



FLORIDA POLYTECHNIC
UNIVERSITY

Board of Trustees Strategic Planning Committee Meeting

Wednesday, September 5, 2018
11:30 AM - 12:30 PM

Florida Polytechnic University
STUDENT DEVELOPMENT CENTER
4700 Research Way
Lakeland, FL 33805-8531

Mark Bostick, Chair
Dr. Louis Saco

Cliff Otto, Vice-Chair
Dr. Richard Hallion

Dr. Adrienne Perry
Travis Hills

AGENDA

- | | |
|--|---------------------|
| I. Call to Order | Mark Bostick, Chair |
| II. Roll Call | Michele Rush |
| III. Public Comment | Mark Bostick, Chair |
| IV. Approval of the May 22, 2018 Minutes
Action Required | Mark Bostick, Chair |
| V. Strategic Planning Committee Charter Review | Mark Bostick, Chair |
| VI. 2018-20 Strategic Planning Committee Work Plan Review
Action Required | Mark Bostick, Chair |
| VII. Strategic Plan
Action Required | Dr. Randy Avent |
| VIII. 2016-2017 Equity Report
Action Required | Rick Maxey |
| IX. University Relations Update | Maggie Mariucci |
| X. Closing Remarks and Adjournment | Mark Bostick, Chair |

**Florida Polytechnic University
Board of Trustees
Strategic Planning Committee Meeting**

DRAFT MEETING MINUTES

**Tuesday, May 22, 2018
10:45 AM-11:30 AM**

Joker Marchant Stadium, 2301 Lakeland Hills Blvd., Lakeland, FL 33805

I. Call to Order

Committee Chair Wilson called the Strategic Planning Committee meeting to order at 10:45 a.m.

II. Roll Call

Kris Wharton called the roll: Committee Chair Don Wilson, Trustee Philip Dur, Trustee Henry McCance, Trustee Travis Hills, Trustee Bob Stork and Trustee Adrienne Perry were present (Quorum).

Other trustees present: Chair Frank Martin, Trustee Mark Bostick, Trustee Jim Dewey, Trustee Dick Hallion, Trustee Cliff Otto, Trustee Louis Saco, and Trustee Gary Wendt.

Staff present: President Randy Avent, Provost Terry Parker, Ms. Gina Delulio, Mr. Mark Mroczkowski, Mr. Kevin Aspegren, Mr. Rick Maxey, Mrs. Kris Wharton and Mrs. Maggie Mariucci were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Philip Dur made a motion to approve the Strategic Planning Committee meeting minutes of December 6, 2017. Trustee Bob Stork seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2016-18 Strategic Planning Committee Work Plan Review

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

VI. 2018 University Accountability Report

Mr. Kevin Calkins presented the 2018 University Accountability Report.

Trustees inquired about Performance Based Funding and the University's four-year graduation rate. President Avent stated that Florida Poly's graduation rate will be better determined as our second and

third classes graduate. Mr. Calkins shared that the average four-year graduation rate in the SUS system is 45%. Trustee McCance requested a listing of the SUS and where each university falls in this regard. Mr. Calkins further confirmed that transfer students are not included in data on four-year graduation rate; the data only covers FTIC (First Time in College) who enter each cohort year. President Avent stated institutions like Olin College and Harvey Mudd have an 80% rate while other mid-tier institutions like Cal Poly have 30-40%.

Mr. Calkins also reviewed other performance metrics and goals, enrollment planning, and academic program planning.

President Avent discussed his desire to focus on connecting our students to small and medium businesses within the state of Florida. Discussion occurred on whether or not this focus is too restrictive. Several trustees encouraged pursuit of large companies as well. President Avent stated for the University to be successful, Florida Poly needs to grow the economy around the University campus by building a research park; it is more likely the University will have a better chance of attracting small to medium companies. Trustee Hills shared students are eager for opportunities with bigger companies and perhaps this is important as it allows Florida Poly to have name recognition across the nation.

Chair Martin inquired what percentage of internships are out of state. Mr. Calkins stated the percentage is very small and he will find and submit that data after the meeting.

Trustees also discussed the importance of name recognition and support beyond Polk County. It was acknowledged that since the institution serves the entire state, it will take time to get branding established.

Trustee Henry McCance made a motion to recommend approval of the 2018 University Accountability Report to the Board of Trustees. Trustee Philip Dur seconded the motion; a vote was taken, and the motion passed unanimously.

VII. Closing Remarks and Adjournment

With no further comments, the meeting adjourned at 11:30 a.m.

AGENDA ITEM: V.

**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 5, 2018**

Subject: Strategic Planning Committee Charter Review

Proposed Committee Action

For review. No action required unless changes to the charter are requested.

Background Information

Strategic Planning Committee: *(Staff Liaison: Rick Maxey)*

This committee is responsible for developing key initiatives and strategic goals, and provide guidance for the Strategic Plan, the Annual Work Plans and the Accountability Report.

Chairman Mark Bostick
Vice Chairman Cliff Otto
Dr. Richard Hallion
Travis Hills (SGA President)
Dr. Adrienne Perry
Dr. Louis Saco

Supporting Documentation: N/A

Prepared by: Rick Maxey, AVP, Economic Development & Board Liaison

**Florida Polytechnic University
Strategic Planning Committee
Work Plan 2018-2020**

February 28, 2018	May 22-23, 2018	September 5, 2018	December 5, 2018
	<ul style="list-style-type: none"> • 2018 University Accountability Report 	<ul style="list-style-type: none"> • Florida Equity Report • FIPR Institute Annual Report 	<ul style="list-style-type: none"> • Annual Accountability Report
February 27, 2019	May 21-22, 2019	September 11, 2019	December 11, 2019
	<ul style="list-style-type: none"> • 2019 University Accountability Report 	<ul style="list-style-type: none"> • Florida Equity Report • FIPR Institute Annual Report 	<ul style="list-style-type: none"> • Annual Accountability Report
February 2020	May 2020	September 2020	December 2020
	<ul style="list-style-type: none"> • 2020 University Accountability Report 	<ul style="list-style-type: none"> • Florida Equity Report • FIPR Institute Annual Report 	<ul style="list-style-type: none"> • Annual Accountability Report

**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 5, 2018**

Subject: Strategic Plan

Proposed Committee Action

Recommend approval of the Strategic Plan to the Board of Trustees.

Background Information

The final draft of the Strategic Plan is being presented to the Committee for review and approval to the Board of Trustees. Upon approval, the draft will go into the graphic design phase for publication.

Supporting Documentation: Final draft of the Strategic Plan

Prepared by: Randy K. Avent, President

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A MESSAGE FROM CHAIRMAN WILSON AND PRESIDENT AVENT

Dear Friends:

When Florida Polytechnic University graduated nearly 200 students – including many members of its inaugural class – on May 4, 2018, it marked more than a seminal achievement. It marked a pivot point to a new phase in Florida Poly's continuing development.

Florida Poly was established on April 20, 2012 with an ambitious mandate – we would be a new kind of university and we would serve the whole state of Florida with a strong focus on STEM (Science, Technology, Engineering and Mathematics). We also had a clear economic mandate: to develop strong working relationships with industry and to offer industry-aligned majors in fast-growing high-technology areas. Our goal is not only to educate and graduate bright and curious engineers, scientists and researchers, our goal is to be an engine that helps propel Florida's economy. Florida Poly will produce innovations and innovators, because Florida Poly is itself an innovation.

In creating Florida Poly, the Legislature and Board of Governors set specific and ambitious short-term goals for the new university to achieve. Among those was the creation of a new STEM-focused curriculum, to have at least 1,244 full-time equivalent students and to achieve accreditation by the Southern Association of Colleges and Schools, Commission on Colleges by the end of 2017. To ensure success, the Legislature charged the Board of Governors with the responsibility for reviewing and confirming that all criteria had been met.

We are proud that Florida Poly has met all of its required benchmarks. Indeed, this newest of Florida's state universities is thriving, and we are prepared to address a new set of priorities for the next five years. These priorities focus on important trends in higher education and include Degree Alignment, Student Success, Economic Development and Affordability & Efficiency. Advancing to Excellence is the strategic plan for how we will address these priorities. It outlines our vision, our goals and the metrics by which we will measure our progress.

This plan is the culmination of a collaborative effort of Florida Poly's leadership and stakeholders. We are very grateful for the guidance, wisdom and support we have received from our faculty, staff, students, University Trustees, the Board of Governors, elected officials and the community at large. We look forward to continuing to work together as we advance to excellence.

Don Wilson

Randy K. Avent

Chairman, BOT

President

INTRODUCTION

CREATING A NEW UNIVERSITY – THE FIRST FIVE YEARS

Creating Florida Poly addressed both a need and an opportunity for the state. Already home to many excellent colleges and universities, Florida’s newest university was never intended to duplicate the other state schools. Florida Poly was an opportunity to create a new kind of university in Florida, one that addressed the need for a broad education steeped in theory and fundamentals to ensure students are lifetime employable while simultaneously preparing students for the workforce by emphasizing practical skills in critical thinking and real-world problem solving. One that focused on applied research in fast-growing and emerging high-technology areas that Florida communities have identified as strategic areas for economic growth. And one that listens and responds to industry needs.

The visionaries behind Florida Poly recognized that having an institution devoted entirely to the education, discovery and application of engineering and applied sciences would fill an economic gap that Florida needed to address. Additionally, adding a strong STEM-based component to Florida’s economy would provide more diversity and stability to our economy. Recognizing that the pace and importance of technological development could not be ignored, especially in the nation’s third largest state, Florida Poly was created.

