

MINUTES OF THE DECEMBER 15, 2020 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

The Board of Trustees of St. Petersburg College met on Tuesday, December 15, 2020 at the St. Petersburg College EpiCenter, Collaborative Labs, 13805 58th Street N, Clearwater, Florida. The following Board members were present: Chair Katherine Cole, Bridgette Bello, Deveron Gibbons, Thomas Kidwell and Nathan Stonecipher were present. Dr. Tonjua Williams, President of St. Petersburg College and Secretary to the Board of Trustees was also present. Proof of public notice of this meeting is included as part of these minutes. Notices were duly posted.

NOTICE OF MEETING BOARD OF TRUSTEES, ST. PETERSBURG COLLEGE

The Board of Trustees of St. Petersburg College met on Tuesday, December 15, 2020 at the St. Petersburg College EpiCenter, Collaborative Labs, 13805 58th Street N, Clearwater, Florida. The meeting will be held for the purpose of considering routine business of the College; however, there are no rules being presented for adoption or amendment at this meeting.

A copy of the agenda may be obtained within seven (7) days of the meeting on the [SPC Board of Trustees website](#) at www.spcollege.edu, or by calling the Board Clerk at (727) 341-3241.

Members of the public are given the opportunity to provide public comment at meetings of the Board of Trustees concerning matters and propositions on the agenda for discussion and Board action. At the Board meeting, in advance of the time for public comment on the agenda, individuals desiring to speak shall submit a registration card to the Board Clerk, Ms. Rebecca Turner, at the staff table. Policy and procedures regarding public comment can be found on the [SPC Board of Trustees website](#) at www.spcollege.edu

If any person wishes to appeal a decision made with respect to any matter considered by the Board, he or she will need a record of the proceedings. It is the obligation of such person to ensure that a verbatim record of the proceedings is made. Section 286.0105, Florida Statutes.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency five business days before the meeting by contacting the Board Clerk at 727-341-3241. If you are planning to attend the meeting and are hearing impaired, please contact the agency five business days before the meeting by calling 727-791-2422 (V/TTY) or 727-474-1907 (VP).

20-093. In accordance with the Administrative Procedure Act, the following Agenda was prepared:

AGENDA

ST. PETERSBURG COLLEGE BOARD OF TRUSTEES

TUESDAY, DECEMBER 15, 20

EPICENTER – Collaborative Labs. Tropics Labs
13805 – 58TH STREET N.
CLEARWATER, FLORIDA

WORKSHOP: 9:00 A.M. - 11:00 A.M.

I. CALL TO ORDER

- A. Invocation
- B. Pledge of Allegiance

II. COMMENTS

- A. Board Chair
- B. Board Members
- C. President

III. STRATEGIC PLANNING – Ms. Madeline Pumariega and Dr. Sabrina Crawford

- Recap of BOT Survey and Strategic Vision Session Strategic Priority Discussion & Feedback for Pillars/Foundational Elements
- Strategic Priority Discussion & Feedback for Pillars/Foundational Elements
- Board Dashboard Metrics
- Next Steps – Spring Timeline
- BOT Metric Updates

IV. NEXT MEETING DATE AND SITE

Tuesday, January 26, 2020, EpiCenter, Room 1-453

V. ADJOURNMENT

If any person wishes to appeal a decision made with respect to any matter considered by the Board at its meeting December 15, 2020 he or she will need a record of the proceedings. It is the obligation of such person to ensure a verbatim record of the proceedings is made, §286.0105, Florida Statutes.

Items summarized on the Agenda may not contain full information regarding the matter being considered. Further information regarding these items may be obtained by calling the Board Clerk at (727) 341-3241.

***No packet enclosure**

20-094. Under Item I, Call to Order

MINUTES OF THE DECEMBER 15, 2020 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

The meeting was convened by Chair Cole at 9:00am

20-095. Under Item II, Comments

A. Board Chair

Chair Cole welcomed attendees and expressed enthusiasm for the upcoming workshop.

Dr. Williams also expressed enthusiasm. She mentioned that rather than having the College present a list of accomplishments to the Board, this year was centered on the Board's vision for progress. She congratulated Ms. Madeline Pumariega on her new appointment as President of Miami-Dade College. She stated that both Dr. Sabrina Crawford and Ms. Pumariega helped the College work on a three-year plan, based on the Board's recommendations.

20-096. Under Item III, Strategic Planning

Ms. Pumariega gave the following report on the College's three-year strategic plan. She thanked the College for being willing participants in the process of developing the plan. She mentioned that every plan development meeting started with the Board's vision and expectations and stated that the survey gave the planning committee the foundation it needed to develop. She stated that the committee further relied on goal champions and leaders that emerged as the plan was developed.

Ms. Pumariega started with the following high level overview of the strategic planning process: August—Internal data analysis with excellent data provided by Dr. Crawford, higher education landscape review with an eye toward progress pre- and post-COVID, and review of 2018-2021 plan highlights; September—Board survey, affirmation of college's mission and values, Board direction and expectations shared with the President's Executive Team, full day retreat with the college executive team—toggling between the previous plan, the Board's expectations, and what the data said—moving from an activity centered view to a strategic view; October—Engaged in collaborative planning via townhalls with staff and students—identifying barriers and challenges and putting opportunities in place—ensuring alignment up and down the institution, identified strategic priorities and high impact practices—goal champions looked at feedback from the Board, faculty and staff, and the data to develop high impact strategies; November—Integrated feedback into strategic priorities and refined high impact strategies, updated the Board, identified key performance metrics, developed executive dashboard; December—Present final plan to the Board of Trustees—presenting the final plan in terms of recommendations to the Board, communicate plan to the college community, realign strategic planning committee, identify goal champions.

Ms. Pumariega offered the following summary of Saint Petersburg College's mission statement: Academic Excellence; Economic Mobility; Community Engagement. She stated that these core pillars are built on a foundation of financial vitality along with employee experience and engagement. She stated that the Board affirmed that the vision and mission statements were still important.

She listed the following what the Board hoped the strategic plan would achieve: Sets the

strategic direction for Saint Petersburg College; Identifies strategic growth opportunities; Aligns fiscal resources to strategic priorities; Recognizes Saint Petersburg College as a premier college in the country.

She stated that the Board listed the following top three components of a successful plan: Clarity of direction; Strong organization; Data-driving decision making. She assured the Board that the strategic plan was data driven. She suggested that sometimes data reflects the hard work of the College and sometimes it does not. She stated that the strategic planning committee looked at those areas where it could be better strategically.

Ms. Pumariega listed the following as the top ranked areas of national leadership: Academic Excellence; Workforce Education; Innovation; Community Partnership; Economic Mobility. She also listed the following as top ranked foundational areas for Saint Petersburg College's success: Student Success; Outstanding Education; Innovation; Faculty and Staff Engagement; Financial Sustainability. She listed the following as the opportunities presented by the Board: Expansion of academic programs; National brand; Workforce leader; Community partnerships; Student success; Affordable education that drives economic development and mobility. She presented the following as risks: Human capital; Student experience; Financial sustainability; Instructional modalities; Strategic directional alignment at all levels; Ability to pivot and respond to emerging trends and external forces. She suggested that student success and student success data was paramount and all of the strategic planning committee's discussions.

