



BOARD OF TRUSTEES Strategic Planning Committee

**September 8, 2021
10:30 a.m. – 11:45 a.m.**

Florida Polytechnic University WEBEX TELECONFERENCE MEETING

Dial in: 415-655-0001 Access Code: 161 781 2927#

MEMBERS

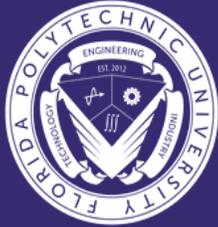
Gary Wendt, Chair
Dr. Ala' J. Alnaser

Dr. Earl Sasser, Vice-Chair
Lyn Stanfield

Beth Kigel

AGENDA

- | | | |
|-------|--|---|
| I. | Call to Order | Gary Wendt, Chair |
| II. | Roll Call | Michele Rush |
| III. | Public Comment | Gary Wendt, Chair |
| IV. | Approval of the April 26, 2021 Minutes
Action Required | Gary Wendt, Chair |
| V. | 2020-2022 Work Plan Review | Gary Wendt, Chair |
| VI. | FIPR Institute Annual Report | Dr. Terry Parker, Provost
Dr. James Mennie |
| VII. | Florida Equity Report
Action Required | Randy Avent, President |
| VIII. | Closing Remarks and Adjournment | Gary Wendt, Chair |



Strategic Planning Committee Meeting

DRAFT MEETING MINUTES

April 26, 2021
8:00 AM – 9:30 AM

Florida Polytechnic University WEBEX TELE-CONFERENCE MEETING

I. Call to Order

Committee Chair Gary Wendt called the Strategic Planning Committee meeting to order at 8:00 a.m.

II. Roll Call

Michele Rush called the roll: Committee Chair Gary Wendt, Committee Vice Chair Earl Sasser, Trustee Beth Kigel, Trustee Lyn Stanfield, and Trustee Ala' J. Alnaser were present (Quorum).

Other Trustees present: Chair Cliff Otto, Trustee Bob Stork, Trustee Samantha Ashby, Trustee Laine Powell, and Trustee Narendra Kini.

Staff present: President Randy Avent, Provost Terry Parker, Ms. Gina DeIulio, Mrs. Kathy Bowman, Mrs. Kris Wharton, Mr. Rick Maxey, Mr. David Calhoun, Ms. Lydia Guzmán, Ms. Melaine Schmitz, Mr. Alex Landback, Mr. David Brunell, Mrs. Maggie Mariucci, Mr. David Blanton, and Dr. Traki Taylor, Chief Diversity, Equity, and Inclusion Officer for the Board of Governors.

III. Public Comment

There were no requests received for public comment.

IV. Approval of February 10, 2021 Minutes

Trustee Beth Kigel made a motion to approve the Strategic Planning Committee meeting minutes of February 10, 2021. Trustee Earl Sasser seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2020-2022 Strategic Planning Committee Work Plan Review

Committee Chair Gary Wendt asked if there were any changes to the 2020-2022 Strategic Planning Committee Work Plan and none were offered.

VI. Campus Master Plan for 2020-2030

Mr. David Calhoun gave the first presentation to the Committee to discuss progress in updating the Campus Master Plan. The current ten-year plan was adopted in 2016 and the University is required by law to update the plan every five years, triggering the current review. In the intervening five years the Strategic Planning Committee may consider amendments to the Campus Master Plan to address circumstances that warrant edits to the number, location, and/or types of facilities on the Florida Poly campus. The plan incorporates

all elements required by law and some optional elements as well.

The amount and types of space needed over the next ten years is driven by the University's expected student enrollment during that period. The types of academic programs at Florida Poly influences student enrollment which in turn determines the number and type of faculty, staff, and buildings needed to educate those students and conduct research. By 2031, the University anticipates enrolling 3,000 students for 2,736 Full-Time Equivalents (FTE).

Using Board of Governors' standards for space requirements, Florida Poly projects deficits of space between 2024 and 2026 in three categories: (1) research space, (2) office space, and (3) support space. Space deficits will increase by 13- 25%.

Florida Poly space requirements over the next ten years necessitate that the University completes construction of the Applied Research Center and builds a new FIPR facility on campus, a P3 research building, an academic building and additional student housing. In addition, more distant future plans call for constructing a Student Achievement Center and Administrative Building.

The schedule for completing the Campus Master Plan includes a Strategic Planning Committee recommendation for the full Board of Trustees to initially approve the plan. After a 90-day review period by several agencies as required by law, it will come back to the Board of Trustees for adoption and submission to the Board of Governors. The Board of Governors will also conduct an Educational Plant Survey to verify our current space inventory and needs for the future.

A June 2021 Executive Committee meeting will likely be needed to approve the draft plan and an extension of the ARC contract.

VII. Diversity, Equity, and Inclusion: Strategic Priorities for the State University System of Florida

Dr. Traki Taylor, Chief Diversity, Equity and Inclusion Officer for the Board of Governors presented the Strategic Priorities for the State University System of Florida.

Dr. Taylor explained how Mr. Brian Lamb, Vice Chair of the Board of Governors, established a work group comprising representatives from multiple areas within the state universities to discuss diversity, equity, and inclusion (DEI) within the SUS. After much work and deliberation, Governor Lamb developed a set of expectations covering four areas: (1) listening and feedback processes, (2) learning and training processes, (3) recruitment, talent development and advancement and, (5) supplier diversity. Dr. Taylor provided trustees with a list of next steps for the University in its progression towards real outcomes in the area of DEI.

VIII. Diversity and Inclusion Report

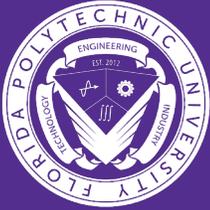
Mr. Rick Maxey reviewed a stoplight chart showing how Florida Poly is progressing in the Board of Governors defined strategic areas. He stated the Board of Trustees is expected to ensure that diversity, equity, and inclusion are priorities at Florida Poly and incorporated into the University's Strategic Plan. Additionally, the BOG expects that DEI leadership is prominently placed in the University's hierarchy and communicates about DEI through official University channels. The BOG will also work through system-level councils to track progress and obtain input and feedback.

Trustee Lyn Stanfield inquired how trustees can help advance these priorities; Mr. Maxey responded trustees must show interest in DEI, leading the way by example. Trustee Stanfield also asked if there is any concern on the part of Administration with waiting to write a DEI strategic plan until a new DEI staff person is hired. President Avent stated he is not concerned

as the University will hire someone for the position this summer and it is best for the new hire to be instrumental in writing and implementing this plan. Trustee Stanfield stated she would like to have discussion around the University's strategy for black, LatinX, and female students at a future meeting.

IX. Closing Remarks and Adjournment

With no further business to discuss the meeting adjourned at 9:33 a.m.



Strategic Planning Committee Work Plan

COMMITTEE TOPICS

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

- University Strategic Plan
- Campus Master Plan
- Educational Plant Survey
- Florida Polytechnic University Equity Report
- Florida Industrial and Phosphate Research Institute Annual Report
- Diversity and Inclusion
- Rare Earth Elements Manufacturing Consortium

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

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

**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 8, 2021**

Subject: 2021 Florida Polytechnic University FIPR Report

Proposed Committee Action

For informational purposes only

Background Information

During Fiscal Year 2020-2021, the FIPR Institute achieved significant research milestones. Significant accomplishments separation dolomite from phosphate rock from an over 5% concentration to ~1.25% concentration in the processed ore stream with the Packed Column Jig, receiving Federal funding for two rare earth element research projects (Critical Materials Institute - \$230,000 and Advanced Processing of Rare Earth Elements - \$150,000), and significant progress on a demonstration project that uses phosphor-gypsum stack material, mixed with a proprietary additive, as a cost competitive and structurally superior alternative to lime-rock as road-base.

Looking forward into Fiscal Year 2021-2022, the FIPR Institute anticipates the completion of the Packed Column Jig project and look forward to commercializing the resulting Intellectual Property. The pilot plant equipment will be relocated to the FIPR Institute campus upon completion of the separation testing. The Federally funded rare earth element research projects will continue to seek cost effective sources of critical materials from phosphate materials. Smart Road construction and installation will be completed, and data collection will commence. Finally, FIPR will begin a more active collaboration with faculty at Florida Poly and will open 2 to 3 projects to be performed/managed by the faculty where these projects will be defined in consultation with Mosaic and the Florida Department of Environmental Protection.

The Florida Institute of Phosphate Research (FIPR) was established by the Florida Legislature in 1978 as a state-funded entity focused on environmental and efficiency concerns of the phosphate industry. FIPR is empowered in this role to identify, develop, and promote technological solutions that benefit the environmental concerns of the state and the very real business concerns of the industry. Explicitly, FIPR is neither a "producer" or a "regulator." Historically, FIPR has executed this role with research efforts from a range of universities and specialized businesses. More recently, FIPR has been performing research and development internally. FIPR now includes:

state-funded projects that directly impact the phosphate industry, laboratory capability that serves the specialized analysis needs of the phosphate industry, competitive contracting capacity focused on augmenting the FIPR mission with Federal and Industrial funding.

Supporting Documentation: 2021 Florida Polytechnic University FIPR Report

Prepared by: Dr. Terry Parker, Provost & Executive Vice President



Florida Industrial and Phosphate Research Institute (FIPR Institute) Annual Report FY 2020- 2021

Florida Industrial and Phosphate Research Institute

Website: fipr.floridapoly.edu

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1855 West Main Street
Bartow, FL 33830

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Cover Photo: The pilot plant installation of the Packed Column Jig research achieved separation of phosphate rock and dolomite in initial testing during the Fiscal Year 2020-2021.

FIPR Institute Fiscal Year 2020-2021 Overview

Executive Summary

During Fiscal Year 2020-2021, the FIPR Institute achieved significant research milestones. Significant accomplishments separation dolomite from phosphate rock from an over 5% concentration to ~1.25% concentration in the processed ore stream with the Packed Column Jig, receiving Federal funding for two rare earth element research projects (Critical Materials Institute - \$230,000 and Advanced Processing of Rare Earth Elements - \$150,000), and significant progress on a demonstration project that uses phosphor-gypsum stack material, mixed with a proprietary additive, as a cost competitive and structurally superior alternative to lime-rock as road-base.

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- state-funded projects that directly impact the phosphate industry,
- laboratory capability that serves the specialized analysis needs of the phosphate industry,
- competitive contracting capacity focused on augmenting the FIPR mission with Federal and Industrial funding.

Background

FIPR was established with a statutory charge to address issues critical to the phosphate industry operations for the benefit of the citizens of Florida. Florida Statute **1004.346(4)(a) Florida Industrial and Phosphate Research Institute specifies the following—**

(4) INSTITUTE DUTIES AND AUTHORIZED ACTIVITIES.—

(a) The institute shall:

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

FIPR has identified four technical focus areas where it has technical capacity, or where it will build technical capacity, so that its research efforts are aligned with the statute. These areas are:

- Minerals processing / rare earth elements (REE's) (based on 1004.346(4)(a)1 and 5)
- Phosphogypsum (PG) stacks and PG utilization (based on 1004.346(4)(a)1,3,4, and 5)
- Water, including process / industrial wastewater (based on 1004.346(4)(a)1 and 5)
- Phosphatic clay (based on 1004.346(4)(a)1, 4, and 5)



As a part of its mission, consistent with the mission of Florida Polytechnic University, FIPR will pursue the development of commercializable intellectual property (IP). In addition, Specialized Laboratory Services that are unique to, or useful for, the phosphate industry are an integral part of FIPR. These services are provided at appropriate commercial cost to the users. Laboratory services provides the funding (in part) for FIPR's fully up-to-date set of analytical laboratory capabilities. These capabilities are critical to the overall research mission.



Aaron Medley, Technical Project Manager, teaches Florida Polytechnic University students how to use the Lachat P₂O₅ phosphate autoanalyzer in the FIPR Institute analytical chemistry laboratory.

The Florida Polytechnic University Board of Trustees authorized funding for a joint Environmental Engineering - FIPR Institute facility on the Florida Polytechnic Lakeland campus. Transitional plans are being implemented to seamlessly facilitate this move while minimizing impact on continuing critical Institute operations. The new facility will be built and occupied within the next two years. It will be located adjacent to the new Applied Research Center (ARC) on Florida Polytechnic University's main campus.



The redesigned logo of the FIPR Institute was revealed in September 2019 with an update to the road-side sign marking the entrance to the FIPR campus on Highway 60 in Bartow.

FIPR Institute's Strategic Mission

The FIPR Institute's mission has been strategically designed to align with and compliment the mission of Florida Polytechnic University.

