



FLORIDA POLYTECHNIC
UNIVERSITY

Board of Trustees Strategic Planning Committee Meeting

Wednesday, September 11, 2019
12:45 pm – 1:45 pm

Florida Polytechnic University
IST 1046
4700 Research Way, Lakeland, FL 33805-8531

Dial In Number: 1-415-655-0001 | Access Code: 643 898 788

Mark Bostick, Chair
Dr. Louis Saco

Cliff Otto, Vice-Chair
Dr. Richard Hallion

Dr. Adrienne Perry
Ryan Perez

AGENDA

- | | |
|--|---------------------|
| I. Call to Order | Mark Bostick, Chair |
| II. Roll Call | Michele Rush |
| III. Public Comment | Mark Bostick, Chair |
| IV. Approval of the March 13, 2019 Minutes
Action Required | Mark Bostick, Chair |
| V. 2018-2020 Strategic Planning Committee Work Plan Review | Mark Bostick, Chair |
| VI. Research Development Authority Resolution
Action Required | Rick Maxey |
| VII. 2018-2019 Equity Report
Action Required | Rick Maxey |
| VIII. Closing Remarks and Adjournment | Mark Bostick, Chair |

Florida Polytechnic University
Board of Trustees

Strategic Planning Committee Meeting

DRAFT MEETING MINUTES

Wednesday, March 13, 2019
12:15 pm – 12:45 pm

Florida Polytechnic University
Student Development Center
4700 Research Way, Lakeland, FL 33805

I. Call to Order

Committee Chair Mark Bostick called the Strategic Planning Committee meeting to order at 12:35 p.m.

II. Roll Call

Michele Rush called the roll: Committee Chair Mark Bostick, Vice Chair Cliff Otto, Trustee Travis Hills, Trustee Dick Hallion and Trustee Louis Saco were present (Quorum).

Staff present: President Randy Avent, Mr. Rick Maxey, Ms. Michele Rush, Ms. Sherri Pavlik and Mr. Alex Landback were present.

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Louis Saco made a motion to approve the Strategic Planning Committee meeting minutes of September 5, 2018. Trustee Dick Hallion seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2018-20 Strategic Planning Committee Work Plan Review

The 2018-2020 Work plan remains unchanged and no discussion occurred.

VI. 2019 Accountability Report

Mr. Kevin Calkins delivered the 2019 Florida Polytechnic University Accountability Plan which is a required report by the Board of Governors. Mr. Calkins noted two specific changes to the Accountability Plan:

1. The plan now incorporates the University Work Plan, which before was submitted as a

separate plan to the Board of Governors.

2. Florida Polytechnic University is submitting the report to the Board of Governors early due to a May 6th deadline; our next Board of Trustees meeting is after this date.

The Accountability Plan provides information that allows Florida Polytechnic University to follow progress at the University and gives a summary of what we hope to accomplish in the next three years.

Mr. Calkins highlighted three categories that are important:

1. Key initiatives

These focus on improving the undergraduate program portfolio, growing the size and quality of the graduate program, and creating more articulation agreements with other Florida state colleges.

2. Performance Based Funding

Florida Poly will be included in the Performance Based Funding program in the next two to three years; the University continues to keep the metrics in mind as the Institution builds the University. Each university earns a maximum of ten points for each of the ten metrics used to evaluate public universities. Unofficially, Mr. Calkins calculates that the University would score approximately 72 points out of the total of 100 (excellence score only). That would rank Florida Polytechnic University eighth among the 12 public universities in Florida. Performance based funding preliminary metrics of excellence appears strong, but active and focused effort is needed moving forward. The University needs at least two years of data to quantify the excellence and improvement score (2021 – 2022).

3. New programs for consideration

A bachelor's degree in Cyber Physical Security and a master's degree in Business Analytics are being considered.

Trustee Louis Saco made a motion to approve the 2019 Accountability Report. Trustee Travis Hills 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 12:53 p.m.

**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 11, 2019

Subject: Research Development Authority

Proposed Committee Action

Recommend approval of a resolution to authorize Florida Polytechnic University to partner with a Research Development Authority to the Board of Trustees

Background Information

OVERVIEW Florida Poly 2.0 includes at its core the development of a research park on the 4,500 acres of land adjacent to the university. A major challenge in building the research park is providing for its financing and operation. Under Florida Statutes 159.701-159.7095, the Polk County Board of County Commissioners has the authority to create a Research and Development Authority, (RDA) which could serve as a vehicle for operation and maintenance of the research park.

An RDA is an independent local governmental entity that can use bonding as a fund raising mechanism. It is also the entity shouldering liabilities with the establishment and operation of the research park.