Ms. Pumariega gave the following summary of the Board Executive Session Summary: Academic Excellence—Finish and graduate; Our reputation dictates the success – Long term, as a college we need success rates after school – Improve community reputation – Student success (not just completion) at the next level (university and jobs) – Salary after graduation ; Community Engagement—Top of mind – Community knows who we are, solutions and resources we provide – We aspire to make our community better by educating individuals and serving as a resource – See President more active each year – Students want to be engaged but don't I don't think it's a priority until their success is assured – Be the hub to go to in the community – Responsive to employers – Be connected to our community; Economic Mobility – Important. Impacts and speaks to the product we produce – Be approachable for potential students – Offer scholarships – High wage jobs – Home ownership up – Employment up. She further reminded the Board of how the executive session prioritized, aligned, invested, and assessed all of the areas identified in the strategic plan.

She offered the following BOT workshop summary for academic excellence: Ensure that students have a clear pathway from start to finish at Saint Petersburg College; Ensure seamless access, holistic support, successful completion, and equitable outcomes for students; Teaching and learning; Program Excellence; Be a nationally recognized leader in workforce innovation and excellence.

She presented the following visionary statement: SPC provides students guided pathways through high quality programs that align to community needs and prepare students for success beyond SPC. She stated that academic excellence was divided into two areas: teaching and learning, and student success.

MINUTES OF THE DECEMBER 15, 2020 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

Ms. Pumariega further presented the following high impact teaching and learning strategies: Promote and grow a culture of collaboration among faculty, staff, and students to exchange best practices and provide opportunities for professional development that include equity-minded, student-centered, high impact strategies; Provide rigorous teaching and learning environment that is equity-minded, student-centered, and supports student success, both academically and professionally, from entry to completion; Develop and integrate evidence-based practices for academic learning outcomes at the course and program level.

She stated that a lot of focus was given to what happened to students after they completed their programs and moved on to either a baccalaureate program or the workforce. She suggested that the next step would be developing an execution plan centered around these high impact strategies. She also suggested that equity was a cultural focus, stating that it was addressed throughout the strategic plan, rather than as a separate goal.

Chair Cole expressed appreciation for including academic part of the strategic plan. She suggested that there was prior conflict between the Board and the College regarding academic excellence as some felt that this particular goal was implied in any higher education facility. She commended the strategic planning committee on concisely defining academic excellence and making it a clearly stated goal.

Ms. Pumariega expanded on academic excellence, stating that it is driven by a focus on teaching and learning. She reminded the Board that Aspen called out teaching and learning as one of the pillars of excellence at community colleges. She also stated that student success was an important factor in student success.

She listed the following as high impact student success strategies: Strengthen student support services and programs that guide students through their academic and career pathway from start to finish; Provide targeted interventions to close specific achievement gaps; Develop and promote pathways for students that integrate certificate programs, industry certifications, and workforce training and programs to increase degree completion.

She emphasized that separating academic success into both teaching and learning, and student success allows the College to be intentional in the way that it drives academic excellence. She stated that the overall guided pathway for student success is strengthening support for students for start to finish and provide wrap around support. She pointed out that targeted, data-driven focus on achievement gaps was given special attention as it was called out by Aspen as one of the pillars of excellent community colleges. She also emphasized the introduction of stackable, industry certifications into workforce training as a means of ensuring student success in the workforce.

Ms. Pumariega presented the following as the group that worked on academic excellence: Susan Demers – Dean /Co-Chair; Leslie Hafer – Provost/Co-Chair; Shannon Ulrich – Faculty/Co-Chair; Angela Ashe – Curriculum Services; Rosanne Beck – Faculty; Rachel Bennett – CETL; Mathew Bodie – Learning Resources; Lisa Borzewski – Associate Provost; Jeffrey Briggs – FGO/Faculty; Jimmy Change – Dean; Amber Estlund – Faculty/QEP; Brian Frank – Dean; Davie Gill – Athletics; Sara Gomez – Faculty; Misty Kemp – Retention Services; Christian

Moriarty – Faculty; Devona Pierre – Diversity, Equity, Inclusion; Carol Razor – Faculty; Joseph Smiley – Dean; Barbara Weaver – Student Life & Leadership; Carol Weideman – Faculty; Vicki Wesergard – Online Learning Services; Kellie Ziemak – Student Support. She pointed out that this is a cross-section of faculty staff and leadership. She suggested that having cross-collaboration during the planning stages throughout the college was a hallmark of a successful strategic plan.

Ms. Pumariega summarized the BOT workshop for economic mobility as follows: Develop clear pathways that ensure student success beyond completion; Collaborate with business and industry to ensure that programs align to workforce needs and serve as a solid foundation for success; Ensure that Saint Petersburg College is recognized as the partner of choice for workforce readiness; Contribute to overall economic growth and increased employment opportunities in the region; Be a leader in workforce programs that lead to high wage and high demand jobs. She suggested that ensuring a return on investment leads to home ownership and other markers of economic success and mobility.

She reported the following as the economic mobility vision statement: Saint Petersburg College provides opportunities for our students to be prepared for in-demand careers and professional growth. This will contribute to their economic success and improved quality of life, helping end cycles of generational poverty and drive economic growth in the community. She stated that economic mobility was broken into two broad categories: workforce strategies and access strategies.

She listed the following as high impact workforce strategies: Establish robust relationships with industry partners to inform academic offerings and ensure program alignment with high-wage, high demand jobs; Collaborate with regional partners to advance workforce training, programs and initiatives that support specific economic development and workforce needs; Connect students with the world of work through work based learning and internship opportunities that deliver the experiences learning students need to gain employment and career advancement. She stated that the College set a goal of ensuring that their students be known in their area of study as strong candidates in the workforce by providing them with innovate work-based learning opportunities.

Ms. Pumariega presented the following high impact access strategies: Remove access barriers and expand learning options to increase equity for students; Position Saint Petersburg College to be a student-ready college by embracing an educational and cultural approach to support students through their transition to college; Provide pathways for increased educational attainment through enhanced transfer and transition to baccalaureate opportunities.

She suggested that special emphasis was placed on removing perceived barriers for first generation and low-income students. She stated that COVID has really brought the barriers faced by these students to the forefront, suggesting that pre-COVID the policies and procedures that created barriers for these students were harder for colleges to see. She also spoke about shifting from focusing on how students are not ready for college, to focusing on how Saint Petersburg College can be ready for students. She emphasized that this does not mean Saint Petersburg College will lessen their academic standards, but rather that the College will identify student

MINUTES OF THE DECEMBER 15, 2020 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

needs and direct students to support services that can help them. Finally, she spoke about regional educational attainment as a metric the College could measure to help it track economic mobility.