Creating a new university is an exciting, yet challenging, opportunity that begins with building a physical presence, developing a robust academic curriculum and attracting extremely talented students. Florida Poly’s first building, and the only academic facility, is the iconic Innovation, Science and Technology (IST) Building designed by the legendary Santiago Calatrava. Winning more than 20 global awards and identified as one of the 16 most breathtaking buildings in the world, the IST Building is one element in attracting talented students with strong skills in STEM.

More important than having an iconic physical presence, however, was the need to create university programs that provided pathways for students to get high-paying jobs after graduation. To this end, the University created a unique curriculum in six technical disciplines that provided quality and diversity for students. In four short years since the inaugural class arrived, Florida Poly has a student body of over 1,350 distinctively qualified students with representation from 30 states and 20 countries and an average accepted student SAT score approaching 1300. Our students are smart, they are driven, they are creative, they are risk-takers and they certainly excel in their STEM fields. Early statistics from self-reported data show that Florida Poly graduates are earning between \$50-70,000 dollars right out college, 83% are remaining in Florida and the majority are either employed or continuing on to further their education.

The first five years of Florida Poly were unarguably dedicated to bringing the University to life and largely driven by achieving regional accreditation. By the summer of 2017, Florida Poly had accomplished all six of the legislatively mandated goals, including student growth and receiving accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). With this, the University fulfilled its promise to the State of Florida to have an accredited institution devoted entirely to STEM and began to turn its focus towards the graduation of its inaugural class. This seminal event marked the end of the creation of the University and a transition to its next phase of maturation.

BUILDING THE STRATEGIC PLAN

BACKGROUND

Looking ahead at the next five years in Florida Poly’s growth, attention will turn towards maturing the organization, strengthening the core academic programs and establishing Florida Poly’s role in economic development. Advancing to Excellence is the strategic plan for how we will address these priorities.

The creation of this strategic plan followed a traditional development approach leading to a vision and roadmap for what the University can become. This opportunity was not taken lightly, and there were numerous stakeholders involved in the creation of its priorities. Faculty and staff participated in its initial development through several study groups, and we conducted individual and town hall-style meetings with faculty, staff, students and community leaders to shape the final plan. The plan was heavily influenced by our State University System’s 2025 Strategic Plan, and many of its goals are woven into our plan. Numerous iterations of the plan were also discussed with our Board of Trustees for guidance and final decisions.

Our approach in developing this five-year-plan followed a standard process that began by identifying emerging trends pressuring higher education for change. This investigation studied many areas that impact Florida Poly and included synoptic analyses of legislation, students, technology, industry, research and higher education. An internal analysis of each trend identified our Strengths and Weaknesses, while an external analysis did the same for Opportunities and Threats. Together, these formed the standard SWOT process and led to the development of a differentiation strategy that included the “4 Ps” (Positioning, Priorities, Performance and Payments) that often form a strategic plan.

Our differentiation strategy was largely governed by three primary characteristics which we used to define our Positioning: (1) We are a new institution; (2) We are a small institution; and (3) We are 100% STEM.

POSITIONING

Florida Poly is a new institution and not bounded by legacy programs, traditional administrative structures and operational models that are not efficient. As such, the University can be built using flat organizational structures, centralized services, lean processes and automation. Academic programs can be defined through a combination of analyzing job markets and identifying those fields we think offer the most growth potential over the next 25 years. We have little entrenched bureaucracies and cultures and no historical programs that are no longer relevant. Although being new offers many advantages, being new also means there is little capital available for building and growing the campus to meet our mission. This threat means we must be more creative in financing the buildout of the campus through non-traditional means.

Florida Poly is a small institution which means it can offer a “high-touch” model of education that primarily relies on instruction through full-time faculty. Projects provide the opportunity for students to use and practice what they learn in classes and are an essential component of the curriculum. These projects also provide academic experiences focused on teaching students to work in teams as well as pathways that prepare students to communicate ideas in the marketplace. As a small institution, we

can build relationships with Small and Medium Businesses (SMBs) that other larger universities might ignore since they lack mass. But as a small institution that itself lacks mass, we must ensure we graduate the most talented engineering students in the State University System. Being a small institution also means we must provide an exceptional user experience to attract and retain the best students in the state.

Lastly, **Florida Poly is 100% STEM** which brings a unique and proud culture to our campus. Being solely dedicated to STEM education allows the University to provide industry-aligned majors in fast-growing areas and to build strong partnerships with industry for economic benefit. Being 100% STEM helps our faculty and student body transition developments out of the lab and into the marketplace through licensing and new technology venture creation. But being 100% STEM also means many of our students need help improving their professional development skills in communications, building relationships, decision making, leadership and setting boundaries. And it means we must be hawkish in controlling administrative costs to offset our expensive academic programs.

Taken together, these differentiating characteristics lead to our positioning statements that define the mission and vision of the University.

Mission statement: “Serve students and industry through excellence in education, discovery and application of engineering and applied sciences.”

Vision Statement: “Florida Poly will be a premier STEM university known for producing highly desirable graduates and new technology solutions.”

PRIORITIES

Having identified the primary differentiating factors that set Florida Poly apart from other universities in the system, we then challenged ourselves to use these differences to our advantage. This approach allowed us to identify measures we *can* take, and those we *must* take and they form our Priorities. These priorities were shaped by the dominant trends and pressure on higher education and fall into four broad priorities: Degree Alignment; Student Success; Economic Development; and Affordability & Efficiency.

PERFORMANCE

Performance in each priority is measured in one of three ways. SUS motivated metrics align our institution to SUS common performance goals that are identified as part of the system’s Performance Based Funding metrics. Strategy motivated metrics align ourselves to our strategic plan and strengthen our differentiation, maturity and values. Peer motivated metrics align the University to similar institution’s performance goals and require that we identify a requisite set of peers.

To identify this requisite set of peers we examined similar institutions across the United States. Our process used the type of institution, size, quality of students and mix of programs as a method for screening and resulted in the following list of peer and aspirational peer institutions.

		Type	UG Size	SAT	ACT	% Match
Aspirational	Stevens Institute of Technology	Private	226%	111%	114%	75%
	Rose-Hulman Institute of Technology	Private	160%	110%	110%	95%
	Colorado School of Mines	Public	334%	109%	114%	100%
	Rensselaer Polytechnic Institute	Private	454%	108%	110%	73%
	Worcester Polytechnic Institute	Private	321%			87%
Peers	Missouri University of Science & Technology	Public	500%	106%	107%	76%
	NM Institute of Mining & Technology	Public	114%	104%	100%	72%
	Michigan Technological University	Public	421%	103%	103%	70%
	Clarkson University	Private	237%	99%	100%	64%
	Florida Institute of Technology	Private	263%	97%	100%	53%

Table 1: List of peer and aspirational peer institutions for Florida Poly. Institutions were chosen based on the type of institution, undergraduate body size, quality of student and similarity to Florida Poly. Similarity to Florida Poly was calculated as the percentage of students that graduated in similar degree programs as those at Florida Poly. All values are normalized to Florida Poly.

With our positioning, priorities and performance in hand, a strategic plan consisting of goals and metrics for each Priority can be created. Since our budget is defined by the state legislature each year, payments will be part of the yearly budgeting and operational planning process.

DEGREE ALIGNMENT: Build Prominent Programs in High-Paying Industries

By building prominent programs in high-paying industries, our students will have meaningful careers in exciting industries and our state will have a workforce that helps attract important industries that drive economic growth. The University has made significant progress these first five years by creating a project-based curriculum and attracting high-quality students through generous scholarships. We have grown our facilities and built a productive faculty and staff that are excited about building a new University.

To further strengthen our impact these next five years, we must continue to shape the quality and diversity of our incoming class to attract a strong and balanced student body. Having a strong incoming student body is critical to our success, but so is having an accomplished faculty body that can deliver a strong curriculum in important undergraduate and graduate programs. Our first priority focuses on five goals that help us achieve both.

Goal 1: Enroll a high quality and diverse incoming class

In striving to become the premier STEM public institution in the southeast region of the United States, Florida Poly will increase the academic quality and diversity of its incoming undergraduate students. By 2023, our undergraduate student body will be at least 1450 and our graduate student body will be over 50. Our incoming student quality will increase to either an average SAT score over 1300 or an average ACT score of 30, and more than 20% of the reported enrolled incoming freshmen will be in the top 10% of their high school graduating class. If achieved, these metrics compare well against our peers. To begin competing with our aspirational peers, however, we will need to improve class diversity to attract the best students both inside and outside our state. By 2023, the percentage of females on campus will increase to over 20% and we will increase racial diversity by 5%.

Goal 2: Grow a faculty body committed to excellence

Florida Poly will grow a faculty body committed to excellence across the tripartite mission of teaching and advising, research and scholarship, and professional service. By 2023, more than 40% of our faculty will have participated in internal professional development programs aimed at improving instructional effectiveness and 70% will have taken advantage of our professional development funding. The University's student-to-faculty ratio will be comparable to our peers while we simultaneously monitor the number of student credit hours taught by adjuncts. Our goal is to have a 18:1 student-to-faculty ratio with no more than 5,000 student credit hours taught by part-time adjuncts. Together, these will help us become a premier STEM university and ensure closer and more productive interactions between students and faculty.

Goal 3: Improve instructional effectiveness and consistency of quality

With commitment to serve students through excellence in education, Florida Poly strives to improve instructional effectiveness and provide consistent quality. Florida Poly will use the Noel-Levitz Student Satisfaction Inventory to measure student's satisfaction with instructional effectiveness, and we will strive to be 5% above similar institutions. We will achieve ABET accreditation for four programs by 2020, and we will continue to improve the curriculum to increase graduation rates and to create sustainable practice-based learning opportunities for our students. We will also continue to propose unique programs that grow our academic mission and help attract Florida's most talented students.