Entity authorized to create RDAs: A county or group of counties is authorized to create RDAs as long as there is at least one higher education partner.

Vehicle for creating RDAs: They are created by county ordinance and approval by BOG

Nature of RDAs: It is a public instrumentality (must comply with public record laws).

Purposes: A Research and Development Authority is created for the development, operation, management, and financing of a research and development park, and to exercise authority as conferred by ss. [159.701-159.7095](#).

Basis for creation: A county may adopt a resolution declaring that there is need for a research and development authority in the county, if it finds that there exists a need for the development and financing of a research and development park.

Board of Directors: Must have at least five people who are residents and electors of, or have their principal place of employment in, the county as members of the authority created for that county.

Designation as RDA: The county or counties must request and receive designation from the Board of Governors as a Research and Development Authority.

State Requirements for designation:

1. Affiliation with one or more state-based, accredited, public or private institutions of higher learning with research and development capabilities
2. A concept of operation that is consistent with s. 159.27(7) and s. 159.701-159.7095
3. Statement of affiliation with one or more state-based, accredited, public or private institutions of higher learning with research and development capabilities
4. Evidence of economic feasibility
5. Plan for funding the development of the proposed research and development park, including a minimum financial commitment by the authority of \$50,000 in liquid assets for development purposes

Powers:

1. Enter into contracts for any of the purposes enumerated in ss. [159.701-159.7095](#) and in the Florida Industrial Development Financing Act
2. Issue revenue bonds or other debt obligations repayable solely from revenues derived from the sale, operation, or leasing of such capital projects
3. Exercise all the powers in connection with the authorization, issuance, and sale of revenue bonds to finance the cost of capital projects conferred on counties, municipalities, special districts, and other local governmental bodies by the Florida Industrial Development Financing Act
4. To sue and be sued in its own name

Supporting Documentation: Resolution

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

Florida Polytechnic University Board of Trustees

Board of Trustees Resolution 2019-001

SUBJECT: Research Development Authority

WHEREAS, Florida Polytechnic University was created to catalyze economic development in the State of Florida, and

WHEREAS, applied research in the area of core STEM provides the greatest opportunity for economic benefit, and

WHEREAS, collaboration between industry, government and the University is essential to maximizing the impact of that research, and

WHEREAS, the creation of a research park adjacent to Florida Poly can provide the geographic proximity that increases the efficiency and effectiveness of collaboration, and

WHEREAS, there is sufficient land adjacent to the University on which to develop a research park, and

WHEREAS, there is a Florida law that allows counties to establish a Research Development Authority (RDA) to serve as the entity to be responsible for the research park, and

WHEREAS, that same Florida law requires that the RDA have a higher education partner.

NOW, THEREFORE BE IT RESOLVED that the Florida Polytechnic University Board of Trustees, at its regular board meeting on this 11th day of September, in the year 2019, does hereby unanimously authorize Florida Polytechnic University to

partner with a Research and Development Authority for the purpose of catalyzing economic development.

Resolution adopted by the Florida Polytechnic University Board of Trustees on September 11, 2019.

Chair:

Vice Chair:

Trustee:

Trustee:

Trustee:

Trustee:

Trustee:

Trustee:

Trustee:

Trustee:

Trustee:

Trustee:

Trustee:

**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 11, 2019**

Subject: 2018-19 Florida Polytechnic University Equity Report

Proposed Committee Action

Recommend approval of the 2018-19 Florida Polytechnic University Equity Report to the Board of Trustees.

Background Information

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

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

Supporting Documentation: 2018-19 Equity Report

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



FLORIDA POLYTECHNIC
UNIVERSITY



2018-19 EQUITY REPORT

BOT APPROVED: 09/11/2019

Florida Polytechnic University

Date Year: July 2018 – June 2019

Approved by University Board of Trustees: September 11, 2019

Dr. Randy K. Avent
University President
September 11, 2019

Prepared by:
University Diversity & Inclusion Committee

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



BOARD OF TRUSTEES SCHEDULE

Wednesday, September 11, 2019

1:30 PM - 3:00 PM

Location

Student Development Center
Florida Poly Lakeland Campus

Don Wilson, Chair	Cliff Otto, Vice Chair	Mark Bostick
Dr. Victoria Astley	Rear Admiral Philip Dur	Dr. Richard Hallion
Ryan Perez	Frank Martin	Henry McCance
Dr. Adrienne Perry	Dr. Louis Saco	Bob Stork
Gary C. Wendt		