She identified the economic mobility team as follows: Michael Ramsey – Dean/Co-Chair; Patrick Rinard – Enrollment Services – Co-Chair; Belinthia Berry – Corporate College; Jason Boys – Workforce Institute; Eric Carver – Provost; Sabrina Crawford – IE & Academic Services; John Duff – Dean; Rita Farlow – Marketing; Djuan Fox – Academic Services; Tashika Griffith – Provost; Jason Krupp – Career Connections; Devona Pierre – Diversity, Equity, Inclusion; Martha Przborowski – Dean; Reginald Reed – Recruitment Services; Andy Rojas – Faculty; Katie Schultz – Grants; Todd Smith – Financial Aid.

Mr. Stonecipher thanked Ms. Pumariega for her work in economic mobility. He predicted that it would be difficult to balance the speed needed to ensure the College's programs stay relevant and the quality needed to maintain high level programs. He also predicted that it would be difficult to manage the balance between ensuring the College could accommodate students regardless of their background without lowering academic expectations. He agreed that economic mobility would need to be a cultural mindset so that any changes made at the college were done with equity in mind.

Ms. Pumariega suggested that cultural changes started with the Board. She stated that having leadership call out issue of economic mobility in an explicit manner would allow the leadership and implementation teams to have something they could come back to when measuring progress. She again emphasized the cultural shift involved in ensuring that the College was ready for students, rather than blaming students for not being ready. She stressed the importance of capturing this cultural shift in the language of the strategic plan.

Chair Cole asked for clarification on how the College would ensure that it is the first place that businesses thought of when they needed to retool or advice their workforce. Specifically, she wanted to know if the strategic planning committee had firm ideas on how to establish relationships with businesses.

Ms. Pumariega suggested that firmer plans for relationship building were a part of the community engagement portion of the strategic plan. She stated that the community engagement portion of the strategic plan was more focused on ensuring that the College becomes a community hub. However, she also mentioned that this workshop allowed for changes if the Board felt that any areas of the plan needed clarifications or modifications.

Ms. Bridgette Bello suggested that specific language about relationship building might be better left out of the economic mobility section, as her understanding of this section had to do with addressing generational poverty. She suggested that it should, however, be a part of community engagement if it is not included already.

Ms. Pumariega stated that the goal for community engagement was as follows: Leverage community relationships to strengthen the SPC brand and build partnerships, engage students in the community, and serve as a focal point for business, social, economic, government, and community institutions.

She gave the following visionary statement for community engagement: SPC serves as a catalyst for positive change in the community through key partnerships, civic engagement, and service learning that holistically improves the quality of life in the region. She asked the Board if that language was strong enough to capture the importance of business relationships in the strategic plan.

Dr. Williams and Mr. Stonecipher agreed that the language in community engagement resonated with what the Board hoped to capture when it came to the importance of business relationships. Mr. Kidwell and Dr. Williams further suggested that this language captured the intention of the Board to ensure that the College was the primary point of contact for businesses hoping to improve their workforce.

Chair Cole stated, that while the changes in language were positive, she wanted to see more specific language about the College's intention to be the primary point of contact for business needs.

Dr. Williams asked for examples of what specificity looked like to Chair Cole. As an example, she gave stating that SPC would become the number one provider of corporate or community training.

Chair Cole clarified that she wanted the College to be the primary contact for businesses looking to further their training, even if ultimately the College ended up not providing the training. She stated that the College could create training programs, shift their current programs to be responsive, or helping employers find a resource better suited to their needs. She reminded the Board of the College's desire was to be at the forefront of workforce development, suggesting that if that desire still existed, it should be codified in the strategic plan somewhere.

Ms. Bello agreed with Chair Cole and previous statements by Mr. Gibbons. She emphasized the importance of ensuring that businesses knew that they could call the College for help with their workforce needs. She suggested that having something out in the community that let businesses know the College could help them could be a powerful tool to have.

She listed the following as high impact community engagement strategies: Strengthen Community Engaged Learning (CEL) across academic and career disciplines; Position SPC as a community leader & convener in economic innovations and embedding CEL across career and academic workforce offerings; Develop an entrepreneurial and innovative approach partnering with businesses, organizations, philanthropy and community in ways that help sustain the college.

Ms. Pumariega reminded the Board of workforce strategy 2.2: Collaborate with regional partners to advance workforce training, programs and initiatives that support specific economic development and workforce needs. She compared that with the stronger language in engagement strategy 3.2: Position SPC as a community leader & convener in economic innovations and embedding CEL across career and academic workforce offerings. She asked the Board if they wanted stronger language in either of these two strategies or in the visionary statement.

MINUTES OF THE DECEMBER 15, 2020 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

Ms. Bello suggested stronger language would be more appropriate in the visionary statement as employers are more likely to read headlines than fine print.

Ms. Pumariega agreed to make the visionary statement in community engagement bolder.

Chair Cole if regional partners in 2.2 would include both employers and institutional partners.

Ms. Pumariega confirmed that this language was meant to include anyone in the region that was working on workforce and economic development.

Ms. Bello suggested that it's helpful to have language on economic development in both economic mobility and community engagement because there was work to be done in both areas to identify and clarifying key partnerships.

Chair Cole implied that using the term workforce specifically might make for a stronger statement. She further suggested that while community engaged learning is a well know expression in the academic world, it might be better to include a description that would be understand by those outside of academia. She clarified that using this particular verbiage would help the College in its intention with other institutions, however, she suggested that since the strategic plan was an external document, it might be prudent to include language with a broader reach.

Ms. Pumariega agreed to the change, reminding the Board that the point of the workshop was to get feedback on the current strategic plan recommendations. She clarified the following proposed changes: community engagement – be more specific about being the first call in the visionary statement; community engaged learning – use more outward looking language.

She listed the following members of community engagement: Tara Newsom – Faculty/Co-Chair; Mark Strickland – Provost/Co-Chair; Angela Ashe – Curriculum Services; Rachel Bennett – CETL; Jay Charboneau – Faculty; Rina Coronel – Faculty; Christine Costello – Online Student Services; Meg Delgatto – Faculty; Susan Demers – Dean; Brandie Ebert – Online Student Activities; Earl Fratus – Honors College; Davie Gill – Athletics; Jennifer McBride – Institutional Effectiveness; Lisa McDonnell – Faculty; Kim Molinaro – Faculty; David Monroe – Faculty; Nydia Nelson – Faculty; Bledar Prifti – Faculty; Shelby Rosengarten – Faculty; Wanta Santos – Faculty; Joseph Smiley – Dean; Eric Tucker – Faculty; Nancy Watkins – Faculty; Vicki Westergard – Online Learning Services; Candice Williams – Math Department; Sharon Williams – Faculty; Jacob Wortock – Career Services.

Ms. Pumariega offered the following summary of the employee experience and engagement workshop: Hire and retain an excellent workforce and ensure SPC is a model; Encourage alignment of strategic vision and priorities.