Goal 4: Grow the number of academic programs in strategic disciplines

Proactively growing academic programs in STEM will help generate programs aligned with industry demands and standards to produce highly desirable graduates. As our student population grows, the growth and diversity of academic programs will also need to grow. New programs will be chosen to complement and strengthen the existing programs, to support identified industry needs and to create new industries. By 2023, Florida Poly expects to have five additional new programs offered in engineering or applied-science disciplines.

The introduction of online learning education options will also be important for Florida Poly to be in line with trends in higher education. By 2023, Florida Poly will have assessed how online programs can best complement in-class options and will begin offering student credit hours in some form of distance learning education.

Goal 5: Mature and grow the graduate program

The growth of graduate programs is the next step in Florida Poly’s development. By 2023, Florida Poly will build upon existing MS degrees in Engineering and Computer Science with tracks in Robotics, Control Systems, Logistics and Data Analytics. Two additional tracks will be developed to broaden graduate degrees linked to a growing economy, and we will steadily build the graduate cohort to 40 incoming students per year. More than 10% of our students will work with industry in the development of their theses while the remaining students will work on federal initiatives that develop capacity in support of federal research.

STUDENT SUCCESS: Prepare Students for a Lifetime of Success

With national student success rates in engineering being low, and the lack of “retreat” majors at Florida Poly, this priority is critical to our long-term success. Early work at the University centered on building academic success services that included a digital library, mental health counseling, and advising and tutoring for our academically challenging classes. Later, career counseling and connections to internships became important as our students transitioned into their majors. Student development advised our Student Government Association as they represented the interests and concerns of the student body and supported clubs and organizations that built academic and social programs. Student development also established intramural athletics, wellness programs, self-development and preventative programming that helped create a responsible and growing student life on campus.

Building strong programs in industry-aligned majors serve our students at graduation, but broadly educating them and helping them graduate on time serves them for a lifetime. The University will continue to grow and mature efforts that help students achieve their goals *now* in their academically challenging programs. But success in classes does not always translate into success in the workplace, so we will also build skills outside the classrooms that help our students become elite problem solvers that can work together in teams to solve poorly defined problems. These skills are increasingly important in the workplace as the complexity of problems being addressed by industry and our government increases. Finally, professional development skills like leadership, communication and business acumen will give our students confidence and help them be successful throughout their career.

Goal 6: Help students achieve academic goals

We will help our students achieve their academic goals by supporting academic success in the classroom and through student-centered programs. Academic goals will be measured by retention rates, four-year graduation rates and six-year graduation rates for First Time in College (FTIC) students. Our retention and graduation rates will be aligned with our peers and aspirational peers and will also be measured against all institutions in the State University System. By 2023, our first-to-second year retention rate will be over 85% and our four-year graduation rates will be over 48%, while the six-year graduation rate will reach over 70%.

Goal 7: Build essential skills in communication, leadership, design and business

Florida Poly graduates are expected to develop deep technical skills to solve complex problems as well as soft skills that will serve them throughout their career. Communication, leadership and an understanding of the business environment will provide students with greater opportunities to continue their education or be employed in their field of study. Our curriculum is constructed to help students build communication, technical, leadership and design skills. By 2023, 75% of graduates with a Bachelor of Science from Florida Poly will achieve job placement or continue their education to advanced degrees. Florida Poly graduates who become employed will earn salaries at or above the average wage in Florida at the time of graduation.

Goal 8: Embed projects in a sustainable manner to enhance professional development

Engineering and applied science students must learn how to use their classroom technical skills to solve real-world problems in a multi-disciplinary team setting. This effort will build a strong foundation for hands-on, real-world projects that will enrich the professional development of Florida Poly students. Project-based programming will be a theme throughout all years at Florida Poly culminating in a senior capstone project. By 2023, more than 50% of these projects will be supported by industry. Also by 2023, we will grow entrepreneurial efforts to more than 5 per year, and we will also offer more than 10 undergraduate research opportunities per year.

Goal 9: Support students through work experience programs and career opportunities

Florida Poly is committed to support all students through work experience programs and career opportunities so that graduates achieve fulfilling post-graduation careers. Internships are a requirement and offer students the experience to grow in their professional careers and enhance their skills in real-work, industry environments. By 2023, Florida Poly expects 85% of its graduating students will have completed an off-campus internship with an industry partner.

ECONOMIC DEVELOPMENT: Grow a High-Technology Economy Around Florida Poly

Attracting and building a high-technology ecosystem around Florida Poly is imperative to its future growth and success. Building partnerships with industry to help them solve their problems and providing talented graduates that enable growth are two important elements that underlie that ecosystem. In our first five years, we built over 200 industry partnerships and have grown many of these to include multiple levels of interaction. External research grant proposals have grown each year as we hire more faculty and make important investments in research infrastructure. Soon, we will break ground on our state-of-the-art Applied Research Center, and that will also become an important element in attracting a high-technology economy around the University.

To continue growing our economy, we will need to build a strong research presence that focuses on applied research to help our industry partners translate research out of our labs and into the marketplace. A necessary component of that partnership is to make sure it is well defined, realistic and sustainable. We will also need to continue growing our campus and building facilities that co-locate academia, industry and government so they can work together on today's complex problems.

Goal 10: Conduct and execute a realistic and sustainable industry interaction model

Building strong relationships with industry means both partners have complete understanding of their roles, responsibilities and expectations. Industry and academia have not always co-existed well, and there are often differences of opinion regarding expectations. Academics are rewarded for conducting fundamental research (basic and applied) while industry awards market entry. This often creates what's called the technology "valley of death." Translational research, where markets drive the fundamental research agenda and fundamental research enables markets, is a popular approach for fueling innovation and economic growth. More than often, though, industry primarily just wants access to students that are well prepared for the workforce and able to think critically. In this goal, we will work with industry to develop a realistic and sustainable interaction model that governs and measures how we best work together.

Goal 11: Conduct applied research to strengthen University impact

Conducting Research and Development (R&D) at Florida Poly generates new technologies, solutions, products, processes and know-how that attracts industry to the campus and helps stimulate economic development. Our primary focus to date has been building the institution and its undergraduate programs, but as we enter this second five years, we will begin growing our research. By 2023, just two years after our Applied Research Center is completed, our faculty will generate more than 50 government or industry grant proposals per year across all academic departments, and we will win more than five awards each year. Because R&D return on investment is complex and spread over many years, expenditures are a good way to indirectly measure R&D impact. By 2023, our R&D expenditures will have grown to over \$500K annually.

Goal 12: Develop extended campus to support University growth

The University will need an aggressive capital growth plan to support its students, faculty and staff by 2023 and to meet its mission. Currently, we have three campuses spread across Polk County with limited facilities at each. As we grow, both in the number of students and in our mission, we will need new facilities that add to our instructional, academic support and instructional support spaces. By 2023, we will have a new Applied Research Center in operation and will be requesting funding from the state for a second building to support campus operations. But with declining state budgets and a push to reduce capital outlay for state projects, we may need to think differently about how to build our campus. So by 2023, we will have also developed a plan for building out our campus using combinations of Public-Private Partnerships (P3s) and leased spaces in surrounding areas. Our goal is to influence the development of the surrounding property and to create a research park that brings together industry, academia and government to work on common complex problems.

AFFORDABILITY AND EFFICIENCY: Maximize Value for the Student

A STEM degree offers our students opportunity and mobility while contributing to the growth of our economy. These degrees demand expensive resources at the same time more and more pressure is being placed on the University's operating budget. Additionally, students and parents expect a learning experience filled with academic quality, innovative safety measures and an overall enriching student life,

but do not want to incur the debt typically associated with university degrees. Affordability and efficiency are thus essential components in our efforts to maximize value for the student.

Being a new university, Florida Poly has been aggressive in using modern business practices to reduce its operational cost and maximize value for the student. We have a flat organizational structure with centralized services and have created process improvement programs around lean/six-sigma. We created a culture of excellence and are growing communication, awards and professional development programs that offer our employees pathways to promotions. As we enter these next five years, we need to remain student centered and work hard to reduce administrative overhead that restricts important funds to the academic enterprise. We will continue to spread the word and build support for the University, and we will also continue to value our employees.

Goal 13: Create a strong student user experience

As a small institution located more than 10 miles from downtown Lakeland, we need to provide a superior user experience that attracts and retains quality students. This user experience should create positive emotions and attitudes about the University through meaningful and relevant experiences with it. Students should be an integral part of helping define and build that experience as we provide student-centered services that meet their needs while helping them mature. To measure our progress, the national student satisfaction inventory survey (Noel Levitz) will be administered to the student body each spring. This survey compares our student perception of their user experience with other four-year public universities. Using three questions that give insight into the overall student experience, Florida Poly will have a 5% positive gap to similar institutions.

Goal 14: Concentrate spending on academic programs

Being a STEM institution with expensive programs, it is imperative that we carefully grow our administration such that we maximize funding spent on instructional efforts. With increased regulatory pressures, this is a difficult and challenging task in today's environment. Even small institutions need a threshold administration that, in comparison to its student body, may seem large. By 2023, Florida Poly will reduce its relative administrative expenses and will commit more than 30% of its overall expenditures on instructional effort. We will continue to keep our average cost to the student (net tuition and fees per 120 credit hours for resident undergraduates) close to average across all universities within the State University System (SUS), and we will have an overall Board of Governor's Performance Based Funding (PBF) metric that is at or better than average across the SUS.

Goal 15: Continue advocacy efforts to support University growth and reputation

As a new institution, it is important we continue to develop support and funding for our operations. Many offices contribute to our advocacy efforts and help strengthen our reputation, build the University's brand and secure funding to support our students and programs. Over the next five years, the Office of Government Relations will continue to work with the legislature and our advocacy groups to ensure our requests are known and adequately funded. Additionally, the Office of University Relations will provide services across the entire University and will continue outreach efforts throughout the community. Together, we will build relationships to promote advocacy, enhance state financial support, impact public policy, develop stronger industry partnerships, ensure positive public perception and support fundraising.