1. Call to Order	Don Wilson
2. Roll Call	Kris Wharton
3. Public Comment	Don Wilson
4. Approval of May 22, 2019 Minutes (Action Required)	Don Wilson
5. Chairman’s Remarks	Don Wilson, Chair
6. President’s Remarks	Randy Avent
7. Consent Agenda (Action Required)	Don Wilson, Chair
1. Academic and Student Affairs Committee	
1.Revision of Accountability Plan	
2.Textbook Affordability Report	
2. Finance & Facilities Committee	
1.Actual Use of University Resources by the Foundation for 2018-19	
2.2019-20 Revised University Operating Budget	
3.Applied Research Center (ARC) Guaranteed Maximum Price David Calhoun	
4.University Policy (number from Gina) Electronic Funds Transfer	
3. Strategic Planning Committee	
1.Research Development Authority Resolution	
2.2018-2019 Equity Report	
4. Audit & Compliance Committee	
1.University Compliance and Ethics Program Plan FYE 6/30/20	
2.University Financial Audit FYE 6/30/18	
3.Foundation Financial Audit FYE 6/30/18	
8. Performance Based Funding BOT Choice Metric (Action Required)	Dr. Terry Parker
9. Florida Polytechnic University Economic Impact Study	Dr. Rick Harper Economic Consulting Services, Inc.
10. Committee Reports	

- | | |
|---|----------------------------|
| 1. Executive Committee Report (August 12, 2019) | Don Wilson, Chair |
| 2. Governance Committee Report | Philip Dur, Chair |
| 1. Base Salary Waiver for Dr. Avent (Action Required) | Don Wilson, Chair |
| 2. President Evaluation Timeline (Action Required) | |
| 3. Evaluation Instrument Review (Action Required) | |
| 3. Academic & Student Affairs Committee Report | Dr. Richard Hallion, Chair |
| 4. Finance & Facilities Committee Report | Frank T. Martin, Chair |
| 5. Strategic Planning Committee Report | Mark Bostic, Chair |
| 6. Audit & Compliance Committee Report | Gary Wendt, Chair |
| 11. Faculty Introduction | |
| 12. Student Introduction | |
| 13. Board of Trustees Meetings (Action Required) | Don Wilson, Chair |
| ▪ December 11, 2019 | |
| ▪ February 26, 2020 | |
| ▪ May 19-20, 2020 | |
| ▪ September 9, 2020 | |
| ▪ December 2, 2020 | |
| ▪ <u>February 17, 2021</u> (Added Date) | |
| ▪ <u>May 18-19, 2021</u> (Added Date) | |
| ▪ <u>September 15, 2021</u> (Added Date) | |
| ▪ <u>December 8, 2021</u> (Added Date) | |
| 14. Board of Governors Meetings | |
| ▪ October 3, 2019 Facilities Committee; Budget & Finance Committee (UCF, Orlando) | |
| ▪ October 29-30, 2019 Trustee Summit & Regular BOG Meeting (UF, Gainesville) | |
| ▪ January 29-30, 2020 (FSU Tallahassee) | |
| ▪ February 27, 2020 (Telephone Conference Call) | |
| ▪ March 25-26, 2020 (USF, Tampa) | |
| ▪ May 5, 2020 (Telephone Conference Call) | |
| ▪ June 23-25, 2020 (UCF, Orlando) | |
| ▪ September 16-17, 2020 (UWF, Pensacola) | |
| ▪ October 7, 2020 Facilities Committee; Budget & Finance Committee (USF, Tampa) | |
| ▪ November 4-5, 2020 (UNF, Jacksonville) | |
| ▪ January 20-21, 2021 (NCF, Sarasota) | |
| ▪ February 24, 2021 (Telephone Conference Call) | |
| ▪ March 24-25, 2021 (FAMU, Tallahassee) | |
| ▪ May 11, 2021 (Telephone Conference Call) | |
| ▪ June 22-24, 2021 (USF, Tampa) | |
| ▪ September 1-2, 2021 (FAU, Boca Raton) | |
| ▪ October 7, 2021 Facilities Committee; Budget & Finance Committee (FGCU, Ft. Myers) | |
| ▪ November 3-4, 2021 (FIU, Miami) | |
| 15. Closing Remarks and Adjournment | |