She gave the following visionary statement for employee experience and engagement: SPC builds an inclusive culture of care, a sense of belonging, empowerment and trust. She listed the following high impact engagement strategies: Develop and implement an Employee Experience Model that covers the employee life cycle, including a robust learning and development system that expands knowledge skills, mentoring, and career growth of internal talent; Collegewide adoption of a comprehensive communication structure to ensure transparent and effective

communication; Organize an inclusive community of trust where collective decision-making and creative idea-sharing are core elements of our culture, leveraging their talents to the highest level.

She suggested that a comprehensive employee experience model would include attracting and retaining talent, professional development and career growth. She further suggested that clear communication was especially difficult in an institution the size of the College, so having a strategy geared toward that was important. Finally, she suggested that having inclusivity as a model, rather than as a list of activities, would help to ensure the College would be at the forefront of innovation.

Mr. Stonecipher emphasized the importance of cross communication in ensuring cohesion at the College.

Dr. Williams further emphasized the concept of idea sharing, stating that it is important that communication flow in two directions between the employees and the leadership team.

Ms. Pumariega agreed, pointing out that the College's collaborative labs were already something that other institutions had tried to replicate. She suggested that it was important to create space for ideas and solutions rather just focusing on activities. She implied that having virtual meetings through Zoom allowed for more participation in idea generation and stated the importance of setting the intentionality of idea sharing.

Chair Cole asked where in the strategic plan was language around the College devoting finances and resources toward achieving the goals of the strategic plan.

Ms. Pumariega stated it would be in the financial section.

She listed the following as the members of employee experience and engagement: Jackie Skryd – Chief of Staff/Chair; Rodrigo Davis – Provost/Vice Chair; Rachel Bennett – CETL; Margaret Brown – College of Education; Carol Brandt – Provost Office; Jeffrey Briggs – FGO/Faculty; Nicole Delfino – Facilities; Lise Fisher – Marketing; Francine Fuentes – College of Education; Suzanne Gardner – Legal; Cynthia Grey – Associate Dean; Andrea Henning – Collaborative Labs; Larry Lewellen – Human Resources; Jennifer McBride – Institutional Effectiveness; Theresa McFarland – Foundational/Alumni; Russel Oriol – Learning Resources; Sherry Pellerin – President's Office; Devona Pierre – Diversity, Equity, Inclusion; Kathleen Waugh – Human Resources; Barbara Weaver – Student Life and Leadership; Kimberly Williams – Student Affairs.

She gave the following summary on the workshop for financial vitality: Budget alignment; Affordability; Alternative budget streams; Strategic enrollment and growth; Keep tuition low.

She offered the following visionary statement on financial vitality: SPC creates a sustainable financial model for the college using transparent budget processes, prioritizing partnerships, and aligning with academic excellence, economic mobility, and employee engagement. She listed the following high impact financial vitality strategies: Enhance and prioritize entrepreneurial practices and opportunities; Through data-informed decision-making develop processes and practices that enable fiscal stability and support strategic priorities; Ensure facilities optimize learning and align with the future needs of the college, including technology and services that

MINUTES OF THE DECEMBER 15, 2020 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

support the efficiency and effectiveness of the college; Execute data-informed enrollment management strategies that reflect the changing higher education environment to ensure enrollment success and fiscal vitality.

She suggested that creating an entrepreneurial mindset at the college level could lead to alternative revenue sources. She also suggested that there was a balance to be had between ensuring financial stability and dedicating resources to strategic priorities. She credited prioritizing technology in learning for helping the College to pivot to meet the changing needs of students during COVID. She did however, emphasize the need for cohesion rather than distraction in a technical landscape.

She listed the following members of the financial vitality team: Janette Hunt – Finance/Co-Chair; Jesse Turtle – Institutional Advancement/Co-Chair; Eired Eddy – Government Relations; Mike Meigs – Financial Services; Katie Schultz – Grants. She offered the following statement on the size of the financial vitality committee: The financial vitality committee is about supporting all of the pillars. It appears small, but really the group is driven by the college-wide initiatives under the umbrella of transparency, effective metrics, analysis/monitoring to build a sound and sustainability financial model.

Ms. Pumariega moved on to implementation and next steps.

She reported that the Board indicated the key components of a successful and implementable strategic plan in the following order of importance: Clarity of direction; data-driven decision making; Strong organization; Readiness for change; Capacity to implement. She also reported that the Board wanted to receive updates quarterly and via a dashboard.

She asked if the Board felt the strategies suggested by the strategic planning committee met the Board's expectations.

Ms. Bello stated that as long as the issues discussed were included, the Board was satisfied.

Mr. Stonecipher stated that the strategic plans is the clearest that he has ever seen in the time that he has been a member of the Board. He suggested that having so many people that are a part of the fabric of the College involved in making the plan has been a great improvement.

Ms. Pumariega assured Ms. Bello that the changes would be addressed.

She offered the following summary of the Board's responses on strategic plan contribution and implementation. For Board on Contributions – Set vision and help facilitate opportunities; Bring all three pillars together in achieving in which the community and the college would receive national recognition; Set vision and priorities and consistently measure results; Being the “go to” for government, region and state. For Board on Implementation: Review measurable data; Implementation of the strategic plan is the President's job; Introduction to high impact partners; Hold administration accountable for mission and vision.

Ms. Pumariega presented the dashboard that was designed to help track progress toward the

strategic plan. She suggested retention is connected to both enrollment and completion rates. She also stated that course success rates were related to retention. She suggested that the dashboard would give the BOT an aggregated view of both student success and enrollment. She reported that enrollment percentages were broken into AA, AS, BAS/BS, Certification, Non-credit, and Undeclared categories. She reported that the dashboard also included budget information, including budgeted SSH versus actual SSH. For employee engagement, she stated the dashboard includes professional development. She pointed out that the dashboard includes economic mobility in the form of Tampa Bay's degree attainment goal. For civic engagement, she reported that the dashboard includes a measure of return on investment for students and faculty. She commended Sabrina and her team for their work on the dashboard, stating that the online version would include live data.

Mr. Gibbons asked if it would be possible for the dashboard to have track retention rates year over year.

Ms. Pumariega suggested that the dashboard could include trendlines to track this data. She also stated that more information would be available online by clicking the various features.

Dr. Sabrina Crawford clarified that the dashboard in the presentation was meant to present a high level view of the types of data possible. She suggested that including the specific economic impact on the community or the alternative means of measuring economic development were possible as well.

Ms. Pumariega reported that although the College was a data rich institution, an executive dashboard offered limited real estate. She stated that not all numbers would be included in the dashboard. She also reported that each individual pillar would have its own dashboard that would feed into the executive dashboard.

Ms. Bello asked why the Tampa Bay attainment numbers included the 2019 numbers rather than the 2020 numbers.

Dr. Crawford reported that the numbers for that portion of the dashboard are pulled from the Florida College Access network, and would be updated once their data was updated. She stated that the network's data was generally a year behind. She also clarified that the dashboard was not using the 2030 governor's goal because the Tampa Bay's leap initiative was established prior to the governor setting his goal. She suggested that the data could be updated to include the new goal if the Board desired.

