

BOARD OF TRUSTEES Strategic Planning Committee

**September 9, 2020
10:45 AM-11:15 AM**

Or upon the conclusion of the previous committee meeting

**Florida Polytechnic University
WEBEX TELECONFERENCE MEETING**

Dial in: 1-415-655-0001 | Access code: 171 599 4704#

MEMBERS

Gary Wendt, Chair

Dr. W. Earl Sasser, Vice Chair

Frank Martin

AGENDA

- | | |
|---|---|
| I. Call to Order | Gary Wendt, Chair |
| II. Roll Call | Michele Rush |
| III. Public Comment | Gary Wendt, Chair |
| IV. Approval of the February 25, 2020 Minutes
<i>*Action Required*</i> | Gary Wendt, Chair |
| V. 2020-2022 Strategic Planning Committee Work Plan Review | Gary Wendt, Chair |
| VI. 2020 Florida Polytechnic University Equity Report
<i>*Action Required*</i> | Rick Maxey, AVP, Office of Diversity & Inclusion |
| VII. Campus Master Plan Update | David Calhoun, AVP, Facilities and Safety Services |
| VIII. Florida Industrial Phosphate Research Institute Update | Dr. James Mennie, Assistant Professor, Business Analytics |
| IX. Review Committee Charter & Upcoming Issues | Gary Wendt, Chair |
| X. Closing Remarks and Adjournment | Gary Wendt, Chair |

Florida Polytechnic University
Board of Trustees

Strategic Planning Committee Meeting

DRAFT MEETING MINUTES

Tuesday, February 25, 2020
4:00 PM – 5:00 PM

Florida Polytechnic University, IST 1046
4700 Research Way, Lakeland, FL 33805

I. Call to Order

Committee Chair Mark Bostick called the Strategic Planning Committee meeting to order at 3:55 p.m.

II. Roll Call

Michele Rush called the roll: Committee Chair Mark Bostick, Vice Chair Cliff Otto, Trustee Ryan Perez, Trustee Louis Saco and Trustee Earl Sasser were present (Quorum).

Staff present: Mr. Rick Maxey, Ms. Michele Rush, Mrs. Kim Abels, Mr. David Calhoun, Mr. Kevin Calkins, Dr. Tom Dvorske and Mr. Alex Landback were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Louis Saco made a motion to approve the Strategic Planning Committee meeting minutes of December 10, 2019. Trustee Earl Sasser seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2018-20 Strategic Planning Committee Work Plan Review

Mr. Rick Maxey presented the change to the Work Plan to move consideration of the University's 2020 Accountability Report from February to April to allow adequate time for all data to be gathered. The Committee voted to make an April Executive Committee meeting a standing meeting to specifically address consideration of the annual Accountability Report.

Trustee Louis Saco made a motion to approve the changed 2018-20 Strategic Planning Committee Work Plan. Vice Chair Cliff Otto seconded the motion; a vote was taken, and the motion passed unanimously.

VI. Campus Master Plan Update 2020-2030

Mr. David Calhoun made a presentation to the Committee regarding the process for updating the ten-year Campus Master Plan which is required by law to be undertaken at least every five years. Florida Poly's update is due in 2021 but staff are starting the seven to eight-month process now.

The Campus Master Plan must include all facilities desired to be constructed during the ten-year life of the plan. The process also requires that six agencies and the host local community be provided with an opportunity to review and comment on the plan.

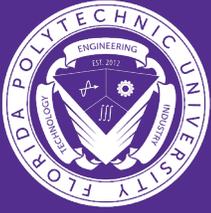
After the Campus Master Plan is adopted, the University must negotiate with the local host community to identify and pay for impacts to infrastructure such as roads and utilities.

Mr. Maxey explained the master plan must be as precise as possible as this is the document the Board of Governors reviews when deciding priorities; therefore, this document must be as thorough as possible before going to a vote.

Trustee Adrienne Perry questioned if it would be possible for a benefactor to donate a building once the master plan had been approved. Mr. Maxey explained the Master Plan can be amended in that instance.

IX. Closing Remarks and Adjournment

With no further comments, the meeting adjourned at 4:07 p.m.



BOARD OF TRUSTEES Strategic Planning Committee Work Plan

COMMITTEE TOPICS

Following is a list of major issues expected to come before the Strategic Planning Committee over the next two years.

- University Strategic Plan
- Campus Master Plan
- Educational Plant Survey
- Annual Accountability Report
- Performance Based Funding
- Florida Polytechnic University Equity Report
- Florida Industrial and Phosphate Research Institute Annual Report

ISSUE	CYCLE	COMMENTS	ACTION
University Strategic Plan	5 years	Reviewed annually and approved by BOG every 5 years	Approve
Campus Master Plan	10 years	Updated at least every 5 years and submit to BOG for review	Approve
Educational Plant Survey	10 years	Updated at least every 5 years by the BOG or upon request by the University	Approve
Annual Accountability Report	Annual	Submit to BOG each spring or summer	Approve
Florida Polytechnic University Equity Report	Annual	Fall	Approve
Performance Based Funding	Annual	Summer	Review
Florida Industrial and Phosphate Research Institute Annual Report	Annual	Fall	Review

**The issues listed above occur in regular cycles. However, ad hoc matters may be brought to the Committee for review and approval or as determined by the Committee Chair or Board Chair.*

**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 9, 2020**

Subject: 2019-20 Florida Polytechnic University Equity Report

Proposed Committee Action

Recommend approval of the 2019-20 Florida Polytechnic University Equity Report to the Board of Trustees.

Background Information

Each university in the State University System of Florida is required to submit an annual equity report pursuant to Florida Board of Governors Regulation 2.003 Equity and Access. The regulation states that discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status, or any other basis protected by applicable state and federal law against a covered individual at any university is prohibited.

The report summarizes the diversity of Florida Poly's student body, faculty and staff as well as trends. In addition, the equity report discusses efforts the university is taking to make education at the Florida Poly accessible to persons of all groups. Acceptable efforts include conducting targeted outreach and recruitment aimed at inclusion, creating training programs to increase capacity of diverse cohorts, and taking lawful action to remedy underutilization.

Supporting Documentation: 2019-20 Equity Report

Prepared by: Rick Maxey, Assistant Vice President, Office of Diversity and Inclusion



**FLORIDA POLYTECHNIC
UNIVERSITY**

2019-20 EQUITY REPORT



BOT APPROVED: 09/9/2020

Florida Polytechnic University

Report Year: July 2019 – June 2020

Approved by University Board of Trustees: September 9, 2020

Dr. Randy K. Avent
University President
September 9, 2020

Prepared by:

Rick Maxey, Assistant Vice President

Office of Diversity and Inclusion

Florida Polytechnic University
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EXECUTIVE SUMMARY

Section 1000.05, Florida Statutes prohibits discrimination against students and employees in the Florida K-20 public education system, which includes Florida Polytechnic University and other public educational institutions. That same law requires that those entities must provide “equality of access”.

Florida law (section 1000.05(3)(a) states that “No person shall, on the basis of gender, be excluded from participating in, be denied the benefits of, or be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by a public K-20 educational institution; and no public K-20 educational institution shall provide athletics separately on such basis.” The Board of Governors adopted Regulation 2.003 Equity and Access to provide guidance for public universities in following the law.

That regulation requires each public university in Florida to prepare an annual Florida Equity Report that complies to state statutes and Board of Governors regulation. Section 2.003(5)(a) of the regulation requires that the university’s equity report must include “information on the institution’s progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment.”

In addition, the Florida Board of Governors Regulation 2.003 Equity and Access requires appropriate student participation in programs or courses where protected classes are underrepresented, gender equity in athletics and appropriate representation of women and minorities in senior-level administrative positions and faculty positions.

Florida Board of Governors Regulation 2.003(3) Equity and Accountability in Employment.

Each university shall:

(a) Offer equal opportunity and access in employment to all qualified individuals without regard to the protected status or category of the individual.

(b) Maintain an annual equity plan for remedying underutilization of women and minorities, as applicable, in senior-level administrative positions and by faculty rank and/or tenure status. Such plan shall be maintained and ongoing until such underutilization has been remedied.

This report encompasses policies, programs and practices related to equity within enrollment; student services; and employment of faculty and staff. All data are compared to Florida Poly’s 2018-19 academic year.

The format for most charts is based on templates provided by the Florida Board of Governors. Additional tables and figures are utilized to analyze data with respect to:

- Student enrollment in comparison with other State University System institutions and STEM-based peer universities
- On-campus housing demographics

Florida Poly provides equal education to all its students. As stated in our mission, we seek to: “Serve students and industry through excellence in education, discovery and application of engineering and applied sciences.” Despite the challenges, the University is making progress in enrollment for certain underrepresented groups. However, there are still opportunities to continue moving toward a more representative student body, faculty and staff.

The University does not have intercollegiate athletic programs. Therefore, corresponding charts are not applicable to our institution. In addition, Florida Poly does not follow tenure-track systems for our faculty.

POLICIES & PROCEDURES

Florida Polytechnic University is governed by state and federal statutes, regulations and guidelines of the Florida Board of Governors, and university regulations and policies. The University adopts policies and related procedures to dictate and guide the operations of the University when statutes, regulations and guidelines do not provide specific guidance or do not offer procedures or implementation directives necessary for efficient university operations.

Policies should neither conflict with provisions contained in applicable laws or regulations, nor merely restate or duplicate those provisions. When an existing University policy conflicts with a law, Florida Board of Governors regulation, or university regulation, such law or regulation shall take precedence over the University policy.