TABLE OF CONTENTS

POLICIES & PROCEDURES	7
Review of Policies & Procedure	7
Non-Discrimination Policy	8
ACADEMIC PROGRAM REVIEWS	8
Enrollment.....	9
Full-Time First-Time-In-College Enrollment.....	10
Full-Time Florida College System A.A. Transfers	12
Retention of Full-Time FTIC after One Year	13
Graduation Rate and Degrees Awarded.....	13
Student Services	16
Student Affairs	16
Admission to Academic Program.....	16
Admissions Events	17
Recruitment Efforts.....	17
Counseling Services	17
Club and Intramural Athletics.....	18
Student Financial Assistance	19
On Campus Housing.....	Error! Bookmark not defined.
Student Employment – Education and Work Environment.....	20
Overall Effectiveness in Enrollment.....	20
EQUITY IN INTERCOLLEGIATE ATHLETICS	21
EMPLOYMENT REPRESENTATION	21
Faculty and Staff – General Comments	21
Category Representation – Tenured Faculty.....	22
Category Representation – Tenured-Track Faculty.....	23
Category Representation – Non-Tenure Earning Faculty or Faculty at Non-Tenure Granting Universities	23
Category Representation – Executive/Administrative/Management Employees	25
AREAS OF IMPROVEMENT/ACHIEVEMENT	26
PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS	27
PROMOTION AND TENURE COMMITTEE COMPOSITION	28
OTHER REQUIREMENTS	28
Budget Plan	29
President’ Evaluation.....	29
Top Administrator’s Evaluations.....	29
DIVERSITY & INCLUSION COMMITTEE MEMBERS	29

EXECUTIVE SUMMARY

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

Florida law (section 1000.05(3)(a) states that "No person shall, on the basis of gender, be excluded from participating in, be denied the benefits of, or be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by a public K-20 educational institution; and no public K-20 educational institution shall provide athletics separately on such basis."

The Board of Governors is responsible for ensuring that institutions in the State University System of Florida conform to the law. The Board of Governors adopted Regulation 2.003 Equity and Access to provide guidance for public universities in following the law.

That regulation directs each public university in Florida to prepare an annual Florida Equity Report that conforms to the regulation and reporting guidelines established by the Board of Governors. Section 2.003(5)(a) of the regulation requires that the university's equity report must include "information on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment."

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

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

Each university shall:

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

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

This report encompasses policies 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 2017-18 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: “Serve students and industry through excellence in education, discovery and application of engineering and applied sciences.” 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.

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 (FPU-1.004 Non-Discrimination/Equal Opportunity) was approved by the University Board of Trustees in January 2014 and is reviewed annually.

ACADEMIC PROGRAM REVIEWS

This section presents and discusses student enrollment and student services initiatives. Enrollment data represents the student population in required reporting areas, as applicable, for fall 2018 with a comparison to fall 2017. 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 2015-16)
- First Professional Degrees Awarded (AY 2015-16)

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):

Key	Term	Definition*
NRA	Nonresident Alien	A person who is a 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 othe other original peoples of North and South America (including Central America) who maintains clural identification throught 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 Phillipine Islands, Thailand, and Vietnam.
H	Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanich 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.

Fall 2018 enrollment data is compared to the Florida State University System (SUS) and selected STEM universities considered peers based on Common Data Set (CDS) 2018-19 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 89%, female 11%). 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

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
Men	7	10	3	12	44	0	183	13	6	278
Women	4	1	0	4	6	1	21	0	0	37
Total Fall 2018	11	11	3	16	50	1	204	13	6	315
Category % of Total Fall 2018	3.5%	3.5%	1.0%	5.1%	15.9%	0.3%	64.8%	4.1%	1.9%	100.0%
	0%	-39%		45%	-48%		-32%	-35%		
Total FALL 2017	11	18	0	11	96	1	301	20	1	459
Category % of Total FALL 2018	2.4%	3.9%	0.0%	2.4%	20.9%	0.2%	65.6%	4.4%	0.2%	100.0%
Total FTIC Fall 2013	0	0	0	0	0	0	0	0	0	0
Category % of Total Fall 2013	0	0	0	0	0	0	0	0	0	0
Percentage Change in number from Fall 2013 to Fall 2018	N/A									