Florida Polytechnic University's mission is:

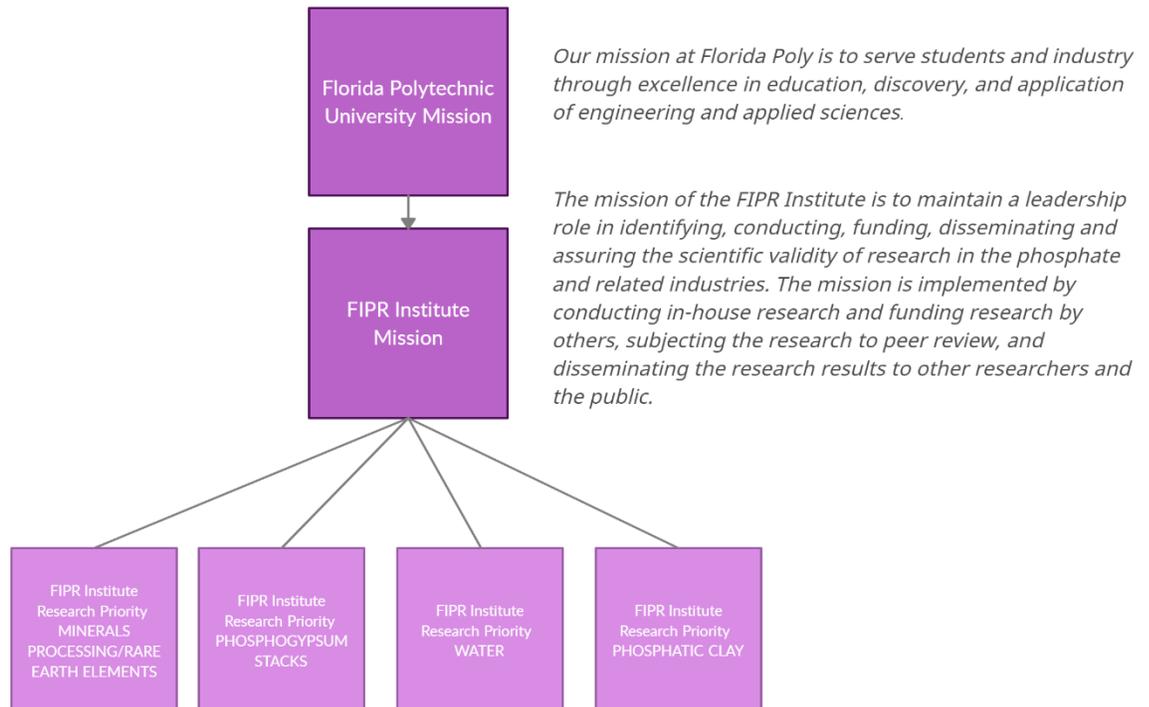
“Our mission at Florida Poly is to serve students and industry through excellence in education, discovery, and application of engineering and applied sciences.”

The mission of the FIPR Institute is:

“The mission of the FIPR Institute is to maintain a leadership role in identifying, conducting, funding, disseminating, and assuring the scientific validity of research in the phosphate and related industries. The mission is implemented by conducting in-house research and funding research by others, subjecting the research to peer review, and disseminating the research results to other researchers and the public.”

These associated missions, along with statutory priorities, drive four research focus priorities of the FIPR Institute, which in turn, help guide the Institute's work efforts and individual research projects selected for funding from year to year.

FIPR Institute Strategic Mission



For the Fiscal Year 2020-2021, the research-related accomplishments of the FIPR Institute have been categorized as:

- Major Research Efforts (Packed Column Jig, Critical Materials Institute and Smart Road)
- Laboratory and Consulting Services
- Industrial Collaborations (Destack Consortium, Critical Materials Corporation)
- University Integration (FarmBot, Capstone Drone Project, Capstone CMC Water Clean-up Project)
- Grant Proposal Submissions (The “DOE REE” Project, CMI FY 2021-2022)

(Note: Individual project descriptions are found in the section, “FIPR Institute Accomplishments” on pages 9 to 26 of this document.)

The research priority of “Minerals Processing/Rare Earth Elements” has been addressed by the Packed Column Jig, Critical Materials Institute, CMI FY 2021-2022 and the “DOE REE” projects.

The research priority of “Phosphogypsum Stacks” has been the focus of the Smart Road and Destack Consortium projects.

The research priority of “Water,” including the topics of industrial wastewater and process water, has been addressed through the work with Critical Materials Corporation directly, and their work with Florida Polytechnic University students via the Capstone CMC Water Clean-up Project. The recent hiring of Environmental Engineering professors at Florida Polytechnic University will allow for more comprehensive water-related research projects in FY 2021-2022.

The research priority of “Phosphatic Clay” did not have direct effort within the FIPR Institute during the FY 2020-2021. As always, the Institute is aware of the issues regarding clay and clay ponds and is poised to move forward with research on this priority, should the opportunity present itself.

It should be noted that Laboratory and Consulting Services reached across all listed research priorities as it provides analytical and other services to the FIPR Institute and outside entities. This work is defined as “research” by Florida Polytechnic University and is tracked and reported as such.

FarmBot and the two Capstone Projects (Drone and CMC Water Clean-up) specifically address the FIPR Institute’s continued integration with Florida Polytechnic University via direct student involvement.

FIPR Institute Accomplishments

Under current leadership, there has been a change in the FIPR Institute's philosophy in the last two years. In prior years, the FIPR Institute was primarily a research entity that funded external work. Now, the focus has shifted to much of the research work being done internally or in partnership. This does not mean that the FIPR Institute will not fund external research but will fund less of it. The FIPR Institute will embed as much as possible research work into its own operation and have its research embedded with Florida Polytechnic University's operation. Some of this change is driven by financial necessity (from the decrease in the severance tax) to have a robust funded research program. It is also driven by the requirement that in order to be a leader in phosphate and environmental research, the FIPR Institute must be a direct participant. The FIPR Institute is working to reposition itself to be much more of an active participant in phosphate and industrial research.

Major Research Efforts

Packed Column Jig (PCJ)



“The PCJ has achieved successful separation of dolomite and phosphate rock.”

Dr. Patrick Zhang, Principal Investigator, PCJ research project

The Packed Column Jig (PCJ) is an innovative gravity separation device that the FIPR Institute is currently testing and improving in a pilot-plant scale installation located at Mosaic's South Pasture facility. Initially proven in bench-scale, the PCJ gravity-separation technology can remove dolomite from phosphate ore using only water and air and the jiggling action of the device. Dolomite, a natural contaminant in Florida phosphate rock, causes numerous problems in phosphoric acid manufacturing and fertilizer production, such as reducing filtration capacity, consuming extra sulfuric acid, reducing P_2O_5 recovery, lowering phosphoric acid quality, and upsetting granulation. The lower zone Hawthorne Formation (geologic stratum) being currently mined commonly has high MgO contamination.

There are existing techniques for dolomite removal from phosphate rock, including: flotation, chemical treatment, and high-temperature treatment. All these methods have some associated environmental issues and high operating costs. Removal of dolomite through the PCJ process allows for the utilization of massive amounts of ore now deemed too high in dolomite to process.

Extensive lab testing and initial test runs of the PCJ pilot plant using high dolomite phosphate rock feed stock show successful separation. On laboratory scale, concentrate of less than 1% MgO was achieved at over 85% P₂O₅ recovery on a high-dolomite pebble sample containing more than 4% MgO. Success parameters are met when dolomite content in the product is lowered to 1% or less for chemical processing.

*Initial Pilot PCJ Testing Results on One Size Fraction (3.26 x 1.4 mm) of a
High-Dolomite Pebble Sample*

Sample ID	% P ₂ O ₅	% MgO
Feed	24.20	2.60
Final Tails	8.70	5.13
Concentrate 1	28.59	1.23
Concentrate 2	26.71	0.98

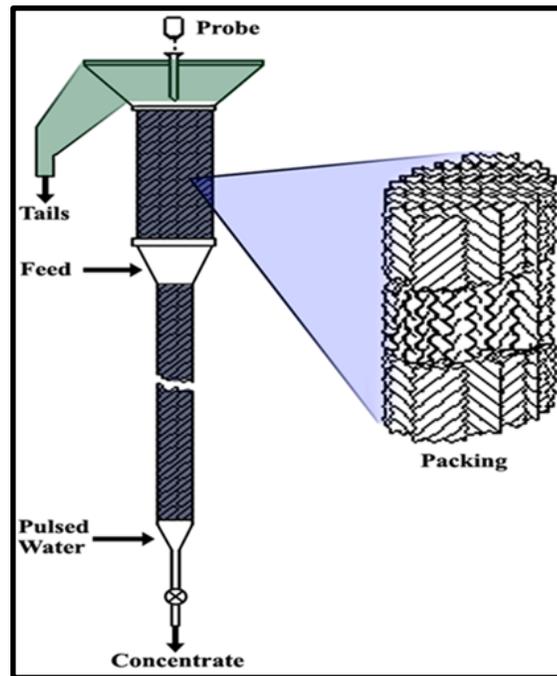
Source: FIPR Institute Analytical Laboratory

It should be emphasized that PCJ could be used for separation of any one mineral from another having a small difference in specific gravity difference. The FIPR Institute hopes to widely commercialize the PCJ technology. Process patents are currently being pursued by the FIPR Institute for specifics resulting from the PCJ research. Once the prescribed testing is completed, the pilot plant PCJ structure will be relocated from the current South Pasture location to the FIPR Institute grounds in Bartow for further testing refinements. Testing completion is expected by the end of the first quarter in FY 2021-2022.



The Packed Column Jig pilot plant structure installed and functioning.

The working principle of PCJ is a column filled with packing plates which are corrugated diagonally and set in an alternating configuration. The packing plates create a myriad of small cells in the column. A stream of mixed particles is fed through an inlet located near the top of the column. The feed point depends on the feed characteristics and concentrate grade target. A steady state water flow enters the bottom of the column and a pulsating flow is also superimposed to create a jiggling action that maintains all particles in suspension limiting stagnation problems. The unique features of PCJ can be summarized as follows: 1) low energy use, 2) long, nearly unlimited separation zone, 3) small footprint, 4) minimal water use, 5) no chemicals used, 6) high throughput, and 7) effective for both coarse and fine particles.



Components of the Packed Column Jig.



View from the top of the jig column; water pushes up and fine particles move out with the wash-over.

Critical Materials Institute (CMI)

As the United States and its allies try to secure supply of critical materials, particularly some of the critical rare earth elements (REEs), recovery of REEs from secondary resources is becoming a significant part of the overall supply strategy. Phosphate is perhaps the most significant secondary resource for REEs. FIPR Institute research shows that much of the United States' and even the worldwide demand for REEs could be met by recovery from phosphate mining and processing streams generated in the United States. Florida phosphate deposits happen to contain substantial amounts of the most valuable critical elements, such as dysprosium (Dy), neodymium (Nd), praseodymium (Pr), samarium (Sm), and yttrium (Y).



CMI-related research was performed by FIPR Institute laboratory staff. Florida Polytechnic University students received observational learning experiences regarding the process of Federal grant work.

The FIPR Institute is a founding member of the Critical Materials Institute (CMI), an Energy Innovation Hub funded by the U.S. Department of Energy, Office of Energy Efficiency and Renewable Energy, Advanced Manufacturing Office. Since CMI's inception in July 2013, the FIPR Institute has played a leading role in developing technologies for recovery of REEs from phosphate mining and processing products and byproducts, including phosphatic clay, flotation tailings, phosphoric acid, phosphogypsum, and phosphoric acid sludge. Technically feasible processing flowsheets have been developed for each stream. FIPR Institute's current focus is on REE recovery from phosphatic clay and phosphoric acid sludge, because these two streams present the best chance for economic production of REEs from phosphate processing.

Major REEs and Total REE Concentrations (ppm) in Four Phosphoric Acid Sludge Samples

Sample date	Y	La	Ce	Pr	Nd	Sm	Eu	Gd	Dy	Total REE
July 2016	538.21	529.97	751.75	66.78	529.47	70.15	30.87	161.56	110.84	2824.90
June 2017	432.34	426.04	609.52	69.68	281.26	76.04	17.18	111.48	72.11	2147.22
March 2018	842.29	552.60	713.96	94.48	368.58	110.52	30.50	188.16	159.01	3183.25
Aug. 2019	498.24	466.59	633.65	84.89	337.63	91.03	24.62	141.91	98.78	2459.42
Average	577.77	493.8	677.22	78.95	379.24	115.91	34.39	201.04	110.18	2653.69

Source: FIPR Institute Analytical Laboratory

Note: For simplicity, other REEs (approximately seven elements) with low concentrations are not listed in this table individually but included in the Total REE.

Under the CMI funded research, FIPR Institute has had the opportunity to collaborate with some of the brightest scientists in the nation's famous national labs and universities, including Oak Ridge National Lab, Idaho National Lab, Lawrence Livermore National Lab, Rutgers University, Purdue, UC Davis, and Colorado School of Mines.



Current collaborating members of the Critical Materials Institute.

During the Fiscal Year 2020-2021, the CMI research work performed by the FIPR Institute brought in \$172,561.47 in grant funding. *(Update: For the eighth year the FIPR Institute has applied for and been granted continuing funding from CMI. The Fiscal Year 2021-2022 grant is for \$230,000 for continued research on REE extraction from phosphate processing streams.)*

Smart Road



“The FIPR Institute is nearing completion of a research project to develop a novel road base mixture that has been shown in laboratory testing to have superior mechanical properties.”

Gary Albarelli, Principal Investigator, Smart Road research project

One of the FIPR Institute’s major priorities is to develop large-scale uses for the over 1 billion tons of phosphogypsum that have accumulated in stacks in Florida. This could result in enormous economic benefit, while simultaneously lessening the environmental and economic liability that these stacks pose.