Ms. Pumariega clarified that the governor's goal measured educational attainment via any credential beyond high school, including certifications or degrees, for the age range of 25 to 64. She reported that Florida is currently ranked at number 20 and that the data is tracked through the Lumina Foundation. She suggested that from a workforce perspective, when recruiting firms are looking to move their headquarters, they looked at educational attainment to determine if an area had the talent to support growth. She further suggested that the 60 percent attainment goal set by the governor would support economic growth. She also mentioned that the Florida chamber had the same goal along with a goal of 80 percent employability skills.

MINUTES OF THE DECEMBER 15, 2020 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

Ms. Bello asked if degree attainment was regional.

Dr. Crawford stated that the decision was made to use regional metrics because SPC's students were from the Tampa Bay area, rather than just Pinellas county.

Ms. Pumariega reported that the College along with HCC produce the largest number of graduates that stay in the region. She reported that nine out of ten graduates from HCC and SPC stay and work in the region where they graduate. She suggested that while USF also produces a large number of graduates, a lot of their graduates leave after getting their degrees. She suggested that these statistics would allow the Board to leverage the College as a driving force of economic development for the region.

Dr. Williams agreed that being able to see changes in attainment would be helpful. She asked if the dashboard would be updated to reflect any changes suggested by the Board.

Dr. Crawford confirmed that changes were possible and spoke of her intention to discuss next steps.

Ms. Pumariega also confirmed changes were possible, suggesting the current dashboard was a rough draft.

Chair Cole suggested that the numbers for degree attainment, it might be more helpful to see SPC's numbers, rather than regional numbers.

Ms. Pumariega suggested that the attainment goals could be separated into degree completion and degree production. She stated that degree completion is measured by Aspen and IPEDs and degree production is the total number of graduates whether they earned a certificate or a degree. She reported that the College had nearly 7000 graduates last year and could leverage that fact to emphasize its role in economic mobility and development.

Dr. Crawford also reported that the economic mobility dashboard would offer more granular data to both the Board and the Board champion allowing a more nuanced view of the College's progress in economic mobility.

Dr. Crawford offered the following timeline for next steps: January – March – Refine priorities and specify initiatives; March – April – SPC townhalls for feedback; May – Finalize plan and communicate.

She clarified that the next three months would involve easy to understand, community minded revised language. She stated that the current language in the strategic was verbose and more academically minded. She suggested that the revisions would be a more condensed version, comparing it to an elevator pitch. She suggested that the more verbose wording would still be useful in an academic setting for things like grants and reporting to the Aspen institute.

She also suggested that the sub-committees would be working to clearly define a few initiatives, focusing on one or two things they could do well every year. As an example, she used the six points under academic excellence. She suggested that two points would be chosen as the focus

for the first year or so. She implied that the College would be intentional about its focus to ensure success.

She stated that townhalls would be a chance for the College community to provide feedback, make suggestions, and point out barriers.

Finally, she suggested that the Board would receive the revised language, a revised outline, and possibly drafts of foundational element dashboards to review to have a clear picture of what the College hoped to implement in July.

Dr. Crawford gave the following BOT update schedule: Board Dashboard – December Strategic Planning Session – Full annual Update; January BOT meeting (in packet) for Fall updates; May BOT meeting (in packet) for Spring updates. Strategic Planning Committees (Board Champions) – Deeper Dive on high impact strategies implementation; Collaboration and alignment with all sub-committees; Following March and October BOT meeting.

She stated that the December meeting would be an annual review of the strategic plan along with updates to the dashboards of all five foundational pillars. She then reported that the Board would receive updates on metrics that were updated by the semester, reminding the Board that the data in the executive dashboard would likely only be updated annually.

She further reported that Board champions would be able to receive updates following the March and October board meetings. She stated that these meetings would allow for detailed discussions on the successes and failures of the College's progress on specific strategic initiatives. She suggested that this would give the Board four updates throughout the year along with an annual update in December. She asked if the Board had anything else they wished to see when it came to updates. There were no suggestions.

Ms. Pumariega reminded the Board of the Aspen Institute College Excellence Program: Strong Leadership – Communicate and build urgency for a clear vision focused on student success – Inspire and sustain a culture change focused on innovation, data-informed practice, delivery, and shared responsibility for student success; Guided Pathways – Build clear pathways to credentials, included defined course sequences and out-of-classroom experiences – Get and keep students on the path through high impact support services; Teaching and Learning – Exceptional colleges set the expectation that faculty and staff will continuously improve their own practice – Develop systems and processes that engage faculty in measurably improving student learning; Partnerships – Build strong ties with regional industries to design curricula for the jobs that exist as well as emerging jobs – Work with K – 12 districts to align academic requirements and implement early college opportunities; Data Use – Strategic data shared throughout the institution and used to improve practice and close equity gaps – Faculty and staff are given structured time and space to meet, analyze, and discuss data on student outcomes.

Ms. Pumariega suggested that the current strategic plan was closely aligned with the criteria that the Aspen institute used to determine excellence in community colleges. She further implied that these criteria were the foundation of SPC's strategic plan.

MINUTES OF THE DECEMBER 15, 2020 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

Ms. Pumariega opened the floor up for questions.

Chair Cole thanked Ms. Pumariega and Dr. Crawford for their efforts in guiding the Board and the College through the creation of the strategic plan.

Ms. Pumariega stated how helpful it was to have the Board's vision to refer to when creating the plan.

Chair Cole asked if there was any other business to present before the end of the year.

Ms. Bello shared a call she received from a mother whose husband and son both graduated from SPC. She stated that the mother was initially upset because graduation was not in person, however, she later reached out again to say how wonderful the graduation experience was.

Dr. Williams in turn thanked collaborative labs, marketing, and other teams. She expressed pride in the online graduation, stating that at some points, they had over 800 people online.

Chair Cole wished everyone a happy holiday and a happy new year. She stated that the College faced a lot of adversity and had a lot to be proud of and grateful for. She wished everyone a happy break.

20-097. Under Item XII, Next Meeting Date and Location

The Board confirmed its next meeting date and location as Tuesday, January 26, 2021, EpiCenter 1-453

XII. ADJOURNMENT

Having no further business to come before the Board, Chair Cole adjourned the meeting at 10:04 a.m.

Tonjua Williams
Secretary, Board of Trustees
St. Petersburg College
FLORIDA

Katherine E. Cole
Chair, Board of Trustees
St. Petersburg College
FLORIDA

Attachments
Board Memos and
Supplemental
Materials

Board of Trustees Meeting
December 15, 2020

SPC St. Petersburg College

BOARD OF TRUSTEES

Strategic Planning Workshop December 15, 2020

Strategic Planning Process



Integrated, college-wide approach informed by data and best practices.



Board of Trustees Survey Summary

MISSION STATEMENT

The mission of St. Petersburg College is to empower our students and community to achieve success and economic mobility through academic excellence and engagement.