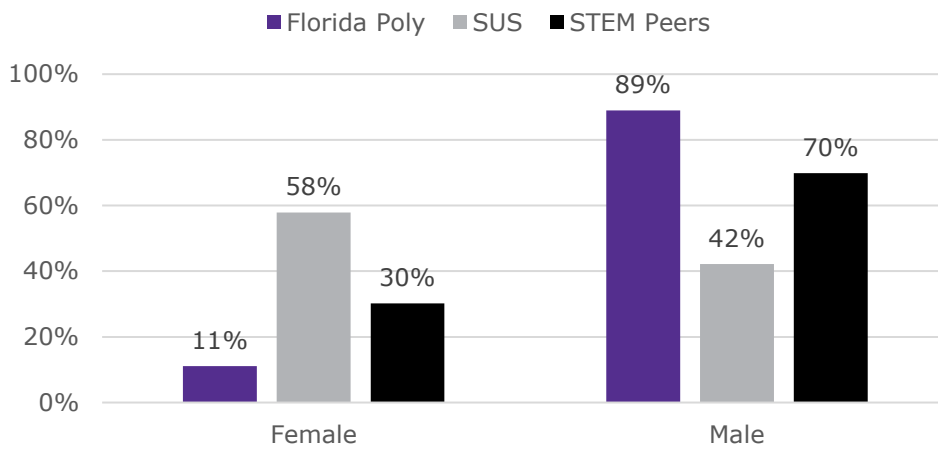
Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Full-time, First-time students.

In fall 2018, 315 new First Time, Full Time students enrolled at Florida Poly. Of these newly enrolled FTICs, 88% self-identified themselves as male and 12% female.

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 70% for FTIC full time students.

FTIC Enrollment Comparison by Gender

Figure 1

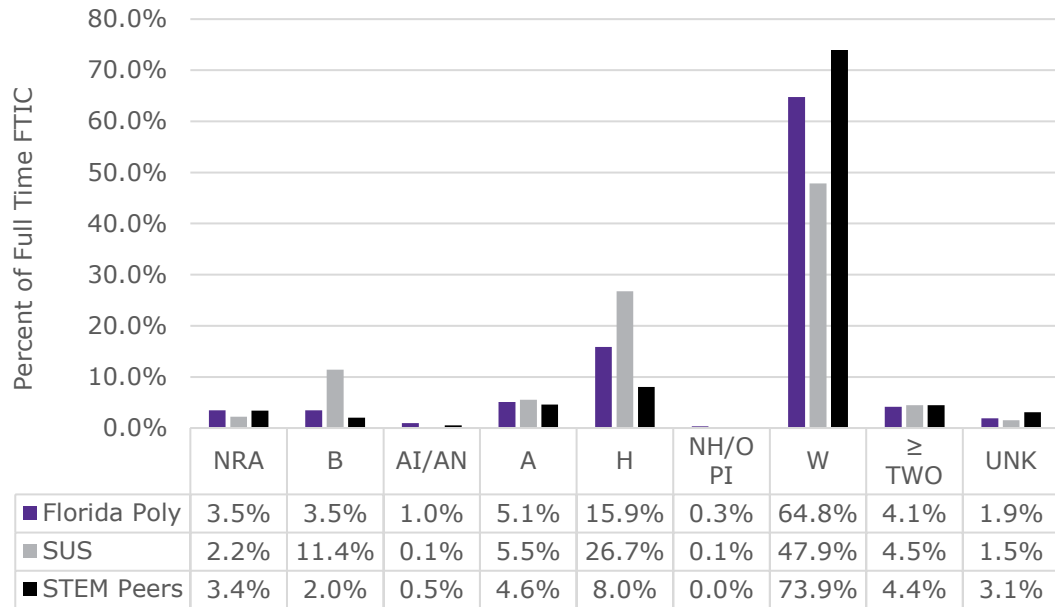


When comparing the FTIC racial/ethnic demographics between the fall 2018 cohort and the fall 2017 cohort (Table 1, percent of total); In the 2018 cohort White, Hispanic, and Asian make up the highest percentage whereas in the 2017 cohort White, Hispanic, and Black made up the highest percentage. The largest increase was for Asian student populations, which went from 2.4% in fall 2017 to 5.1% in fall 2018 (53% increase). Black or African Americans experienced a decrease from 3.9% in fall 2017 to 3.5% of the fall 2018 incoming FTIC population (28.5% decrease).

As presented in Table 1, there are two major racial/ethnic groups represented on campus: White (64.8%) and Hispanic (15.9%). 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.

Full-Time FTIC Comparison by Race/Ethnicity

Figure 2



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 13.2% of the total new incoming undergraduate population. Thirty (27%) of full-time transfer

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2018	0	3	0	0	9	0	34	2	0	11	37	48
Category % of Total Fall 2018	0.0%	6.3%	0.0%	0.0%	18.8%	0.0%	70.8%	4.2%	0.0%	22.9%	77.1%	100.0%
Total FALL 2017	0	2	0	6	14	0	44	2	2	7	47	70
Category % of Total FALL 2017	0.0%	2.9%	0.0%	8.6%	20.0%	0.0%	62.9%	2.9%	2.9%	10.0%	67.1%	100.0%
Total Fall 2013	0	0	0	0	0	0	0	0	0	0	0	0
Category % of Total Fall 2013	0	0	0	0	0	0	0	0	0	0	0	0
Category % Change from 2013 to 2018	N/A											

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

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

students were female. Transfer female student populations were down from fall 2017 to fall 2018. Racial/ethnic groups with the most representation in the transfers' student body are White, Hispanic, and Black (95.9% all combined). For this segment of the student body, there was a 54% increase in the Black or African American population. Non-resident Aliens were not represented in this year's class.