The FIPR Institute is nearing completion of a research project to develop a novel road base mixture that has been shown in laboratory testing to have superior mechanical properties. The laboratory results below show comparative road base strengths as measured by the Florida Department of Transportation standard Limerock Bearing Ratio (LBR) test. A 50/50% mix of traditional materials with varying amount of the two-part additive (A) or Portland cement (PC) were tested. LBR values compare to standard value of LBR=100 for limerock alone and measured value of 28 for PG alone.

MIX	% Additive	LBR VALUE
PG + SAND	1.0 A	136
PG + SAND	2.0 A	72
PG + CLAYEY SAND	1.0 A	138
PG + CLAYEY SAND	2.0 A	155
PG + LIMEROCK ***	1.0 A	184
PG + LIMEROCK	2.0 A	162
PG + SAND	5.0 PC	165
PG + SAND	10.0 PC	290

Source: Madrid CPWG

**** This optimal mixture represents the most cost-effective and strongest composition.*

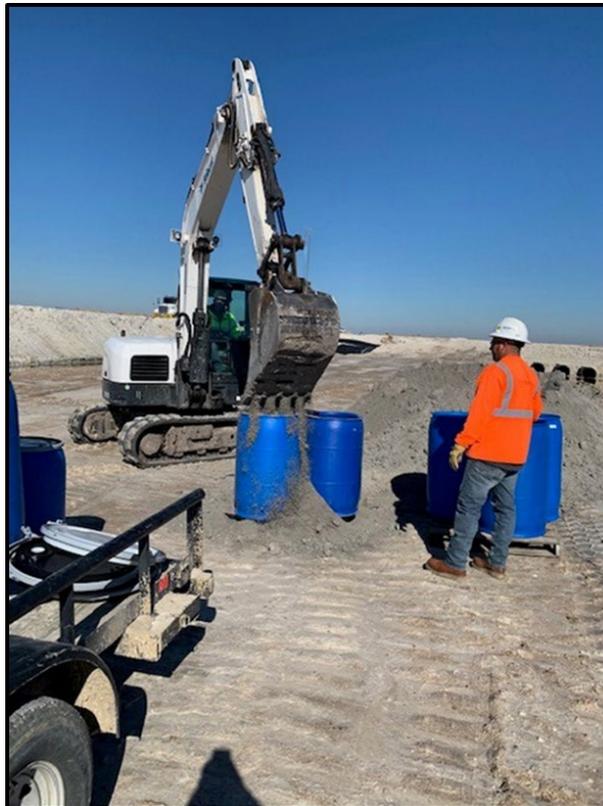
Although the mixes with Portland cement show higher LBR values, the relative cost when compared to much lower percentages of the two-part additive make these mixes cost prohibitive. Similarly, mixes using costlier limerock when compared to less expensive readily available local materials are less preferable. An optimal mix may reduce road construction cost by up to 20-25% when compared to traditional road construction methods.

This project is called “Smart Road” because a test-section will be instrumented with embedded sensors to provide real-time readings of mechanical performance to determine strength, resiliency, and water-resistance as compared to a standard Florida road base. The key components of this formulation involve utilization of phosphogypsum from phosphate fertilizer production and a two-part additive system that will chemically alter and stabilize the base material.

Note: Technical information on select sensor components is available at

<https://micro-measurements.com/pca/detail/125uwa> (for the Strain Gauge)

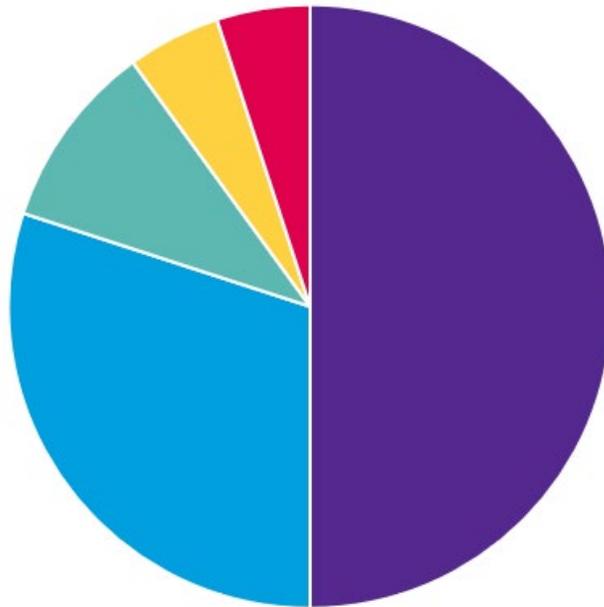
<http://docs.micro-measurements.com/?id=2570> (for the Data Acquisition Unit).



Phosphogypsum collection and containment for use in the Smart Road project.

Laboratory and Consulting Services

The laboratories at the FIPR Institute operate to support our own focused research and the phosphate-based research of others on a contractual basis in order to prove or disprove research through analytical results. The FIPR labs have the capability to perform a host of physical and chemical tests associated with phosphate chemistry. This is accomplished through specific processes and analytical methods including flotation, grinding, screening, particle size analysis, solvent extraction, thermal analysis, colorimetric testing, optical emission spectroscopy and mass spectroscopy. The combination of world-class state-of-the-art instrumentation with a laboratory staff dedicated to providing impeccable quality standards has led to industrial recognition of the FIPR analytical lab as a leader in phosphate-related analyses.



- 50% = Phosphate Analysis Big 6 (P₂O₅, Insol, MgO, Al₂O₃, Fe₂O₃, CaO)
- 30% = Individual Metal Analysis (Cd, Co, Ni, Cu, Zn, Au, Ag, Li, Na)
- 10% = Rare Earth Elements + Th and U
- 5% = Water Analysis (P₂O₅, MgO, Al₂O₃, Fe₂O₃, CaO, SO₄, F, TDS, pH, ORP, DO, Conductivity)
- 5% = Particle Size Analysis, Sample Preparation

Categorization of Laboratory Services Analyses

Source: FIPR Institute Analytical Laboratory

The FIPR Institute is currently working to expand our laboratory capabilities by adding water and wastewater analyses and anticipate some equipment to be usable in the first quarter of the next fiscal year. The development of a water treatment and analysis laboratory facility at the FIPR Institute will also be a great asset to facilitate growth of Florida Polytechnic University's nascent Environmental Engineering program. These facilities will be available as a teaching and learning tool for faculty and students. The Analytical Lab staff have recently worked with Dr. Derek Henderson, one of the new Environmental Engineering professors, in close collaboration regarding water analysis equipment needs.

Laboratory Services provided to outside entities is tracked as research within the Florida Polytechnic University Office of Research Services. In Fiscal Year 2020-2021, the FIPR Institute laboratories provided analytical services to thirteen (13) different entities in multiple work efforts for a total of \$101,405. Laboratory Services recorded a 30% increase in revenue from the last fiscal year.

The FIPR Institute sees water treatment and analysis as a promising growth area. The crisis at the Piney Point facility in Manatee County has led to engagement of organizations involved in its remediation and recognition of the necessity for the Institute to plan for rapid development of these capabilities. One of the Piney Point water quality remediation providers recently invited FIPR Institute staff and Dr. Xiaofan Xu, a new professor in the Florida Polytechnic University Environmental Engineering program for a site visit to Piney Point for a behind-the-scenes tour of the overall facility and their treatment protocols.

The FIPR Institute also provided laboratory testing and technical consulting for a specific industrial location concerning PG water issues. This phosphogypsum consulting project addressed the FIPR Institute water treatment research priority. Finding solutions to the phosphate industry process water problem is a FIPR Institute, industry, and state priority to mitigate a long-term economic and environmental liability.

Industrial Collaborations

Destack Consortium

The FIPR Institute has recognized that the most enduring legacy of the phosphate industry's activity in Florida is the required stacking of phosphogypsum along with its associated acidic process water. Through the forty-plus years of the Institute's existence, phosphogypsum and process water have been the most misunderstood, contentious, and controversial issues. To ultimately address this challenge, the FIPR Institute has embarked upon an initiative to assemble local organizations of influence with disparate expertise and interest to form as a "Destack Consortium" to address the issue as a whole.

It is the foundational principal of this Consortium that its ultimate goal is to adhere to the United Nations' (UN) definition of sustainability and its Sustainable Development Goals (SDGs), in that "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Global initiatives, where the FIPR Institute has played a central role, have clearly demonstrated that this definition and the UN SDGs can be successfully implemented at a local, national and global scope. The assembled Consortium will welcome entities at all levels, industry, regulatory, environmental, academic, international, and NGO to encourage a wide input to find the most beneficial societal solutions to the current situation.



The initial Destack Consortium meeting was held on June 15, 2021 at the FIPR Institute.

The Destack Consortium recognizes the concerns that have led to the regulatory requirements currently in place and seeks acceptable solutions to placate those apprehensions. Chief among these, and the basis for the regulatory structure, is radium content and its resultant radon emanation. Technologies promising to reduce radium content in the phosphogypsum itself or limit radon emanation from end products will be a primary focus. The FIPR Institute intends to lead this research.

The United States (starting with Florida) focused “Destack” initiative builds upon the global effort begun as the FIPR Institute-funded “Stack Free” project in 2003. After the expiration of FIPR funding, interested entities carried the program forward through the assemblage of international organizations, national regulators and the global fertilizer industry as a cooperative effort that has yielded extraordinary progress toward the acceptance of PG as a valuable resource in the global supply chain. The FIPR Institute has engaged Aleff Group of London, the coordinator of the international program, to strategize and coordinate the domestic effort to address the unique peculiarities presented domestically.

Critical Materials Corporation (CMC)

The establishment and solicitation of industrial partnerships with a need for a strategic footprint in the region have already been initiated, as exemplified by the relationship with Critical Materials Corporation (CMC) having its central Florida center of operations located on the FIPR Institute’s Bartow campus. It is anticipated that this is the first of many such business arrangements to recognize the FIPR Institute’s strategic position. In Fiscal Year 2020-2021, the agreement with CMC brought in \$24,015 and is tracked as research through the Florida Polytechnic University Office of Research Services.



The partnership between the FIPR Institute and Critical Materials Corporation (CMC) was celebrated with a formal signing ceremony.

Phase 2 of the CMC business partnership is currently being finalized. This next step expands the CMC and FIPR Institute relationship. An additional partnership with an environmental engineering firm is expected to be in place within the next fiscal year, utilizing the template of the CMC relationship for laboratory space and lab analyses.

University Integration

The approval by the Florida Polytechnic University Board of Trustees to authorize funding allocation for a new building on main campus to house the operations of the Florida Poly Environmental Engineering Department in tandem with the operations of Florida Industrial and Phosphate Research Institute marks a watershed moment in the Institute's history. The Board of Trustees' recognition of the potential synergies between the two groups is a harbinger of the great contributions this relationship will make to the environment and economy of central Florida and beyond.

The FIPR Institute's strategic and operational decisions and activities over the past year have all been made with the new building authorization front of mind. Facility decisions for the current location have acknowledged both the need for continuity of the critical work being performed by the Institute on a day-to-day basis, as well as the continued role of the FIPR campus in Bartow as an important component of Florida Polytechnic University's role as an economic driver in central Florida.

The following projects represent collaborative research between the FIPR Institute and Florida Polytechnic University:

FarmBot

The FIPR Institute purchased a commercially available robotic farming system called "FarmBot" to test the efficacy of this food-growing system. The efficiency will be determined during the installation and implementation on the grounds of the FIPR Institute. Additional work is planned to develop "prescriptive" slow-release fertilizers and additional 3-D printed tool and sensor attachments. Florida Polytechnic University student workers and interns have worked alongside FIPR Institute staff for the initial installation and testing of this novel technology.



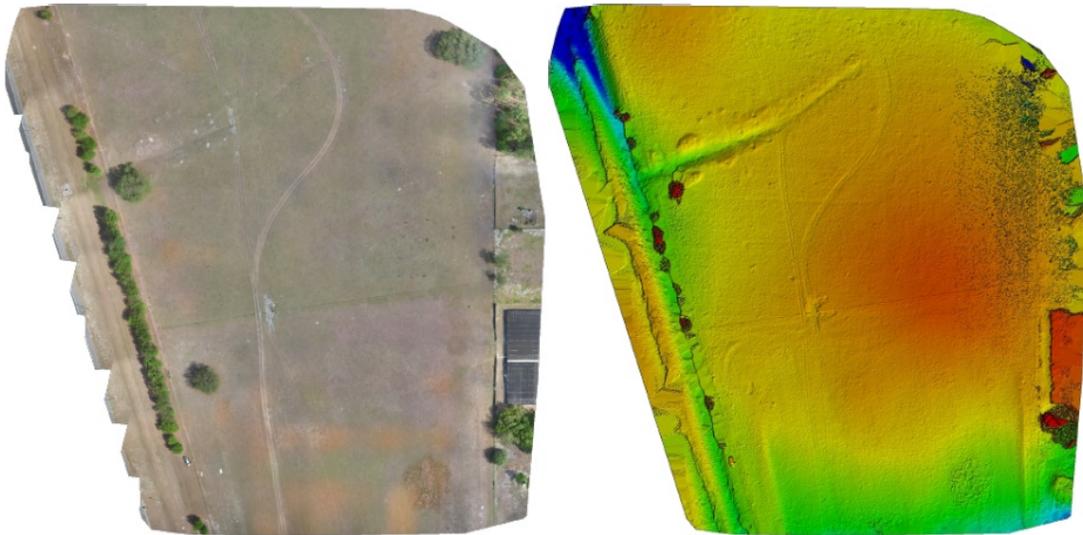
FarmBot initial installation and testing, Summer 2020.