Scholarships are an important element in attracting talented students to Florida Poly and keeping our graduates in Florida. Scholarships are generally funded by donors who want to provide needed resources to our students through endowments and restricted funds. Over the next five years, we will increase our endowment to \$1.5M while raising an additional \$5M in new scholarships. Development efforts also support University operations by providing unrestricted funding sources. By 2023, we will have raised an additional \$5.5M in support of University operations.

Goal 16: Ensure a Highly Effective Organization

Our employees are the greatest asset we have to ensure a highly effective organization and the successful execution of our mission and vision. As such, we will hire, train, retain and promote exceptional employees who are dedicated to the University and provide them with increased opportunities for professional growth and development. We will continue to implement data-driven decisions for increased efficiency and effectively design and support a successful organizational structure. We will also continue to increase efforts promoting a positive culture and an environment in which excellence is encouraged.

CONCLUSION

As a new university – and a new kind of university – Florida Poly has been guided by a strategic plan that enabled it to meet an ambitious set of goals during its first five years, including; accreditation, class size, campus infrastructure, curriculum development and industry relationships. Having successfully achieved these goals and graduated its inaugural class, Florida Poly is entering a new phase.

Advancing to Excellence is our plan for the next five years. It is the product of a standard collaborative strategic planning process that includes input from each of the University’s constituencies. By leveraging our differentiating qualities to address the megatrends facing Florida Poly, and by focusing our attention on the four priorities we have outlined, we believe we have developed a challenging but attainable set of objectives and the means for measuring and evaluating our progress, while being consistent with the goals of the Board of Governors and the State University System. The results of the work ahead should benefit thousands of Florida Poly students and create a potent new engine for Florida’s burgeoning high-tech economy.

We are grateful beyond words for the leadership, insights, understanding and hard work of people from every facet of the Florida Poly family in developing this plan. Without them, this would not be possible.

Now, we look forward to implementing this plan and preparing for a future of excellence.

**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 5, 2018**

Subject: 2017-18 Florida Equity Report

Proposed Committee Action

Recommend approval of the 2017-18 University Equity Report.

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: 2017-18 Equity Report

Prepared by: Rick Maxey, Assistant Vice President Economic Development and Board Liaison



FLORIDA POLYTECHNIC
UNIVERSITY



2017-18 EQUITY REPORT

BOT APPROVED: 09/05/2018

Florida Polytechnic University

Date Year: July 2017 – June 2018

Approved by University Board of Trustees: September 05, 2018

Dr. Randy K. Avent
University President
September 05, 2018

Prepared by:

University Diversity & Inclusion Committee

Florida Polytechnic University
4700 Research Way
Lakeland, FL 33805
(863) 874-8545



FLORIDA POLYTECHNIC
UNIVERSITY

Board of Trustees Meeting

Wednesday, September 5, 2018

1:30 PM - 3:00 PM

Florida Polytechnic University

ADMISSIONS BUILDING

4700 Research Way

Lakeland, FL 33805-8531

Don Wilson, Chair
Dr. Jim Dewey
Travis Hills
Dr. Adrienne Perry
Gary C. Wendt

Cliff Otto, Vice Chair
Rear Admiral Philip Dur
Frank Martin
Dr. Louis Saco

Mark Bostick
Dr. Richard Hallion
Henry McCance
Robert Stork

AGENDA

- | | |
|--|-------------------|
| I. Call to Order | Don Wilson, Chair |
| II. Roll Call | Kris Wharton |
| III. Public Comment | Don Wilson, Chair |
| IV. Approval of the May 22, 2018 Minutes
Action Required | Don Wilson, Chair |
| V. Chairman's Remarks | Don Wilson, Chair |
| VI. President's Remarks | Dr. Randy Avent |
| VII. Faculty Presentation: Entrepreneurship Program | Dr. Tim Shedd |
| VIII. Committee Reports | Committee Chairs |
| A. Audit & Compliance Committee Report | |
| 1. University Audit & Compliance (UAC) Annual Report
(2017-2018)
Action Required | |
| 2. UAC Risk Assessment/Activity Plan (2018-19) | |

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EXECUTIVE SUMMARY

The equity report for Florida Poly was developed in support of the Florida Educational Equity Act [Section 1000.05 F.S.] of the K-20 Educational Code, which prohibits unlawful discrimination against students and employees in the Florida K-20 public education system, and mandates equality of access in athletics, retention and graduation rates for under-represented populations.

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 Access)

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 and practices related to equity with regards to enrollment within academic programs; student services; and employment of faculty and Executive/Administrative/Management personnel. All data are compared to Florida Poly's 2015-16 academic year.

Information for this report was compiled with submittals from offices within the following organizational units: Student Development, Admissions, General Counsel, Human Resources, Institutional Research, Housing, Counseling and Financial Aid.

All charts presented are templates provided by the Florida Board of Governors. Any 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: "...prepare 21st century learners in advanced fields of science, technology, engineering and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research and collaborative local, regional and global partnerships. As is true with many of our institutional peers there are challenges with regards to equity in enrollment for certain underrepresented groups. However, initiatives are in place to increase these populations.

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.

Name of Policy/Procedure	Web Address
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 Harassment	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-1.005P-Sexual-Harassment-2.27.15.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/2017/07/FPU-3.006-Student-Code-of-Conduct-7.29.14-1.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 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 student the population in required reporting areas, as applicable, for fall 2017 with a comparison to fall 2016. Diversity-related initiatives and programs for enrolled students are described under the student services section.

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 2016-17)
- Master's Degrees Awarded (AY 2016-17)

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

- Graduation Rate of Full-Time FTICs after six years
- Doctoral Degrees Awarded (AY 2014-15)
- First Professional Degrees Awarded (AY 2014-15)

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 2017 enrollment data is compared to the Florida State University System (SUS) and selected

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.

STEM universities considered peers based on Common Data Set (CDS) 2017-18 data. STEM institutions considered in this analysis include:

- Franklin W. Olin College of Engineering
- California Institute of Technology
- Colorado School of Mines
- Missouri University of Science & Technology
- Worcester Polytechnic Institute

Ninety-eight percent (98%) of the student population at Florida Poly is undergraduate (total undergraduate headcount: 1,428). In 2017-18, 79% of newly enrolled undergraduate students were Full Time First Time in College and 17% were considered transfers students. The male student population continues to be higher than the female student population (male 87%, female 13%). There is no change from the previous academic year 2016-17. Racial/ethnic groups with higher representation are White and Hispanic, 66% and 18% of the population, respectively.

Full-Time First-Time-In-College Enrollment

In fall 2017, 381 new First Time, Full Time students enrolled at Florida Poly. Of these newly enrolled FTICs, 89% self-identified themselves as male and 11% female, no difference from fall 2016 cohort.

The male student population continues to be higher when compared to other SUS institutions. It is a reflection of a national trend with institutions of higher education where core programming is STEM. The male population of other STEM peer institutions is 66% for FTIC full time students.

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
Men	6	19	1	13	53	0	179	8	2	281
Women	1	3	0	2	6	0	19	4	0	35
Total Fall 2017	7	22	1	15	59	0	198	12	2	316
Category % of Total Fall 2017	2.2%	7.0%	0.3%	4.7%	18.7%	0.0%	62.7%	3.8%	0.6%	100.0%
Total FALL 2016	11	18	0	11	96	1	301	20	1	459
Category % of Total FALL 2016	2.4%	3.9%	0.0%	2.4%	20.9%	0.2%	65.6%	4.4%	0.2%	100.0%
Total FTIC Fall 2012	0	0	0	0	0	0	0	0	0	0
Category % of Total Fall 2012	0	0	0	0	0	0	0	0	0	0
Percentage Change in number from Fall 2012 to Fall 2017	N/A									

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

FTIC Enrollment Comparison by Gender

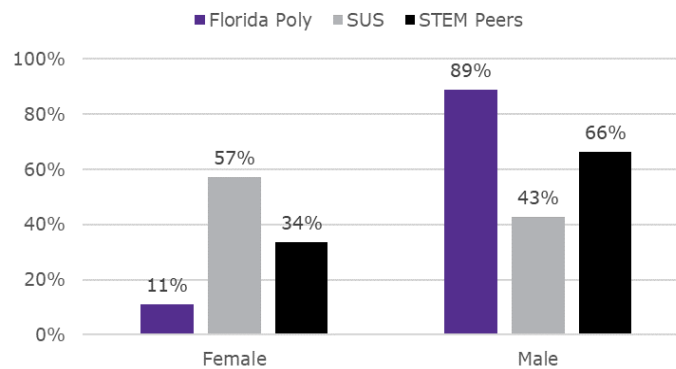


Figure 1: Full time FTIC Comparison by Gender

When comparing the FTIC racial/ethnic demographics between the fall 2017 cohort and the fall 2016 cohort (Table 1, percent of total); White, Hispanic, and Black make up the highest percentage in both cohorts. The largest increase was for Asian student populations, which went from 2.4% in fall 2016 to 4.7% in fall 2017 (36% increase). Black or African Americans also experienced an increase from 3.9% in fall 2016 to 7.0% of the fall 2017 incoming FTIC population (22% increase).

As presented in Table 1, there are two major racial/ethnic groups represented on campus: White (62.7%) and Hispanic (18.7%). As shown in Figure 2, Florida Poly students' race and/or ethnicity differs from overall percentages from the State University System. However, when compared to STEM peers more commonality can be observed.

