of the facility. The fundraising for the Florida Tech Rowing Center has been under way for six months. Over $230,000 has been donated to date.

Difference Maker

RYAN JONES
Assistant Athletic Director for Athletic Communications Ryan Jones takes great pride in the success and accomplishments of Florida Tech’s student-athletes on the playing field and in the classroom. He is happy to play a role in shaping their lives and relishes the chance to publicize the outstanding news they bring to the university and its athletics program.

In August 2014, the Bisk College of Business moved into Babcock Oaks, a facility that is located about one-half mile north of the University Boulevard, Babcock Street intersection. The first floor of the building was renovated to add four dedicated classrooms that are used to teach upper division (3000 and 4000 level) and graduate business courses only. Lower division business courses (1000 and 2000 level) continue to be taught on main campus (primarily in the Quad). The total number of new classroom seats is about 132–136; this includes a 28-seat computer lab. The second floor houses the Offices of the Dean, business faculty and staff and includes rooms/meeting areas for graduate students and adjunct faculty. The renovations also included a green room that will be used to shoot videos for course development in the online programs.

Classes at Babcock Oaks were officially launched in Spring 2015. The CoB worked closely with transportation services to develop an efficient trolley schedule for the students. Because of a limited number of parking spaces, parking was limited to faculty and staff and students who reside off main campus.
The college has launched an annual Student Innovation Challenge and Research Symposium with funding support from the SunTrust Foundation, Harris Corporation, PTC, Inc. and Advisory Board members. Business student teams, as part of the second Foundations of Creativity, Innovation and Entrepreneurship course, are given Raspberry Pi computers and hardware for completing a project as part of the college’s annual Student Innovation Challenge. Students in the MBA and M.S. in Innovation and Entrepreneurship degree programs work on funded research under the mentorship of a business faculty member. The students report on their research as part of the annual symposium.

The Student Business Incubator (SBI), located in Florida Tech’s University Plaza and co-directed by Robert Keimer and Scott Benjamin, supports students of all disciplines in exploring business opportunities and offering assistance in launching a business. A B.S. in Business Administration specialization in entrepreneurship and a minor in entrepreneurship are offered to allow undergraduate students to explore starting a business in the Student Business Incubator for course credit. For students just getting started, there is a weekly networking group. Students have access to business leaders as mentors, networking events, expert speakers, technology (e.g., 3-D printing) and shared space. They also are introduced to popular approaches to business startup that include both the Lean Launchpad and the Business Model Canvas. The students can participate in an annual business plan competition with cash awards.

Scott Benjamin is the advisor to the CoB Investment Club, which is new this year and available for participation by all Florida Tech students. The club hosts business leaders who speak to the club about investment strategies.

The CoB participates annually in the CIBER (Center for International Business and Research) International Business Case Challenge. Tim Muth is the advisor to the students participating in this event held at Georgia State University. One of our business students was on the winning team.

**Difference Maker**

**LEE MARTUCCI**

Lee A. Martucci is the university’s transportation supervisor. The 23-year veteran of the transportation field maintains the university’s fleet vehicles and oversees the operation of the trolley and shuttle services for the campus, among students’ main modes of intramural transportation. Martucci is on the Staff Advisory Committee and conducts the Occupational Safety and Health Administration-required Low Speed Utility Vehicle training.

The College of Science departments foster a culture of community through a variety of events each year. BIO sponsors a Fall cookout for all students (especially encouraging international student involvement) and sponsors an annual Spring cookout and volleyball tournament at the beach. The Biological Sciences (BIO) student organization Tri Beta sponsored a camping trip, fossil-hunting trip, numerous social events and holiday parties throughout the year. Biological Sciences also sponsored eight students to travel to the annual conference of Tri Beta in Chattanooga, Tenn. Chemistry and its student chapter of the American Chemical Society (ACS) sponsored a variety of events including a liquid nitrogen ice cream social and the annual “Mole Day.” The ACS chapter was provided a new student club room in the Olin Physical Science Center. Physics and Space Sciences supports the student living and learning environment through the support of the Society of Physics Students, Students for the Exploration and Development of Space and the Student Astronomical Society, and the department has implemented a much-improved social media strategy to keep current students engaged and the
alumni involved. Education and Interdisciplinary Studies hosted a pancake breakfast for all students once in Fall and again in Spring. Education and Interdisciplinary Studies also fostered enthusiastic student participation in the Brevard Future Educators conference, held on Florida Tech campus in Fall. A sense of purpose and community was generated in STEM Education students through their service in this event that hosted hundreds of regional high school students.

Under Title IX, enforced by the U.S. Department of Education Office of Civil Rights, it is the responsibility of the university to keep its employees and students informed of Title IX responsibilities. The Title IX Coordinator and Deputy Coordinators meet with the Sexual Misconduct Task Force regularly and review policies and procedures to ensure federal compliance with Title IX, the Violence Against Women Act (VAWA), Campus SaVE and the Clery Act.

Some accomplishments to support Title IX and FIT Student Life include:

- A Title IX web page has been developed and added to the FIT website.
- Deputy Coordinators have been identified with two male and one female investigators designated.
- The student Sexual Misconduct policy has been updated and included in the Student Handbook.
- Title IX fliers with contact information have been posted throughout the university.
- The University Experience course now includes a Title IX informative module. All freshman are required to complete the UE course. Consent posters have been posted in all residence halls.
- The “It’s on Us” campaign about bystander intervention was held November 17, 2014.
- The Title IX Coordinator and/or Title IX Deputy Coordinators attended meetings to speak to students, staff and faculty on Title IX.
- HR included the “It’s on Us” video at all new employee orientations.
- The Sexual Assault Prevention Program, an online program for students, is also available to staff and faculty.
- April is Sexual Assault Awareness month. A four-day campaign is planned to reach out to FIT students.
- CAPS has provided “Fraternity Talk” to university fraternities along with providing brochures, adding links to their web page and providing articles in The Crimson.

By sponsoring the Wellness Committee and a multitude of programs, Human Resources has earned $20,000 or more each year. These funds go straight back into additional wellness activities, with the intent that a healthier workforce provides quality employees, quality faculty and a better environment for students.

Security ensures the residence halls are monitored and continues interactions with the Student Government Association (SGA), staff meetings and advisory groups. Security now consists of 33 officers (28 armed officers and five unarmed), which has made a difference in the safety of the campus community. Security also plays an integral role in supporting the Title IX efforts.

Facilities Operations staff have worked with students in the Sustainability program to develop campus-wide guidelines to be used in future transportation planning and in the design of storm water systems. These plans are flexible and will need to evolve over time. The future goal is for these plans to be integrated into the future University Sustainability Plan, and widely accepted and referred to when implementing projects in these two areas. Other Facilities Operations-related objectives in this initiative involved planning, designing and/or constructing new facilities or infrastructure. The current status for each is as follows:

- Improve storage facilities at Anchorage: ongoing; new boathouse is funding-dependent
- Refurbish existing classrooms: ongoing; more classrooms are refurbished annually during summer maintenance
- To create a central pedestrian corridor through campus: this objective is reflected on the latest version of the campus master plan and enhancements are made regularly with landscaping improvements.
In recognition of the global nature of the university’s student body, Evans Library has dedicated staff to providing special services and activities for international and residential students. Some new initiatives that resulted from this include an array of Friday Night Events after the normal Library closing time (5 p.m.) In the next year the Library will help on-campus students get public library cards, create a staff guide on multicultural customs/behaviors, plan orientation workshops for international students and partner with university committees that focus on issues concerning international and residential students to help address their needs. Improvements to the Library space to make it more comfortable, friendly and interactive include: user-friendly signage to improve navigation throughout the library and awareness of research support workshops and cultural events and an open student whiteboard to collect input on a variety of thought-provoking topics providing insight into students’ needs—both academic and social. The Library has added the following new furnishings: desk chairs on the first floor, club chairs, sit-to-stand mobile tables, active sitting chairs, and personal laptop tables. Per student comments, the silent zone on the fourth floor has been made more silent by relocating the study rooms to the third floor. The government documents collection has been reduced in size and a review of more than 120,000 documents to remove outdated material and improve recall of relevant documents has been completed. Repurposed space will be allocated to other initiatives. Informative and attractive visual exhibitions were hosted including reproductions of significant historical documents, photographic exhibits (NASA photo collection on loan from the Foosaner Museum and photo by an FIT student). A new photo collage of Edwin A. Link was installed in the Link room giving students a better understanding of who Edwin Link was. The building was painted, windows were cleaned, new signage on the building and the grounds was added, new plantings were installed and a new bicycle rack was added. In response to student requests for more electrical outlets, 10-outlet power strips were added to study tables on the first floor.

Marketing and Communications takes every opportunity, as appropriate, to make a positive impact on student life at Florida Tech. Some of efforts include:

- Providing interesting, exciting and valuable work opportunities, as well as volunteer blogger opportunities, to students with an interest in marketing.
- Involving student volunteers as “models” for recruitment-oriented photo and video shoots and thanking them with branded giveaways.
- Enlisting student participation in fun, spirit-oriented social media endeavors.
- Gathering student stories, interviewing students and touting student achievements through various communication channels.
- Promoting student events and engaging with student groups on social media.

Web Services facilitated a redesign of the Library’s web homepage to improve usability and better communication. The unit also restructured the university newsroom website to the Wordpress platform design and functionality, allowing for better distribution of university news to the internal student community. In a four-month period, the newsroom received 30,533 page views, compared to 3,636 for the previous version of the site. Web Services also supported the distribution of the new “From the President’s Desk” video podcast via email. The first installment received 435 views. WFIT produces and promotes live performances of local, national and student musicians and singer-songwriters both on and off campus.