Capstone Drone Project

The FIPR Institute acquired a DJI 600 Matrice Pro drone to perform photogrammetry land analysis. Florida Polytechnic University Capstone Project students involved with the FIPR drone work utilized data captured from the drone camera and analyzed with Pix4D software to ascertain the amount of buildable acres in a land development zone surrounding Florida Polytechnic University. These Capstone Project students learned to operate the drone, develop and download flight plans, coordinate the data transfer to software and then provide the required analyses.



SurvTech Solutions, Inc., a local professional surveying firm, provided an in-person introductory presentation on their use of drones in commercial surveying. Specific information on the DJI Matrice 600 drone they use was very helpful to Florida Polytechnic University Capstone Project students and FIPR Institute staff.



Photogrammetry orthomosaic and the corresponding Digital Surface Model (DSM) of the Capstone Drone Project property of interest.

Capstone CMC Water Clean-up Project

The FIPR Institute helped match its partner, CMC, with a group of Florida Polytechnic University students enrolled in the Capstone Project. The students worked to design and facilitate a remote system for monitoring wastewater treatment technology and for controlling the flow through the system.

More information available at: <https://floridapoly.edu/academics/capstone-design/2020-21.php>

(Look for “Smart Drone Land Surveillance” and “Remote Monitor of Wastewater Discharge” for these two FIPR Institute-sponsored Capstone projects.)

Grant Proposal Submissions

The “DOE REE” Project (proposed)

The FIPR Institute has applied for a United States Department of Energy grant for \$150,000 to utilize non-coal-based feedstocks to produce high purity MREO/MRES, testing the efficacy of REE extraction from phosphoric acid sludge. The project has been nicknamed “DOE REE.” This proposed research is an effort to create a REE supply chain in Florida utilizing the production process of phosphate mining. The application was submitted during Fiscal Year 2020-2021 and award notice is expected in July 2021. If obtained, this grant is for an initial development step in a bigger research effort commonly funded in a subsequent year. The potential for Year Two funding is up to \$2,000,000. *(Update: on August 23, 2021 the FIPR Institute received official notification from the DOE that the grant application was approved.)*

CMI FY 2021-2022

For the eighth year the FIPR Institute has applied for and been granted continuing funding from CMI. The 2021-2022 grant is for \$230,000 for continued research on REE extraction from phosphate processing streams.

FIPR Institute Financial Report

FIPR Institute's research and operations are funded through the Phosphate Research Trust Fund. This trust fund receives its income from a portion of the severance tax paid to the state for each ton of beneficiated phosphate rock concentrate and pebble (not dry) as measured coming off the belt at the washer of each beneficiation plant, as well as interest income on the Trust Fund balance.

Since the Institute's inception in 1978, the severance tax rates, distribution, and associated fees have varied greatly, as has the rate of mining. This has, in turn, resulted in widely variable rates of income for the Phosphate Research Trust Fund. The distribution to the Institute's trust fund has varied from 5% to 12.5% of the collected tax during our history. The distribution was 5.6% for this fiscal year, and the tax rate was \$1.80 per ton of rock severed.

The FIPR Institute's Executive Director and Business Director provide a summary of expenditures and the trust fund balance at public meetings of the Institute's Phosphate Research and Activities Advisory Board.

	Trust Fund	Auxiliary Account	FIPR Institute Foundation Account	Contracts and Grants Research	CMI	Total
Balance - July 1, 2020	\$5,844,869.93	\$753,014.53	\$9,738.48	\$18,000.00	NA	\$6,625,622.94
Balance - June 30, 2021	\$5,718,372.65	\$837,143.42	\$9,797.21	\$34,212.30	NA	\$6,599,525.58
Income	\$1,587,673.84	\$101,405	\$60.55	\$18,000.00	\$172,561.47	\$1,879,700.86
Expenses	(\$1,714,171.12)	(\$6,938.52)	(\$1.82)	(\$1,787.70)	***	(\$1,722,899.16)
Net	(\$126,497.28)	\$94,466.48	\$58.73	\$16,323.30	NA	\$156,801.70

*** Note: CMI Expenses have been added to the Trust Fund Expenses.

The overall financial status for FY 2020-2021, which combines the Trust Fund, Auxiliary Fund, Foundation Account, and Contracts and Grants Research Funds, was \$6,625,622.94 as of July 1, 2020. The fiscal year ending amount for the Trust Fund, Auxiliary Fund, Foundation Account, and Contracts and Grants Research Funds, as of June 30, 2021, is \$6,599,525.58; showing a net decrease of \$26,097.36. Auxiliary Account revenue increased from July 1, 2020 to June 30, 2021 by \$94,466.48. In FY 2021-2022, the Auxiliary and Contracts and Grants Research Accounts will be drawn down to relieve spending of the Trust Fund Account. It is anticipated that in FY 2021-2022 the Trust Fund balance will increase. In Fiscal Year 2020-2021, the FIPR Institute contributed \$200,000 to Florida Polytechnic University for shared services (payroll, administration, legal, etc.). In Fiscal Year 2021-2022, that shared services contribution is being modified to \$120,461, less than in prior years.

Activities and Improvements

During FY 2020-2021, the FIPR Institute has:

- Provided employment and valuable hands-on learning opportunities to four Florida Polytechnic University student workers and two interns each semester. These students have worked alongside FIPR Institute staff in research and laboratory settings gaining experience and applied scientific knowledge
- Utilized two Florida Poly mechanical engineering professors for technical assistance consulting on the Packed Column Jig research project
- Had staff participate on several search committees for hiring within the University
- Provided two Capstone project opportunities for Florida Polytechnic University students (the drone and CMC water projects). This matched students in the Capstone classes with FIPR Institute staff or business partners to provide them with unique and robust real-world problems to solve
- Welcomed the new environmental engineering professor, Dr. Xiaofan (Caleb) Xu, by inviting him to participate in a behind-the-scenes tour of water treatment facilities currently operating at Piney Point and the initial Destack Consortium meeting. Dr. Xu's expertise in water issues will be of benefit to the University and the FIPR Institute
- Achieved the status of an official university research institute of Florida Polytechnic University
- Been responsible for the majority of research efforts within Florida Polytechnic University

Integration with the University will continue and increase in subsequent years, particularly with the plans now in place to house the FIPR Institute on main campus

Synapse Summit

Recorded in February 2021 and featured in the conference presentations on March 11, 2021, a group presentation entitled, "Establishing a Rare Earth Element Supply Chain in Central Florida Utilizing Phosphate Mining Process Stream," was made by five collaborating FIPR Institute staff members for the Synapse Summit. The FIPR Institute was one of two groups within Florida Polytechnic University invited to participate in the Synapse Summit conference by the Florida Polytechnic University Foundation, a conference sponsor.

Establishing a Rare Earth Element Supply Chain in Central Florida Utilizing Phosphate Mining Process Stream

synapse summit

Emerging Tech Track

JIM MENNIE
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GARY ALBARELLI
DIRECTOR, INFORMATION PROGRAMS
FLORIDA POLYTECHNIC UNIVERSITY

MARCH 8TH-11TH, 2021 WWW.SYNAPSESUMMIT.COM

The introductory graphic for FIPR Institute's recorded video presentation to the Synapse Summit.

FIPR Institute Facility Improvements/Community Participation

- Landscaping upgrades and tree trimming
- Unused property disposal
- Donations of unused educational materials to local Title One elementary schools
- New bathroom in Biology Laboratory
- Building repairs, cleaning and HVAC repairs/upgrades
- New truck
- Greenhouse renovations
- Produced caladiums for FPU Ablaze Employee Awards Ceremony distribution
- Volunteer-built picnic table and benches for Outdoor Classroom use



The FIPR Institute Biology Laboratory Greenhouse was utilized to grow donated caladium bulbs for Florida Polytechnic University staff as employee appreciation gifts for the Ablaze Employee Awards program.

Employee Safety Training

- Fire Safety and Extinguisher Use Training



FIPR Institute staff members received personalized training and coaching on fire extinguisher use.

- Civilian Active Assailant Training



Florida Polytechnic University Police Department staff provided civilian active assailant training to FIPR Institute staff.

Over the past year, a variety of efforts have been undertaken to repair and enhance the aesthetics of the FIPR Institute campus, its buildings, and grounds. These strategic actions have been done to comply with the required current lease conditions, maintain facilities for optimal use and function, and to increase the attractiveness to potential industrial partners.



New landscaping and pavement in front of Main Building.



New landscaping and pavement in front of the Biological Laboratory.

FIPR Institute Phosphate Research and Activities Advisory Board

Robert Fredere, Mosaic

Chair



Mr. Robert Fredere, Jr. serves as the Chair of the FIPR Institute Research and Activities Advisory Board and has been a board member since 2017. Mr. Fredere has worked for Mosaic for over 16 years and is currently the General Manager of the New Wales Plant in Mulberry, Florida. He is accountable for chemical plant HSE performance, community & employee relations, production, maintenance, quality, compliance, financial performance & cost control as well as all other

operational-related activities.

Vishwas Sathe, Florida Department of Environmental Protection

Vice Chair



Mr. Vishwas Sathe is an Environmental Administrator for the Phosphate Management Program in the Division of Water Resource Management at the Florida Department of Environmental Protection. Mr. Sathe currently serves as the board's Vice Chair and has been an active FIPR Institute Research and Activities Advisory Board member since 2012.

Dr. Randy Avent, President of Florida Polytechnic University



Dr. Randy K. Avent is founding president of Florida Polytechnic University, the state's only public university dedicated 100% to STEM. Named the University's inaugural president in 2014, Avent is responsible for its development and operation, and is committed to strategically advancing Florida Poly as a research-and-jobs institution, an agent for growth, and a beacon for the economy.

His career exemplifies the qualities of innovation, leadership, and entrepreneurship the University seeks to instill in students. An accomplished academician, senior administrator, and research scientist, Avent has an extensive background teaching and directing research at higher-education institutions dedicated to science, technology, engineering, and mathematics (STEM). Dr. Avent has served on the FIPR Institute Research and Activities Advisory Board since 2014.

More information available at: <https://floridapoly.edu/directory/staff/andy-avent.php>

(Environmental Representative, yet to be confirmed)

Nominee: Mark Rachal, Florida Audubon

(Second Industry Representative, yet to be confirmed)

Nominee: Mark Mitchell, Nutrien

Please note: The FIPR Institute is awaiting formal confirmation of these two nominated board representative seats by the State of Florida Governor's Appointments Office.

FIPR Institute Staff

Dr. Terry Parker, FIPR Institute Executive Director

Dr. Jim Mennie, FIPR Institute Business Director

Dr. Patrick Zhang, FIPR Institute Research Director, Mining and Beneficiation

Gary Albarelli, FIPR Institute Director of Information Programs

Malysavanh Birky, FIPR Institute Library Assistant

Aaron Medley, FIPR Institute Technical Project Manager

Dr. Zhen Jin, FIPR Institute Senior Chemist

Abner Gonzalez, FIPR Institute Laboratory Technician

Omar Pantoja, FIPR Institute Laboratory Technician

Cathy Hoar, FIPR Institute Research Technician

Kate Kaste, FIPR Institute Communications and Marketing Officer

Marie Wilmot, FIPR Institute Office Manager

Lisa Thompson, FIPR Institute Receptionist



FIPR Institute staff and Florida Polytechnic University student workers pose immediately after completing a morning of challenging outdoor team building activities, June 2021.