Retention of Full-Time FTIC after One Year

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL	All Students
Fall 2017 Cohort	7	22	1	15	59	0	198	12	2	35	281	316	
Category % of Total	2.2%	7.0%	0.3%	4.7%	18.7%	0.0%	62.7%	3.8%	0.6%	11.1%	88.9%	100.0%	
Enrolled Fall 2018	6	17	1	14	42	0	156	11	2	32	217	249	
Retention Rate	86%	77%	100%	93%	71%	0%	79%	92%	100%	91%	77%	79%	72%

Florida Poly's overall retention rate for fall 2017 cohort was 79%. Retention of males was 77% and 91% for females. White is the race/ethnic group most represented and 79% were retained. On the other hand, Asians and students identified as more than one race retained at a 93% and 92%, respectively (does not include unknowns). 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.

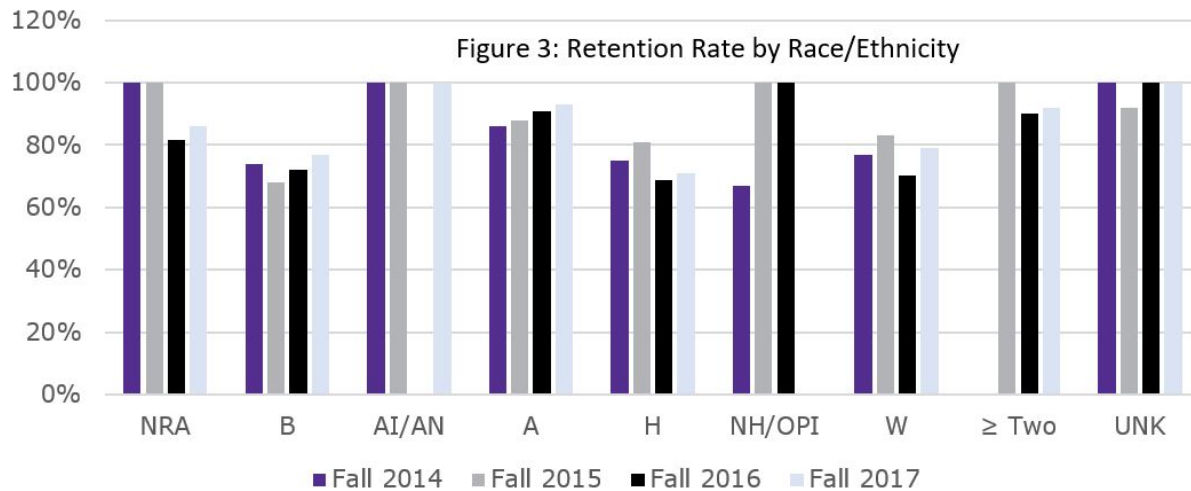
Graduation Rate and Degrees Awarded

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

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

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

Note: FTIC includes Beginners and Early Admits.



In

2017-18 (197) bachelor degrees were awarded, of which 72% were to White students and 14% to Hispanics. Eighty-two percent (82%) of bachelor degrees awarded were to male students. Two (2) master’s degrees were awarded to White students (25%). No 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 2017-18										
Male	0	13	2	5	22	0	121	1	6	170
Female	0	0	0	0	5	0	21	0	1	27
Total	0	13	2	5	27	0	142	1	7	197
Category % of Total	0%	7%	1%	3%	14%	0%	72%	1%	4%	100%
AY 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	1%	0%	0%	0%	2%	0%	7%	0%	0%	9%
AY 2012-13										
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. Awarded between 201705 & 201801.

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2017-18										
Male	3	0	0	1	0	0	2	0	0	6
Female	2	0	0	0	0	0	0	0	0	2
Total	5	0	0	1	0	0	2	0	0	8
Category % of Total	63%	0%	0%	13%	0%	0%	25%	0%	0%	100%
AY 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	25%	25%	0%	25%	25%	0%	150%	0%	13%	263%
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 7. Doctoral Degrees Awarded by Race

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

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

Table 8. First Professional Degrees Awarded by Race

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

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

Student Services

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

Student Affairs

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

- Florida Poly UX: developed event programming and invited key university stakeholders to take part in these events in addition to strategically placing students and parents into groups to facilitate conversations and connections with students and staff.