The University’s policies are available on the “University Policies, Regulations and Rules” section of the University’s webpage: <https://floridapoly.edu/about/board-of-trustees/university-policies-regulations-rules/>

Review of Policies & Procedure

The following policies and procedures were developed to ensure equity within the University. These and additional policies and procedures will be updated annually and are available online.

Non-Discrimination and Equal Opportunity	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-1.004-Non-Discrimination-and-Equal-Opportunity-Regulation-1.14.20141.pdf
Discrimination and Harassment Complaint	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-1.005-Discrimination-and-Harassment-Complaint-Policy-and-Procedures-2.5.141.pdf
Sexual Misconduct	https://floridapoly.edu/general-counsel/assets/fpu_1.005p_sexual_misconduct_8.13.20.pdf
Admission to the University	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-2.001-Admission-to-the-University-4.5.17.pdf
Student Government and Student Organizations	https://floridapoly.edu/wp-content/uploads/FPU-3.002-Student-Government-and-Student-Organizations-6.22.17.pdf
Student Code of Conduct	https://floridapoly.edu/wp-content/uploads/FPU-3.006-Student-Code-of-Conduct.clean_.pdf

Reasonable Accommodations for Religious Observances, Practices and Beliefs	https://floridapoly.edu/wp-content/uploads/FPU-3.009-Reasonable-Accommodations-6.22.17.pdf
Student Grievance Process	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-3.0031P-Student-Grievance-Process-1.17.17-1.pdf
Student Requests for Disability Services	https://floridapoly.edu/wp-content/uploads/FPU-3.0041AP-Student-Requests-for-Disability-Services-10.23.15-FINAL.pdf
Anti-Hazing	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-3.0062P-Anti-Hazing-Policy-4.28.15.pdf
Academic Freedom and Responsibility	https://floridapoly.edu/wp-content/uploads/2017/07/FPU.5.001-Academic-Freedom-Academic-Freedom-and-Responsibility-1.14.141.pdf
Student Attendance	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-5.0010AP-Student-Attendance.pdf
University Personnel Program	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-6.001-University-Personnel-Program-6.27.13.pdf
Personnel Code of Conduct and Ethics	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-6.002-Personnel-Code-of-Conduct-and-Ethics-12.11.14.pdf
Employee Grievance Procedure	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-6.0011P-Employee-Grievance-Procedure-11.17.14.pdf
Recruitment, Selection and Appointment of Non-Faculty Personnel	https://floridapoly.edu/wp-content/uploads/FPU-6.0125P-Recruitment-Selection-and-Appointment-of-Non-Faculty-Personnel-08.27.15-FINAL.pdf
Recruitment, Selection and Hiring of Personnel	https://floridapoly.edu/wp-content/uploads/FPU-6.0126P-Recruitment-Selection-and-Hiring-of-Personnel-3.7.2018A-6.pdf
Student Financial Aid	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-7.002-Student-Financial-Aid-3.16.17.pdf
Financial Aid Accommodations	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-7.0012P-Financial-Aid-Accommodations-for-Students-Needing-Reduced-Course-Loads-7.30.15.pdf
Purchasing	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-8.001-Purchasing-8.28.13.pdf

Non-Discrimination Policy

The University is committed to providing and maintaining a dignified environment in which all members of the university community appreciate and respect each other. This is accomplished by maintaining a welcoming environment to work, study, and interact with one another, free from any form of unlawful discrimination. The University shall not unlawfully discriminate in offering access to any educational programs or activities or in conducting its employment practices on the basis of race, color, national origin, marital status, sex, religion, age, disability, sexual orientation, gender identity, gender expression, or veteran status or any other legally protected class or basis under applicable federal and/or state laws. The University's non-discrimination policy (FPU-1.004 Non-Discrimination/Equal Opportunity) was approved by the University Board of Trustees in January 2014 and is reviewed annually.

ACADEMIC PROGRAM REVIEWS

This section presents and discusses student enrollment and student services initiatives. Enrollment data represents the student population in required reporting areas, as applicable, for fall 2020 with a comparison to fall 2019. Diversity-related initiatives and programs for enrolled students are described under the student services section.

Key	Term	Definition*
NRA	Nonresident Alien	A person who is not a citizen or national of the United States and who is in this county on a visa or temporary basis and does not have the right to remain indefinitely.
B	Black or African American	A person having origins in any of the Black racial group of African.
AI/AN	American Indian/Alaska Native	A person having origins in any of the other original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
A	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
H	Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
NH/OPI	Native Hawaiian/Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
W	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
≥ TWO	Two or More Races	A person self identifies as not Hispanic, and more than one race category.
UNK	Unknown	The category used to report students or employees whose race and ethnicity are not known.

*2014-15 Survey Material: Glossary (NCES National Center for Education Statistics) December 5, 2014.

Enrollment

Student enrollment at Florida Poly by gender and race/ethnicity are presented and analyzed in the following areas:

- Full-time First-Time-In-College Enrollment
- Full-time Florida College System A.A. Transfers
- Retention of Full-Time FTICs after one year
- Bachelor's Degrees Awarded (AY 2017-18)
- Master's Degrees Awarded (AY 2017-18)

Although the equity report also requires the analysis of the following, it is either too soon in the University's maturity or outside the scope of our current mission to calculate these metrics:

- Graduation Rate of Full-Time FTICs after four years
- Doctoral Degrees Awarded (AY 2016-17)
- First Professional Degrees Awarded (AY 2016-17)

Data presented and analyzed in this section utilize the Federal Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment, including IPEDS gender and race/ethnicity IPEDS definitions (as follows):

Fall 2019 enrollment data is compared to the Florida State University System (SUS) and selected STEM universities considered peers based on Common Data Set (CDS) 2019-20 data. STEM institutions considered in this analysis include:

- Franklin W. Olin College of Engineering
- Worcester Polytechnic Institute
- Colorado School of Mines
- Missouri University of Science & Technology
- Michigan Technology University
- New Mexico Institute of Mining and Technology
- Rensselaer Polytechnic Institute
- Stevens Institute of Technology
- Clarkson University
- Florida Institute of Technology

The male student population continues to be higher than the female student population (male 82.8%, female 17.2%) but female enrollment is up from 11% (male enrollment 89%) in academic year 2017-18. This compares to enrollment of 58% in the SUS and 30% among our STEM peers.

White (66%) and Hispanic (17%) continue to have the highest representation among racial/ethnic groups, respectively. Black enrollment is 6%, up from 3.5% in Fall 2018. Asian enrollment changed from 5.1% in Fall 2018 to 4% in Fall 2019. Florida Poly compares favorably to our STEM peers with 6% black (Peers 3%) and 17% Hispanic (Peers 9%). Across the SUS blacks make up 11% and Hispanics 26% of enrollment. Whites are 48% of enrollment in the SUS and 67% of enrollment among our STEM peers.

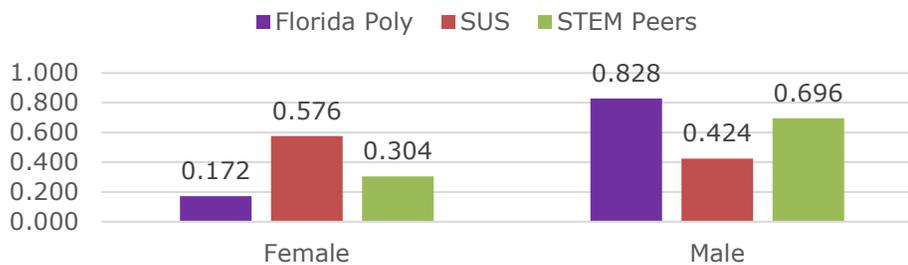
Full-Time First-Time-In-College Enrollment

Table 1. First-Time-In-College Enrollment (Full-time)

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	1	11	2	8	36	1	155	11	1	226
Women	0	5	0	4	10	0	26	1	1	47
Total Fall 2019	1	16	2	12	46	1	181	12	2	273
Category % of Total Fall 2019	0%	6%	1%	4%	17%	0%	66%	4%	1%	100%
Total FTIC Fall 2014	2	27	2	14	79	3	261	0	1	389
Category % of Total Fall 2014	1%	7%	1%	4%	20%	1%	67%	0%	0%	100%
Percentage Change in number from Fall 2014 to Fall 2019	0%	1%	0%	-1%	3%	0%	1%	-4%	0%	0%

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Full-time, First-time students.

FTIC Enrollment Comparison by Gender



Full-Time Florida College System A.A. Transfers

New incoming full-time college transfer students at Florida Poly who matriculated in fall 2019 make up 29% of the total new incoming undergraduate population. **Twelve (12%)**Thirty (27%) of full-time transfer

Table 2. Florida Community College A.A. Transfers (Full-time)

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2019	0	7	0	1	17	0	30	1	0	13	43	112
Category % of Total Fall 2019	0%	6%	0%	1%	15%	0%	27%	1%	0%	12%	38%	100%
Total Fall 2014	0	4	3	3	15	1	97	0	0	17	106	246
Category % of Total Fall 2014	0%	2%	1%	1%	6%	0%	39%	0%	0%	7%	43%	100%
Category % Change from 2014 to 2019	0%	-5%	1%	0%	-9%	0%	13%	-1%	0%	-5%	5%	0%

Source: Student Instruction File. Full-time students.

students were female compared to 27% a year earlier. Transfer female student populations were down from fall 2018 to fall 2019. Racial/ethnic groups with the most representation in the transfers' student body are White, Hispanic, and Black. For this segment of the student body, there was a 54% increase in the Black or African American population. Non-resident Aliens were not represented in this year's class.