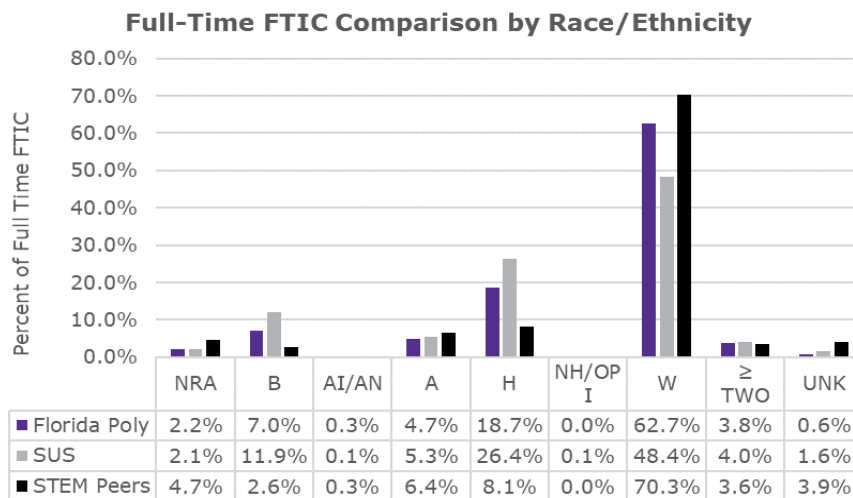


Figure 2: Full Time FTIC Comparison by Race/Ethnicity

As a benchmark, Florida Poly's student data was also compared to the population of the Florida counties where the majority of our students call "home": Hillsborough, Broward and Polk. This revealed no statistically significant differences with White, Hispanic and Asian categories. The Black/African American student population at Florida Poly was significantly lower¹.

Full-Time Florida College System A.A. Transfers

New incoming full-time college transfer students at Florida Poly who matriculated in fall 2017 make up

17% of the total new incoming undergraduate population. Thirty (30%) 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 2017	0	2	0	6	14	0	44	2	2	21	49	70
Category % of Total Fall 2017	0.0%	2.9%	0.0%	8.6%	20.0%	0.0%	62.9%	2.9%	2.9%	30.0%	70.0%	100.0%
Total FALL 2016	3	5	0	3	9	0	34	0	0	7	47	54
Category % of Total FALL 2016	5.6%	9.3%	0.0%	5.6%	16.7%	0.0%	63.0%	0.0%	0.0%	13.0%	87.0%	100.0%
Total Fall 2012	0	0	0	0	0	0	0	0	0	0	0	0
Category % of Total Fall 2012	0	0	0	0	0	0	0	0	0	0	0	0
Category % Change from 2012 to 2017	N/A											

Source: IPEDS Fall Enrollment by Race, Ethnicity, and Sex Column 2 Transfer-In.

students were female. Transfer female student populations more than doubled from fall 2016 to fall 2017. Racial/ethnic groups with the most representation in the transfers' student body are White, Hispanic, and Asian (91% all combined). For this segment of the student body, there was a 60% decrease in the Black or African American population. Non-resident Aliens were not represented in this year's class.

¹ Census by County – V2017. <http://www.census.gov/quickfacts/table/PST045215/12057,12105,121011>

Retention of Full-Time FTIC after One Year

Florida Poly's overall retention rate for fall 2016 cohort was 72%. There was no difference in retention when analyzing between males and females. Although White is the race/ethnic group most represented, only 70% were retain. On the other hand, Asians and students identified as more than one race retained at a 91% and 90%, respectively. 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.

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 2016 Cohort	11	18	0	11	96	1	301	20	1	50	409	459
Category % of Total	2.4%	3.9%	0.0%	2.4%	20.9%	0.2%	65.6%	4.4%	0.2%	10.9%	89.1%	100.0%
Enrolled Fall 2017	9	13	0	10	66	1	211	18	1	36	293	329
Retention Rate	82%	72%	0%	91%	69%	100%	70%	90%	100%	72%	72%	72%

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

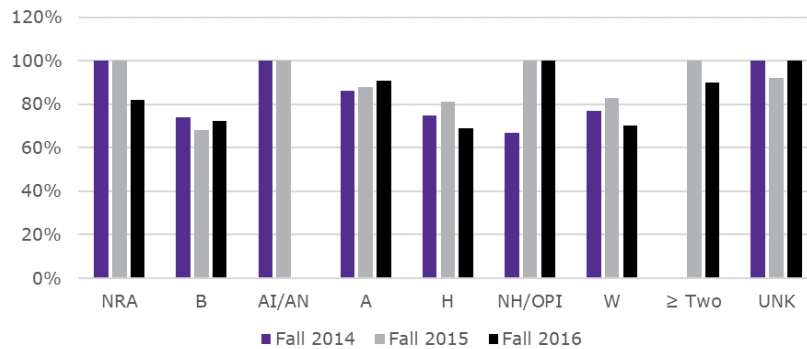


Figure 3: Retention Rate by Race/Ethnicity

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
2011-17 Cohort												
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.

Eighteen (18) bachelor degrees were awarded in 2016-17, of which 72% were to White students and 22% to Hispanics. Seventy-eight percent (78%) of bachelor degrees awarded were to male students. Twenty-one (21) master's degrees were awarded to mostly White students (57%). However, distribution of degrees awarded by race or ethnic group can be more widely-spread for master's degrees when compared to bachelor's degrees. Nineteen percent (19%) of master's degrees were awarded to females. 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 2016-17										
Male	1	0	0	0	2	0	11	0	0	14
Female	0	0	0	0	2	0	2	0	0	4
Total	1	0	0	0	4	0	13	0	0	18
Category % of Total	6%	0%	0%	0%	22%	0%	72%	0%	0%	100%
AY 2015-16										
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%
AY 2011-12										
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 2016-17										
Male	2	1	0	1	2	0	10	0	1	17
Female	0	1	0	1	0	0	2	0	0	4
Total	2	2	0	2	2	0	12	0	1	21
Category % of Total	10%	10%	0%	10%	10%	0%	57%	0%	5%	100%
AY 2015-16										
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%
AY 2011-12										
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 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-17										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%
AY 2015-16										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%
AY 2011-12										
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.

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-17										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%
AY 2015-16										
Male										0
Female										0
Total	NOT APPLICABLE									0
Category % of Total										0%
AY 2011-12										
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.

Student Services

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

Student Affairs

Student Affairs for Florida Poly is a combination of the Student Academic Success Center and Enrollment and Student Development. These two divisions advocate a holistic approach to education that goes beyond STEM classroom learning. The divisions strive to enhance the opportunities for our students to participate fully in the University experience. The Divisions encourage, support and provide guidance for students' extracurricular activities, while providing the best resources for a fulfilling and rewarding collegiate experience.

Student Development oversees activities related to student life on campus, including residential living, student activities and programming, leadership, multicultural outreach and admissions and enrollment services. The Academic Support Services oversees counseling and disability services, retention, academic success center, and library services. Both divisions function 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.

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

- Poly Connects: Accepted student events for all accepted students- We have created specific female meetings following the general event for incoming female students. This involves taking current female students and matching them with incoming female students to discuss resources on campus for female students and answer questions about what it is like to be a female student at Poly. We also pair parents together and answer their questions about having their student attend Florida Poly.

- Start Up Days: Admissions Summer Melt Event- The THRIVE program (a staff organized program to engage female students) was established to create programming for female students. We invite all incoming female students to meet other incoming female students as well as meet staff and current female students. The meetings introduce female students to services on campus, as well as giving them opportunities to make connections with other students. Parents are also encouraged to participate and have the opportunity to speak with Housing, Admissions, and the Police Departments informational sessions.

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.
- 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.
- 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) Coding Event - Black/African American Students – NSBE, with support from Apple, Inc. organized coding camps in Fall 2017 and Spring 2017 to expose middle and high school students to the field of programming. Over 125 students, mostly from underrepresented groups attended. Discussions are underway with Apple, Inc. to make this an on-going program.

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 2018-19 year.

National Hispanic Heritage Month – September 15 – October 15th

LGBTQ + Month – October 2018

Indigenous People’s Day – October 8, 2018

Black History Month – February 1 – 28, 2019

International Day of Women and Girls in Science – February 11, 2019

World Day of Social Justice – February 20, 2019

Women’s History Month – March 2019

International Women’s Day – March 8, 2019

Asian Pacific American Heritage Month – May, 2019

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 began disbursing Federal Pell Grant in Spring 2017. During our first semester of Pell utilization, 16% of our undergraduate population were Pell Grant eligible. In this first semester of Pell eligibility Florida Poly demonstrated its commitment to assisting our students with economic disadvantages.
- 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.
- Free Financial Literacy Workshops: The Office of Financial Aid regularly offers free financial literacy workshops for students, led by industry professionals on numerous financial topics.
- FAFSA Assistance Workshops: The Office of Financial Aid regularly hosts FAFSA workshops to assist students navigate the yearly application.

On Campus Housing

Florida Polytechnic University, in partnership with VESTCOR Companies (Florida Poly's on-campus housing provider), is committed to providing quality on-campus housing to our student population.

Our partnership with VESTCOR is committed to creating and maintaining safe, inclusive communities that welcome and accept people of all identities. We are committed to delivering our students a top-notch academic experience and a rich campus life experience, while demonstrating

acceptance and respect for the diverse backgrounds, lifestyles, and experiences within the Florida Poly community that enrich the learning process.

Chart 1 below presents the on-campus housing resident students' distribution by age, gender, and race/ethnicity. Housing data presented is as of Census for fall 2017 and comparison to fall 2016.