WFIT hosts a Market Day event that gives students an opportunity to shop local vendors and participate in showcasing student groups, clubs and events.

Online Learning strives to have online students included in all campus activities whenever possible. This includes being invited to homecoming, sporting events, graduation and alumni receptions. All areas of the university are now including them in invitations and the Quality of Life committee is also reviewing ways in which to engage online students as one of its initiatives. To promote service to their communities, online students are invited to Theta Omega Gamma, the co-educational online service fraternity. One of the online staff supervise this group and continue to be active in all of their respective locations. Online Learning has also integrated the use of social media technology to the Learning Management platform to support a community. Originally, this included just the use of Facebook; however, this has been expanded to include Twitter, Google +,
LinkedIn and a personal blog section over the last year. The learning platform itself was also upgraded to include a one-to-one directed chat feature that can be used student-to-student or student-to-faculty. This feature allows the user to see who is logged into class at that moment and directly contact them. It has been very successful in adding to the quality of the environment and increasing interaction. Future plans include creation of an area called the “Panther Den” that will be tied to student orientation and carried through a student’s entire time as a resource and “home” location for students.

Difference Maker

CHERYL DAVIS

Cheryl Davis, Florida Tech’s first distance learning librarian, serves campus units that are involved with distance education and offers academic support and instruction to the broader campus community. To meet the needs of faculty and students around the clock and around the world, Davis continually creates and updates a wide assortment of research guides and online tutorials.

To promote a paperless campus for policies, university forms and approval processes, the following electronic processes and projects are in progress.

The Administrative Information Technology Committee (ADITC) and Academic Information Technology (AITC) Committee continue to meet on a monthly basis to discuss ongoing technology projects, many of which are related to automation. A new Information Systems Planning Group was created to review and recommend projects for approval by the Administrative Information Technology Committee.

- The change of grade electronic process was implemented.
- The change of major electronic process was upgraded.
- The electronic transcripts project is in progress in coordination with the National Student Clearinghouse and Ellucian.
- The freshman block process was programmed to be more automated.
- Improvements in quality control of document scanning of admission records is being planned.
- Student Financial Services’ statement of financial responsibility, tied to registration, has been implemented.
- Access Florida Tech portal (Luminis) upgrades are planned for enhanced features of student communities; upgrades to dynamic class schedule are in progress.
- New Banner self-service modules of Finance and Travel/Expense are being implemented.
- The Recruiter module has been implemented to take the place of Relationship Management, giving increased functionality to recruiting and student communication.
- An online version of the University Catalog was implemented for the 2015–2016 academic year. Enhanced features for students and academic advisors are available.
- An electronic version of the end-of-course evaluations is being implemented.

To adjust course scheduling to promote and accommodate student involvement:

- Academic Affairs Council continued discussion on courses that might be offered with more sections and/or times changed to benefit specific groups, such as athletes. The consensus among committee members was there are still too few resources (classrooms and faculty) to provide enough flexibility for doing this to a great extent at this time.
• A subcommittee of Academic Affairs Council met with Athletics to determine whether all the sports could use a common practice time for classes to schedule around. To date, Athletics has not been successful in agreeing on a common practice time.

To refurbish existing classrooms and labs and add new classroom space:
• The Registrar’s Office met with Academic Affairs Council and department heads to discuss more space efficient criteria for scheduling classes. The Executive Vice President approved guidelines for campus-wide implementation, which will hopefully result in more efficient space utilization.
• The Registrar’s Office continues to collaborate with Facilities Management, Instructional Technology and Conference Services to communicate needs for upgrades, repairs, technology changes and major renovations.

Difference Maker
GREGORY CONNELL
As director of Residence Life, Gregory Connell is committed to making Florida Tech’s Residence Halls a home away from home for students. He takes a personal approach when assisting students and ensures he is visible and available, attending many university events and visiting the halls on any given night. Connell resolves issues quickly and develops solutions that help students feel empowered.

Counseling and Psychological Services (CAPS) promotes the best possible academic, vocational and emotional health for Florida Tech students by providing a variety of high-quality mental health and wellness services, including outreach/consultation programming and crisis intervention services, to assist students in bettering their overall academic, social and emotional health. CAPS offers a variety of interactive outreach programs each semester on various college issues faced in student life. They are well attended and gives our center the opportunity to further promote a positive living and learning environment.

Counseling & Psychological Services (CAPS) does not actively recruit students to Florida Tech. However, if a potential student or loved one contacts/visits our office to explore the services provided, CAPS staff takes the time to talk with them about the various support services offered to students and provides them with resource information and direction on/off campus, if needed. In some cases, having this information may assist the student/loved one in making the decision to attend Florida Tech.

Discussions have taken place regarding establishing a wellness center to better serve our students in regards to mental health services, medical services, disability services and student health insurance. Through the RFP process for Holzer Student Health Center, a proposal is being made that may make it possible for more collaboration and expansion of these services within the new proposed contract period. Additionally, disability services now report to Counseling and Psychological Services (CAPS).
Strategic Initiative 6: **Technology**

To focus on six key areas to ensure long-range adaptability to a rapidly changing environment: strategic process, decision making, stakeholder involvement, technology use, emerging technologies and reliability.

To ensure long-range adaptability of supportive technology in order to anticipate a rapidly changing digital environment, both in the classroom and out.

The Bisk College of Business (CoB) has a new computer classroom in its Babcock Oaks location. The classroom supports the use of technologies to develop expertise in both the Information Systems major and the B.S. in Business Administration specialization in Information Technology Management; and to introduce students to technologies through courses such as the BUS 3504 Management Information Systems required of all business and aviation management majors.

All business students are introduced to coding concepts through the use of the Raspberry Pi project in the freshman, two-course series Foundations of Creativity, Innovation and Entrepreneurship. The Windchill software, as part of the PTC in-kind software donation, supports business students in learning about product lifecycle management concepts. Abram Walton has initiated a PTC Scholar program that allows both business and engineering students to gain knowledge about product lifecycle management software to be used in an educational setting. The Bisk CoB is exploring the use of SAP technology in an educational setting to introduce business students to Enterprise Resource Planning (ERP) technology.

The College of Science invested in repair of major instrumentation in CHM and BIO and purchased major new instrumentation packages for education and research in PSS. In PSS, undergraduate degree programs have been designed or redesigned in response to NASA strategic goals, a changing research environment and demand from incoming students. The Astrobiology and Planetary Science degree programs are the result of decisions to adapt PSS to these key areas. In every case, PSS has implemented the use of appropriate supportive technologies, with particular focus on gridded/parallel computing. An NSF Major Research Instrumentation proposal was written and submitted for the purchase of a new, state-of-the-art transmission electron microscope to be housed in the High Resolution Microscopy Center, and to support research and student training programs across campus. Another MRI proposal was submitted to fund the development of a high-speed imaging polarimeter for lightning research.

Under Title IX it is the responsibility of the university to keep its employees and students informed of Title IX reporting responsibilities and obligations of responsible employee, complainant's options for confidentiality, counseling or other support services, and the complainant's right to file a Title IX complaint with the school, and to report a crime to campus or local law enforcement. Title IX has used FIT technology focus by creating a Title IX web page and posting it to the FIT website fulfilling the university's responsibility for Title IX requirements. Other Title IX technological focuses include the University Experience course Title IX informative module and Continuing Ed is working with SMTF to add an online program. The “Sexual Assault Prevention Program” will be launched online in Fall 2015. The Crimson newspaper has published articles highlighting Title IX related events.

Human Resources continues to develop mobile apps with Florida Tech’s benefit brand partners and continues to offer newer/easier ways to access data. One project that was completed was the Student Worker program, where students can be hired via an online system, rather than the old paper forms. In 2015, Human Resources introduced a new BenAdmin system, BSWIFT, to better enhance the employees' experience with benefits. Until recently, Security was utilizing computers that were turned in by other departments; these computers were updated for use but had limitations due to the age of their programs. With an increase in the departmental budget, new staff computers were obtained which allow utilization of current programs in order to increase efficiency. Through a collaborative effort with IT, a new online system was developed to allow faculty and staff to register and pay for parking decals online thus making the process more efficient. Future plans are to systemize the student process as well. Ticketing solutions are being evaluated that will automate the process to enable better utilization of officer time.
The 2014–15 year brought quite a bit of focus on cyber security. Two next-gen firewalls were purchased and installed. These devices use unified threat management, which allows multiple security controls from a single management console. Simplifying the complex aspects of cyber security. This aligns with the industry for informational security standards which will be a continual initiative for information technology. A concentration on wireless expansion was worked on over this past year with the purchase of new 25 new 802.11AC access points and 10 outdoor access points. The 802.11AC standard will put wireless network speeds close to 7Gbs. The plan is to continue to deploy more access points to accommodate the device density growth on campus. Plus to further expand outside coverage with an additional 10 outdoor access points. Aruba network engineers, the vendor of the university’s wireless equipment, have worked very closely with the Florida Tech network engineers on optimizing the wireless deployment. Organizational planning was developed around one of the standing IT Committees (ADITC). A new structure was developed by setting up two new sub-committees, Information Systems Planning Group and Information Systems Users Group. The goal of these two new groups is to further vet requirements for new information system requirements, bring forth enhancements to current systems and processes, and finally to be the starting point of control for change management on critical production systems. These targets and projects are then brought up through the executive committees for strategic planning and prioritization. The goal being that the formation of the new committees broadens the involvement of system and technical stakeholders.