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**Florida Polytechnic University
Strategic Planning Committee
Board of Trustees
September 8, 2021**

Subject: 2021 Florida Polytechnic University Equity Report

Proposed Committee Action

Recommend approval of the 2021 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 using a mandated BOG reporting format. 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: 2021 Florida Polytechnic University Equity Report

Prepared by: Michelle Disson, Title IX and ADA Coordinator; Gloria Nelson, Compensation, Equity, and Inclusion Manager; Kevin Calkins, Director of Institutional Research; and Rick Maxey, Assistant Vice President, Office of Diversity and Inclusion



FLORIDA POLYTECHNIC
UNIVERSITY

Diversity@FloridaPoly

8 September 2021

Degree Demographics

Major	Headcount	Percentage
Business Analytics	71	4.6%
Coding for Data Analytics	133	8.6%
Computer Science	626	40.7%
Cybersecurity Engineering	164	10.7%
Data Analytics	1	0.1%
Data Science	23	1.5%
Engineering	41	2.7%
Electrical Engineering	78	5.1%
Engineering Physics	31	2.0%
Environmental Engineering	19	1.2%
Mechanical Engineering	308	20.0%
Undecided, non-degree	43	2.8%
TOTAL	1538	100%

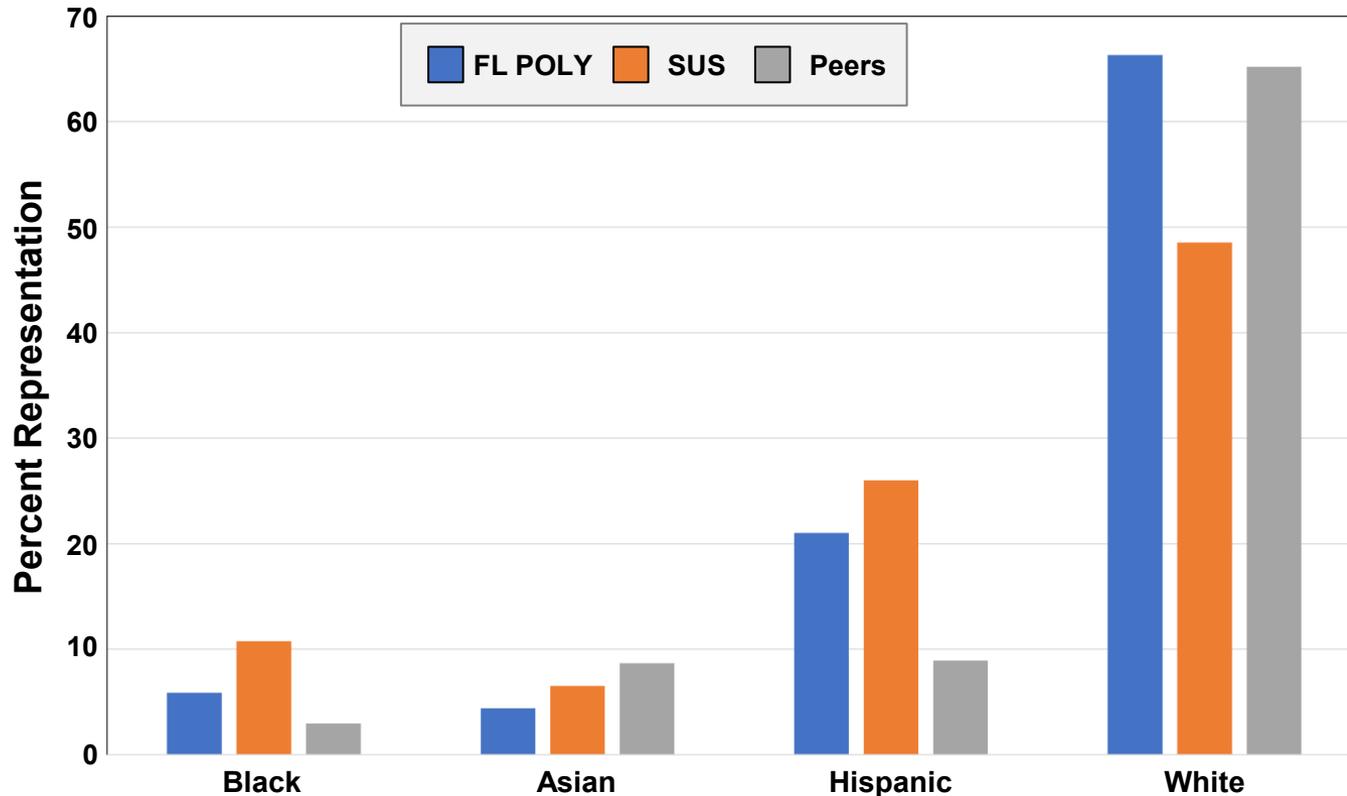
- Florida Poly was created to be a core STEM (e.g., Engineering, Mathematical, and Physical Sciences) research University
- Exclusively core STEM presents diversity challenges others do not have

Outline

- Introduction
 - **Student diversity**
 - **Employee diversity**
 - **Summary**
-

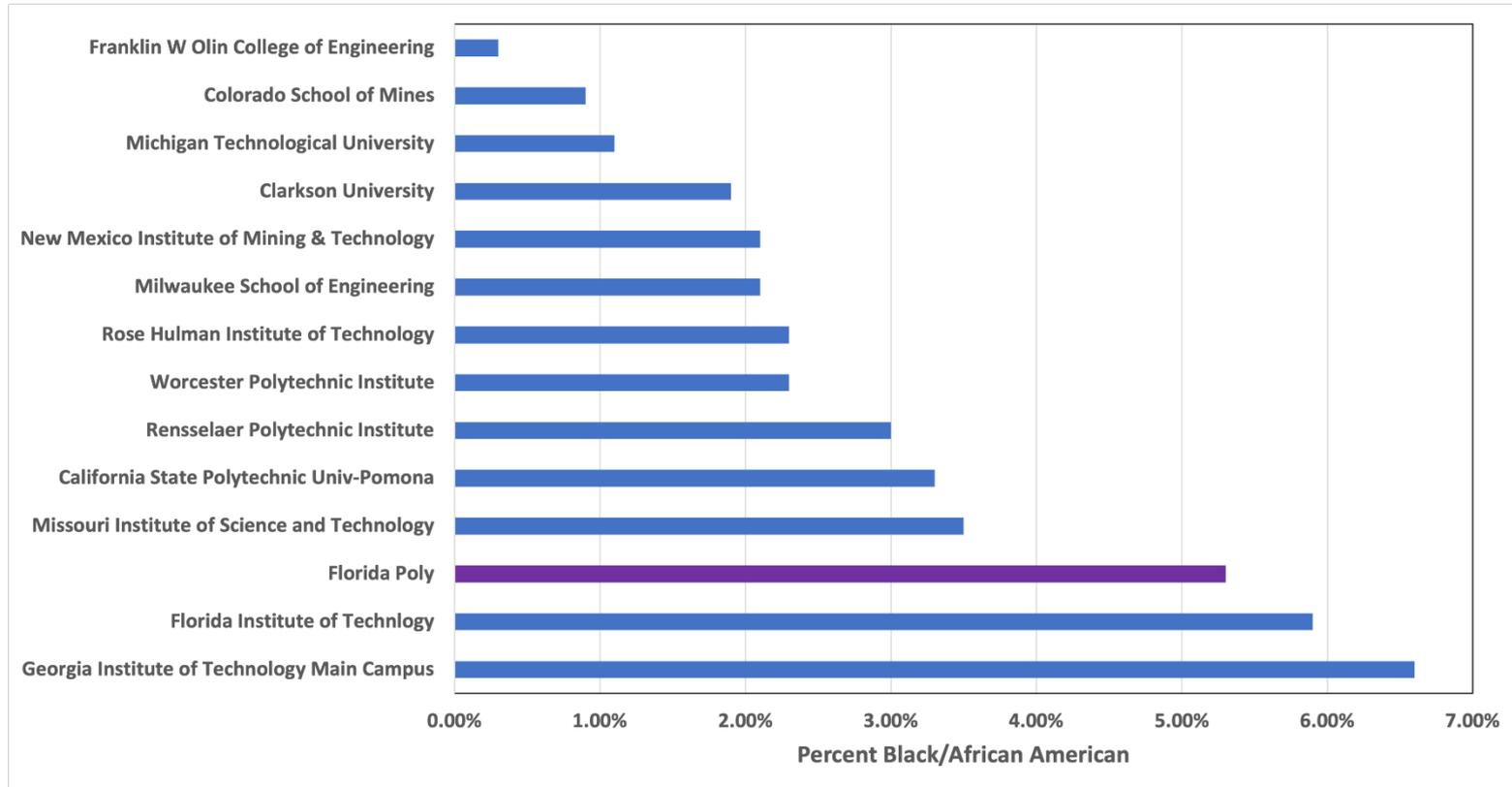


First-Time-In-College Enrollment



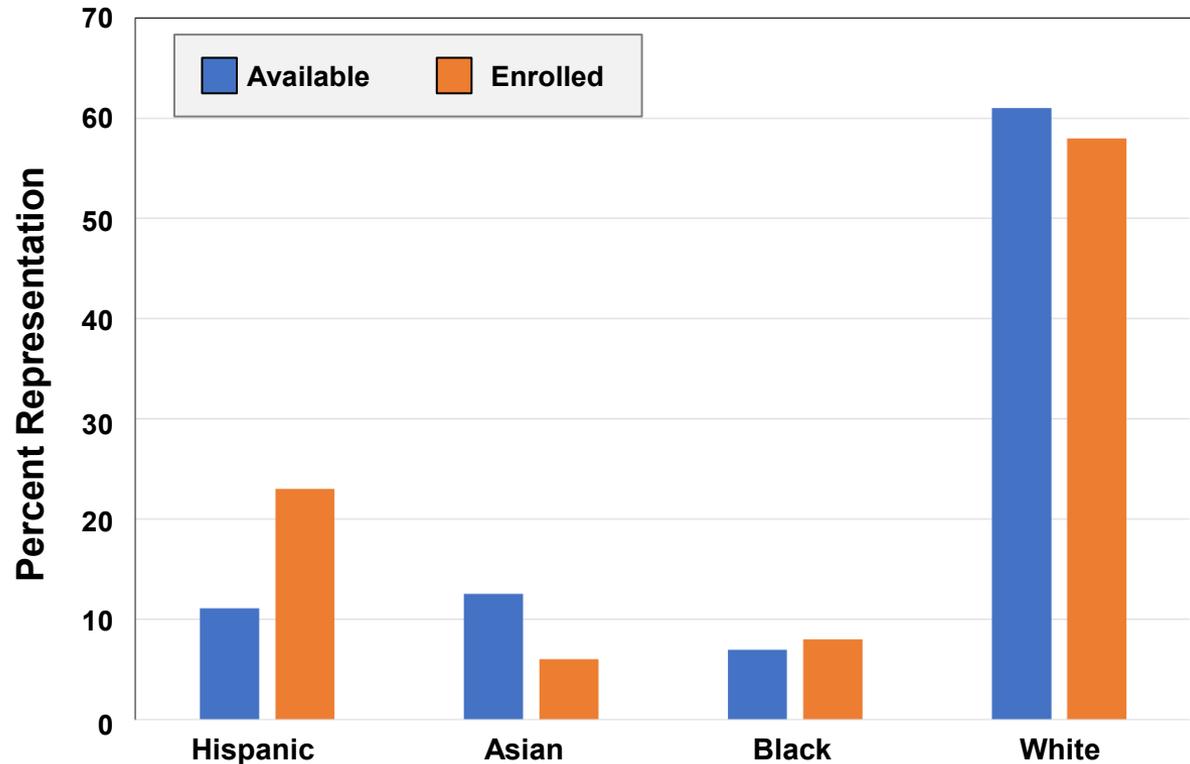
- Compare “poorly” to comprehensive universities in the SUS
- Compare “favorably” to peer institutions (except Asians)
- Represents First-Time-In-College (FTIC) and not pipeline programs

Black Representation Peer Group



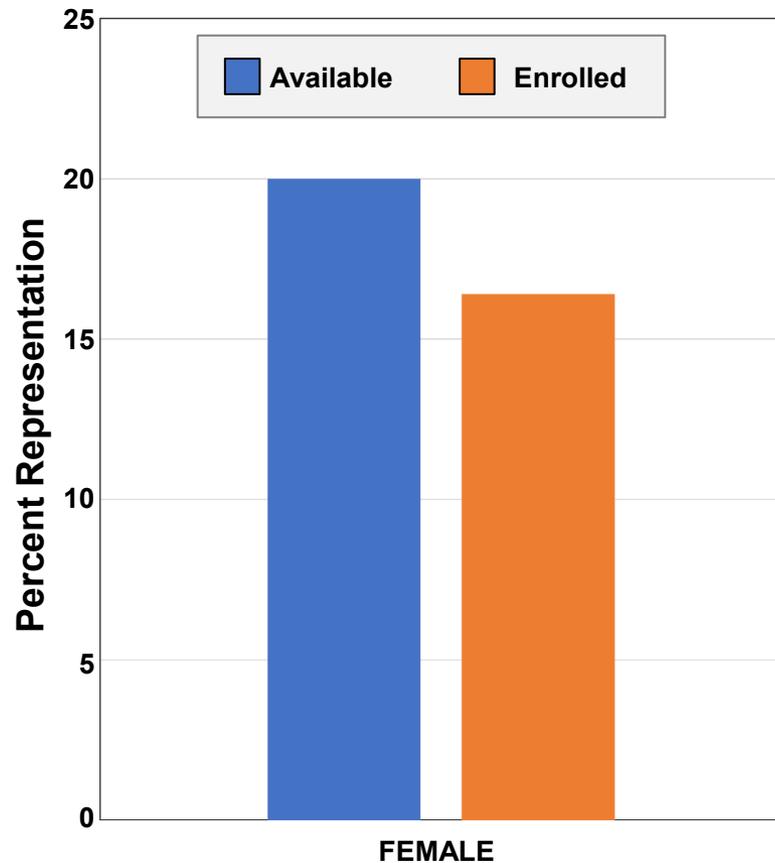
- **Affirmative Action provides mechanism for evaluating diversity**
- **Compares % at University to the % available using Availability Analysis to highlight deficiencies**