Recruitment Efforts

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

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

Attended annually by the Admissions Office for recruitment.

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

University Group Tours: Admissions continues to invite and host a diverse population to visit campus, including but not limited to Take Stock in Children and Upward Bound programs. Starting Fall 2019, Admissions will identify target schools and invite specific key classes such as physics, calculus, and pre-calculus, to attend an immersive STEM day on campus. These events will be a coordination of faculty, staff, and students to showcase Florida Poly resources and student opportunities.

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

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

Counseling Services

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

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

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

Other Initiatives

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

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

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

LGBTQ + Month – October 2019

Indigenous People’s Day – October 14, 2019

International and Cultural Recognition Day – October 19, 2019

Black History Month – February 1 – 28, 2020

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

World Day of Social Justice – February 20, 2020

Women’s History Month – March 2020

International Women’s Day – March 8, 2020

Asian Pacific American Heritage Month – May, 2020

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.

Student Employment – Education and Work Environment

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

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

Overall Effectiveness in Enrollment

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

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

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

EQUITY IN INTERCOLLEGIATE ATHLETICS

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

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

**Not Applicable to
Florida Poly**

Areas for improvement	Program for improvement	Timetable

	Male	Female	Total
Number			
Percent of Total			100%

EMPLOYMENT REPRESENTATION

Faculty and Staff – General Comments

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

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

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

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

Category Representation – Tenured Faculty

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

Table 1. Category Representation – Tenured Faculty

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

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Category Representation – Tenured-Track Faculty

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

Table 2. Category Representation – Tenure-Track Faculty

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

Not Applicable to Florida Poly

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

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

Full-time non-tenure earning faculty at Florida Poly increased by 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 2018	8	1	0	13	5	0	41	0	0	17	51	68
Number, Fall 2017	5	2	0	15	3	0	39	0	0	12	52	64
1YR Percentage Change		-50%		-13%	67%		5%			42%	-2%	6%
Number, Fall 2013	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