On Campus Housing Population		Fall 2017		Fall 2016 Comparison
Number of Residents		Number of On-Campus Residents	Percent of Total Population	
		637	44.1%	46.5%
Age of Residents	16	0	0.0%	0.3%
	17	15	2.4%	3.0%
	18	228	35.8%	49.4%
	19	211	33.1%	34.5%
	20	122	19.2%	8.7%
	21	30	4.7%	1.3%
	>21	31	4.8%	2.8%
Gender of Residents	Male	563	88.4%	88.2%
	Female	74	11.6%	11.8%
Ethnicity of Residents				
Nonresident Alien		22	3.4%	2.6%
Black or African American		38	6.0%	4.1%
American Indian/Alaska Native		2	0.3%	0.2%
Asian		24	3.8%	2.8%
Hispanic/Latino		110	17.3%	18.6%
Native Hawaiian/Other Pacific Islander		2	0.3%	0.3%
White		411	64.5%	65.8%
Two or More Races		21	3.3%	3.8%
Unknown		7	1.1%	1.8%

Chart 1: On-Campus Housing Demographics (source: Fall Census Benchmark – Student Information System)

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. During the 2015-16 academic year, federal work-study funds were not awarded.

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.

Other functional units within the University are taking initiatives to create a diverse environment to all students, visitors, faculty and staff. The Women in STEM summit is held every year by Florida Poly's Foundation. The Summit brings leaders to campus to share success stories and discuss how to overcome challenges associated with women in STEM careers and industries.

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.

The Office of Institutional Research conducted a national survey known as Student Satisfaction Inventory (administrated by Noel-Levitz) in spring 2018. The survey includes diversity and campus climate-related questions. It was delivered electronically to all registered students and 33% of invited students participated in the survey. Importance rating follows a Likert-scale from 1 to 7, 7 being the highest. Students' importance rating, percent satisfaction, and comparison to national satisfaction are as follows:

Item Number	Question/Item	Importance	Florida Poly Satisfaction	National Satisfaction (Four-Year Public)
1	The campus staff are caring and helpful.	6.37	51%	59%
3	The campus is safe and secure for all students	6.59	89%	70%
14	Faculty are fair and unbiased in their treatment of individual students.	6.50	72%	56%
31	Students are made to feel welcome here.	6.19	60%	64%
37	There is a strong commitment to diversity on this campus.	5.16	51%	60%
42	Student are free to express their ideas on this campus.	6.33	68%	62%
53	Students from different backgrounds feel comfortable here.	5.99	60%	Not Applicable
54	The level of ethnic and cultural diversity of this campus is satisfactory.	5.24	49%	Not Applicable

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.

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 program		
b) administrative expenses		
c) travel and transportation		
d) recruitment		
e) comparison with other institutions		
f) publicity		
g) other support		
6. Provision of services		
7. Scheduling		
8. Opportunities for participation		
9. Compensation of coaches		
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	0
Number, Fall 2016										0	0	0
1YR Percentage Change										0%		
Number, Fall 2012										0	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 10% from fall 2016. White racial/ethnic group continues to be highly represented at 61% (69% in fall 2016), but there has been an increase in other racial or ethnic groups like Nonresident Aliens and Hispanics. A decrease of 14% in female faculty is also observed when compared to fall 2016.

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 2017	5	2	0	15	3	0	39	0	0	12	52	64
Number, Fall 2016	0	1	0	15	2	0	40	0	0	14	44	58
1YR Percentage Change		100%		0%	50%		-3%			-14%	18%	10%
Number, Fall 2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5YR Percentage Change	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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.

Non-Tenure Track Faculty Race/Ethnicity Comparison

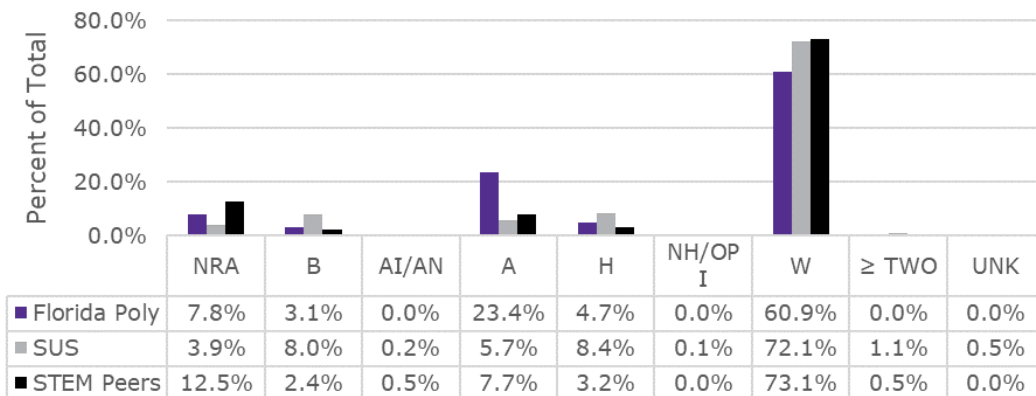


Figure 4: Non-Tenure Faculty Race/Ethnicity Comparison

Florida Poly's faculty race and ethnicity is compared to SUS and STEM peers, the University has the highest representation of Asian population at a 23.4% (5.7% at SUS and 7.7% at STEM Peers). On the other hand, the population of male faculty is much higher than those in SUS institutions and STEM Peers. Although, female's faculty population in STEM institutions is not as high as those of SUS, it is double the population of Florida Poly's female faculty (19% at Florida Poly compared to 38% at STEM peers).

It can be concluded that patterns shown in Figures 4 and 5 are very similar to those observed for race/ethnicity and gender distribution of full-time FTIC in the enrollment section of this report.

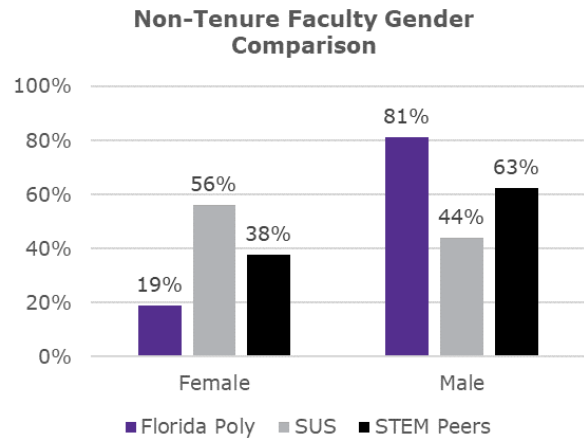


Figure 5: Non-Tenure Faculty Gender Comparison

Category Representation – Executive/Administrative/Management Employees

In 2017-18, Florida Poly had 57 employees categorized as executive, administrative and management as of November 1, 2016 (an 8% increase from 2016-15). Female employees continue to be 47% of the total population, but it experienced an 8% increase. White/Caucasian is the racial group with the highest representation among executives, administrators and managers, 82.5%. Hispanics and Black/African Americans are represented by 7% of the total population each. No percent change was observed for any race, aside from Hispanics which population increased to 4 from 0 in fall 2016.

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 2017	0	4	0	2	4	0	47	0	0	27	30	57
Number, Fall 2016	0	4	0	2	0	0	47	0	0	25	28	53
1YR Percentage Change		0%		0%			0%			8%	7%	8%
Number, Fall 2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5YR Percentage Change	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
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.

When compared to other institutions in the State System with available IPEDS data from fall 2016, Florida Poly full-time managerial staff by racial/ethnic group is within the percentage reported for

Full Time Managerial Staff Comparison to SUS (fall 2016)*													2017
	FAMU	FAU	FGCU	FIU	FSU	NCF	UF	UCF	UNF	USF (Main)	UWF	SUS	FL Poly
NRA	0.9%	0.9%	0.0%	0.4%	0.3%	0.0%	0.1%	0.4%	0.9%	0.8%	0.0%	0.5%	0.0%
B	86.5%	13.1%	7.8%	12.1%	10.1%	1.8%	6.4%	10.8%	9.9%	5.1%	6.8%	14.6%	7.0%
AI/AN	0.0%	0.0%	1.3%	0.1%	0.0%	0.0%	0.1%	0.3%	0.6%	0.0%	0.0%	0.1%	0.0%
A	2.5%	4.8%	5.2%	3.8%	0.3%	5.5%	2.4%	4.2%	2.7%	7.0%	2.3%	3.5%	3.5%
H	0.3%	10.5%	11.7%	48.5%	3.8%	5.5%	5.1%	10.3%	5.1%	7.6%	3.0%	14.4%	7.0%
NH/OPI	0.0%	0.2%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
W	9.2%	69.9%	72.7%	34.5%	84.0%	87.3%	84.2%	73.1%	80.2%	78.6%	86.8%	65.9%	82.5%
≥ TWO*	0.6%	0.6%	1.3%	0.5%	0.9%	0.0%	1.3%	0.8%	0.6%	0.3%	1.1%	0.8%	0.0%
NOT REPORTED	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.0%	0.6%	0.0%	0.2%	0.0%

* Source: IPEDS Data Center. HR Component Fall 2016. <https://nces.ed.gov/ipeds/datacenter/>

Figure 7: Full-Time Managerial Staff Comparison to SUS by Race/Ethnicity

Asians. Black/African American and Hispanic populations are double (14.4% and 14.6%, respectively) that of Florida Poly's. The white manager's population is 16.5 point higher at Florida Poly than the SUS average (82.5% compared to 65.9%). However, it is less than those reported by FSU, NCF, UF, and UWF. A comparison of gender between Florida Poly and the other SUS institutions indicates fewer females as shown in Figure 7.