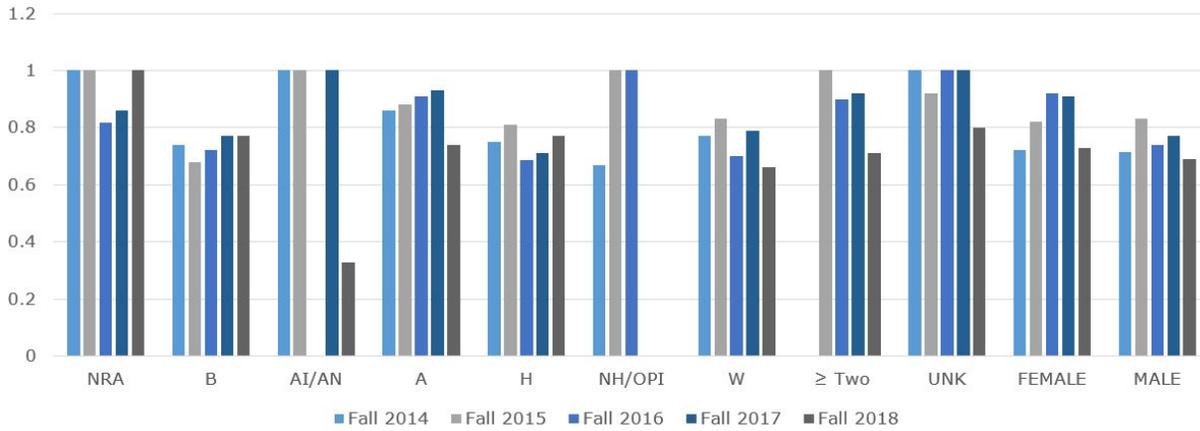
Retention of Full-Time FTIC after One Year

Table 3. Retention of Full-Time FTICs After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2018 Cohort	1	13	3	19	53	1	202	14	5	37	274	311
Category % of Total	0.3%	4.2%	1.0%	6.1%	17.0%	0.3%	65.0%	4.5%	1.6%	11.9%	88.1%	100.0%
Enrolled Fall 2019	1	10	1	14	41	0	134	10	4	27	188	215
Retention Rate	100%	77%	33%	74%	77%	0%	66%	71%	80%	73%	69%	69%

Florida Poly's overall retention rate for the fall 2018 cohort was 10% lower than for the fall 2017 cohort (69% to 79%). Retention of males was 69% and 73% for females in the fall 2018 cohort. (2017 cohort was 77% for males and 91% for females). Sixty-six percent of whites, which is the largest represented group, had a retention rate of 66%, Blacks (77%), Asians (74%), Hispanics (77%), and students who identified as two or more groups (80%). As retention data for full-time FTIC is analyzed year to year, retention rate among Asians has increased each year since fall 2014 cohort. Figure 3 shows retention rate trends by cohort year and race/ethnic group. The retention rate for whites is the lowest (66%) it has been since the University began enrolling students and for Blacks it is the second year that it is the highest (77%) that it has been.

**Florida Poly Full Time Retention Retention
by Cohort and Race/Ethnic Group**



Graduation Rate and Degrees Awarded

In 2016-2017, Florida Poly graduated its first cohort of students. A total of 39 degrees were awarded, but mostly master’s degrees (54%). Although bachelor’s degrees have been conferred a graduation rate for full-time FTIC cannot be calculated at this point (available in 2017-18).

Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2012-18 Cohort	NOT APPLICABLE (based on 6 year graduation rate)											
Category % of Total												
After 6 Years												
Number of Graduates												0
Percent Graduated												
Category % Graduated												
Number Retained												0
Percent Retained												

Note: FTIC includes Beginners and Early Admits.

In 2018-19 (239) bachelor's degrees were awarded, of which 160 (67%) were to White students, 18% to Hispanics, 5% to Asians and 3% to Blacks. Males earned 199 and females 40 of the bachelor's degrees. In 2017-18 (197) bachelor's degrees were awarded, of which 72% were to White students and 14% to Hispanics. Eighty-two percent (82%) of bachelor's degrees awarded were to male students. Two (2) master's degrees were awarded to White students (29%). One master's degrees was awarded to a female. Florida Polytechnic University does not grant doctoral or first professional degrees. Therefore, table 7 and table 8 are not applicable.

Table 5. Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	1	8	0	11	33	0	136	4	6	199
Female	2	0	0	1	11	0	24	2	0	40
Total	3	8	0	12	44	0	160	6	6	239
Category % of Total	1%	3%	0%	5%	18%	0%	67%	3%	3%	100%
AY 2017-18										
Male	0	13	2	5	22	0	121	1	6	170
Female	0	0	0	0	5	0	21	0	1	27
Total	0	13	2	5	27	0	142	1	7	197
Category % of Total	0%	7%	1%	3%	14%	0%	72%	1%	4%	100%
AY 2013-14										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2018-19										
Male	3	0	0	0	1	0	2	0	0	6
Female	0	0	0	1	0	0	0	0	0	1
Total	3	0	0	1	1	0	2	0	0	7
Category % of Total	43%	0%	0%	14%	14%	0%	29%	0%	0%	100%
AY 2017-18										
Male	3	0	0	1	0	0	2	0	0	6
Female	2	0	0	0	0	0	0	0	0	2
Total	5	0	0	1	0	0	2	0	0	8
Category % of Total	63%	0%	0%	13%	0%	0%	25%	0%	0%	100%
AY 2013-14										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-18										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%
AY 2016-17										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%
AY 2012-13										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-18										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%
AY 2016-17										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%
AY 2012-13										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

Student Services

This section will present current data, services provided and initiatives for each office within student services at Florida Poly.

Student Affairs

Florida Poly Student Affairs encompasses the student experience, beginning with academic advising, continuing through student support and development and culminating in career development. Student Affairs strives to enhance the opportunities for our students to participate fully in the University experience. Guided by the values of leadership, collaboration, innovation, and adaptability, Student Affairs encourages, supports and provides guidance for students' collegiate experience beyond the classroom.

Student Affairs functions to ensure non-discrimination on the basis of race, color, national origin, gender, religion, age, disability, marital status, veteran status or any other basis protected by law. As a collection of student-facing services, Student Affairs, values the individual diversity that each student brings to campus and seeks to provide opportunities for all students to develop a sense of belonging and connection to Florida Polytechnic University.

Student Affairs is organized into five areas, each with distinct services and goals:

1) Advising and Success Coaching: The Associate Director of Student Success and Retention leads the "Academic Success Center" which supports students with guidance on pathways to graduation, and also provides students with coaching to help them succeed at the University. Tutoring services are supported by the Academic Success Center, and all students are encouraged to utilize the free service. An Academic Improvement Program also operates through the Academic Success Center, directly supporting students who are on Academic Probation. The program aims to support and encourage students who have struggled academically in the past.

2) CARE Services: CARE Services student support for any issue that a student may have, ranging from loss of a family member to personal mental health support. CARE services are led by the Campus CARE Manager (Associate Director of Health and Wellness). CARE is supported by an on-campus licensed mental health counselor, as well a 24/7 Student Assistance Hotline. Counseling sessions are free, private and confidential. Disability Services provides support for students who self-identify that they have a disability.

Disability Services further coordinates academic and campus accommodations for students with mental, physical and developmental disabilities. CARE Services also leads a campus Behavioral Intervention Team which seeks to organize support for students who may be struggling on campus. Disability Services is housed within CARE Services.

3) Student Development and Student Life: Campus programming and activities that aim to connect the student to the campus community are organized through Student Development and Student Life. Located in the Student Development Center and organized through the Director of Student Development.

The Student Development Center (SDC) includes a workout facility, pool, and multi-purpose room. The SDC creates a safe environment for providing fair, equitable, and non-discriminatory programs. These programs improve the health and welfare of students and value cultural diversity, gender equity, principles of fair play, and amateur athletic competition throughout the University community.

The Intramural Sports program provides students, and faculty/staff a non-intimidating, safe and engaging fitness environment, in order to pursue healthier lifestyle choices. Our goal is to encourage healthy interaction through active and safe lifestyle opportunities for students and the greater University community, which strengthens learning and personal growth.

Registered Student Organizations (RSOs) provide opportunities for students to be connected to their culture and interact with students from different cultures. RSOs include Student Diversity Club, National Society of Black Engineers Chapter and a Latin American Student Association. Each RSO hosts events that bring together all students to learn and share cultural activities.

In addition, faculty and staff created THRIVE operates to engage Florida Poly female students and encourage their success in STEM fields. THRIVE provides programming in three areas (1) professional development, (2) personal enrichment, and (3) community engagement.

4) Career Development: Led by the Associate Director of Career Development, Career Development provides opportunities for students to develop skills and strategies that will prepare them for employment. CODES workshops are held throughout the year, and specifically aim to help students from diverse backgrounds develop interview and career outreach skills that will help them identify and negotiate employment after graduation.

5) Residential Life: Residential Life plays an integral role in our students' education and development. "Res Life" supports the Florida Poly mission by providing services, policies and programs that enhance students' academic and social experiences in a residential community that combines essential elements for a success college experience. As a function of Student Affairs, Res Life partners with students to create a living-learning environment that encourages and fosters student learning, development, and personal growth. Res Life offers students a living-learning environment that supports and promotes leadership, collaboration, innovation, adaptability, and development.