Student Racial Diversity



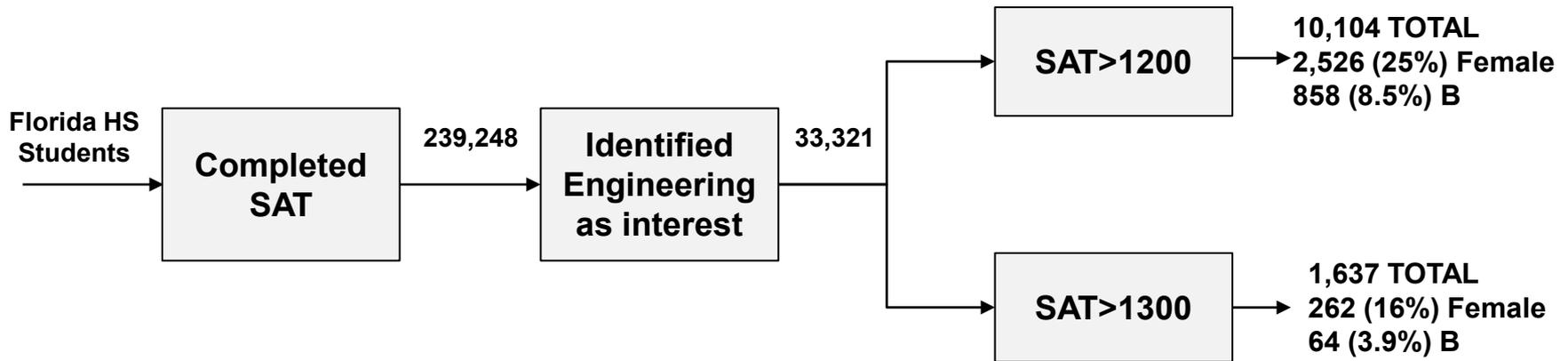
- **Availability Analysis uses NSF institutional data of graduating engineers to estimate available students**
- **All races represented “appropriately” except Asian**

Student Gender Diversity



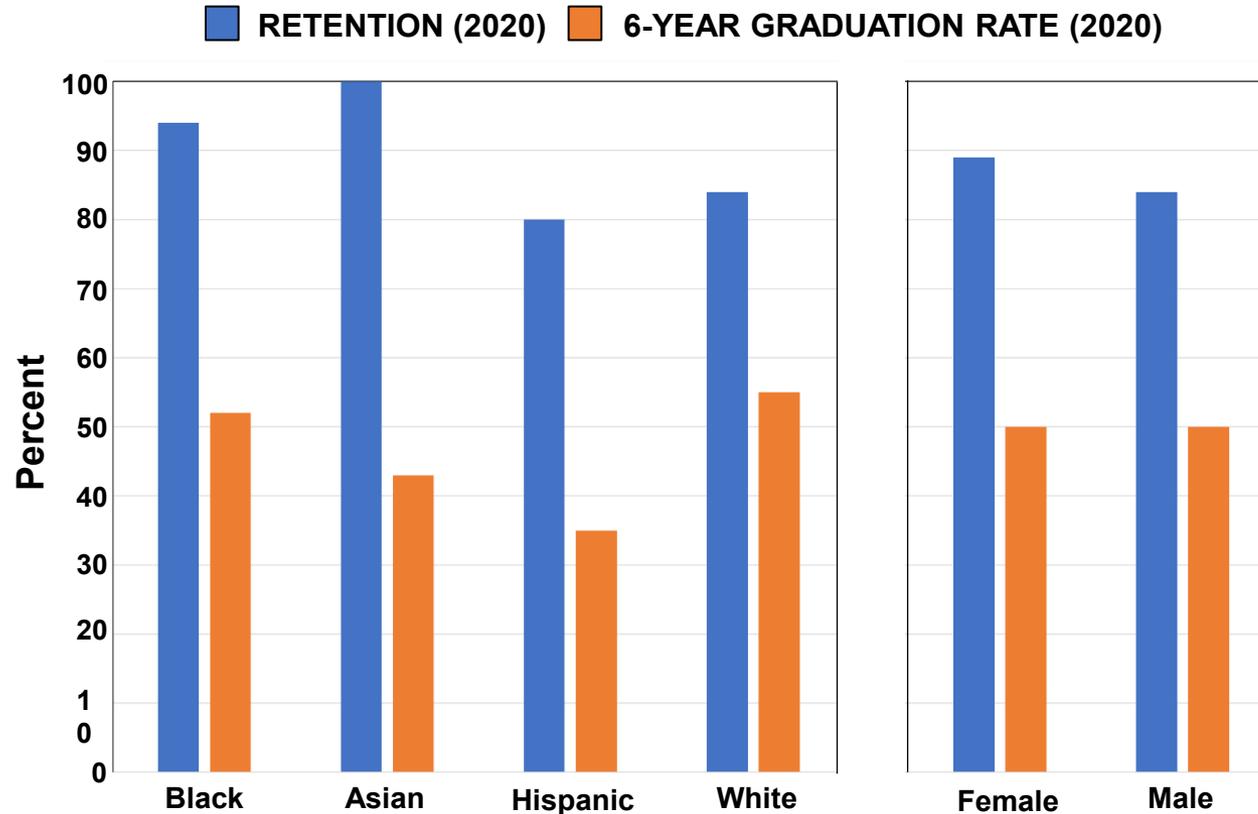
- **Female representation is down compared to availability**
- **Remote campus with high Male population likely a factor**
- **Pipeline issues exist for both Female and Black students**

Student Pipeline Challenges



- **Students of color also less likely to have taken Calculus**
- **41% of Black/African American Florida high school students interested in Engineering or Computer Science applied in 2021**
- **Since 2018, several programs have resulted in**
 - Number of enrolled Black/African American increased 77%
 - Number of enrolled Latino deposits increased 57%
 - Number of enrolled Female deposits increased 36%

Florida Poly Student Success



- Blacks perform strongly on student success metrics
- Females outperform males in retention
- Poly is stronger than national public averages for both blacks (69%) and Hispanics (75%)

Example Actions

- **Enhance pathway programs targeting minorities and females**
- **Develop campus STEM Academy serving Florida HS students, particularly minorities and females**
- **Connect with parents**
- **Provide application fee waivers**
- **Further develop external partnerships (Girl Scouts, NSBE, ...)**

Outline

- Introduction
- Student diversity
- **Employee diversity**
- **Summary**

Affirmative Action

- **Affirmative Action report provides a mechanism for evaluating employee diversity using Availability Analysis**
- **Availability Analysis based on estimated external availability**

	Exec/Adm/Mgr	Faculty	Prof/Non-Fac	Clerical/Sec	Tech/Paraprof	Service/Maint
MSA	0%	0%	20%	80%	30%	100%
FL	50%	10%	60%	20%	40%	0%
USA	50%	90%	20%	0%	30%	0%

- **Distributions based on estimates, which are likely not accurate**
- **Organizational structure and employees have significantly changed since last report**

Employee Diversity (2019)

• Exec/Admin/Mgr

	Minority	Female
Employment %	19.05	47.62
Availability %	24.06	41.76
Score		

• Clerical/Secretarial

	Minority	Female
Employment %	34.62	84.62
Availability %	22.50	84.70
Score		

• Faculty

	Minority	Female
Employment %	36.67	30.00
Availability %	25.62	47.95
Score		

• Technical/Paraprofessional

	Minority	Female
Employment %	9.52	52.38
Availability %	31.47	49.91
Score		

• Prof/Non-Faculty

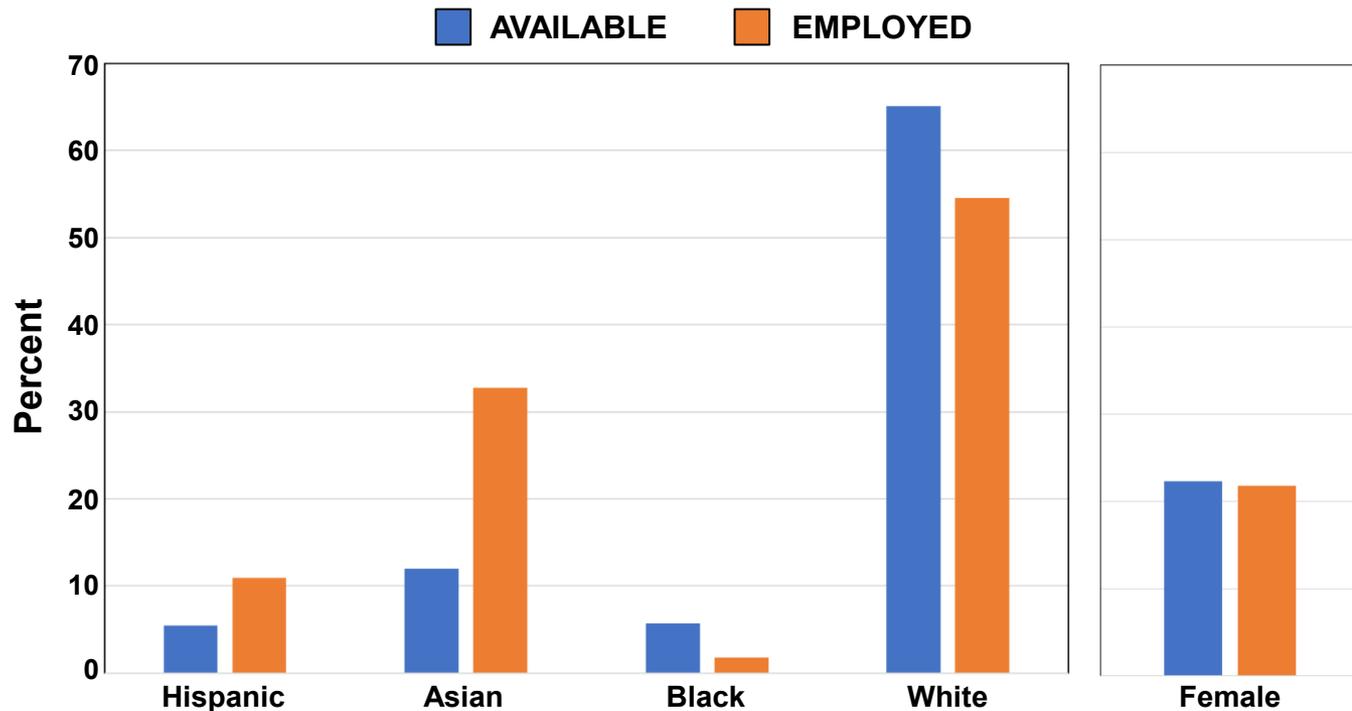
	Minority	Female
Employment %	15.15	30.30
Availability %	30.19	49.08
Score		

• Service/Maintenance

	Minority	Female
Employment %	26.67	13.33
Availability %	28.15	29.00
Score		

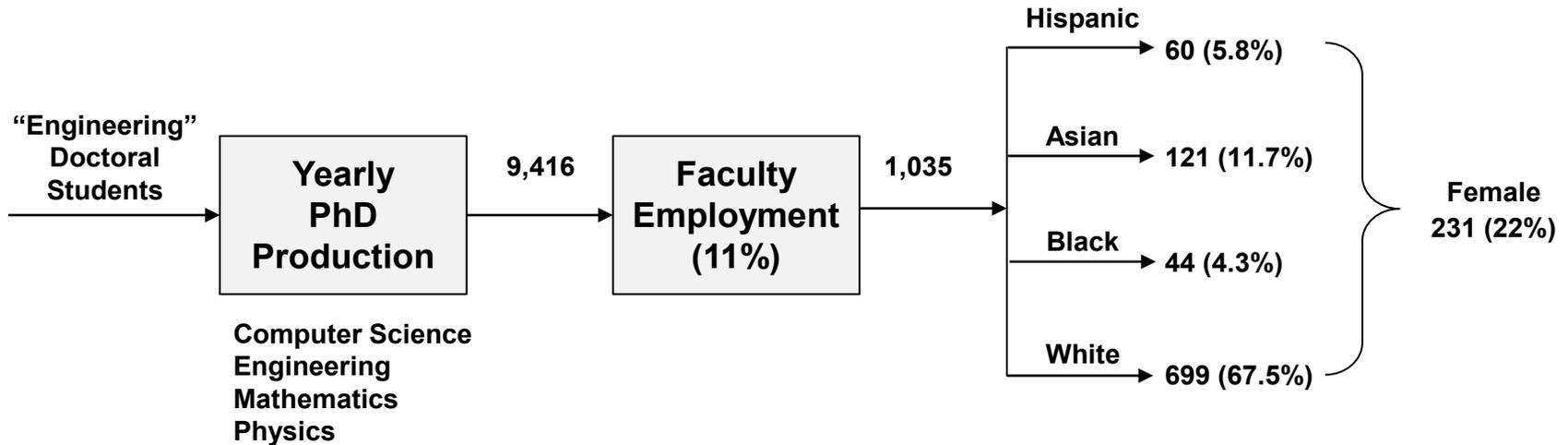
- Report highlights both problem areas and areas of concern that need to be addressed if they persist in new report