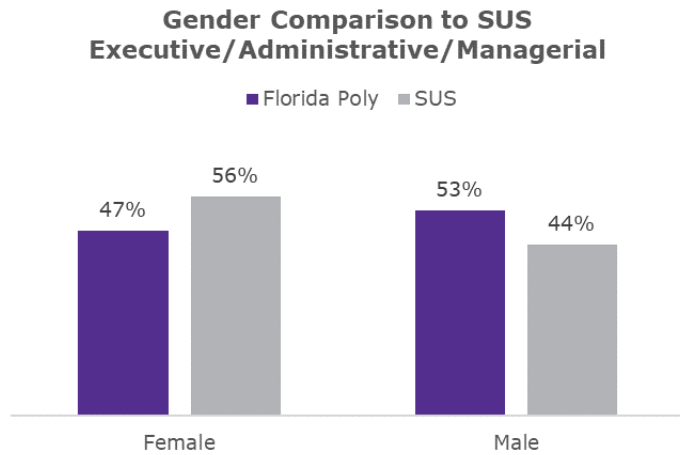


Figure 6: Full-Time Managerial Staff Comparison to SUS by Gender

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 broader 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.

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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, 2015-16

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					
APPLIED					
WITHDRAWN					
DENIED					
NOMINATED					
OTHER, NOT REPORTED					
Total Female (Number and Percent) (Include Other, Not Reported)					
GRAND TOTAL					

Not Applicable to Florida Poly

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 2015-16

Type of Committee	Number, Not Reported			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

Not Applicable to Florida Poly

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 2016/17 goals/objectives for the President's 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, Assistant Vice President Economic Development & Board Liaison (Committee Chair)

David Brunell, Assistant General Counsel

Michelle Disson, Title IX & ADA Coordinator (Ex-officio)

Dr. Heather Freeman, Assistant Professor (Dept. of Sciences, Arts, and Mathematics - English)

Lydia Guzman, Assistant Director Communications

Jhojana Infante, Assistant Director Institutional Research

Gloria Nelson, Compensation and Training Manager Human Resources

Dr. Timothy Shedd, Director Graduate Studies/Associate Professor (Dept. Mechanical Engineering)

Gabrielle Simms, President Student Diversity Club (Ex-officio)

**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 5, 2018**

Subject: University Relations Update

Proposed Committee Action

Information only – no action required

Background Information

The University Relations department was formed at the beginning of 2018. This division is made up of external affairs, public relations, marketing, communications and community relations. This is a newly formed division of the University and most of the staff on this team are new to Florida Poly. The University Relations report will update the Trustees on the activities and new initiatives that have been put in place since the beginning of the year.

Supporting Documentation: PowerPoint presentation

Prepared by: Maggie Mariucci, AVP, University Relations



FLORIDA POLYTECHNIC
UNIVERSITY

University Relations Update

University Relations Team

September 5, 2018

The Team



External Affairs

- **Local government affairs**
- **University-wide events**
- **CFDC, LEDC, Winter Haven EDC**
- **Chambers of Commerce**
- **Community & Public Relations**
- **University speaking engagements**
- **Host leadership groups on campus**
- **Educational Outreach**

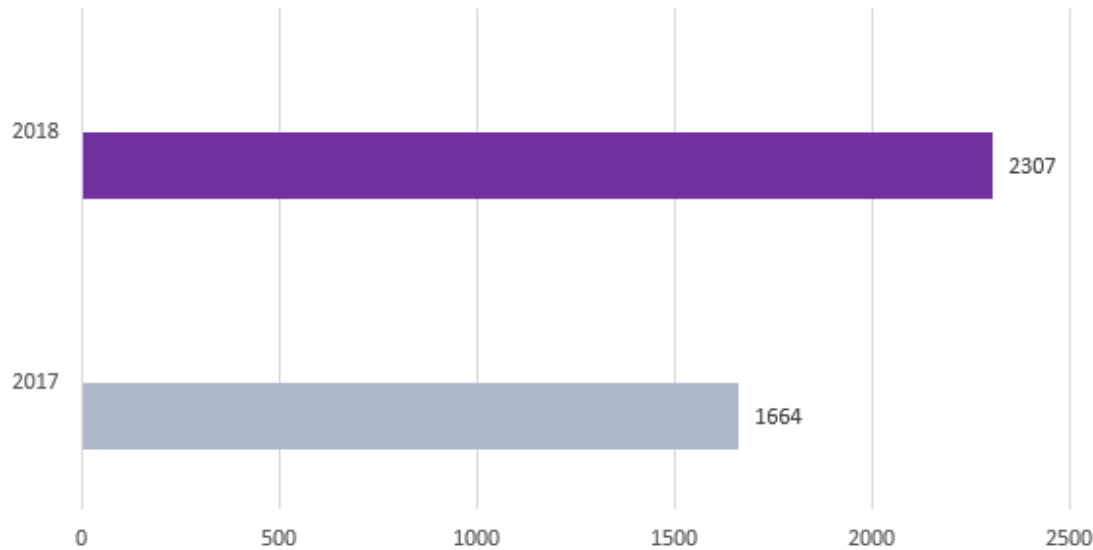
Communications: External

- **Media Relations**
 - Proactively releasing our news stories
 - Sending at least one press release per week
 - Stories are also posted to the website and pushed out on social media
- **Content**
 - Student, faculty, research, industry, donor stories—keeping the [news section](#) updated
- **Newsletters**
 - Industry Quarterly
 - News Bytes
 - Capitol Update (Tallahassee)
- **Office of the President**
 - Developed a communications plan for the Office of the President
 - Florida Poly in 60 seconds
 - Includes monthly updates, social media presence, videos, etc.



Communications: Media Reach

Media Exposure (Jan. 1 - July 31)



- 28 press releases sent out; all but 1 picked up
- Exposure: increase of 38% over same time last year
- Print media reached 550 million people
- Broadcast media reached 2.45 million people



FLORIDAPOLY

Communications: Media Reach



Communications: Internal

- Weekly Phoenix – two editions
- Weekly Highlight
- Monthly Media Round-Up



FLORIDA POLYTECHNIC UNIVERSITY

Week of August 14, 2018

FLORIDA POLY HIGHLIGHT

[Florida Poly's Bookless library attracts international interest](#)




FLORIDA POLYTECHNIC UNIVERSITY

NEWS ROUNDUP

JULY 2018

FLORIDA POLY'S FUTURE

Editorial: Florida Poly looks ahead
[The Ledger](#)

Cost of college was unchanged for all students at Florida University
[Florida Business Daily](#)


FLORIDA POLY PARTNERS WITH DRAGEN INTL.

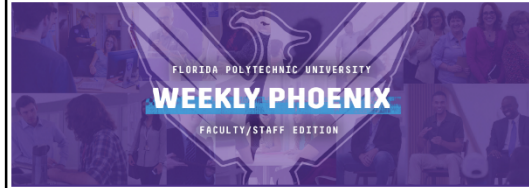
Florida Poly students to participate in \$280M U.S. Air Force
[Tampa Bay Business Journal](#)

GREEN CHEMISTRY CONFERENCE


Poly conference will feature autonomous vehicle demo
[The Ledger](#)
[News Chief](#)

Weekly Phoenix Faculty & Staff Edition - Week of August 22, 2018

 Florida Polytechnic University <news@floridapoly.edu>
Laura Neff-Henderson
Wednesday, August 22, 2018 at 9:51 AM
[Show Details](#)




Week of August 22, 2018

 **Dates and Deadlines**

Sept. 11-12: Faculty/staff headshot appointments available
University Relations will take headshots of new faculty and staff on September 11 (2:30-4:30 p.m.) and September 12 (9-11 a.m.) at IST. If you're new to the university and/or have...

Sept. 30: Mandatory employee Title IX training must be completed
To ensure all employees are aware of and understand their responsibility to report any student disclosure of sexual misconduct to the university Title IX coordinator, Florida Poly is providing mandatory training on...

 **Announcements**

Welcome new employees
Welcome to the following new employees! MAY Armando Signorini Adjunct Professor Samantha Speziale Admissions Counselor Ben Beachy Chief Information Officer (CIO) Charlene Murphy Business Administration Specialist Andrew Konapelsky Associate...

Classroom projectors under construction
Students and employees may notice some hanging cables and loose ceiling tiles around new classroom projectors in IST. The IT and facilities departments will be working around class schedules to...

Download Florida Poly Mobile today
The new Florida Poly Mobile app is now available for download. The app includes a number of features useful for students, faculty, staff, and visitors and is designed to be the...

Purple Fire Week schedule available
Purple Fire Week is held annually at the beginning of the fall semester and includes a variety of activities for students. Saturday, Aug. 25 7:30 p.m.: All-nighter: Come out for a...

Faculty Handbook available online
The Faculty Handbook is available online. The handbook provides general references and links throughout to the university's regulations, policies, and guidelines for your convenience. For more information contact Amy Devere at



Communications: Crises

- Crises Communication plan reviewed and updated
- Black Swan Solutions – under contract; currently undergoing set-up and training
- Working cross-departmentally
- Crises training drills
- InformaCast - new Florida Poly Alert system
- Relationships with PIO from LPD and PCSO



- ✓ Crisis Response Call Center
- ✓ Victim and Family Assistance
- ✓ Crisis Support for Employees and Organization
- ✓ Information Management Tool

Marketing

- Advertising
- Social Media
- Campaigns
- Email Marketing
- Graphic Design
- Website
- Florida Poly Mobile
- Multimedia Library
- Events

Marketing: Advertising

- **Focus: High-level awareness and branding**
- **Current placement:**
 - **Digital:** Tampa Bay Business Journal, Florida Trend, NPR, FloridaPolitics.com
 - **Print:** TampaBay Business Journal, Florida Trend, Growing Florida publication, NEXT, Innovate Tampa, Innovate Orlando, Delta Sky Mag; The Lakelander; Official Yearbook of the Tampa Bay Bucs; Billboards, Influence Magazine
 - Considering **Channel 8** weather cam
 - Strategic **Event** Sponsorship
 - Florida Poly Connects, PoweredUP Tampa Bay Tech Festival, Fast50, Florida Business Observer 40 under 40, others throughout the year





Marketing: Advertising

FLORIDAPOLY

FLORIDA POLYTECHNIC UNIVERSITY FLORIDAPOLY.EDU

ADVANCING FLORIDA'S ECONOMY THROUGH STEM EDUCATION

100% CORE STEM EDUCATION

1445 STUDENTS (AND GROWING)

1269 AVERAGE SAT SCORE

FLORIDA POLYTECHNIC UNIVERSITY

Work. Play. We don't see a difference.