VISION STATEMENT

A premier college enriching and strengthening lives through a community of care



Survey Summary

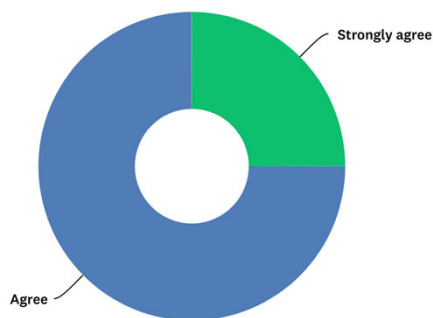
The SPC Board of Trustees (BOT) completed a survey to ensure alignment for the vision of college as the start of developing the College’s Strategic Plan for 2021-2024

As evidenced by the survey, the board agrees the current mission and vision reflects the direction of the college for the next 5 years and inspires enthusiasm and commitment for SPC.

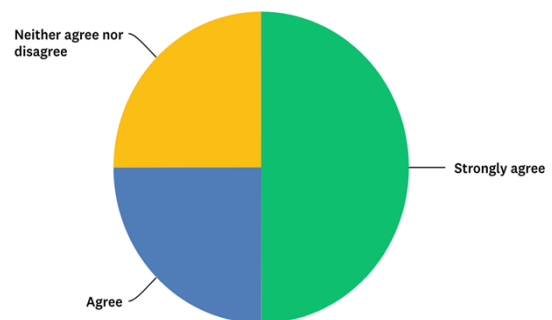
The following slides are a summary of the BOT survey.

Mission and Vision

Do you believe that the mission statement of SPC reflects the vision you have for the College 5 years from now?



Do you believe SPC’s vision inspires enthusiasm and commitment and articulates what SPC’s is seeking to achieve?



What do you hope this SPC Strategic Plan achieves?



Board of Trustees Survey Results

Mission and Vision

- ✓ Majority strongly agreed the mission reflects the SPC vision for the next 5 years.
- ✓ Most agreed the vision inspires enthusiasm, commitment and articulates what SPC is seeking to achieve.

Goals of Strategic Plan

- ____ Sets the strategic direction
- ____ Identifies strategic growth opportunities
- ____ Aligns fiscal resources to strategic priorities
- ____ Recognizes the SPC as a premier college in the country

Top 3 Components of a Successful Strategic Plan

- ____ Clarity of direction
- ____ Strong organization
- ____ Data-driven decision-making

Board of Trustees Survey Results

Top Ranked Areas of National Leadership	Academic Excellence
	Workforce Education
	Innovation
	Community Partnership
	Economic Mobility

Top Ranked Foundational areas for SPC success	Student Success
	Outstanding Education
	Innovation
	Faculty and Staff Engagement
	Financial Sustainability

Opportunities

<ul style="list-style-type: none"> Expansion of academic programs (i.e. medical) National brand Workforce leader Community partnerships Student success Affordable education that drives economic development and mobility 	<ul style="list-style-type: none"> Human capital Student experience Financial sustainability Instructional modalities Strategic directional alignment at all levels Ability to pivot and respond to emerging trends and external forces
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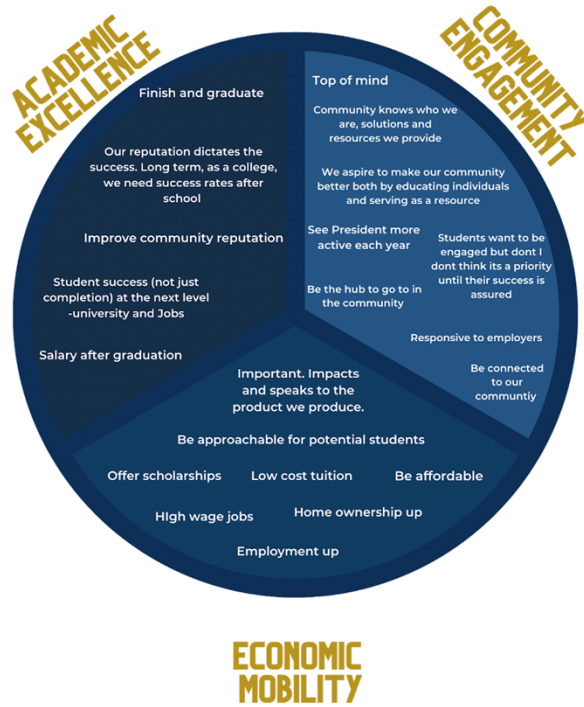
Risks

Setting the Vision

BOT Workshop

August 18, 2020 Summary

Board Executive Session Summary



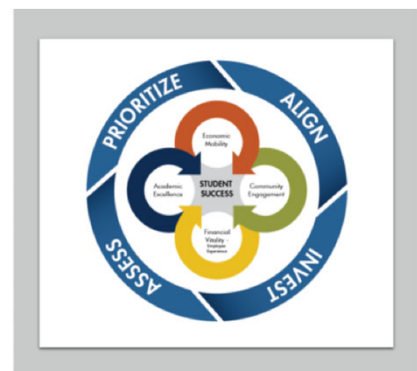
Setting the Vision and Priorities for the Future

On August 18, 2020, the BOT held an executive session to discuss the survey results and set the vision for the future.

Through a facilitated presentation, the board discussed its role to set the vision for SPC and serve as a compass for the institution while allowing the president and leadership of the college develop the operational priorities that will help achieve the vision of the board for SPC.

Supporting Strategic Priorities

- Committees
- Fiscal and Physical Plan
- Human Capital
- Technology



Setting the Vision and Priorities for the Future

The board recognizes who SPC students are and the importance of helping them get on their path to success. SPC must be prepared to welcome all of them, nurture them, and guide them on their paths that extend beyond SPC and into the workforce and community!

The vision set forth below identifies the most important areas of growth for SPC students, the College, and the greater community over the next five years. It would be easy to have an extensive list of important items, but the Board sought to identify those primary, foundational elements that must be in place to ensure a solid base for all strategies to flourish. Without a focus on these core elements, there will always be another trend or item to measure which will complicate—or even hamper—SPC’s ability to make consequential progress.

BOT Workshop Summary for Academic Excellence

Ensure that students have a clear pathway from start to finish at SPC.

Ensure seamless access, holistic support, successful completion and equitable outcomes for students.

Teaching and Learning

Program Excellence

Be a nationally recognized leader in workforce innovation and excellence.

Academic Excellence

Visionary Statement

SPC provides students guided pathways through high quality programs that align to community needs and prepare students for success beyond SPC.

Teaching and Learning Strategies

- **1.1** Promote and grow a culture of collaboration among faculty, staff, and students to exchange best practices and provide opportunities for professional development that include equity-minded, student-centered, high-impact teaching strategies.
- **1.2** Provide a rigorous teaching and learning environment that is equity-minded, student-centered, and supports student success, both academically and professionally, from entry to completion.
- **1.3** Develop and integrate evidence-based practices for assessing learning outcomes at the course and program level.