Engineering Faculty Diversity



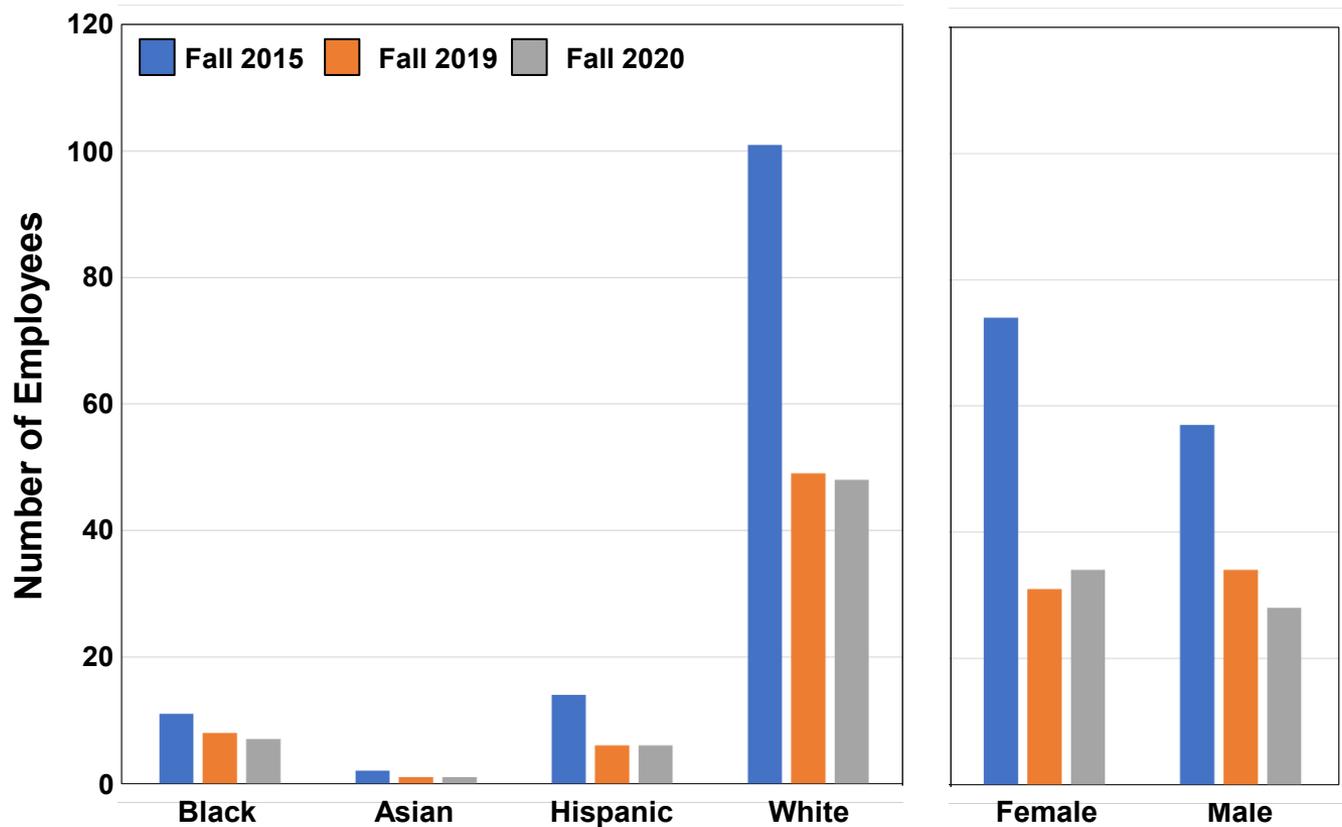
- **Employ larger share of Hispanic and Asian/PI faculty**
- **Employ smaller share of Black and White faculty**
- **Female employment consistent with availability**

Faculty Pipeline Challenge



- Many graduating PhD minority and female candidates remain at their home institution as faculty

Staff Diversity (Executive/Administrative/Managerial)



- Significant movement in positions since opening reflected in this chart

Example Actions

- **Include diverse members on search committee**
- **Actively pursue candidates thriving at less well-ranked institutions**
- **Embrace candidates' entire family in the process, campus life, and broader Lakeland community**
- **Network directly with young scholars; invite them to speak at department colloquia**
- **Pre-interview promising scholars at conferences to encourage entry into academia and Florida Poly**



FLORIDA POLYTECHNIC UNIVERSITY®

2021 EQUITY REPORT



BOT APPROVED: 09/08/2021

Florida Polytechnic University

Report Year: July 2020 – June 2021

Approved by University Board of Trustees: September 8, 2021

Cliff Otto

Board of Trustees, Chair

Dr. Randy K. Avent

President

September 8, 2021

Prepared by:

Rick Maxey

Assistant Vice President, Diversity, Inclusion

Gloria Nelson

Manager, Compensation, Equity & Inclusion

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EXECUTIVE SUMMARY

Florida law, section 1000.05, Florida Statutes, states that “No person shall, on the basis of race, ethnicity, national origin, gender, disability, religion, or marital status be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.” The Board of Governors adopted Regulation 2.003 Equity and Access to provide guidance for public universities in following the law.

That regulation requires each public university in Florida to prepare an annual Florida Equity Report that complies to state statutes and Board of Governors regulation. Section 2.003(5)(a) of the regulation requires that the university’s equity report must include “information on the institution’s progress in implementing strategic initiatives and performance related to equity and access pertaining 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.

Diversity, equity, and inclusion is the responsibility of everyone at Florida Polytechnic University. Therefore, it was critical to involve the entire university in preparing this report. The Office of Diversity and Inclusion developed an outline for the report, in part based on conversations with the Board of Governors Chief Diversity Office to establish some baseline expectations on content and format. The outline was emailed to key representatives in various departments and included examples of the content and format desired.

A series of follow up virtual meetings were set up so that each representative could attend at least one of the virtual meetings. In these meetings, the Office of Diversity led discussions about the expectations for their contributions and answered questions from participants.

Each unit’s submission was reviewed by the Office of Diversity and Inclusion which held follow up meetings with individual department/unit representatives to discuss whether and what edits could be made to the submission.

A finalized draft was submitted to the President and Provost for final approval before being considered by the Board of Trustees for acceptance prior to submission to the Board of Governors.

University departments/units involved in developing the 2021 Equity Report are as follows.

Academic Affairs
Admissions
Advancement
Diversity and Inclusion
Financial Aid
General Counsel
Human Resources

Institutional Research
Police Department
Student Affairs
Student Development
Title IX Office
University Relations

Part II: POLICIES AND 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/>

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.

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.

Title	Universal Resource Locator (URL)
Non-Discrimination and Equal Opportunity	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-1.004-Non-Discrimination-and-Equal-Opportunity-Regulation-1.14.20141.pdf
Discrimination and Harassment Complaint	https://floridapoly.edu/wp-content/uploads/2017/07/FPU-1.005-Discrimination-and-Harassment-Complaint-Policy-and-Procedures-2.5.141.pdf
Sexual Misconduct	fpu 1.005p sexual misconduct 8.13.20.pdf (floridapoly.edu)
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/2017/07/FPU-3.002-Student-Government-and-Student-Organizations-6.22.17.pdf
Student Code of Conduct	fpu 3.006 student code of conduct e 2021.07.01.pdf (floridapoly.edu)

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 for Students Needing Reduced Course Loads	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

How students and employees are informed of policies and procedures; Accessing Policies.

Policies are posted on the University website and linked at the bottom of every webpage. Changes are circulated to all university employees as part of the policies' approval process and Regulation changes are regularly posted, as required and users can subscribe to be notified of any change. All policies that affect students are emailed to them directly. Many policies are referenced in handbooks, including the student, faculty, and employee handbook, in addition to being referenced during all Orientations. Policy updates are regularly posted in the weekly Phoenix emails to the entire University.

THE FLORIDA POLYTECHNIC UNIVERSITY BOARD OF TRUSTEES

FPU-1.004 Non-Discrimination/Equal Opportunity.

(1) **Purpose.** The University is committed to providing and maintaining a dignified environment in which all members of the University Community appreciate and respect one another by collectively sustaining 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 (each hereinafter referred to as a “protected class”) or any other legally protected class or basis under applicable federal and/or state laws. The purpose of this regulation is to provide the University’s expectations to maintain and foster an inclusive and welcoming environment in which diversity is valued and opportunity is equalized. This regulation provides guidelines and information regarding: conduct that constitutes unlawful discrimination or harassment, reporting responsibilities, and requirements for filing a complaint of discrimination or harassment with the University. All complaints of discrimination or harassment filed with the University will be handled in accordance with applicable University grievance and disciplinary procedures.

(2) **Definitions.**

- (a) **Discrimination** is defined as unlawful disparate, different or otherwise unfair treatment of an individual that is different than others similarly situated, whether intentional or unintentional, based on a protected class and includes harassment and retaliation.
- (b) **Harassment**, under this regulation, is an unlawful form of discrimination and is defined as unwelcome or offensive conduct that is based on a protected class when such conduct:
 - i. is so frequent or so severe that it creates an intimidating, hostile, offensive, or abusive educational or work environment; or
 - ii. results in an adverse education or employment decision

A victim of unlawful harassment does not have to be the individual that is the target of such harassing conduct when the conduct effectually results in creating a hostile environment.

- (c) **Retaliation** is defined as unlawful adverse or negative action towards an individual because that person reported or filed a complaint, testified or participated in an investigation or proceeding, or opposed discriminatory practices in relation to unlawful discrimination or harassment based on a protected class.
- (d) **University Community**, for purposes of this regulation, is defined to include individuals applying for enrollment or employment to the University; students; University faculty and employees, both part-time and full-time; visitors; and contracted agents and vendors.

(3) **Statement of Regulation.** The University does not discriminate on any basis prohibited by federal and/or state law, including race, color, national origin, marital status, sex, religion, age, disability, or veteran’s status in recruitment, employment, promotion, compensation, benefits, and training. The University ensures equal access to educational programs and related

opportunities for enrolled students, without regard to race, color, national origin, marital status, sex, religion, age, disability, or veteran's status.

The University does not tolerate any form of unlawful discrimination, including harassment and retaliation, directed towards any individual within the University Community. Accordingly, the University expects every member of the University Community to observe and comply with the University's non-discrimination and equal opportunity principles set forth in this regulation and in applicable federal and state laws. All members of the University Community are responsible for ensuring their compliance with this regulation. While certain individual members of the University Community have a duty to report violations of this regulation, all other members are strongly encouraged to do the same to ensure Community compliance.

The educational environment provided by the University is unique in that there must be freedom to express ideas and foster communication on subjects that enhance the University's educational mission and goals. Accordingly, while the University is committed to providing a learning environment free from unlawful discrimination, the purpose of this regulation is not intended to abridge academic freedom or interfere with speech, as guaranteed by the First Amendment, in any way. Respect for diverse viewpoints, experiences, and intellectual pursuits is a cornerstone for learning, and this environment of dignity shall be representative of the University in its commitment.

Disparate treatment on the basis of a protected class shall not constitute a violation of this regulation if such disparate treatment is required and/or permitted under federal or state law.

(4) Examples of Discrimination. Examples of conduct that falls within the definition of unlawful discrimination, when based on a protected class, include, but are not limited to:

- (a) Disparate treatment in recruitment, hiring, assignment, training, promotion, transfer, compensation, benefits, discharge, or any other term or condition of employment.
- (b) Disparate treatment in admission and access to educational programs or related support services.
- (c) Disparate treatment in access to housing accommodations, or any related service or benefit, provided by the University.
- (d) Disparate treatment in access or selection in athletic, cultural or social activities occurring on University property or sponsored by the University.
- (e) Disparate treatment or application related to University grievance or disciplinary procedures.
- (f) Contractual arrangements or other professional relationships that utilize or otherwise subject members of the University Community to disparate or adverse treatment.

(5) Examples of Harassment. Examples of conduct that falls within the definition of unlawful harassment, when based on a protected class, include, but are not limited to:

- (a) Verbal acts, offensive jokes, slurs, epithets or name calling.
- (b) Intimidation, physical assaults, or threats.
- (c) Ridicule, mockery, insults, or put-downs.
- (d) Displaying, transmitting, or sending offensive or inappropriate objects, pictures, or communications, by any medium.

- (e) Suggestive, insulting or obscene gestures or sounds.
- (f) Conduct that is so severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the University.

(6) Violations. It shall be a violation of this regulation for any member of the University Community to engage in any conduct or behavior that is characterized as discriminatory, harassing, and/or retaliatory and is based on a protected class. Individuals who fail to comply with his or her duty to report, as prescribed herein, shall be in violation of this regulation. Any individual charged with a violation of this regulation will be subject to disciplinary and other action up to and including expulsion or termination. Any individual who acts in violation of federal or state law may also be subject to criminal prosecution.

(7) Responsibility to Report. In order to maintain an environment free from discrimination, all members of the University Community shall acknowledge their individual responsibility to report any incidents or allegations. Any individual who believes another person is being subjected to discrimination is strongly encouraged to promptly report the matter. All University employees have an absolute and unqualified duty to immediately report all known incidents or allegations.

(a) **Supervisors.** All supervisory employees (defined, for purposes of this regulation, as persons supervising one or more employees) are required to immediately report all allegations, reports or instances of alleged discrimination, by or against any other person, to the President, Human Resources, the Director of Student Affairs, or the Provost.

(b) **University Faculty.** All University faculty members are required to immediately report all allegations, reports, or instances of alleged discrimination, by or against any person, to an immediate supervisor, the President, Human Resources, the Director of Student Affairs, or the Provost.