These will be closely monitored on how effective the committee handles rapid demands and changes to technology deployments. In support of faculty and students, a new learning management system was rolled out. The new product Canvas replaced ANGEL. Canvas offers many of the benefits of cloud services to campus with seamless upgrades by avoiding downtime. Additionally, it provides new feature sets that enhance the way Florida Tech can provide an online learning environment by offering flexible pedagogy methods through multiple web-based technologies and real-time reporting and analytics on student progress to success within a course. The Office of Information Technology continues to maintain and strive for better baseline metrics for supporting the university’s technical support needs. Below is a snapshot over the past year of the key indicators that are used to measure the performance.

As scholarship is moving from a paper-based world to a digital one, the Library has established the Digital Scholarship Lab (DSL) which contains:

- 5 - GIS workstations and affiliated software
- 3 - 3-D printers
- 1 - 3-D Artec™ Eva Optical Scanner
- 1 - 3-D camera
- 4’x10’ LED panel video wall
- Upgraded technology-lending program to include objects such as Raspberry Pi, Arduino, Google Cardboard glasses, etc.
- iMac computers
- Virtual reality/3-D displays to the DSL

Technology throughout the Library is kept up-to-date. New thin clients for public and staff workstations to upgrade the existing systems and provide better access to streaming media educational materials have been obtained. A touch-screen enabled room reservations for quick selection and booking of available study spaces has been created. Improved the functionality of the Library website has been obtained. A User Experience Web Developer has been hired to completely recreate the Library website and evaluate all the Library database customizations for consistency and implement any new features. Google Analytics will be used on the library website to allow user input to be analyzed to improve the interface. The Library will continue to maintain the Scholarship Repository which functions as the institutional repository and a place to archive and share all scholarship created at FIT. The Library has added more than 150 open access articles published from 2009–present into the repository. Intota has been purchased, which will collect and analyze usage data to determine
the need for electronic resources. An online historical timeline to complement the displays in the University Archives Exhibition Room has been created and will be updated on an ongoing basis.

As prospective (and current) student use of mobile technologies and social media grows, Marketing and Communications seeks to maximize its effective use of these platforms.

• In 2014–2015, University Marketing continued its effective use of the inbound marketing technology, Hubspot, toward the strategic engagement of prospective students (Hubspot upgraded to Enterprise edition this year).
• Launched two Instagram accounts and expanded our use of online advertising technologies including Facebook advertising, retargeting and Google Adwords.
• Teamed up with Web Services to create a Florida Tech Mobile App advisory group to assist in the planning and roll-out of new mobile app add-ons that will be of use to future and current students, faculty and staff.
• Utilized a project management software, Basecamp, to manage and track progress of team initiatives.
• Web Services developed a Summer Camp registration system utilizing the university’s credit card processing functionality. Now, 34 summer camps are currently using the system to accept registration and payments for 2015 summer camps.
• Web Services implemented responsive and mobile-friendly HTML emails for all university email communication designed and developed in-house.

Online Learning is constantly reviewing, discussing, evaluating and implementing new technology. At the department level, it continues to be very involved on all of the technology committees at different levels of the university. This ensures the needs of the online students, faculty and our internal department are represented, which are frequently different, based on Online Learning’s unique structure and 8-week class terms. Online Learning is currently engaged in a complete revision of the technology and systems used for online admissions and review. The impetus of this complete overhaul is two-fold. The first reason is student enrollment and the speed of the process. To be competitive in the market, admissions decisions need to be sent the student as fast as possible, without sacrificing quality. In addition the system must allow outside live updates from Bisk Education while maintaining the internal security of Banner. The custom system is fully designed and currently in the implementation phase. The second reason for the new system was to remove the greatest threat that exists to Online Learning, which is business continuity. The old system lacks full disaster recovery and does its backup into the university servers outside of the state in a way that allows a failure and reboot. The admissions system is critical to the operation and would halt admissions if a full failure was to occur. The new system is part of the backup and recovery in Atlanta. In addition, updates to the technology for the online classroom or learning management system (LMS) are ongoing. Florida Tech has been actively work with Bisk Education on many improvements. The students and faculty have participated in surveys and focus groups. The end result will be dramatic changes across the next year that will increase interactivity and mobile access across different devices and platforms.
Strategic Initiative 7: *Stewardship of University Resources*

*To improve the quality and quantity of human, physical and fiscal resources.*

*To improve the quality and quantity of the university’s human, physical and fiscal resources by working to minimize waste, maximize current resources and improve administrative processes.*

The College of Aeronautics has been increasing its travel, software and equipment funding for faculty for the last two years to promote faculty participation in the national and international conferences, seminars, symposiums, workshops and collaborative research activities. For the last two years the amount invested to support faculty scholarly activities reached $90K plus.

A number of objectives related to increasing the revenue streams for The Scott Center for Autism Treatment follow. To increase potential revenue streams for The Scott Center, the process was begun to become eligible to receive Medicaid funds. The lengthy application process recently concluded with a site audit which was successfully passed and The Scott Center became Medicaid-funding eligible. The training program for parents of children with autism developed as part of a Florida ADP grant is being incorporated into the autism website and will be available to a broad span of people. The Evening of Hope continues to provide a steady revenue stream. The Kiwi Women’s Tennis tournament in June also continues to provide support for The Scott Center. There has been great demand for The Scott Center’s autism services in Indian River County established as part of an Impact 100 grant. A business plan for the Indian River County services is being developed to allow for the continuance of the services after the grant funding. A contract was developed with Nemour’s Hospital Autism Services which pays stipends to ABA students doing their practicum there and to a faculty supervisor/consultant.
Florida Tech has provided space in University Plaza to support the Student Business Incubator (SBI). The facility has shared space whereby students can be exposed to creativity, innovation and entrepreneurial learning experiences. The facility provides students an opportunity to network with other students, faculty and business leaders. It houses a 3-D printer and provides for conferencing and office equipment in support of students exploring or launching a business.

The SBI, located in Florida Tech’s University Plaza and co-directed by Robert Keimer and Scott Benjamin, supports students of all disciplines in exploring business opportunities and offering assistance in launching a business. A B.S. in Business Administration specialization in entrepreneurship and a minor in entrepreneurship are offered to allow undergraduate students to explore starting a business in the Student Business Incubator for course credit. For students just getting started, there is a weekly networking group. Students have access to business leaders as mentors, networking events, expert speakers, technology (e.g., 3-D printing) and shared space. They also are introduced to popular approaches to business startup that include both the Lean Launchpad and the Business Model Canvas.

The Bisk CoB has a 26 member Advisory Board whereby annual contributions provide support of a range of student events, activities and assistantships. Florida Tech’s Development Office supports annual fundraising endeavors, such as the alumni phone-a-thon and contribution letters, to also support the college.

The Bisk CoB has launched an annual Student Innovation Challenge and Research Symposium with funding support from the SunTrust Foundation, Harris Corporation, PTC, Inc. and several Advisory Board members. Business student teams, as part of the Foundations of Creativity, Innovation and Entrepreneurship course, are given Raspberry Pi computers and hardware for completing a project as part of the college’s annual Student Innovation Challenge. Students in the MBA and M.S. in Innovation and Entrepreneurship degree programs work on funded research under the mentorship of a business faculty member. The students report on their research as part of the annual symposium.

The College of Science invested in repair of major CHM and BIO instrumentation that serves both teaching and research needs. These repairs were cost-effective means of extending the functional lives of very expensive ($100K–$1M+) pieces of equipment. CHM has made it a priority to minimize paper records and documents (where appropriate and permissible), emphasizing the use of digital resources. Instructors have been encouraged to enhance online offerings of course materials, homework solutions, class notes and presentation materials in order to reduce the use of hard copies. College of Science departments have added additional recycling bins to encourage sustainability.

Title IX In support of stewardship of the university’s human resources, the Title IX “It’s on Us” video is shown to all new employees at HR employee orientation meetings. The Title IX Coordinator and Deputy Coordinators have presented Title IX information and answered questions at employee and faculty departmental meetings, the University Operating Council, the Senior Executive Council, and to the Board of Trustees. In support of providing an environment that will allow the university’s human resources to accomplish the responsibilities of their jobs and to reach the goals that their supervisors set with them for professional and personal growth, Title IX supports a safe environment free from discrimination and conducive to learning—one that supports safety, diversity and inclusion. The Title IX Coordinator and Deputy Coordinators provide awareness campaigns to faculty, staff and students.

Library staff continually strive to create efficiency and decrease costs. Library staff have been completely restructured to increase efficiency including reorganizing interlibrary loan and document delivery services so less staff are required yet services have increased. More than $28,000 has been saved by changing system service providers. Savings are also being realized by using demand-driven selection methods for eBook purchases so only needed titles are purchased. System improvements planned for the next year include upgrading and self-hosting the interlibrary loan software (Illiad). All staff computers and servers will be updated to the latest versions for efficiency and security. Professional development opportunities will continue to be available including training on new software and technologies in the DSL. New programs for Librarian-in-Residence (LIR) and Short-Term Visiting Fellowships (STVF) were developed. The first LIR was overseen in May 2015. The FIT
University Archive Exhibit Room was created including an interactive historical timeline to showcase past accomplishments of faculty, students and alumni.

The permanent exhibition will be modified to feature university landmarks. Interim accommodations for the archival papers have been identified but to be better stewards the new University Archivist has developed plans for better climate control and improved conditions and furnishings for physical archives.