Admission to Academic Program

The Admissions Office at Florida Polytechnic University has a mission to value diversity and has made conscious efforts through community outreach and campus events to increase female and minority student interest. The departmental goal is to use targeted recruitment efforts to increase interest and admissions applications. The following events have taken place and are continuing over the next academic year to increase female students:

Admissions Events

1. We attended recruitment events for 14 of the top 25 most diverse high schools in Florida.
2. FA 2019 and AP 2020 Recruitment events in highly diverse areas (top 5 diverse counties in Florida)
 - a. Broward County-49
 - b. Orange County-45
 - c. Hillsborough County-41
 - d. Duval County-25
 - e. Palm Beach County-16
3. FA 2019 Recruitment Events in New York: 46
4. FA 2019 and SP 2020 STEM Days
 - a. 13 schools from the top 5 diverse counties in Florida out of 35 total schools attended
5. Increase Communication with School counselors
 - a. School Counselor PD Day
 - b. SUS Events
 - c. Mailings to increase awareness
 - d. Nominations of students for “pathway” programs
6. Otronicon event at the Orlando Science Center in Orlando
7. Group tours through our office
 - a. DSC Trio Talent Search
 - b. Take Stock in Children Pinellas
 - c. Stewart Middle School AVID
 - d. Auburndale ESOL and Personal Career and School Development
 - e. Wolf Lake Middle School AVID
 - f. Neptune Middle School AVID
 - g. SFSC Trio
 - h. Urban League of Palm Beach County
8. Yield events were heavily impacted by COVID 19 therefore we could not continue our plans of matching up females students with current females students on campus
9. STEMpalooza and Camp CEO STEM were cancelled (our partnership with the Girl Scouts)

Recruitment Efforts

Admissions Counselors are targeting recruitment efforts toward female students. When recruiting in the high schools, counselors had conversations with guidance staff and administrators to talk about potential female students that might be a great fit for Florida Poly, and STEM programs.

- Tour Guide efforts are made to pair current female tour guides with incoming students for campus tours.
- Hosting Take Stock in Children and Upward Bound programs on campus for tours. We could tie that into Tech Days.
- 100 Black Men College Fair - [Black/African American Males](#)
- Attended annually by the Admissions Office for recruitment.
- National Hispanic College Fair - [Hispanic/Latino Students](#)

Attended annually by the Admissions Office for recruitment.

Campus Visits and Events: Strategic efforts are made to pair current female Admissions Ambassadors with incoming students for campus tours, Open House events, Florida Poly UX events, and Saturday Previews.

University Group Tours: Admissions continues to invite and host a diverse population to visit campus, including but not limited to Take Stock in Children and Upward Bound programs. Starting Fall 2019, Admissions will identify target schools and invite specific key classes such as physics,

calculus, and pre-calculus, to attend an immersive STEM day on campus. These events will be a coordination of faculty, staff, and students to showcase Florida Poly resources and student opportunities.

Admissions Ambassador Staff: The office increased the diversity of its Admissions Ambassador staff in an effort to increase connections with historically under-represented groups.

- Upward Bound Residential Summer Program – In collaboration with Polk State College (PSC), the University hosted more than 30 students from underrepresented groups in a one-week residential academic program developed and taught by Florida Poly faculty.

Counseling Services

The Office of Counseling Services provides mental health counseling for students needing help working through and overcoming personal problems. Counseling sessions are free, private and confidential. Sessions are tailored to accommodate each person's needs. Students are encouraged to ask any questions they may have about treatment. This office also coordinates academic and campus accommodations for students with mental, physical and developmental disabilities.

The office acknowledges the integral importance of background and culture in shaping all of us and values the individual diversity that each student brings to campus. We strongly support student diversity, social justice and inclusion of persons of different and/or disadvantaged backgrounds. We recognize the importance of multicultural awareness in creating a campus climate of acceptance and belonging. As such, we are committed to advocating for students who identify as persons of color, LGBTQIA students, persons with disabilities, low-income and first-generation college

students, international students, persons with diverse religious faiths or practices, military veterans and non-traditional aged college students, among others.

Other Initiatives

National Society of Black Engineers (NSBE) Middle School Partnership - Black/African American Students in NSBE, visited Southwest Middle School students to provide basic exposure to computer coding. Over several weeks NSBE students met with mostly underrepresented students.

University Diversity and Inclusion Committee - This committee works to encourage interaction, understanding and acceptance across cultural, demographic and nationalistic lines. The committee also seeks to connect university students, faculty and staff with various cultural communities in the area. The committee holds events throughout the year ranging from town hall discussions to events where the Florida Poly family exhibits and shares their culture. It also includes speakers brought to campus to engage in discussions that seek to enhance understanding and communication among the diverse people that make up the Florida Poly environment. Following are a list of events scheduled for the 2019-20 year.

National Hispanic Heritage Month – September 15 – October 15, 2019 LGBTQ + Month –

October 2019

Indigenous People's Day – October 14, 2019

International and Cultural Recognition Day – October 19, 2019

Black History Month – February 1 – 28, 2020

International Day of Women and Girls in Science – February 11, 2020

World Day of Social Justice – February 20, 2020

Women’s History Month – PANDEMIC CANCELLED

International Women’s Day – PANDEMIC CANCELLED

Asian Pacific American Heritage Month – PANDEMIC CANCELLED

Clubs and Intramural Athletics

The Florida Polytechnic Intramural Sports program provides students, and faculty/staff a non-intimidating, safe and engaging fitness environment, in order to pursue healthier lifestyle choices. Our goal is to encourage healthy interaction through active and safe lifestyle opportunities for students and the greater University community, which strengthens learning and personal growth.

The Florida Polytechnic University Campus Recreation and Fitness Department creates a safe environment for providing fair, equitable, and non-discriminatory programs. These programs improve the health and welfare of students and value cultural diversity, gender equity, principles of fair play, and amateur athletic competition throughout the University community.

We have supported the creation of student clubs that provide opportunities for students to be connected to their culture and interact with students from different cultures. There is a Student Diversity Club, National Society of Black Engineers Chapter and a Latin American Student Association on campus. Each organization hosts events that bring together all students to learn and share cultural activities.

In addition, faculty and staff created THRIVE operates to engage Florida Poly female students and encourage their success in STEM fields. THRIVE provides programming in three areas (1) professional development, (2) personal enrichment, and (3) community engagement.

Student Financial Assistance

The Office of Financial Aid at Florida Poly is a student-centered department dedicated to assisting students and their families with acquiring funds to pursue an education at Florida Poly.

Florida Poly currently participates in Institutional, Florida Department of Education, and Federal Student Aid programs. By being current participants in these student financial assistance programs the University agrees to comply with:

Comply with:

1. Federal and State Department of Education student aid program statutes, regulations, and policies governing each program used by Florida Poly.
 - a. Florida Polytechnic University Institutional Aid program statutes, regulations, and policies governing each individual program that the Office of Financial Aid awards to current students;
 - b. Title VI of the Civil Rights Act of 1964, barring discrimination on the basis of race, color, or national origin;
 - c. Title IX of the Education Amendments of 1972, barring discrimination on the basis of sex;
 - d. Section 504 of the Rehabilitation Act of 1973, barring discrimination on the basis of physical handicap; and
 - e. The Age Discrimination Act of 1975
2. Acknowledge that the Department, State, and Accrediting agencies share responsibility for maintaining the integrity of the SFA programs and that these organization may share

information about the institution without limitation; and

3. Acknowledge that the institution must, prior to any other legal action, submit any dispute involving the final denial, withdrawal, or termination of accreditation to final arbitration.

The Office of Financial Aid provides tools and information to all students, including underrepresented and first-generation students, that promote college access and affordability.

- Federal Pell Grant Eligible students: Florida Poly continues to demonstrate its commitment to assisting our students with economic disadvantages. Florida Poly began disbursing Federal Pell Grant in Spring 2017. In Fall 2019, 33% of our undergraduate degree-seeking students were eligible for the Pell Grant.
- First Generation Matching Grant: A grant available through the State of Florida that is matched by Florida Poly for the academic year.
- Institutional Need-Based Scholarships: Scholarships that assist students with proven financial need.
- Latin American / Caribbean Scholarship: Pursuant to FL Statute 1009.21(10)(e), Florida Poly offers scholarships to students from an eligible Latin American / Caribbean country to assist in the institutional fees.
- Cashcourse.org: A student centered website dedicated to teaching students about their personal finances while attending college. Students may sign up for free and utilize numerous tools to assist in their financial literacy.
- Financial Literacy Presentations: The Office of Financial Aid presents to the Academic & Professional Skills classes each fall to prepare students to make informed decisions about managing their current and future finances. The presentation provides information and presents programs that address financial literacy as it relates to financial aid renewal, loan borrowing, budgeting, savings and credit. In Fall 2019, the Financial Aid presented to over 50% of the FTIC population.
- FAFSA Assistance Workshops: The Office of Financial Aid regularly hosts FAFSA workshops to assist students navigate the yearly application.

Student Employment – Education and Work Environment

Florida Poly employs students for on-campus part-time jobs based on need, while ensuring equal opportunity and equity. Jobs are posted on the University HR Careers website. Students are able to gain work experience and develop professional skills, while at the same time keep their education as priority. The University has become eligible to provide federal work-study to students.

Student personnel, regardless of employee classification, are handled in a manner consistent with Florida Poly's non-discrimination, equal opportunity and diversity policies.

Overall Effectiveness in Enrollment

All student activities, from application through course completion, strived to not discriminate on the basis of race, color, religion, national origin, sexual orientation, veteran's status, disability, age, marital status, or gender identity/expression.

Gender equity will continue to be a challenge as it is with engineering programs nationally. However, the goal for Admissions is to use targeted recruitment efforts to increase interest and admissions of women students.

As the University sees the need to provide a supporting environment for female students, a group of faculty and staff have developed and currently leads THRIVE. The mission of the program is "to engage Florida Poly female students and encourage their success in STEM." The program provides opportunities for students to participate in professional development workshops, personal

enrichment and leadership activities, and involvement with the community.