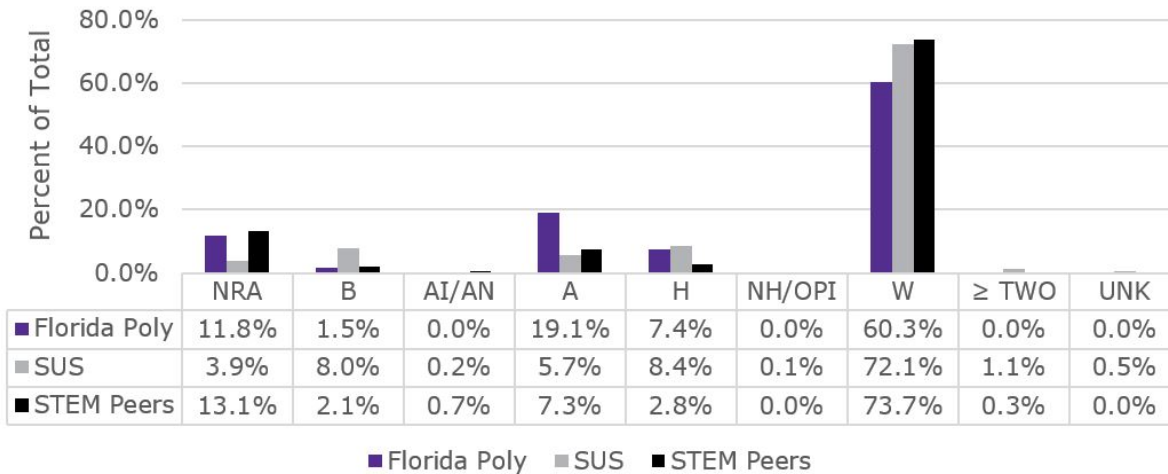


Figure 1: Non-Tenure Faculty Race/Ethnicity Comparison

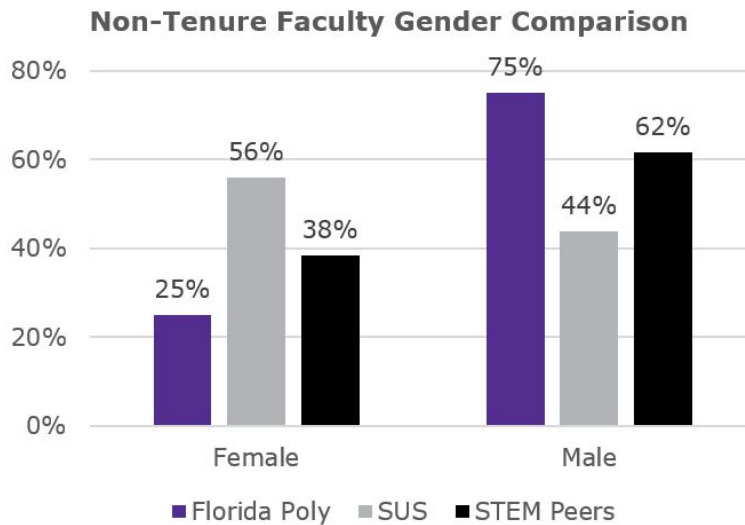


Figure 2: Non-Tenure Faculty Gender Comparison

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 19.1% (5.7% at SUS and 7.3% 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 exceeds Florida Poly’s female faculty (25% at Florida Poly compared to 38% at STEM peers).

Category Representation – Executive/Administrative/Management Employees

In 2018-19, Florida Poly had 68 employees categorized as executive, administrative and management compared to 57 in fall 2017. Female employees were 46% of the total population, compared to 47% the year before. White/Caucasian is the racial group with the highest representation among executives, administrators and managers, 74% compared to 82.5% last year. Hispanics and Black/African Americans are represented by 14% up from 13.2% of the total population. A percent change was observed for Blacks (10% from 7%) and Hispanics (11.8% from 7%).

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 2018	1	7	0	2	8	0	50	0	0	31	37	68
Number, Fall 2017	0	4	0	2	4	0	47	0	0	25	28	57
1YR Percentage Change		75%		0%			6%			24%	32%	19%
Number, Fall 2013	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.

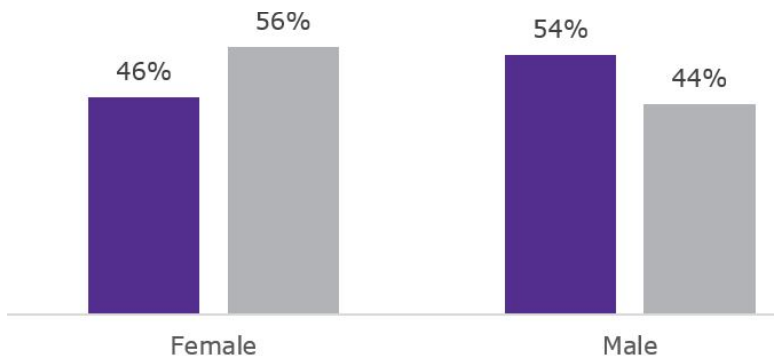
IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

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 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

Gender Comparison to SUS Executive/Administrative/Managerial

■ Florida Poly ■ SUS

Figure 3: Full-Time Managerial Staff Comparison to SUS by Gender



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 6.

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

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</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),</p>

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

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

Areas for Improvement Pertaining to Sex Equity in Athletics

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

Areas for Improvement Pertaining to Employment

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

With the University establishing Workday as an Enterprise Resource Planning (ERP) and a Human Resource Information System (HRIS), Florida Poly now has more of an opportunity for targeted retention and reporting. Part of this implementation included a module known as Careers with further development of this module over the next year. This streamlines the manual processes of recruiting, allows for better diversity data capture and improves the candidates experience when applying. The University has also established contracts with Inside HigherEd, HireEd, and the Chronicles to further broader 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					
Not Applicable to Florida Poly					
Other, Not Reported					
Total Female (Number and Percent) (Include Other, Not Reported)					
GRAND TOTAL					

LEGEND:

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

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

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

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

PROMOTION AND TENURE COMMITTEE COMPOSITION

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

Table 1: Promotion and Tenure Committee Composition, AY 2015-16

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

OTHER REQUIREMENTS

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

Budget Plan

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

President's Evaluation

The 2019/20 goals and objectives for the President include increasing the diversity of our students.

Top Administrator's Evaluations

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

DIVERSITY & INCLUSION COMMITTEE MEMBERS

Rick Maxey, Assistant Vice President Economic Development & Board Liaison (Committee Chair)

Gloria Nelson, Compensation and Training Manager Human Resources (Vice Chair)

David Brunell, Assistant General Counsel

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

Jimmy Surin, Assistant Director Student Life

Lydia Guzman, Assistant Director Communications

Indira Sukhraj, Learning and Development Facilitator

Chandrasekaran Balasubramaniyan, Assistant Professor

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

Mustapha Achoubane, Associate Director International Students

Susan LeFrancois, Assistant Professor

Carolina Barrios, Academic Success Coach, Disability