Supporting proper stewardship of university resources, the Florida Tech brand chief among them, Marketing and Communications:

- Led a quarterly trademark committee meeting to discuss and make decisions regarding logo usage, brand licensing, new mark development and propagation and trademark protection.
- Successfully facilitated the federal trademarking of the Florida Tech tagline, “High Tech with a Human Touch,” and its supplementary taglines, “Florida’s STEM University” and “Florida Institute of Technology, The STEM University,” as well as re-evaluated and renewed its state trademarks.
- Conducted an annual review of paid advertising and subscription services to determine ROI and modified marketing plan accordingly.
- Regarding the goals of boosting attendance at Florida Tech’s two arts facilities and of increasing clients and volunteers at the university’s Women’s Business Centers, the University News Bureau leveraged news releases, direct media pitches and other means to highlight both the variety of programming at these three critical university assets and their own individual accomplishments. These efforts garnered consistent, sustained attention, which included more than 50 news releases from the university and more than 70 articles or items in Florida Today alone, with dozens of other instances of coverage online at SpaceCoastDaily.com, in the Orlando Sentinel and across Vero Beach media, among other outlets.
- Additionally, Marketing and Communications used the spectrum of Florida Tech publications, including the online and print newsletter and alumni magazine, to continue to enhance community awareness and appreciation of the Foosaner Art Museum, the Funk Center for Textile Arts and the Women’s Business Center.
- WFIT staff regularly attend industry specific conferences enhancing its efforts to remain on the cutting edge of broadcasting trends and technology. Training areas include programming, development and IT innovation. WFIT studio facilities are maintained and upgraded to ensure state-of-the-art equipment and technologies are utilized in broadcasting and recording, and available for university and community use.

Online learning engages all its staff to review quality of the work experience, culture of the specific department and use of resources. Online Learning operates on the belief that it should take care of its employees, surroundings and resources as if they were its own. This has long been the values of the department and Online Learning plans to continue that in future years. Specific initiatives include being as green as possible with the use of products, printing of materials and consumption of resources. Online Learning makes a concerted effort to be a leader on campus for paperless processes in all areas. As a unit that is housed off the main campus, staff carpool for campus-based events using a hybrid vehicle or commission the trolley for larger events support by the Executive Vice President. Online Learning is a campus leader in requesting changes to process and technology to better serve the online students and faculty. Many of these changes minimize waste and increase improvements. The great majority of online students prefer self-service with technology. They want their own access to complete a process, form or whatever is needed, at their discretion. When the university builds that for them, campus students can benefit and take advantage of the same technology. The end result is that staff and faculty are able to focus their time on more valuable efforts rather than mundane repetitive tasks. This improves the overall quality of the university’s human resources and requires less fiscal resources across time. This is a constant ongoing effort in Online Learning.

The specific aspect of this strategic initiative that pertains to the Office of Research is to provide faculty with incentives and support to develop international reputations and conduct transformative research. For the
second full academic year, the Office of Research has provided administrative support and intellectual input to the Research Council, whose recommendations reflect faculty needs in the area of investigator-initiated research and have been adopted by the university. The September 2014 overview by the Research Council outlined several new incentives including: extension to three years (from one year) for expending fixed-cost funds beyond project closeout, new “green card” procedure returning 50% of green-carded salary to the PI, a dedicated marketing coordinator for research, and the Research Equipment Program (REP) funding provided by Florida Tech. The ultimate goal is to maximize resources to provide the most efficient return on investment in research infrastructure and to address the research needs of the faculty.

A Research Equipment Program was developed at the recommendation of the Florida Tech Research Council and with the approval of the Executive Vice President and Chief Operating Officer. The purpose of the program (fund) is to support the acquisition of research equipment and instrumentation. Awards will be used to fill existing infrastructure gaps for the advancement of research and scholarly activities by providing funding for needed equipment and/or instrumentation.

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<th>PI(s)</th>
<th>Co-PI(s)</th>
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<td>Dr. Ray, Dr. Zhang and Dr. Bostater</td>
<td>Dr. Jones, Dr. Subasi, Dr. Liu, and Dr. Baum</td>
<td>Blueshark Cluster Upgrade</td>
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Florida Institute of Technology hired its first University Sustainability Officer to help aid in developing and promoting sustainability across campus. The Sustainability Office has been actively tracking the university’s utility consumption along with benchmarking current campus building performances to assist in developing energy reduction strategies and initiatives. Through the use of Energy Star’s Portfolio Manager Program, the university is able to track building GHG (greenhouse gas) emissions coupled with their EUI (energy use intensity) to bridge building operation efficiency gaps. This benchmarking effort has also provided the Sustainability major/minor students with an opportunity to work with the Sustainability Office to develop campus initiatives for their capstone course with emphasis on improving current campus operations while reducing the university’s environmental footprint.

Other efforts from the Sustainability Office include the development of the sustainability brand and the campus’s first University Sustainability Guide in partnership with Marketing and Communications and the University Sustainability Council. This guide is aimed at showcasing how sustainability has been adopted and implemented across campus while providing tips and insights into becoming more sustainable throughout one’s daily life. Distribution of this guide will start at the beginning of the Fall semester to better promote and foster the culture of sustainability across campus for all incoming students, faculty and staff.
Strategic Initiative 8: **Research and Sponsored Programs**

To promote, foster and sustain high-quality research to meet societal needs by providing a supportive environment for scholarly inquiry and to increase research opportunities for faculty, postdoctoral scholars, and graduate and undergraduate students.

To foster and promote high-quality research by supporting scholarly inquiry, increasing opportunities for interdisciplinary connections, and constructing a supportive environment to make knowledge production visible and relevant.

In addition to the ongoing $400K research program, this year CoA faculty together with other faculty from different colleges and universities submitted four new grant proposals to NASA and FAA totaling $4 million. Also, CoA faculty in conjunction with CoS and CoE faculty have been involved in scientific research type consulting programs under the $7 million consulting contract signed with Turkish Airlines in Summer 2013. Since Fall 2013, CoA faculty members published more than 30 papers in peer-reviewed academic journals and presented more than 65 papers in national and international academic conferences. A significant amount of these papers were authored by graduate students and junior faculty under the mentorship of senior faculty members.

**Difference Maker**

**FRANK WEBBE**

Frank Webbe aims to ensure that Florida Tech’s student-athletes graduate with healthy brains. Nationally recognized for his research and scholarship in sport-related concussion, the professor of psychology and NCAA Faculty Athletics Representative uses his professional expertise to maintain a concussion management program based upon empirically validated best practices.

For research funding, CoPLA wanted to submit at least one grant in each of three key areas.

- Autism—Five grant proposals submitted
- I-O cultural competence—Six grant proposals submitted
- Behavioral health—One collaborative training contract submitted and 12 doctoral projects topics were in behavioral/integrated health.

The number of grant proposals submitted during AY15 rose to 15 (11 in AY14), with total amount requested at $1.3M. This is due to a strategic focus in this area and the institution of a CoPLA faculty mentoring program. At this point, current awards remain level with last year’s at $608,300 (AY14=$611K); however, an additional $400K grant (Navy) has been preliminarily approved and should start this summer.

The Bisk CoB has received funding to support research endeavors by its faculty. Scott Benjamin has received $75,000 from the FAA federal agency to conduct research on an industry analysis of the commercialization of space. Scott Benjamin and Abram Walton are part of the research group associated with the College of Engineering’s NSF Pathways to Innovation project. Abram Walton is a Co-PI on the Keen Foundation grant, which awarded Florida Tech $276,000 supplemented with a $155,153 university match.
The Bisk CoB launched a College Graduate Student Assistantship program during the 2014–15 academic year. Several Advisory Board members and the PTC, Inc. have provided funding support for graduate students to conduct research with a faculty mentor. During each year of funding, the graduate student researchers are required to submit a technical report and give a presentation at the annual Bisk College of Business Student Innovation Challenge and Research Symposium.

Joan Wiggenhorn and Amitabh Dutta received a Florida Tech Academic Information Technology Committee (ACITC) minigrant entitled, “Electronic Applications for Performing Corporate Financial Analysis.” The goal of the project was to develop technology-based instructional materials to support a foundational course in finance.

The College of Science maintained this year the highest absolute level of external research funding of any college and maintains the highest per capita (per faculty and per student) level of external research funding of any college. Extramural funding in BIO increased from was $7.80M in January 2014 to $8.43M in January 2015 (an 8.1% increase). While funding levels decreased overall in PSS, its funding was the second highest in the college. The decrease in PSS was due to faculty turnover and the ending of some large grants, but new funding successes this year and new faculty hires this year are aimed at increasing overall funding levels. Six faculty were granted sabbaticals in AY 2014–15 to pursue their research: two in BIO, two in PSS and two in CHM. For the first time in 10+ years, CHM provided funding directly to faculty for research supplies, with the aim of increasing research productivity and external funding for research. CHM also acquired a state-of-the-art liquid chromatograph/mass spectrometer through the newly initiated REP program. This instrument will be used extensively by CHM faculty and students, reducing the dependence on expensive, external analysis of samples, and providing new data in support of research proposals to funding agencies. Two Major Research Instrumentation proposals were submitted to NSF, one for the purchase of a new, state-of-the-art transmission electron microscope to be housed in the High Resolution Microscopy Center, and to support research and student training programs across campus. The other is designed to fund the development of a high-speed imaging polarimeter for lightning research.

The Library supports research by providing access to the latest research around the world including a new subscription to the complete Science Direct database. Additionally the Library has partnered with the Office of Research to provide Successful Research Grant Planning workshops, consulted with faculty submitting data management plans with their grant proposals, and established the DSL to promote digital scholarship and interdisciplinary research. The Library also began to administer the university’s Open Access Fund on behalf of the Office of the Executive Vice President and Chief Operating Officer. The Library will continue to educate faculty and student about the open access movement. Going forward, the Library will continue to acquire needed research resources.