At the intersection of innovation and learning is Florida Polytechnic University, the state's only public university dedicated exclusively to teaching science, technology, engineering and math (STEM).

OUR DEGREES INCLUDE:

- Data Analytics
- Electrical Engineering

On any given day students could be building structures, applying technology, building structures or applying technology to improve quality of life. Along the way they're picking up valuable, lifetime employable.

Strategically located in the heart of our Lakeland campus is product industries with their big ideas.

FLORIDA POLYTECHNIC UNIVERSITY FLORIDAPOLY.EDU

ADVANCING FLORIDA'S ECONOMY THROUGH STEM EDUCATION

100% CORE STEM EDUCATION

1,445 STUDENTS (AND GROWING)

6 BACHELOR'S DEGREES 2 MASTER'S DEGREES

19:1 STUDENT/FACULTY RATIO

1269 AVERAGE SAT SCORE

FLORIDA POLYTECHNIC UNIVERSITY FLORIDAPOLY.EDU

ENGINEERING IS OUR GAME.

ORLANDO BUSINESS JOURNAL

FLORIDA POLYTECHNIC UNIVERSITY

ENGINEERED FOR ENTERPRISE

Be the first to tap emerging high-tech talent.

Recruiting highly skilled, high-tech professionals is one of the toughest challenges facing businesses throughout the nation.

At Florida Polytechnic University, we're bridging the local talent gap, one graduate at a time, with the help of our industry partners who provide valuable internship and job opportunities for our students.

Partner with us today and position your company on the cutting edge with priority access to our career-ready STEM graduates.

[PARTNER WITH US](#)

Discover innovation in action: [Learn More](#) about the latest real-world industry problems our students are solving.

FLORIDA POLYTECHNIC UNIVERSITY

Real-world curricula, inspired by industry.

[BECOME A PARTNER](#)

Marketing: Advertising

Lakeland (near campus) | **Tampa** (near amphitheater) | **Orlando** (near Full Sail University & near the airport)



**HIGH-TECH INNOVATION
STARTS HERE**



FLORIDA POLYTECHNIC
UNIVERSITY

FLORIDAPOLY.EDU



 **FLORIDA POLYTECHNIC
UNIVERSITY**

**HIGH-TECH INNOVATION
STARTS HERE**

Marketing: Social Media

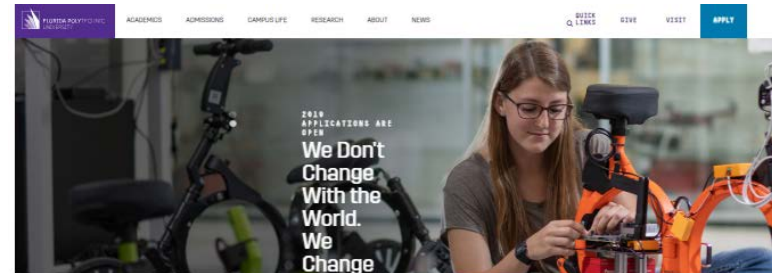
- **Facebook**
 - 5% increase in total followers
 - Average post reached to users is 1,700
- **Instagram**
 - 30% increase in followers
 - Channel is reaching target demographic (students) from 18-24
 - Reaching 50/50 male and female audience
 - Average post impression: 1,500
- **Twitter**
 - 11% increase in total followers
 - Average tweet impressions per month 43K
- **LinkedIn**
 - 20% increase in total followers
 - Total reach 5K
 - Average reach per month 420
- **YouTube**
 - 58K (watch time—in minutes)—increase in 20%
 - 51.2K views—increase in 38%
 - 121.3K impressions

- **Major Updates**

- Homepage
- New content
- News section
- Updated the search feature
- Increased SEO
- Integrated master calendar
- Weekly Phoenix integration
- Fixed ALL ADA website violations

- **Coming**

- New website
 - Now in selection process
- Redoing all academic content
- Guidelines
- Workflows



News All News >

Already a pilot, Florida Poly freshman now a Phoenix



In less than a year, the Florida Polytechnic University freshman has earned his pilot's license, received a scholarship from the Central Florida Aerospace Academy (CFAA) foundation to attend Florida Poly and started his undergraduate career. Recommended just about 400 other freshmen at Florida Poly as the fall 2018 semester began the past Wednesday.

Here it is. The official Florida Poly Mobile app.

Florida Poly welcomes back students in its most internationally diverse year

Fulbright program taking off at Florida Poly

Events All Events > @FLPOLYU Feed >

- SEP 6** Academic Success Center: Libraries at Florida Poly 2:00 pm • 157 Aida Negro
- SEP 13** Academic Success Center: Libraries at Florida Poly 2:00 pm • 157 Aida Negro
- SEP 17** Academic Success Center: Libraries at Florida Poly 2:00 pm • 157 Aida Negro

With a Phoenix happy birthday with a cake! ☺ See below to pre-order a cake: <https://coca2018.com/>

There's no better way to start a Monday than with great day ☺ Show us how your regard's hands: Poly using Therp... <https://t.co/9W0Me1as>

AUG 27 **AUG 27**



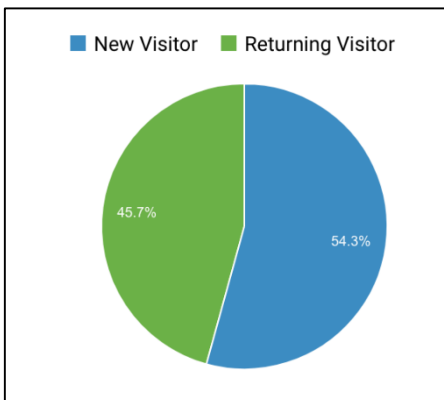
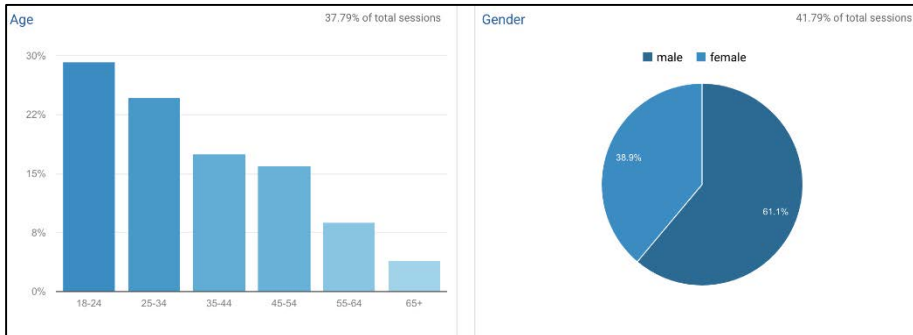
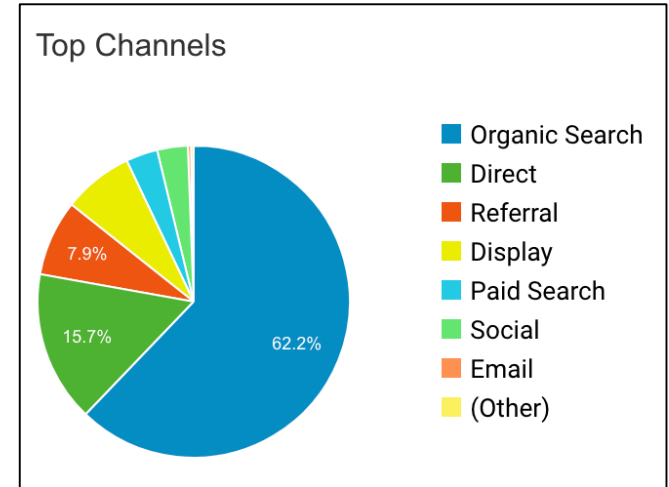
8 DEGREES. ALL STEM FOCUSED.

Florida Polytechnic University is Florida's only accredited public university with an exclusive focus on the core STEM disciplines of engineering, technology and applied science. Our state-of-the-art campus is conveniently located between Tampa and Orlando, in the heart of Florida's high-tech I-4 corridor. Uniquely defined by project-based learning, applied research and industry internship opportunities, Florida Poly's advanced degree programs equip graduates with the skills they need to lead the way in today's fastest-growing fields.

Marketing: Website

- **July 1, 2017-Aug 21, 2018**

- Page views 1,068,771
- Users 230,971
- Avg. Session Duration 00:02:06



Device Category ?	Acquisition			Behavior		
	Sessions ? ↓	% New Sessions ?	New Users ?	Bounce Rate ?	Pages / Session ?	Avg. Session Duration ?
	14,096 % of Total: 100.00% (14,096)	41.88% Avg for View: 41.86% (0.05%)	5,904 % of Total: 100.05% (5,901)	59.13% Avg for View: 59.13% (0.00%)	2.51 Avg for View: 2.51 (0.00%)	00:02:24 Avg for View: 00:02:24 (0.00%)
1. desktop	7,427 (52.69%)	38.67%	2,872 (48.64%)	53.10%	2.85	00:03:00
2. mobile	6,127 (43.47%)	45.57%	2,792 (47.29%)	66.84%	2.08	00:01:38
3. tablet	542 (3.85%)	44.28%	240 (4.07%)	54.61%	2.84	00:02:51

Marketing: Florida Poly Mobile

- **Launched August 22**
 - 850+ downloads
 - Extremely positive feedback
 - Integrated fully to access email, calendar, university systems, etc.
 - Departments/Organizations can update their information