EQUITY IN INTERCOLLEGIATE ATHLETICS

Florida Polytechnic University does not have intercollegiate athletics, nor does the University participate in any state and/or national athletics programs. This section is not applicable to the Institution.

4.
5.

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings		
2. Participation rates, male and female, compared with full-time undergraduate enrollment		
3. Availability of facilities, defined as locker room, practice, and competitive facilities		
4. Scholarships		
5. Funds allocated to		
a) the athletic department		
b) administrative		
c) travel and transportation		
d) recruitment		
e) comparison with other institutions		
f) publicity		
g) other support		
6. Provision of services		
7. Scheduling		
8. Opportunities		
9. Compensation of coaches and tutors		
10. Medical and training services		
11. Housing and dining facilities and services		

Not Applicable to Florida Poly

Areas for improvement	Program for improvement	Timetable

	Male	Female	Total
Number			
Percent of Total			100%

EMPLOYMENT REPRESENTATION

Faculty and Staff – General Comments

The campus community is proud of the full spectrum of its diversity — encompassing differences in race, ethnicity, gender, age and more. We embrace the contributions that differences offer. We are committed to providing a working and learning environment in which all students and all members of the faculty and staff are able to realize their full potential.

Our diversity initiatives and strategies are designed to attract, develop, and advance the most talented individuals regardless of their race, sexual orientation, religion, age, gender, disability status or any other dimension of diversity. Our approach to diversity is based on a belief that we have accountability for success in this area. We provide our people with access to training and tools to help increase their awareness and understanding of differences and why they matter, so their actions can contribute to our high-performing workplace culture.

Diversity is a concept that implies the inclusion of many characteristics that differentiate us from each other. At Florida Poly, we value the many perspectives that arise from a variety of cultures, races, gender, religions, national origins, ages, physical and cognitive capabilities, sexual orientations, and other ways we identify ourselves. By our commitment to hiring a diverse staff, we will have access to different perspectives that can optimize team’s creativity and productivity.

The University implemented Workday, an Enterprise Resource Planning (ERP) human resource information system (HRIS) that included the development of an electronic recruiting module known as Careers. This has streamlined many manual processes and has also improved the candidate experience when applying for jobs at the University. The Careers recruiting module provides the ability for candidates to voluntarily self-identify when completing the job application to collect important recruiting data. In addition to this, the University has also established contracts with Inside HigherEd, HireEd, and the Chronicles to broaden our recruiting efforts to underrepresented groups.

Category Representation – Tenured Faculty

Florida Polytechnic University does not have a tenure process as all faculty follow a non-tenure model. Faculty are offered fixed term, multi-year contracts that are renewed based on performance.

Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2017	Not Applicable to Florida Poly										0	0
Number, Fall 2016											0	0
1YR Percentage Change											0%	
Number, Fall 2012											0	0
5YR Percentage Change											0%	
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Category Representation – Tenured-Track Faculty

Florida Poly does not follow a tenure system; therefore, no faculty is under tenure-track status.

Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2017											0	0
Number, Fall 2016											0	0
1YR Percentage Change											0%	
Number, Fall 2012											0	0
5YR Percentage Change											0%	
Area for improvement, compared with national standards? (Check if yes)												

Not Applicable to Florida Poly

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Category Representation – Non-Tenure Earning Faculty or Faculty at Non-Tenure Granting Universities

Full-time non-tenure earning faculty at Florida Poly increased by 11% from fall 2018. White racial/ethnic group continues to be most represented at 41% (a 5% decrease from fall 2018) and the one Black faculty resigned to take a faculty position at an out of state university. But there has been an increase in Asian and Hispanic faculty. An increase of 18% in female faculty is also observed when compared to fall 2018.

Table 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	15	0	0	14	7	0	39	0	0	20	55	75
Number, Fall 2018	8	1	0	13	5	0	41	0	0	17	51	68
1YR Percentage Change	88%	-100%	0%	8%	40%	0%	-5%	0%	0%	18%	8%	10%
Number, Fall 2014	0	0	0	3	1	1	16	0	1	8	14	22
5YR Percentage Change	0%	0%	0%	367%	600%	-100%	144%	0%	-100%	150%	293%	241%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Category Representation – Executive/Administrative/Management Employees

In 2019-20, Florida Poly had 65 employees categorized as executive, administrative and management (68 in the previous year). In fall 2019 female employees were 48% of the total population, compared to 46% the year before. White/Caucasian is the racial group with the highest representation among executives, administrators and managers, 75 compared to 74% last year. Hispanics and Black/African Americans are represented by 9% and 12% of the total population. A percent change was observed for Blacks (12% from 10%) and Hispanics (9% from 12%).

Table 4. Category Representation – Executive/Administrative/Managerial

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	1	8	0	1	6	0	49	0	0	31	34	65
Number, Fall 2018	1	7	0	2	8	0	50	0	0	31	37	68
1YR Percentage Change	0%	14%	0%	-50%	-25%	0%	-2%	0%	0%	0%	-8%	-4%
Number, Fall 2014	0	6	1	1	0	0	31	0	0	17	22	39
5YR Percentage Change	0.0%	33%	-100%	0%	0%	0%	58%	0%	0%	82%	55%	67%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

AREAS OF IMPROVEMENT/ACHIEVEMENT

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year)

Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)
Not Applicable	

Areas for Improvement Pertaining to Employment Identified (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
<p>We continue to improve efforts to advertise all job opportunities to a broad variation of outlets for continued diversification of our applicant pools. This strategy helps us to reach applicants who possess diverse backgrounds and experiences.</p> <p>The University’s Enterprise Resource Planning (ERP) Human Resource Information System (HRIS), Workday, includes an electronic Careers recruiting module. This module has streamlined many manual processes and has improved the candidate’s experience when applying for jobs at the University. The Careers recruiting module provides the ability for candidates to voluntarily self-identify when completing the job application to collect important diversity-related data. In addition, the University has continued to maintain contracts with Inside HigherEd, HireEd Jobs, and The Chronicle of Higher Education to further broaden our recruiting efforts, including the addition of diversity-targeted advertisements with each vendor.</p> <p>The University has purchased LMS training modules/webinars to utilize as a tool for education of staff and faculty in its diversity and inclusion initiatives.</p>	<p>As with any newly established organization, diversity in our faculty and staff is a work in progress. We strive to distribute all of our job opportunities to many different outlets in order to reach the best diversity in our applicant pools.</p> <p>Many of our positions are advertised nationally and help us to reach applicants from many different backgrounds and experiences.</p> <p>With the University establishing Workday as an Enterprise Resource Planning (ERP) and a Human Resource Information System (HRIS), Florida Poly now has more of an opportunity for targeted retention and reporting. Part of this implementation included a module known as Careers with further development of this module over the next year. This streamlines the manual processes of recruiting, allows for better diversity data capture and improves the candidates experience when applying. The University has also established contracts with Inside HigherEd, HireEd, and the Chronicles to further broaden our recruiting efforts. This includes researching additional diversity advertising sites and vendors to market our positions to specific groups and fields.</p>

Areas for Improvement Pertaining to Academic Services, Programs, and Student Enrollment

All student activities, from application through course completion, strived to not discriminate on the basis of race, color, religion, national origin, sexual orientation, veteran's status, disability, age, marital status, or gender identity/expression. Because of the nature of our STEM mission, gender equity will continue to be a challenge. It is the goal of Admissions and Academic Affairs to use targeted recruitment efforts in an effort to increase interest and applications from women.

Areas for Improvement Pertaining to Sex Equity in Athletics

Not applicable as Florida Poly does not have intercollegiate athletics, nor does the University participate in any state and/or national athletics.

Areas for Improvement Pertaining to Employment

As with any newly established organization, diversity in our faculty and staff is a work in progress. We strive to distribute all of our job opportunities to many different outlets in order to reach the best diversity in our applicant pools. Many of our positions are advertised nationally and help us to reach applicants from many different backgrounds and experiences.

With the University establishing Workday as an Enterprise Resource Planning (ERP) and a Human Resource Information System (HRIS), Florida Poly now has more of an opportunity for targeted retention and reporting. Part of this implementation included a module known as Careers with further development of this module over the next year. This streamlines the manual processes of recruiting, allows for better diversity data capture and improves the candidates experience when applying. The University has also established contracts with Inside HigherEd, HireEd, and the Chronicles to further broaden our recruiting efforts. This includes researching additional diversity advertising sites and vendors to market our positions to specific groups and fields.

PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

Florida Polytechnic University does not have a tenure process; therefore, this section is not applicable to our Institution.

Table 1. Protected-Class Representation in the Tenure Process, 2018-19

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White					
Other, Not Reported					
TOTAL					
Not Applicable to Florida Poly					
Other, Not Reported					
Total Female (Number and Percent) (Include Other, Not Reported)					
GRAND TOTAL					

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

NOMINATED: Faculty for whom tenure is being recommended by the University

PROMOTION AND TENURE COMMITTEE COMPOSITION

Florida Polytechnic University does not have a tenure process, therefore there is no promotion and tenure committee in our Institution.

Table 1: Promotion and Tenure Committee Composition, AY 2018-19

Type of Committee	Total including Other, Not Reported		
	F	M	F
University Committee		0	0
Sample College 1		0	0
Dept in Sample College		0	0
Dept in Sample College		0	0
Sample College 2		0	0
(add lines as needed)		0	0

OTHER REQUIREMENTS

Florida Polytechnic University is committed to equal opportunity for students within its educational programs and services offered, and to a diverse environment for all faculty and staff. The information collected in Fall 2015 and presented in this report will be used as a benchmark for future improvements and goals.

Budget Plan

The University Budget Plan includes operating funds to effectively meet various commitments and expectations with respect to achieving equal educational opportunity goals for students, faculty, and staff.