Improvements to the online Research Portal have been made to enhance communication and usability for professors to encourage better participation. Visits to the Research Portal increased 29% from the previous year, continuing to demonstrate the growing value of showcasing university research. A research writer position was created, designed to focus specifically on promoting the research accomplishments of the faculty. Story placements on high-profile websites and news outlets including, USA TODAY, BBC News and Reuters, have increased.
**Difference Maker**

**DANIEL BATCHELDOR**

Daniel Batcheldor is an astrophysicist and head of the department of physics and space sciences. He and his students investigate how black holes shape the ways galaxies evolve and are developing instruments for imaging planets around other stars. Batcheldor frequently uses the Hubble Space Telescope and tests equipment on the International Space Station.

Florida Tech has an established reputation for conducting cutting-edge research in several disciplines.

The primary administrative unit responsible for managing all research, sponsored programs, training and consulting is the Office of Research. The Office of Research focus on supporting faculty through education and workshops on assembling competitive federal grant applications. In collaboration with the Evans Library, two workshops on writing competitive grant proposals were provided to faculty over the past year, with a focus on those early in their career. In addition, working group meetings were held to identify multidisciplinary teams of faculty to compete for NSF, EDA and FAA open solicitations. New incentives in the areas of green-card salary return and increased time for expending awards were also established. Moreover, several research proposals submitted by Florida Tech in response to federal funding opportunities were strengthened by support letters provided by elected officials at the federal level, including Congressman Posey and Senator Nelson. The ultimate goal is to increase research expenditures by at least 5% over the prior year.
Difference Maker

LISA PERDIGAO

Lisa K. Perdigao is a professor and humanities program chair in the School of Arts and Communication. She is the recipient of the Award for Excellence in Research and the Kerry Bruce Clark Award for Excellence in Teaching. Her work in American literature, cultural studies and media studies translates to innovative and popular courses where students analyze texts ranging from canonical novels to contemporary television series.
Strategic Initiative 9: Funding

To increase overall university funding to diversifying funding sources through building greater affinity with organizations and individuals who are likely sources.

To increase overall university development to diversify funding opportunities by networking with organizations and individuals who share the vision of Florida Tech.

CoPLA’s goal for AY15 is $321,345 (10% more than previous year’s total of $292,132).

Difference Maker

DAVID A. WILDER

David Wilder is a professor in the School of Behavior Analysis. He conducts research on effective teaching practices and methods of reducing behavior problems among children with intellectual disabilities, including autism. He has published over 70 articles in professional journals on these topics.

The Bisk CoB has received funding support as tracked by the Office of Development.

The amounts for AY15 are listed below, reported by the Development Office

- Cash Contributions: $175,394
- Gifts-In-Kind: $93,600
- Pledges: $60,995
- Payments: $201,473 (Bisk Family Foundation)
- Total: $531,462

The total includes fundraising endeavors through phone-a-thons and letters sent to alumni, the Advisory Board member annual $1,000 contribution, Bisk Family Foundation in support of the Bisk CoB Babcock Oaks location, SunTrust Foundation ($10,000), Community Credit Union ($16,350) corporations (e.g., Harris, Revolution Technologies, PTC, GE, DynCorp) endowments and scholarships, among others.

Florida Tech Consulting

Abram Walton and Darrel Sandall have brought in funds through Florida Tech Consulting as follows:

- Harris Corporation: $10,000
- GE Transportation: $75,000
- Total: $85,000

Federal Funding

- Scott Benjamin has received a $75,000 FAA grant.

Foundation Funding

- Abram Walton is the Co-PI on a Keen grant, Kern Family Foundation, totaling $431,153 (including $155,153 of Florida Tech matching funds.)
Florida Tech Consulting (FTC) teams Florida Tech faculty and expertise with businesses who need collaboration on a project, have a problem to solve or have an idea they would like to expand upon. FTC works with its clients to enhance their business on all levels. Clients include:

- Brevard County
- Harris Corporation
- L3 Communications
- Libetay Aerospace, Inc.
- Matrix Composites, Inc.
- Melbourne International Airport
- Modus Operandi, Inc.
- Ron Jon Surf Shop
- Government Contracting Resources

The College of Science actively works to develop partnerships and to attract external funding through private donors and state and federal funding agencies. Private donors this year have funded scholarships, outreach programs and scholarly research. For example, the Gary Wells Endowed Undergraduate Scholarship Fund reached its target goal and the Dr. and Mrs. Pieter S. Dubbelday Scholarship Endowment in Physics was completed with an agreement and full funding. At the Vero Beach Marine Laboratory (VBML), a summer camp has been established and school groups attend day camps throughout the school year. Both of these programs are supported by a new private donor campaign that has yielded thousands in donations in its first few weeks. Research funding in CoS is the highest of any Florida Tech college on campus in absolute amount on a per-faculty basis. BIO saw an 8% increase in external research funding over the past year and MTH experienced a nearly ten-fold increase in external funding, reaching the highest level in its history with over $837K in grant funding. After years of development, a strategic partnership between Florida Tech and the Bonefish & Tarpon Trust (BTT) was been realized this year. Its goal is the development of VBML for fish aquaculture and research, and for stock enhancement of commercially important marine fish species. A memorandum of understanding was signed that provides the foundation for funding a multimillion dollar research and education facility at VBML. CoS also forged a relationship with Florida Organic Aquaculture to support a postdoctoral scholar in Biological Sciences and provide the opportunity to expand the department’s existing program in Aquaculture. In EIS, the STEM Education program (UTeach) is in its final year of funding ($1.6M total) from the State of Florida. To ensure program longevity and self-sufficiency, multiple major grant proposals were submitted this year; all are still pending decisions. CHM held meetings with executives of Harris Corporation, which yielded a student field trip to their research labs. This effort in part helped secure the hiring by Harris of three Florida Tech undergraduate students who perform research in CHM laboratories as Harris interns. This year the incoming CHM department head also visited Harris Corp. executives, who expressed interest in working on collaborative projects related to materials development. In addition, CHM faculty developed a relationship with NASA and corporate partners for the development of novel polymers and nanocomposite materials. This effort led to funding of a research faculty position. CHM faculty also worked to build strong industrial and academic collaborators in support of new pharmaceutical products for the treatment of inflammation and memory disorders.
Development’s main objective relative to this has been focused on the planning, launching and execution of a comprehensive capital campaign. Eight actions/activities with associated goals related to the capital campaign were identified as being critical steps toward the launching of the public phase of the campaign. In particular, focus will be on building the endowment.

HR is a non-revenue generating department. Funding options are available through the Wellness program and continues to reach the maximum award from ICUBA each quarter. The award has consistently increased over the last three years, starting in the $4,000 per quarter range, and now up to $6,000 per quarter.

To improve fiscal resources, the Library is working with a new fundraising director to establish new prospects. To date, the donation/naming opportunities/giving webpage has been modified. The Library has also partnered with local historical groups to create a Florida Tech-related community member oral histories project and has been seeking outside funding.

Marketing and Communications supports the funding needs of the university by consistently showcasing Florida Tech innovation and research. Publications like Florida Tech Today magazine, Discovery magazine, the Create the Future capital campaign newsletter, etc., are regularly updated with stories that feature call-to-action messages for giving. These messages are also shared across the Florida Tech website and social media. WFIT continues to solicit individual, foundation and corporate support of the station. The station also produces income streams from other sources such as facility rentals and special events.

Online Learning is responsible for the growth and development of our partnership with Bisk Education. The CoB also represents the university and works to develop relationships with all of the Online alumni, many of whom are professionals in their field prior to attending a degree program with the CoB. The CoB will continue to build and develop relationships or partnerships that support the funding and growth of the university.

A key element of this strategic initiative is to diversify funding sources by identifying organizations that are aligned with the capabilities and expertise of Florida Tech faculty. Over the past year, the following activities were carried out by the Office of Research: First, and vitally important, was the achievement of an increase of research expenditures by 5% by Florida Tech faculty, demonstrating competitive ability on the national level to secure research grants and contracts. Second, in support of obtaining increased research funding, both in-person and virtual/videoconference meetings were held with NIH, FAA, NSA and NSF program managers to develop white papers and align research proposals more closely with federal program objectives with the purpose of receiving research funding in this highly competitive climate. Third, diverse opportunities from funding sources such as the Florida Space Grant Consortium and the Oak Ridge Associated Universities (ORAU) are promoted on campus. Those opportunities include the Faculty Travel Grants, the Power Junior Faculty Award, High Performance Computing Grants and Event Sponsorship Grants. Fourth, research funding from the Naval Air Station—Patuxent River (PAX), a division of the Department of Defense, is being pursued in cooperation with the College of Engineering to carry out NAVAIR science and technology objectives. Finally, the Office of Research continually maintains a strong university presence for the purpose of identifying new funding opportunities at the following research organizations: Florida Research Consortium, Florida Institute of Oceanography, ORAU, the Council on Undergraduate Research and the National Council of University Research Administrators.
Strategic Initiative 10: Communication and Teamwork

To promote an inclusive, engaged community through communication and dialogue while fostering a culture of trust and collaboration.

To improve university communication by promoting an inclusive environment, community engagement, collaboration and dialogue.

The Bisk CoB holds faculty retreats at the beginning of each semester and monthly faculty meetings to promote effective communication and collaboration in education, research and service initiatives. The college has a Faculty Research Colloquium whereby each faculty member presents his or her research as a monthly talk series. The faculty, staff and students form a team each year to participate in the Florida Tech Homecoming 5K. The college has biannual meetings with its Advisory Board along with a holiday gathering. The board is very active in the support of student activities and events. They serve as judges for the SBI Business Plan Competition and the Student Innovation Challenge and Research Symposium; mentor students in business startup and in support of the Student Investment Club; they interview students as part of the Student Mock Interviews event and provide practicum projects, among other activities.