Academic Excellence

Student Success Strategies

- 1.4** Strengthen support services and programs that guide students through their academic and career pathway from start to finish.
- 1.5** Provide targeted interventions to close specific achievement gaps.
- 1.6** Develop and promote pathways for students that integrate certificate programs, industry certifications and workforce training programs to increase degree completion.

Academic Excellence

Susan Demers – Dean / Co-Chair
Leslie Hafer – Provost / Co-Chair
Shannon Ulrich – Faculty / Co-Chair
Angela Ashe – Curriculum Services
Rosanne Beck – Faculty
Rachel Bennett - CETL
Mathew Bodie – Learning Resources
Lisa Borzewski – Associate Provost
Jeffrey Briggs – FGO / Faculty
Jimmy Change – Dean
Amber Estlund – Faculty / QEP
Brian Frank – Dean

Davie Gill - Athletics
Sara Gomez – Faculty
Misty Kemp – Retention Services
Christian Moriarty – Faculty
Devona Pierre – Diversity, Equity, Inclusion
Carol Razor – Faculty
Joseph Smiley – Dean
Deanna Stentiford – Dean
Barbara Weaver – Student Life & Leadership
Carol Weideman – Faculty
Vicki Westergard – Online Learning Services
Kellie Ziemak – Student Support

BOT Workshop Summary for Economic Mobility

Develop clear pathways that ensure student success beyond completion.

Collaborate with business and industry to ensure that programs align to workforce needs and serve as a solid foundation for success.

Ensure that SPC is recognized as the partner of choice for workforce readiness.

Contribute to overall economic growth and increased employment opportunities in the region.

Be a leader in workforce programs that lead to high wage and high skilled jobs.

Economic Mobility

Visionary Statement

SPC provides opportunities for our students to be prepared for in-demand careers and professional growth. This will contribute to their economic success and improved quality of life, helping end cycles of generational poverty and drive economic growth in the community.

Workforce Strategies

- **2.1** Establish robust relationships with industry partners to inform academic offerings and ensure program alignment to high-wage, high demand jobs.
- **2.2** Collaborate with regional partners to advance workforce training, programs and initiatives that support specific economic development and workforce needs.
- **2.3** Connect students with the world of work through work-based learning and internship opportunities that deliver the experiential learning students needs to gain employment and career advancement.

Economic Mobility

Access Strategies

- **2.4** Remove access barriers and expand learning options to increase equity for students.
- **2.5** Position SPC to be a student-ready college by embracing an educational and cultural approach to support students through their transition to College.
- **2.6** Provide pathways for increased educational attainment through enhanced transfer and transition to Baccalaureate opportunities.

Economic Mobility

Michael Ramsey – Dean / Co-Chair
Patrick Rinard – Enrollment Services – Co-Chair
Belinthia Berry – Corporate College
Jason Boys - Workforce Institute
Eric Carver – Provost
Sabrina Crawford – IE & Academic Services
John Duff – Dean
Rita Farlow – Marketing
Djuan Fox – Academic Services

Tashika Griffith – Provost
Jason Krupp – Career Connections
Devona Pierre – Diversity, Equity, Inclusion
Marta Przborski – Dean
Reginald Reed – Recruitment Services
Andy Rojas – Faculty
Katie Shultz – Grants
Todd Smith – Financial Aid

BOT Workshop Summary for Community Engagement

Leverage community relationships to strengthen the SPC brand and build partnerships.

Engage students in the community

Serve as a focal point for business, social, economic, government and community institutions.

Community Engagement

Visionary Statement

SPC serves as a catalyst for positive change in our community, through key partnerships, civic engagement, and service learning that holistically improves the quality of life in our region.

Engagement Strategies

- **3.1** Strengthen Community Engaged Learning (CEL) across academic and career disciplines.

- **3.2** Position SPC as a community leader & convener in economic innovations and embedding CEL across Career & Academic workforce offerings.

- **3.3** Develop an entrepreneurial and innovative approach to partnering with businesses, organizations, philanthropy and community in ways that help sustain the college.

23

Community Engagement

Tara Newsom – Faculty / Co-Chair
 Mark Strickland – Provost / Co-Chair
 Angela Ashe – Curriculum Services
 Rachel Bennett – CETL
 Jay Charboneau - Faculty
 Rina Coronel - Faculty
 Christine Costello – Online Student Services
 Meg Delgado – Faculty
 Susan Demers – Dean
 Brandie Ebert – Online Student Activities
 Earl Fratus – Honors College
 Davie Gill – Athletics
 Cynthia Grey – Assoc. Dean
 Michael Hughes – Faculty
 Lori Jones - Faculty
 Frank Jurkovic – International

Jennifer McBride – Institutional Effectiveness
 Lisa McDonnell - Faculty
 Kim Molinaro - Faculty
 David Monroe – Faculty
 Nydia Nelson – Faculty
 Bledar Prifti – Faculty
 Shelby Rosengarten - Faculty
 Wanta Santos - Faculty
 Joseph Smiley – Dean
 Eric Tucker - Faculty
 Nancy Watkins - Faculty
 Vicki Westergard – Online Learning Services
 Candice Williams – Math Department
 Sharon Williams - Faculty
 Jacob Wortock – Career Services

24

BOT Workshop Summary

Employee Experience & Engagement

Hire and retain an excellent workforce and ensure SPC is a model.

Encourage alignment of strategic vision and priorities

Employee Experience & Engagement

Visionary Statement	SPC builds an inclusive culture of care, a sense of belonging, empowerment and trust.
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Engagement Strategies

- **4.1** Develop and implement an Employee Experience Model that covers the employee life cycle, including a robust learning and development system that expands knowledge, skills, mentoring, and career growth of internal talent.
- **4.2** Collegewide adoption of a comprehensive communication structure to ensure transparent and effective communication.
- **4.3.** Organize an inclusive community of trust where collective decision- making and creative idea-sharing are core elements of our culture, leveraging their talents to the highest level.

Employee Experience & Engagement

Jackie Skryd – Chief of Staff / Chair
Rodrigo Davis – Provost / Vice Chair
Rachel Bennett – CETL
Margaret Bowman – College of Education
Carol Brandt – Provost Office
Jeffrey Briggs – FGO / Faculty
Nicole Delfino – Facilities
Lise Fisher – Marketing
Francine Fuentes – College of Education
Suzanne Gardner – Legal
Cynthia Grey – Assoc. Dean

Andrea Henning – Collaborative Labs
Larry Lewellen – Human Resources
Jennifer McBride – Institutional Effectiveness
Theresa McFarland – Foundation / Alumni
Russel Oriol – Learning Resources
Sherry Pellerin – President's Office
Devona Pierre – Diversity, Equity, Inclusion
Kathleen Waugh – Human Resources
Barbara Weaver – Student Life & Leadership
Kimberly Williams – Student Affairs

BOT Workshop Summary for Financial Vitality

Budget Alignment

Affordability

Alternative budget streams

Strategic enrollment and growth

Keep tuition low

Financial Vitality

Visionary Statement

SPC creates a sustainable financial model for the college using transparent budget processes, prioritizing partnerships, and aligning with academic excellence, economic mobility, and employee engagement.