President's Evaluation

The 2020/21 goals and objectives for the President include increasing the diversity of our students.

Top Administrator's Evaluations

Efforts will be made to be more systematic in incorporating outcomes in evaluations for specific administrators beyond the President.

DIVERSITY & INCLUSION COMMITTEE MEMBERS

Rick Maxey, Office of Diversity and Inclusion (Committee Chair)

Chandrasekaran Balasubramaniyan, Faculty Representative

Heather Freeman, Faculty Representative

Gloria Nelson, Human Resources

David Brunell, General Counsel Representative

Michelle Disson, Presidential Appointment

Lydia Guzman, University Relations Representative

Gabrielle Simms, Student Representative

Melissa Vazquez, Academic Affairs Representative

Ryan Darley, Student Development Representative

**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 9, 2020**

Subject: Campus Master Plan Update

Proposed Committee Action

Information only – no action required.

Background Information

Florida law requires that each public university adopt a campus master plan for building out facilities and infrastructure of the campus in the subsequent ten years. The plan shows the buildings, approximate location on campus, square footage, and impact to affected communities. Florida Poly's Campus Master Plan was adopted in 2016.

The law also requires that the plan be updated at least every five years or sooner to ensure that existing plans for the campus are still desired. Minor changes to the plan can be made at any time using an amendment process.

The law requires certain elements be included in the plan (e.g. transportation, roads, etc.) and that impacts to the host community and other affected communities be listed along with estimated cost. The host and affected communities along with specified agencies are provided an to review and comment on the plan. In addition, public hearings must be held to allow for anyone who may be affected to comment. All comments must be considered before the Campus Master Plan is adopted by the University Board of Trustees.

After adoption, the University and host community are required to negotiate a campus development agreement covering how impacts will be funded.

Supporting Documentation: Power Point Presentation

Prepared by: David Calhoun, Assistant Vice President, Facilities & Safety Services



**FLORIDA POLYTECHNIC
UNIVERSITY**

Campus Master Plan 2020-2030

David Calhoun

September 9, 2020



Campus Master Plan 2020-2030

- **Florida State Statutes**

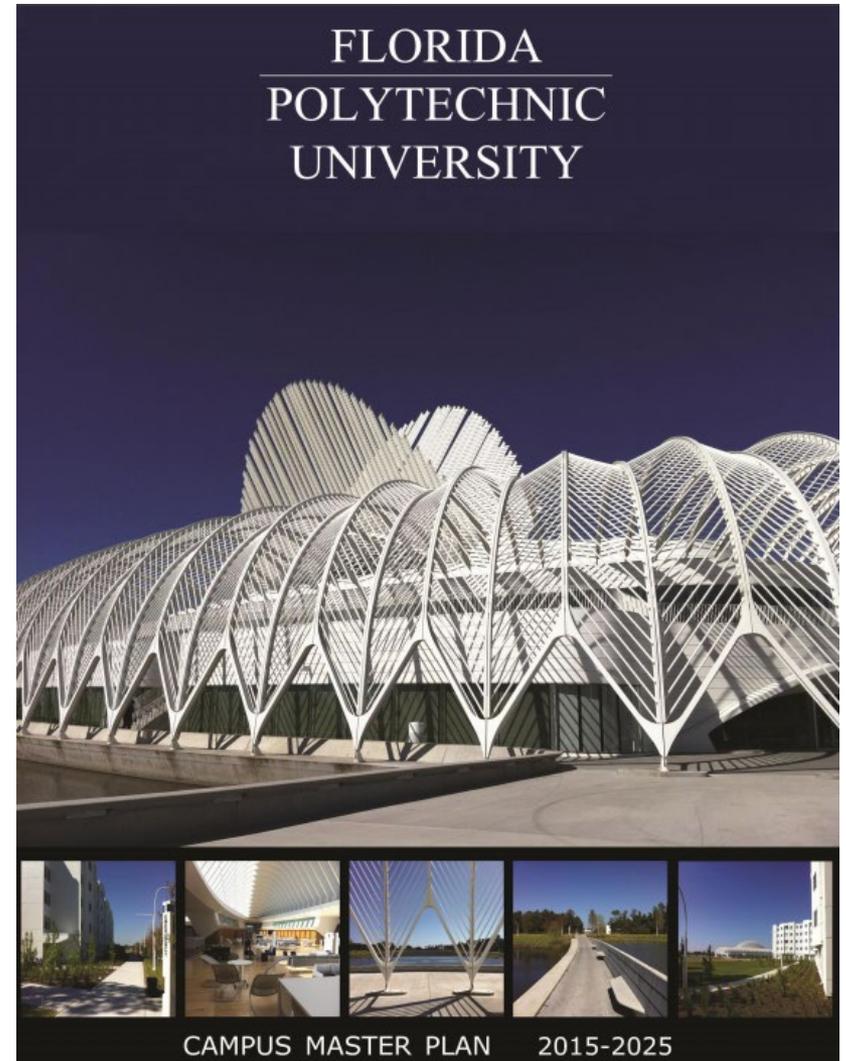
- Title XLVIII - K-20 Education
- Chapter 1013
- Section 1013.30

- **2015-2025 Master Plan**

- Adopted 9/7/2016

- **Master Plan Content**

- Academic Mission and Program
- Future Land Use
- Transportation
- Housing
- General Infrastructure
- Conservation
- Recreation and Open Space
- Intergovernmental Coordination
- Capital Improvement
- Figures, Data, Evaluation/Appraisal





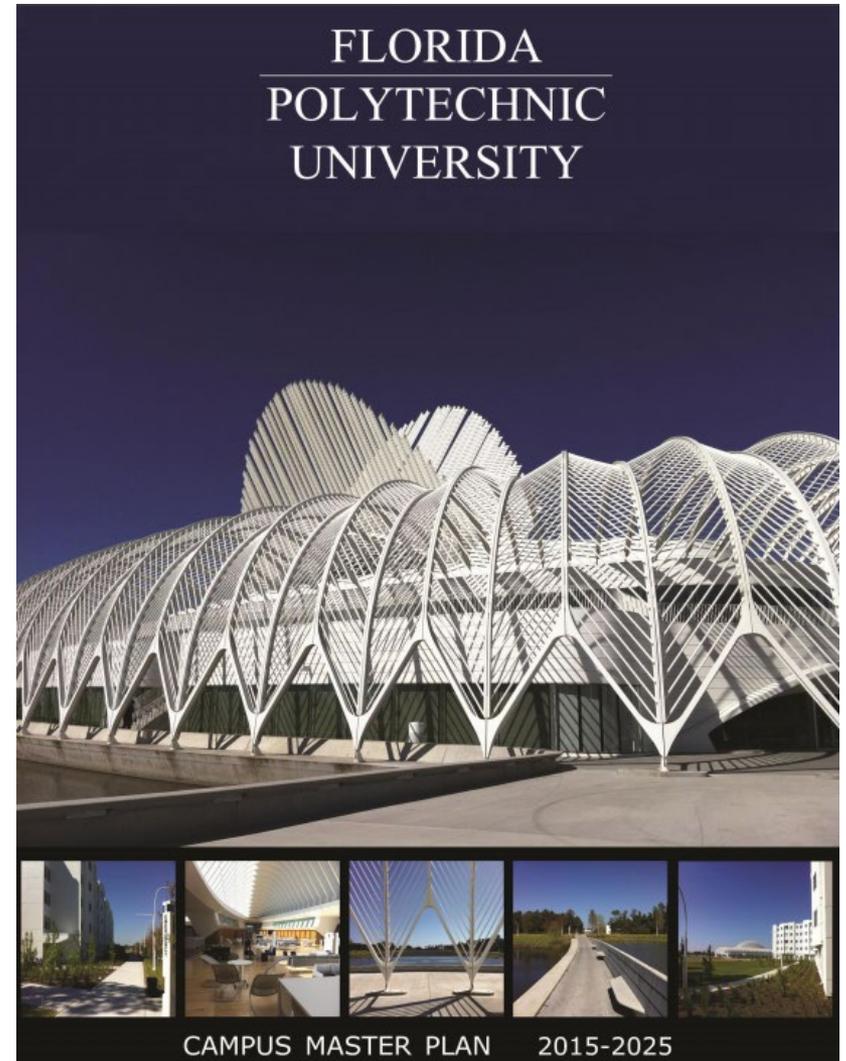
Campus Master Plan 2020-2030

- **Required Plan Elements (cont'd)**

- Environmental management
- Preservation of historic and archaeological resources
- Public transportation
- Figures, Data, Evaluation/Appraisal

- **Optional Plan Elements**

- Academic mission
- Academic program
- Utilities
- Public Safety
- Landscape architectural design
- Facilities maintenance