The College of Science hosts productive, biweekly meetings of deans and department heads, and departments hold weekly or biweekly faculty meetings. CoS also hosts irregularly scheduled lunch meetings with administrative assistants. In addition, BIO hosted a breakfast micro-retreat for faculty and staff each semester during AY 2014–15. EIS hosted two pancake breakfasts attended by undergraduate and graduate students as well as all faculty, the department head and the CoS dean and associate dean. The dean’s office hosted meetings of its graduate student advisory committee and its undergraduate student advisory committee. In each, students discuss issues and concerns directly with the dean and associate dean and the deans provide constructive feedback to students along with information on new opportunities and programs that affect students. The dean’s office provides constructive feedback and uses student responses to effect change where possible to increase student satisfaction and therefore retention. For the first time, CHM provided more substantial funding for seminar speakers from other Florida universities to enhance scientific collaboration and dialogue. As a result, CHM faculty have been offered support to give seminars at other Florida universities. College of Science faculty and students are active proponents of community outreach. CoS hosts the monthly Science Café, a public forum for discussion of topical issues in science and engineering. Ten meetings of Science Café were held during the academic year and most presenters were from CoS or other Florida Tech colleges. Physics and Space Sciences hosts the monthly, public Science Lecture series on campus, followed by a public viewing session at the campus observatory on the roof of the Olin Physical Sciences Center. CoS also engages in a variety of other public outreach, including a variety of programs offered in collaboration with the Brevard Zoo and outreach events hosted by the Vero Beach Marine Laboratory.

The Title IX Coordinator has engaged in the community and established relationships with the Brevard County Sheriff’s Office, Melbourne Police Department, Palm Bay Police Department, City of Melbourne and the State Attorney’s Office’s Brevard County Sexual Assault Response Team (SART) to support the FIT Title IX program. Support Services has supported the United Way of Brevard campaign at FIT as campaign manager and loaned leader. Through the employee, alumni and trustee giving and generosity, the 2014 campaign year event raised $177,543 in contributions.

HR continues to partner with departments and faculty and has rebuilt the trust and confidentiality with the team, so that deans are now working openly with HR on employee issues, hiring, development, etc. In 2015 it will continue to ramp up manager training options.

Security is involved in planning and collaborating the large numbers of events being held on campus and works with all the university departments and organizations in the efficient planning of events. The success of this collaboration engenders and strengthens mutual trust and collegiality. Some successful events are as follows: Chopper Dropper, Botanical Fest, Foosaner Art Museum events, President’s Picnic, Commencement,
Athletic events, i.e., football, VIP visitation, Homecoming, Parent’s Weekend, Move-in Weekend, Greek Week, Humans vs. Zombie events, meeting fraternities and sororities, lecturing in classes, coordinating with FIT Aviation.

This year training was acquired from Ellucian on the deployment and use of some of the advanced features in Luminus (access.fit.edu). This training will help the team deploy communities for social and communication service aspects for the campus portal. The upcoming goal is to have the steering committee set a date for its release. Information Technology established a new email list to notify departments about non-critical changes or enhancements (it-notifications@lists.fit.edu). Information Technology helped with the production of the president’s video blog. The department plans to continue to support such efforts.

To meet this initiative, the Library has developed new ways to interact and get feedback from the greater FIT community and beyond. In addition to Library personnel serving on various university committees and the publication of its monthly newsletter, Library Information Links, the Library has started hosting “Library After Hours” events that are open to the public. The Library has begun to live stream and archive research workshops, bringing the on-ground experience to online students. The Library is communicating its successful experience with FIT’s first MOOC in a workshop to be delivered through the North Eastern Florida Library Network. To encourage collaboration among the entire Library, the team held a series of strategic planning retreats and created a five-year strategic plan. The Library is also working on better internal communication by creating policies like new Librarians Advisory Council Guidelines as well as Bylaws for the Library Faculty Council. The Library has also set up Confluence Wiki for internal library procedures and has a number of initiatives planned to train its 60+ federal work-study students. In the next year, the Library plans to continue to move public and internal policies to the university’s policy system, and develop and administer user surveys to assess current and future service needs. The Library also plans to expand its use of social media (Facebook, Twitter, Instagram) to broaden its reach within the FIT community and among student organizations.

Fostering growth and building success across the university takes a multifaceted approach, and one key element is ensuring that stakeholders—whether community members or alumni, business leaders or local, regional, national and international media—are informed of the important achievements, events, research findings and more that emanate from Florida Tech. In AY15, 227,260 copies of Florida Tech Today magazine were distributed to alumni, friends, parents and other supporters. Examples of articles that were crafted to tell the story of the university and its people:

• Lagoon Life: The Indian River Lagoon is in distress, but Florida Tech researchers—faculty, students and alumni—are answering the call.
• Can We Have Security and Privacy: Richard Ford, head of the department of computer science and cybersecurity, questions the conundrum of the Information Age.
• Guiding Principals: Mentors Play Key Role in Student Success at Design Showcase.
• Creatively Engineering: Engineering students are exposed to arts, culture and the world outside engineering to broaden the students’ horizons and spark new ideas.
• Safe and Secure Airfields: Florida Tech alumni work together to improve runway safety.
• What is Your Personal Connection: Christian Tamburr, the 2014 Music Artist in Residence, discusses the power of connecting yourself with your work to find success.

With more than 230 news releases issued over the last 12 months—an average of nearly 20 per month—the volume was matched only by the variety of topics and interested outlets, from international media to alumni. News outlets in the United Kingdom, Spain, Australia and Brazil reported Florida Tech news, including the Daily Mail, Phys.org, BBC, Australia Broadcast Network and more. U.S. media were just as interested in Florida Tech news, with CNN, Discovery Channel, Reuters, Huffington Post, BuzzFeed, Science.com, The Washington Post and others running news items involving the university. From aviation safety and trends to powerful research on global warming and corals to a Top 200 ranking among global universities, the communications team promoted Florida Tech’s achievements and successes. And the innovations continue. In early 2015, Florida Tech
launched a revamped, revitalized digital newsroom that offers more powerful presentations of university news releases, more sophisticated and prominent organization and a better pathway to other publications, including the research magazine, newsletter and alumni magazine.

Web Services completed 135 email communications for university departments promoting events, programs and assorted communication initiatives. WFIT provides information about the various aspects of the university to faculty, staff, students and the community both on air and on its website. Broadcasts include Inside Florida Tech, International Student Spotlight, Musical Student Profile, Psychology Science Minute, public service announcements and more.

Online Learning is a highly collaborative department. This originally grew out of necessity because it works with all of the colleges on campus. It must be able to support a graduate student in an Engineering program just as well as it supports an associate degree student in Liberal Studies and work with each of their academic departments. By definition that will require excellent communication and a paradigm that all of Florida Tech is really one team. As an organization, Online Learning values internal and external customer service equally high and currently maintains that on a daily basis. It’s the hope of Online Learning that anyone on or off campus, student, faculty or staff, will say “those online folks, they are great to work with.” Online Learning as a whole participates in numerous committees and events on campus. Ranging from being the three-time homecoming decorating champions to staff advisory council, academic committees, technology committees and all other area of the university.

The Office of Research worked closely with the Office of Marketing and Communications over the past year to increase university communication to external stakeholders. Vital was the creation of a marketing coordinator for research, a position responsible for promoting the research accomplishments of Florida Tech faculty and students to the local, national and global media. Through the IP attorney’s office, the intellectual property available for licensing or sale is promoted. Many contacts with companies and other institutions have been made and negotiations are ongoing. The Research Office reports the newly awarded contracts and grants to Florida Tech on a monthly basis. The Marketing and Communications Office is continually being updated on the awards. In addition, the Office of Research specifically informed the federal delegation of pertinent research activities and other newsworthy events at the university. Similarly, the Research Office provided assistance and guidance in the development of a new online portal entitled “Research at Florida Tech.”

Counseling and Psychological Services (CAPS) makes a strong effort to communicate and collaborate with students, faculty and staff to promote a healthy and safe campus environment. The services and outreach the center provides help to accomplish these tasks.

**Difference Maker**

**HECTOR GUTIERREZ**

Hector Gutierrez, a professor in Mechanical & Aerospace engineering, joined Florida Tech in 1999. He conducts research in flexible structures, mechatronics and aerospace systems and is author or co-author of over 80 publications and two book chapters. Gutierrez received several research awards including the National Science Foundation CAREER Award and the Office of Naval Research Young Investigator Award.
TARGETING THE TOP TEN—APPENDICES

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Florida Institute of Technology

FIT Environmental Scan
Detailed SWOT Analyses & Key Performance Indicators

Overview
• Mission, Values, & Core Vision
• Academic Affairs SWOT & KPIs
• Student Affairs SWOT & KPIs
• Executive (Overall) SWOT & KPIs
• Next Steps
Student Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation and Athletics</td>
<td>The GPA of athletes</td>
<td>3.14, trending up</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>Number of club sports</td>
<td>17, steady</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Number of students in intramural sports</td>
<td>2,335, trending down</td>
<td>2,500</td>
</tr>
<tr>
<td></td>
<td>Recreation center usage</td>
<td>133,920, trending up</td>
<td>140,000</td>
</tr>
<tr>
<td></td>
<td>Recreation center memberships (e.g., community members, faculty/staff)</td>
<td>238, trending down</td>
<td>270</td>
</tr>
</tbody>
</table>