Financial Vitality Strategies

- 5.1 Enhance and prioritize entrepreneurial practices and opportunities.
- 5.2 Through data-informed decision-making develop processes and practices that enable fiscal stability and support strategic priorities.
- 5.3 Ensure facilities optimize learning and align with the future needs of the college, including technology and services that support the efficiency and effectiveness of the college.
- 5.4 Execute data-informed enrollment management strategies that reflect the changing higher education environment to ensure enrollment success and fiscal vitality.

29

Financial Vitality

Janett Hunt – Finance / Co-Chair
 Jesse Turtle – Institutional Advancement / Co-Chair
 Eired Eddy – Government Relations
 Mike Meigs – Financial Services
 Katie Shultz – Grants

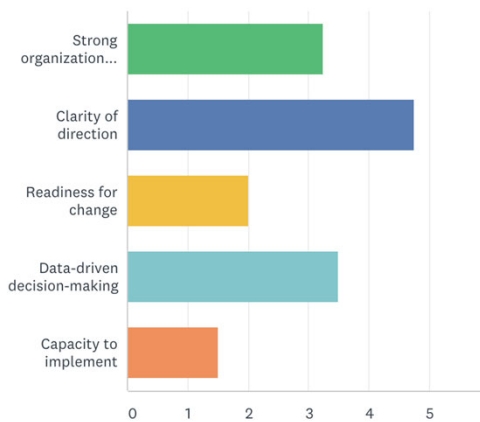
The financial vitality committee is about supporting all of the pillars. It appears small, but really the group is driven by the college-wide initiatives under the umbrella of transparency, effective metrics, analysis/monitoring to build a sound and sustainability financial model.

30

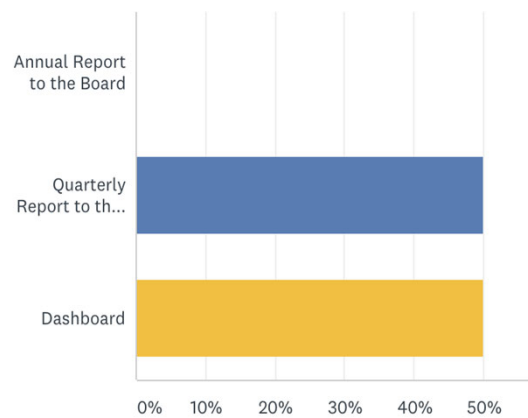
Implementation Next Steps

Board Survey Responses: Key Components and Accountability

What do you think are the key components of a successful and implementable Strategic Plan?



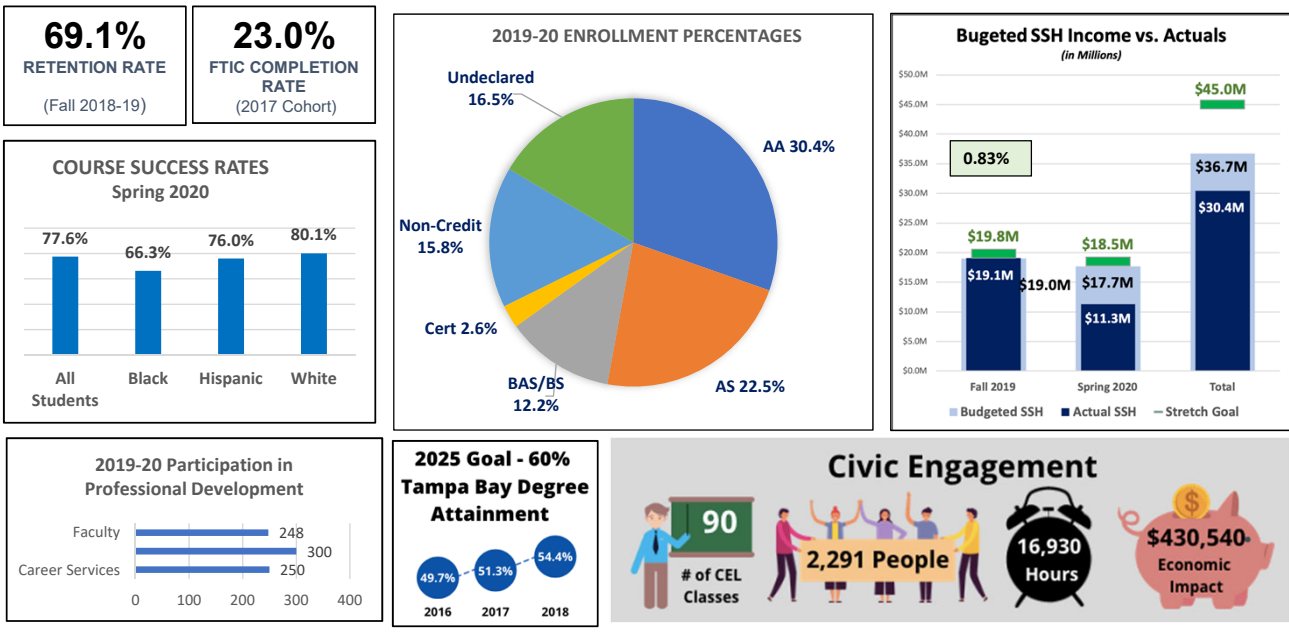
How would you like to receive Strategic Plan updates?



Board Responses on Strategic Plan Contribution and Implementation



SPC BOT Dashboard Metrics



Next Steps

SPRING TIMELINE

Tasks	January	February	March	April	May
Refine Priorities & Specify Initiatives	Progress bar (dark to light)				
SPC Townhalls for Feedback			Progress bar (dark to light)		
Finalize Plan & Communicate					Progress bar (dark to light)

BOT Updates

Board Dashboard

- December Strategic Planning Session – Full Annual Update
- January BOT meeting (in packet) for Fall updates
- May BOT meeting (in packet) for Spring updates

Strategic Planning Committees (Board Champions)

- Deeper Dive on high impact strategies implementation
- Collaboration and alignment with all sub-committees
- Following March and October BOT meeting

Aspen Institute College Excellence Program

STRONG LEADERSHIP

- Communicate and build urgency for a clear vision focused on student success.
- Inspire and sustain a culture change focused on innovation, data-informed practice, delivery, and shared responsibility for student success.

GUIDED PATHWAYS

- Build clear pathways to credentials, including defined course sequences and out-of-classroom experiences.
- Get and keep students on the path through high impact support services.

TEACHING AND LEARNING

- Exceptional colleges set the expectation that faculty and staff will continually improve their own practice.
- Develop systems and processes that engage faculty in measurably improving student learning.

PARTNERSHIPS

- Build strong ties with regional industries to design curricula for the jobs that exist as well as emerging jobs.
- Work with K-12 districts to align academic requirements and implement early college opportunities.

DATA USE

- Strategic data shared throughout the institution and used to improve practice and close equity gaps.
- Faculty and staff are given structured time and space to meet, analyze, and discuss data on student outcomes.