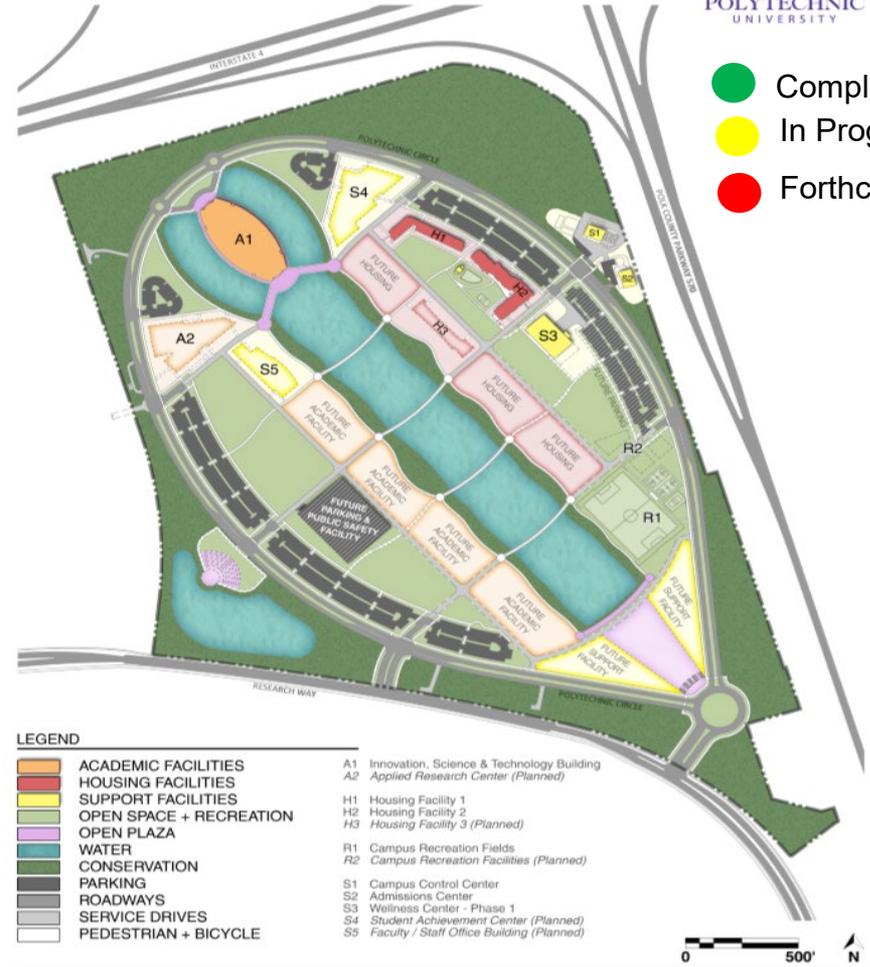


Campus Master Plan 2020-2030

FLORIDA POLY

- **Step 1 - Analysis**
 - In Progress
- **Step 2 - Update**
 - Proposed Progress review - May 2020, and September 2020
- **Step 3 - Master Plan Update**
 - Proposed October 2020
- **Step 4 - Draft Master Plan Agency Submission**
 - Proposed December 2020
- **Step 5 - Comments**
 - Proposed February 2021
- **Step 6 - CDA Review**
 - Upon completion

Figure 1.3: FUTURE LAND USE MAP



**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 9, 2020**

Subject: Florida Industrial and Phosphate Research Institute (FIPR) Update

Proposed Committee Action

Information only – no action required.

Background Information

FIPR is providing this annual report to make the Board aware of expenditures by and activities of FIPR.

The Florida Industrial and Phosphate Research Institute, under Section 1004.346, Florida Statutes is required to do the following:

1. Establish methods for better and more efficient practices for phosphate mining and processing.
2. Conduct or contract for studies on the environmental and health effects of phosphate mining and reclamation.
3. Conduct or contract for studies of reclamation alternatives and technologies in phosphate mining and processing and wetlands reclamation.
4. Conduct or contract for studies of phosphatic clay and phosphogypsum disposal and utilization as a part of phosphate mining and processing.
5. Provide the public with access to the results of its activities and maintain a public library related to the institute's activities, which may contain special collections.

In addition to the requirements above, FIPR is authorized, but not compelled, to secure funds from sources other than state appropriations, provide education to the public, promote commercialization of its products, and enter into public-private partnerships.

Supporting Documentation: Florida Industrial and Phosphate Research Institute (FIPR) Annual Report – FY 2019-2020

Prepared by: Dr. James Mennie, Assistant Professor Business Analytics, Business Director Florida Industrial and Phosphate Research Institute



FLORIDA POLYTECHNIC
UNIVERSITY

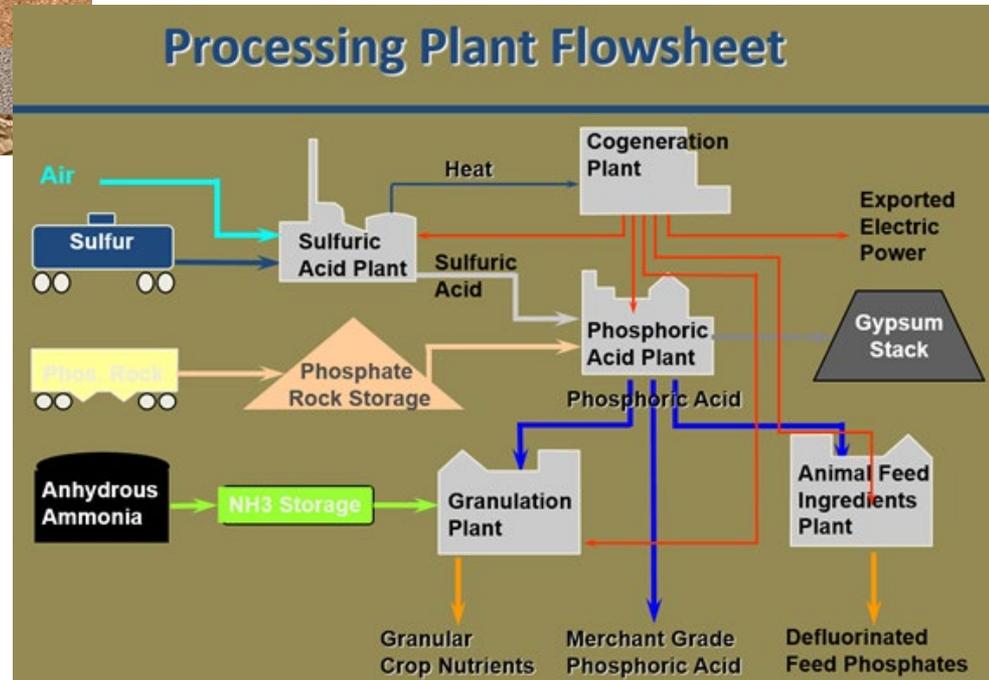
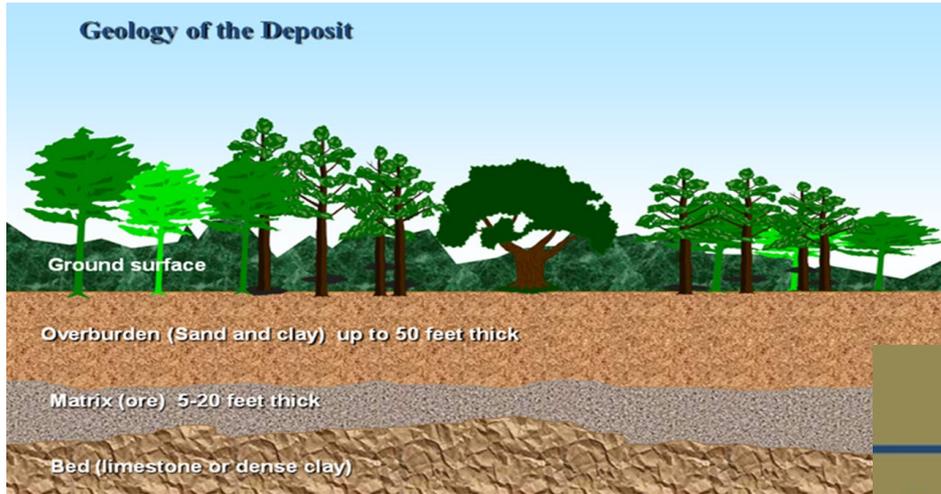
FIPR
INSTITUTE

FLORIDA POLYTECHNIC UNIVERSITY

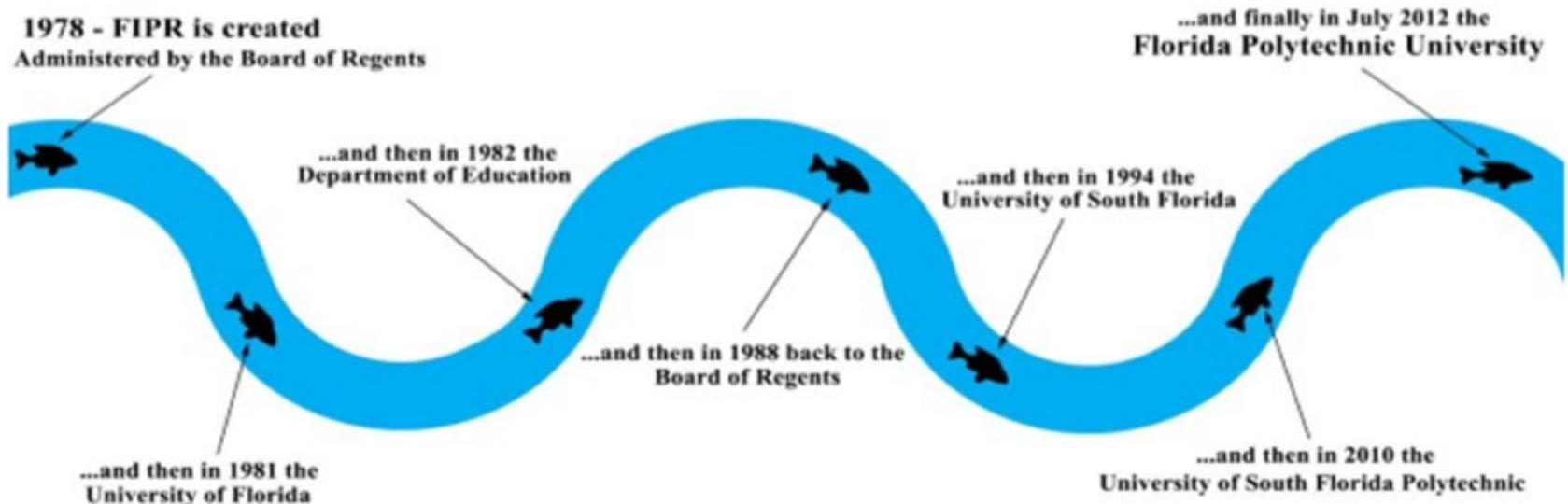
September 9, 2020

- **FIPR Institute Mission**
- **Historical Overview**
- **Technical Focus Areas**
- **Significant Efforts Project Status**
- **Environmental Engineering Program**
- **Business Opportunities Financial Overview**
- **Florida Poly 2.0**
- **University Engagement & Integration**