Student Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service</td>
<td>Service hours completed</td>
<td>11,845, trending down</td>
<td>12,000</td>
</tr>
<tr>
<td></td>
<td>Number/percent of students involved</td>
<td>4,201/68%, trending up</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Alternative Spring Break programs</td>
<td>2, steady</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Number of programs</td>
<td>89, trending up</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>NSSE: Florida Tech has adequate community programs and opportunities for civic engagement on campus.</td>
<td>71%, trending down</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Number of community partnerships</td>
<td>86, trending up</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Impact on community ($ raised)</td>
<td>$40,218.80, trending down</td>
<td>$50,000</td>
</tr>
</tbody>
</table>
Student Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and Security</td>
<td>Crime rates (list of those that require a report)</td>
<td>450 reports, trending up</td>
<td>450 reports</td>
</tr>
<tr>
<td></td>
<td>Number of staff members</td>
<td>40 staff, trending up</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Response time to calls/incidents</td>
<td>3-5 minutes avg.,</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>Neighborhood crime rates</td>
<td>431, generally steady</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number outreach programs, hours</td>
<td>8 programs/286 hours</td>
<td>12 programs</td>
</tr>
<tr>
<td></td>
<td>Vandalism incidences</td>
<td>94, trending up</td>
<td>85</td>
</tr>
</tbody>
</table>

Executive Leadership

SWOT Analysis

**External Opportunities**
- Various Local Partnership Opportunities Still Available
- High International Demand
- Good relationships with external sites at Military bases
- Expanding markets in tech transfer worldwide

**External Threats**
- Increase in violence at Universities
- Hiring nationally in STEM and Business is competitive and expensive
- Forced reductions in Military
- Pushback against Higher Education

**Internal Strengths**
- Dedicated Staff
- Success in Recent SACS Reauthorization
- Successful Capital Campaign
- Commitment to Mission

**Internal Weaknesses**
- Constrained budget
- Increasing turnover in senior leadership positions
- Need to focus Strategic Plan

- (maximize internal strengths and external opportunities)
- Build additional partnerships with expanding local industry
- Leverage new QEP to forge new international markets
- Actively promote promising technology to world markets

- (maximize internal strengths against external threats)
- Continue to improve safety and contingency plans on campus
- Improve startup packages for most promising STEM hires
- Broaden appeal of FIT education to military extension sites

- (minimize internal weakness by maximizing external opportunities)
- Reduce dependence on tuition through tech transfer & partnerships with industry
- Focus strategic plan to fully integrate budget, capital, & academic vision for next 5 years

- (minimize both internal weaknesses and external threats)
- Minimize some budget pressures by closing low yield programs
- Reward and encourage leadership
- Assess effectiveness of all safety and security expenditures
- Better Link budget to strategic plan
### Executive Leadership Key Performance Indicators (KPIs)

<table>
<thead>
<tr>
<th>Core Value</th>
<th>KPI</th>
<th>Data, Trend</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success and Lifelong Learning</td>
<td>Retention</td>
<td>1st yr = 76%, trending down</td>
<td>1st yr, 80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd yr = 68%, trending up</td>
<td>2nd yr = 70%</td>
</tr>
<tr>
<td></td>
<td>Combination of high school GPA and test scores (SAT, ACT)</td>
<td>SAT = 1147, steady</td>
<td>SAT = 1200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACT = 25, steady</td>
<td>ACT = 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GPA = 3.41, trending up</td>
<td>GPA = 3.5</td>
</tr>
<tr>
<td></td>
<td>Graduation Rates</td>
<td>4 yr = 35%, trending down</td>
<td>4 yr = 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 yr = 55%, trending down</td>
<td>6 yr = 65%</td>
</tr>
<tr>
<td></td>
<td>Satisfaction with variety, quality, quantity of programs/activities</td>
<td>68%, trending downward</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>% of graduates in positions consistent with personal and professional goals (6 month)</td>
<td>Employment 58%, steady Grad school 36%, steady</td>
<td>Employment 60% Grad school 40%</td>
</tr>
<tr>
<td></td>
<td>% alumni giving (updated formula)</td>
<td>4%, trend unknown</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Executive Leadership KPIs (Cont.)

<table>
<thead>
<tr>
<th>Core Value</th>
<th>KPI</th>
<th>Data, Trend</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in Undergraduate and Graduate Research</td>
<td>Average Freshman Class Size</td>
<td>20, trending down</td>
<td>Maintain 20</td>
</tr>
<tr>
<td></td>
<td>Full-time to Part-time ratio faculty FTE</td>
<td>7.5 full-time faculty to 1 part-time, trending up</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% Total research spent/total budget</td>
<td>5%, trending up</td>
<td>10%</td>
</tr>
</tbody>
</table>
Executive Leadership KPIs (Cont.)

<table>
<thead>
<tr>
<th>Core Value</th>
<th>KPI</th>
<th>Data, Trend</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizenship</td>
<td>Participation in Study Abroad</td>
<td>1%, trending up</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>Percentage attending International Events</td>
<td>40 events and est. 1,875 attendance, trending up</td>
<td>45 events 2,000 attendance</td>
</tr>
<tr>
<td></td>
<td>Percent/numbers of UG international students</td>
<td>32.4%/1,102, trending up</td>
<td>1,100 total international UG</td>
</tr>
<tr>
<td></td>
<td>UG funding rates</td>
<td>66.5%, trending down</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Grad funding rates</td>
<td>40.1% trending down</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Total funding rates</td>
<td>57.4% trending down</td>
<td>50%</td>
</tr>
</tbody>
</table>

Next Steps

1. Continue to Prioritize FIT Core Values
2. Strategize Steady Improvement for each KPI
3. Continue to build undergraduate and graduate research excellence through incentives, recruitment, and new sponsored research opportunities.
4. Continue to raise undergraduate admissions standards
5. Continue to hire research-ready faculty
Mission & Core Values

Provide high-quality education to a culturally diverse student body in order to prepare students to enter the global workforce, seek higher-education opportunities, and serve the community. The university also contributes knowledge through basic and applied research in order to serve the diverse economic, cultural, and societal needs of our local, state, national, and international constituencies.

Mission

1. Student Success & Lifelong Learning
2. Excellence in Undergraduate & Graduate Research
3. Preparation for Global Citizenship

Vision

To become a broad-based university focused on science, technology, and art in order to produce graduates who, as global citizens, engage in multidisciplinary problem-solving to address issues that affect humans on a planetary scale.

To do this in the immediate term, our vision is to focus on student success, applied research, and global engagement and cross-cultural competence.
Academic Affairs
SWOT Analysis

External Opportunities
- External STEM/Aviation Support Needs
- Research Partnerships
- Expansion of Military Base Education
- International Demand for US Education

External Threats
- STEM Competition in Florida
- Online Program Competition
- Increased Volatility in Countries of Foreign Students
- Downward Trend in Federal Research Funding
- Declining national trend in college readiness (especially mathematics)

Internal Strengths
- Strong Faculty
- STEM/Aviation Focus
- Small Class Sizes
- Online Program
- Variety of ongoing sponsored research

Internal Weaknesses
- Space Limitations
- Lack of Research Equipment
- Faculty Salaries
- Graduate Stipends

(maximize internal strengths and external opportunities)
- Strengthen faculty & support for most promising STEM/Aviation programs
- Expand Online programs for foreign students & reduce the number on campus

(minimize internal strength by maximizing external opportunities)
- Utilize research partnerships and military expansion to ease space restrictions
- Increase faculty salaries and graduate stipends (to compete)

(maximize both internal weaknesses and external threats)
- Reduce or eliminate non-competitive programs and reallocate space.
- Minimize the number of programs that lack the necessary equipment

Academic Affairs Key Performance Indicators (KPIs)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trend</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input: Student Academic Readiness</td>
<td>Combination of high school GPA and test scores (SAT, ACT)</td>
<td>SAT = 1147, steady ACT = 25, steady GPA = 3.41, trending up</td>
<td>SAT = 1200 ACT = 27 GPA = 3.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input: Faculty Academic Readiness</td>
<td>full-time faculty to part-time faculty FTE ratio</td>
<td>7.5 full-time faculty to 1 part-time faculty, trending up</td>
<td>9 to 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input: Supportive Physical and Technological Environment</td>
<td>% of classrooms and labs with modern equipment in working order</td>
<td>90%, trending up</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% of classrooms meeting assignable square footage standards (24 sq/ft per person)</td>
<td>31%, trend unknown</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Academic Affairs KPIs (Continued)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trend</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process: Excellence in teaching through</td>
<td>% of students satisfied with instructional quality overall</td>
<td>83%, trending down</td>
<td>90%</td>
</tr>
<tr>
<td>research &amp; service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of first-year courses taught by full-time faculty</td>
<td>86%, steady</td>
<td>90%</td>
</tr>
<tr>
<td>Process: First-Year Advising</td>
<td>% of students satisfied with first-year targeted advising</td>
<td>77%, trending down</td>
<td>83%</td>
</tr>
<tr>
<td>Process: Co-curricular Activities</td>
<td>% of students completing study-abroad</td>
<td>1%, trending up</td>
<td>1.5%</td>
</tr>
<tr>
<td>Process: Timely Progression through Curriculum</td>
<td>% first-time, full-time students returning for the next year until completion</td>
<td>76%, trending down</td>
<td>80%</td>
</tr>
<tr>
<td>Active Learning Environments</td>
<td>% of students reporting satisfactory engagement in courses (NSSE - 2011)</td>
<td>23.3%, trending down 36.6%, trending down</td>
<td>50% 60%</td>
</tr>
<tr>
<td></td>
<td>First year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students report being challenged in courses (NSSE - 2011)</td>
<td>First year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of undergraduate classes with enrollments less than 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>51%, trending down</td>
<td>55%</td>
</tr>
</tbody>
</table>
### Academic Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trend</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes: Graduation Rates</td>
<td>% undergraduates graduating in 4 and 6 years</td>
<td>4 yr = 35%, trending down 6 yr = 55%, trending down</td>
<td>4 yr = 50% 6 yr = 65%</td>
</tr>
<tr>
<td>Outcomes: General Education</td>
<td>% achieving skill/competence level in general education</td>
<td>76%, trend unknown</td>
<td>85%</td>
</tr>
<tr>
<td>Outcomes: Disciplinary Knowledge and Competence</td>
<td>% of graduates in positions consistent with personal and professional goals (6 month)</td>
<td>Employment 58%, steady Grad school 36%, steady</td>
<td>Employment 60% Grad school 40%</td>
</tr>
<tr>
<td></td>
<td>% alumni giving (updated formula)</td>
<td>4%, trend unknown</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Student Affairs SWOT Analysis