- **The mission of the FIPR Institute is to maintain a leadership role in identifying, conducting, funding, disseminating and assuring the scientific validity of phosphate and industrial research**



- **Formed in 1978**
- **Over \$100,000,000 allocated to phosphate and industrial research since our inception**



RESEARCH INITIATIVES:

- **WATER**- A water treatment & hydraulic engineering initiative tied to FIPR and the phosphate industry, that relates to the dual needs of environmental stewardship and requisite use of water for necessary use of water for commercial & residential purposes
- **PHOSPHOGYPSUM STACKS**- A phosphogypsum stack reduction effort tied to environmental imperatives and the development appropriate uses for the material and its safe and appropriate return to the supply chain
- **MINERALS PROCESSING/RARE EARTHS**- Development of improved separation technologies to optimize resource utilization which includes a rare earth elements separation effort. Additional efforts will focus on recovery from various industrial processing streams to develop creative technologies for separation into high value material streams
- **PHOSPHATIC CLAY**- Refocused research efforts on returning lands occupied by clay settling areas to viable economic property, as well as investigating the efficacy of detection, remediation and mitigation of red tide through the utilization of innovative technology

Significant Efforts Project Status

- **PCJ**
- **CMC – Phase 1**
- **CMI**
- **Smart Road**
- **CMC – Wastewater Clean-up**

- **Internally funded, the Packed Column Jig project is a gravity separation device that requires only water and air to achieve mineral separation based on their specific gravity differences**
- **Can separate minerals with very minor differentials in their specific gravities**



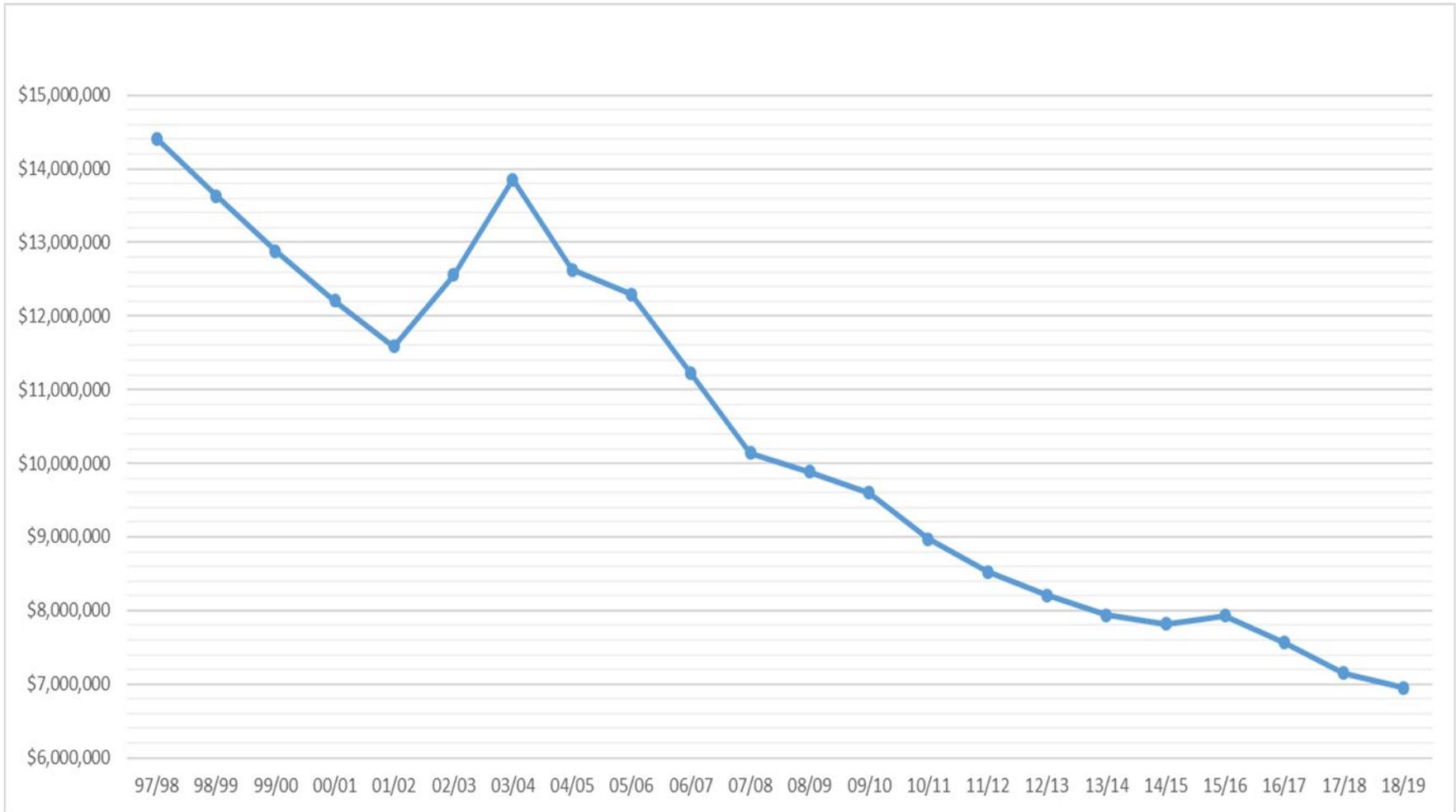
- **Significance:**
- **Increased production = lowered production cost**
- **For the phosphate industry, it is the most efficient means of separating dolomite from phosphate**
- **Can be universally applied**

- **In collaboration with University Academic Affairs, developed program to meet the needs of Florida employers and community at-large**
- **Professors with have joint research and academic responsibilities**
- **Search process currently underway**
 - Candidates recommended
 - Final vetting and decision pending

Business Opportunities Financial Overview

- **Current Financial Position**
- **Areas of Concern**
- **Efforts to Mitigate**

Current Financial Position



- **Combined balances Trust & Auxiliary Funds:**

(as of 8/27/2020) = \$6,857,669

Trust Fund \$6,158,059

Auxiliary \$699,610

- **Severance Tax receipts have declined 35% over the last 10 years**

- **Developing new sources of revenue through Industry collaboration**
 - **CMC**
 - **Hubei**
 - **Laboratory Services Agreements**
 - **International business**
 - **Solvay (consulting and laboratory services)**
 - **Madrid Engineering**
 - **FarmBot**
 - **Drone/LiDAR topographical mapping services**

FIPR is focused on developing alternative revenue streams to compensate for reduction of severance tax receipts:

- **Research initiatives are focused internally, not externally**
- **Efforts to engage and collaborate with industry are positive and continuing to grow with a focus on commercializing the research activities with the development of intellectual property endeavors**
- **This collaboration has generated new revenue streams and will provide employment opportunities for university undergraduate students, university graduate students and Florida Poly graduates**

- **FIPR is sponsoring two Capstone Projects this academic year**
 - Wastewater treatment remote monitoring – 6 students
 - Drone/LiDAR topographical analysis of the 4,000 acres surrounding Florida Poly – 6 students
- **University Student Interns**
 - Two interns over the summer, two more this semester
- **University Student Workers**
 - Four student workers this semester
- **Local High School Student Volunteers**
 - Two student volunteers
- **Website updates following University website updates**

**Strategic Planning Committee
CHARTER**

(Staff Liaison: Rick Maxey, AVP Office of Diversity and Inclusion)

- I. Purpose: The Strategic Planning Committee is responsible for making recommendations to the Board regarding strategic plans, goals and activities, related to the development of the University. This includes but is not limited to the University Strategic Plan, Campus Master Plan, Annual Accountability Report, Performance Based Funding, review of the annual report for the Florida Industrial and Phosphate Research Institute and any issues assigned by the Chair of the Board of Trustees. The Committee provides guidance on long-term University strategy and strategic initiatives related to economic development and job creation for our region and state.

The Strategic Planning Committee is a standing committee of the Board of Trustees.

II. Composition:

- The Committee will consist of no less than three members of the Board of Trustees.
- The University president will appoint a staff member as the primary liaison to the Committee.
- The Strategic Planning Committee Chair and members are appointed and removed by the Chair of the Board of Trustees.
- The Chair of the Strategic Planning Committee is the Committee's representative on the Board of Trustees' Executive Committee.

III. Meetings:

- The Committee will meet as required to address all issues under its authority.
- The meetings will be open to the public.
- A majority of Strategic Planning Committee members present at a committee meeting constitutes a quorum for purposes of committee business.
- The Committee will maintain written minutes of its meetings, and the Committee Chair will approve each meeting's agenda.

IV. Governance: To fulfill its oversight role, the Strategic Planning Committee will:

- Review the University's strategic plan, and make proposed revisions when appropriate
- Assess the progress made in achieving strategic goals and objectives
- Review the University's planning and planning related activities and any other issues assigned by the Board of Trustees Chair.
- Review the Committee charter at least every two (2) years and discuss any required changes with the Board.

Adoption of Charter: The Florida Polytechnic University Board of Trustees adopted the Strategic Planning Committee Charter on {date}.

History: Adopted {date}, reviewed and amended {date}