#### External Opportunities
- International and national alumna network
- Increased demand for workers with varied cultural experiences
- Expanding technologies to help serve students

#### External Threats
- Changes in national student demographics
- Increased expectations in the quality of campus living & activities
- Increasing national trend in need for counseling and health services
- National spotlight on compliance
- Financial pressures on students

#### Internal Strengths
- Strong international % of students and faculty
- 1st-year Experience Program
- Space Coast Location
- Strong student organizations

#### Internal Weaknesses
- Relatively low/stagnant graduation rates
- Rel. high transfer out rates
- Rel. low female and national minority enrollment
- High student debt
- Too many marginal students

#### (maximize internal strengths and external opportunities)
- Leverage international students/faculty to increase FIT’s visibility as unique
- Assess changing needs in student services using student organizations.

#### (maximize internal strengths against external threats)
- Increase wrap-around student services for all by expanding First Year Experience
- Ensure compliance by increasing student organization involvement
- Community involvement becomes more a part of student experience

#### (minimize internal weaknesses by maximizing external opportunities)
- Purchase student service technology (i.e., STARFISH) to improve student success
- Create new student services focused on underrepresented

#### (minimize both internal weaknesses and external threats)
- Changes in demographics favor higher enrollment of women and minorities.
- Student affairs can improve grad rates and decrease transfer-out rates by improving student life
- SA involved in new construction
- Increase admission standards
### Student Affairs Key Performance Indicators (KPIs)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Applications</td>
<td>8,573, trending up</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td>Yield</td>
<td>9%, steady</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Melt numbers/rates of students deciding not to attend</td>
<td>19.6%, steady</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Impact of events sponsored by office</td>
<td>1,587 visitors, trending up</td>
<td>1,800</td>
</tr>
<tr>
<td></td>
<td>Applicant AVG HS GPA</td>
<td>3.55, trending up</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>Admit AVG HS GPA</td>
<td>3.75, trending up</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Number of tour guides/student employees</td>
<td>Tour guides/yr = 25, steady</td>
<td>Student workers/yr=30, steady</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

### Student Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Counseling Services</td>
<td>Number of visits/usage by type/affiliation</td>
<td>5,882, trend unknown</td>
<td>1,400, trend unknown</td>
</tr>
<tr>
<td>Health Center</td>
<td>Urgent care, illness, well &amp; athlete exams</td>
<td>2,500-3,000, trending up</td>
<td>450-550, trending up</td>
</tr>
<tr>
<td>CAPS</td>
<td>Weight, triage, first aid, self-care center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPS</td>
<td>Counseling</td>
<td>74% agree, trend unknown</td>
<td>77% agree, trend unknown</td>
</tr>
<tr>
<td>CAPS</td>
<td>Psychiatry</td>
<td></td>
<td>85%</td>
</tr>
<tr>
<td>Satisfaction with Health Center services</td>
<td>Services</td>
<td>12 minutes</td>
<td>10 min</td>
</tr>
<tr>
<td>CAPS</td>
<td>Personnel</td>
<td>10-15 days</td>
<td>5 days</td>
</tr>
<tr>
<td>Wait time for services/in lobby</td>
<td>Health Center</td>
<td>12 minutes</td>
<td>10 min</td>
</tr>
<tr>
<td>CAPS</td>
<td></td>
<td>10-15 days</td>
<td>5 days</td>
</tr>
<tr>
<td>Number of programs and/or attendance at Health Center Wellness programs</td>
<td>CAPS</td>
<td>5 programs</td>
<td>7</td>
</tr>
<tr>
<td>CAPS</td>
<td>5-7 programs</td>
<td>195 attend, trend unknown</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trending steady</td>
<td>9</td>
</tr>
</tbody>
</table>
### Student Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Services (business services)</td>
<td>Usage of facility/services (in-person, phone, online weekly)</td>
<td>160, trend unknown 200, trend unknown 440, trend unknown</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Walk-ins</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone calls</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-mails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer Services</td>
<td>Needs met</td>
<td>95%, trend unknown 95%, trend unknown</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>Satisfaction with services</td>
<td></td>
<td>98%</td>
</tr>
<tr>
<td>Awareness of services</td>
<td>Students on campus</td>
<td>98%, trend unknown 85%, trend unknown</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>Students off-campus</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Issue-resolved rate</td>
<td></td>
<td>95%, trend unknown</td>
<td>99%</td>
</tr>
<tr>
<td>Wait time for services</td>
<td></td>
<td>3 minutes</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>
## Student Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>Counselor to student ratio</td>
<td>1:2,735, trending down</td>
<td>1:2,500</td>
</tr>
<tr>
<td></td>
<td>Number of programs and/or attendance</td>
<td>121/2,468</td>
<td>127/2,591</td>
</tr>
<tr>
<td></td>
<td>Internships available</td>
<td>400</td>
<td>420</td>
</tr>
<tr>
<td></td>
<td>Employer participation/jobs posted</td>
<td>253/2,200</td>
<td>265/2,310</td>
</tr>
<tr>
<td></td>
<td>Career fair satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employers (17% response rate)</td>
<td>100%</td>
<td>20% response rate</td>
</tr>
<tr>
<td></td>
<td>Students (10% response rate)</td>
<td>90%</td>
<td>20% response rate</td>
</tr>
<tr>
<td></td>
<td>Number at career fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employers</td>
<td>162</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>2,000</td>
<td>2,100</td>
</tr>
<tr>
<td></td>
<td>Usage of facilities/services (appointments)</td>
<td>1,080</td>
<td>1,134</td>
</tr>
<tr>
<td></td>
<td>Alumni involvement/usage of services</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Counseling/staff satisfaction (71% response rate)</td>
<td>51%</td>
<td>60% satisfaction</td>
</tr>
<tr>
<td></td>
<td>Job placement/graduate placement rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Main Campus for Class of 2013: employed</td>
<td>58%</td>
<td>Maintain high employment</td>
</tr>
<tr>
<td></td>
<td>enrolled in graduate school</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in military</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not seeking employment</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>seeking employment</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended Studies Campus for Class of 2013: employed</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>enrolled in graduate school</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in military</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>seeking employment</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Learning for Class of 2013: employed</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>enrolled in graduate school</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in military</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>seeking employment</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>
### Student Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residence Life</strong></td>
<td><strong>Cost per bed/yr (avg)</strong></td>
<td>$8,179, steady</td>
<td>Limit to 5% avg. cost</td>
</tr>
<tr>
<td></td>
<td><strong>Occupancy rates (4/16/15)</strong></td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td><strong>Overall Satisfaction with RA Programs</strong></td>
<td>80%  73%</td>
<td>85% 78%</td>
</tr>
<tr>
<td></td>
<td><strong>Maintenance satisfaction</strong></td>
<td>76% 24 hr.</td>
<td>80% Retain</td>
</tr>
<tr>
<td></td>
<td><strong>Number of programs and/or attendance</strong></td>
<td>196 programs/6744</td>
<td>196/7,014</td>
</tr>
<tr>
<td></td>
<td><strong>Number of incidents</strong></td>
<td>333</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td><strong>Perceptions of safety (feel safe)</strong></td>
<td>83%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td><strong>Perceptions of community</strong></td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td><strong>Staff-to-student ratio</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First year students</td>
<td>1:21</td>
<td>Retain current ratios</td>
</tr>
<tr>
<td></td>
<td>Upper classman</td>
<td>1:40</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Revenue/facility spending</strong></td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td><strong>Roommate changes</strong></td>
<td>35/yr.</td>
<td>28/yr.</td>
</tr>
</tbody>
</table>

### Student Affairs KPIs (Cont.)

<table>
<thead>
<tr>
<th>Category</th>
<th>KPIs</th>
<th>Data, Trends</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Student Services</strong></td>
<td><strong>Percent/numbers of international students</strong></td>
<td>32.4%/1,102, trending up</td>
<td>1,100 total international UG</td>
</tr>
<tr>
<td></td>
<td><strong>Satisfaction/helpfulness of international orientation</strong></td>
<td>4.6 rating out of 5, trend not determined</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td><strong>Countries represented at institution/over time</strong></td>
<td>119, trending up</td>
<td>Maintain over 100.</td>
</tr>
<tr>
<td></td>
<td><strong>Retention rates</strong></td>
<td>83%, trending down</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td><strong>UG funding rates</strong></td>
<td>66.5%, trending down 40.1%, trending down 57.4%, trending down</td>
<td>65% 50% 60%</td>
</tr>
<tr>
<td></td>
<td><strong>Grad funding rates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total funding rates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Study abroad numbers (Oxford)</strong></td>
<td>28, trending up</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Number of programs and/or attendance at each</strong></td>
<td>40 events and est. 1,875 attendance, trending up</td>
<td>45 2,000</td>
</tr>
</tbody>
</table>
Appendix B: Campus Plan

TEN YEAR PROJECTS