(c) **Members of the University Community.** All individuals who feel that they have been subjected to discrimination are encouraged to inform the discriminator that the conduct is unwelcome and must stop. An individual who feels uncomfortable and/or harmed by offensive behavior should attempt to remove himself/herself from the offending situation and report such behavior as soon as possible to the President, Human Resources, the Director of Student Affairs, or the Provost. Failure to take affirmative steps to stop discriminatory or harassing conduct in no way bars an individual from seeking relief through the filing of a complaint with the University or any external agency.

(8) University Vendors and Contractors. The prohibited conduct contained in this regulation shall apply to University vendors and contractors. In the event conduct by a University contractor or vendor is determined to be in violation of this regulation, the University shall take action against the vendor or contractor, as deemed appropriate, and in accordance with the terms of the governing contract or agreement.

(9) Reporting Violations. Any individual member of the University Community who believes that he or she is a victim of unlawful discrimination, including harassment, or retaliation may

take formal or informal action. All formal complaints filed with the President will be addressed in accordance with the University's Complaint and Investigation Procedures.

While the University encourages members of the University Community to utilize the internal complaint process prior to filing an external complaint, individuals are not required to do so. Employees have the right to proceed directly to the Equal Employment Opportunity Commission (EEOC) to file a complaint and students may proceed directly to the Office for Civil Rights (OCR), U.S. Department of Education.

Authority: BOG regulation 1.001.

History: New: *1.14.14*

Part III: ACADEMIC PROGRAM REVIEW

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

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 2019-20)
- Master's Degrees Awarded (AY 2019-20)

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 (see chart below):

Fall 2020 enrollment data is compared to the Florida State University System (SUS) and selected STEM universities considered peers based on IPEDS and Common Data Set (CDS) 2019-20 data. The other 11 universities in the SUS are comprehensive in their academic offerings while Florida Poly is the only university with 100% STEM academic offerings therefore the comparison with them is not apples to apples. STEM institutions considered in this analysis include:

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

IPEDS Definitions of Demographic Terms

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	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.

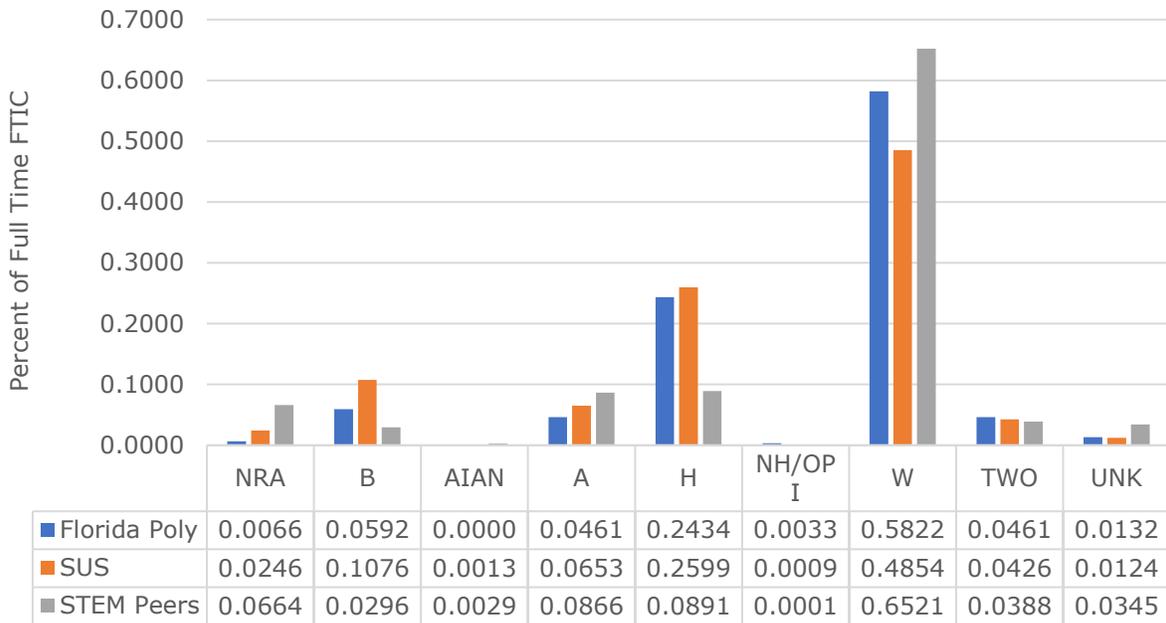
*2014-15 Survey Material: Glossary (NCES National Center for Education Statistics) December 5, 2014.

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	1	14	0	12	61	1	151	10	3	253
Women	1	4	0	2	13	0	26	4	1	51
Total Fall 2020	2	18	0	14	74	1	177	14	4	304
Category % of Total Fall 2020	1%	6%	0%	5%	24.3%	0%	58%	4.6%	1%	100%
Total FTIC Fall 2015	2	19	1	19	81	2	258	5	5	392
Category % of Total Fall 2015	1%	5%	0%	5%	20.7%	1%	66%	1.3%	1%	100%
Percentage Change from Fall 2015 to Fall 2020	0%	1%	0%	0%	4%	0%	-8%	3%	0%	0%

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

Full-Time FTIC Comparison by Race/Ethnicity



First-Time-In-College Enrollment (Full-time)

The male student population continues to be higher than the female student population (male 83.2%/253, female 16.8%/51) but female enrollment is down from 17.2%/47 (male enrollment 82.8%/226) in academic year 2019-20. This compares to female enrollment of 58% in the SUS and 30% among our STEM peers.

White (58%/177) and Hispanic (24%/74) continue to have the highest representation among racial/ethnic groups, respectively. Black enrollment is flat at 6% from Fall 2019 to Fall 2020 though the total number is up because of an increase in overall enrollment. Asian enrollment changed from 4% in Fall 2019 to 5% in Fall 2020.

Florida Poly compares favorably to our STEM peers with 6% black (Peers 3%) and 17% Hispanic (Peers 9%). Across the SUS blacks make up 11% and Hispanics 26% of enrollment. Whites are 49% of enrollment in the SUS and 65% of enrollment among our STEM peers.

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 2020	2	4	0	4	14	0	29	1	0	8	46	54
Category % of Total Fall 2020	3.7%	7%	0%	7.4%	26%	0%	54%	1.9%	0%	15%	85%	100%
Total Fall 2015	1	5	0	4	13	0	42	1	2	16	52	68
Category % of Total Fall 2015	1.5%	7%	0%	5.9%	19%	0%	62%	1.5%	3%	24%	76%	100%
Category % Change from 2015 to 2020	2%	0%	0%	2%	7%	0%	-8%	0%	-3%	-9%	9%	0%

Source: Student Instruction File. Full-time students.

Full-Time Florida College System A.A. Transfers (Full-Time)

The total number of Florida Community College transfers in Fall 2020 was 54 which was down from 68 in Fall 2015, a 21% decrease.

The gender makeup of Fall 2020 transfers changed as well from the Fall 2015 transfers. The percentage of female transfers in this group went down from 24% in Fall 2015 to 15% in Fall 2020 while male transfers went up from 76% to 85% of transfers during the same period.

Looking at race and ethnicity, the percentage of Fall 2020 transfers remained mostly comparable to Fall 2015 except that Hispanics in this group was up from 19% in Fall 2015 to 26% in Fall 2020. White students (54%) and Hispanics students (26%) made up 80% of the transfers in the Fall 2020 group and 81% of the Fall 2015 group.

It is important to note that although a change in the number of students in the categories from 2015 to 2020 may be small, there is what appears to be a disproportionately large percentage change because of the reduced overall number of transfers.

Neither Fall 2015 nor Fall 2020 transfers included students who identified as American Indian/ Alaska Native or Native Hawaiian/Other Pacific Islander categories.

PART III – 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 2019 Cohort	1	16	2	12	46	1	181	12	2	47	226	273
Category % of Total	0%	6%	1%	4%	17%	0%	66%	4%	1%	17%	83%	100%
Enrolled Fall 2020	1	15	1	12	37	1	152	10	2	42	189	231
Retention Rate	100%	94%	50%	100%	80%	100%	84%	83%	100%	89%	84%	85%

[Retention of Full-Time FTICs After One Year](#)

Florida Poly’s overall retention rate for the Fall 2019 cohort was 85%. Retention of males was 84% and 89% for females in the fall 2019 cohort. Asian (100%) and Black (94%) students had the highest retention rates in the Fall 2019 cohort.

White students, who make up the largest group of students, had a retention rate of 84%. The retention rate for Hispanics was 80%, and for students who identified as two or more races it was 83%.

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
2014-20 Cohort	2	27	3	14	77	3	260	0	1	50	337	387
Category % of Total	1%	7%	1%	4%	20%	1%	67%	0%	0%	13%	87%	100%
Number of Graduates within 6 yrs from cohort	2	14	2	6	27	0	142	0	1	25	169	194
Percent Graduated	100%	52%	67%	43%	35%	0%	55%	0%	100%	50%	50%	50%
Number Still Enrolled in 6th Year from cohort	0	0	1	0	3	0	2	0	0	0	6	12
Percent Remaining after 6 years	0%	0%	33%	0%	4%	0%	1%	0%	0%	0%	2%	3%

Note: FTIC includes Beginners and Early Admits.

6 Year Graduation Rate of Full-Time FTICs by Race/Ethnicity

The graduation rate for male and female students was 50%. Of the 2014-20 cohort, 55% (142) of white students and 52% (14) of Black students graduated while 43% (6) of Asian/Pacific Islanders) and 35% (27) of Hispanics graduated.

In the remaining categories the total number of students in the 2014-20 cohort was small therefore small changes in the number of students can show up as significantly large percentages. Both students identified as nonresident aliens and the one student whose identity was unknown graduated (100%). The graduation rate for American Indians in the cohort was 67% (2 out of 3). The graduation rate for Native Hawaiians/Other Pacific Islanders was 0% because none of the three students in this category graduated. The one student in the category for which race/ethnicity was not known did not graduate.

PART III – Table 5. Bachelor’s Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	7	9	2	10	51	1	171	8	4	263
Female	2	1	0	2	6	0	18	1	0	30
Total	9	10	2	12	57	1	189	9	4	293
Category % of Total	3%	3%	1%	4%	19%	0%	65%	3%	1%	100%
AY 2018-19										
Male	1	8	0	11	33	0	136	4	6	199
Female	2	0	0	1	11	0	24	2	0	40
Total	3	8	0	12	44	0	160	6	6	239
Category % of Total	1%	3%	0%	5%	18%	0%	67%	3%	3%	100%
AY 2014-15										
Male	NOT APPLICABLE									0
Female										0
Total										0
Category % of Total										0%

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

Bachelor’s Degrees Awarded by Race

Of the 293 students who graduated in 2019-20, 10% (30) were female and 90% (263) were male. Sixty five percent of bachelor’s degrees were awarded to white students and 19% to Hispanic students. Black (10), Nonresident alien (9), and students who identified as two or more races (9) represented 3% each of the bachelor’s degrees awarded.

The four (4) students of Unknown race and the two (2) American Indian/Alaska Native students represented 1% each of the bachelor’s degrees awarded. Four percent (12) of the 293 students awarded bachelor’s degrees were Asian.

PART III – Table 6. Master’s Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2019-20										
Male	5	1	0	0	3	0	4	1	0	14
Female	0	0	0	0	0	0	1	0	0	1
Total	5	1	0	0	3	0	5	1	0	15
Category % of Total	33%	7%	0%	0%	20%	0%	33%	7%	0%	100%
AY 2018-19										
Male	2	0	0	1	1	0	2	0	0	6
Female	1	0	0	0	0	0	0	0	0	1
Total	3	0	0	1	1	0	2	0	0	7
Category % of Total	43%	0%	0%	14%	14%	0%	29%	0%	0%	100%
AY 2014-15										
Male	NOT APPLICABLE									0
Female										0
Total										0
Category % of Total										0%

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

Master’s Degrees Awarded by Race

In the 2019-20 academic year, 33% (5) of the 15 students who were awarded Master’s degrees were white, 33% (5) were Nonresident alien, 20% (3) Hispanic, 7% (1) Black and 7% (1) was of two or more races. No Master’s degrees were awarded to students of American Indian/Alaska Native, Asian, Native Hawaiian, or Unknown race.

In the 2018-19 academic year, 29% (2) of the 7 students who were awarded Master’s degrees were white, 43% (3) were Nonresident alien, 14% (1), and 14% (1) Hispanic. No Master’s degrees were awarded to students of Black, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, students of two or more races, or of Unknown race.

PART III – Table 7. Doctoral Degrees Awarded by Race

NOT APPLICABLE FOR FL POLY

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	NOT APPLICABLE									0
Female										0
Total										0
Category % of Total										0%
AY 2018-19										
Male	NOT APPLICABLE									0
Female										0
Total										0
Category % of Total										0%
AY 2014-15										
Male	NOT APPLICABLE									0
Female										0
Total										0
Category % of Total										0%

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

[Doctoral Degrees Awarded by Race](#)

This University does not offer Doctoral degrees at this time; therefore, this table does not apply.

PART III – Table 8. First Professional Degrees Awarded by Race

NOT APPLICABLE FOR FL POLY

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	NOT APPLICABLE									0
Female										0
Total										0
Category % of Total										0%
AY 2018-19										
Male	NOT APPLICABLE									0
Female										0
Total										0
Category % of Total										0%
AY 2014-15										
Male	NOT APPLICABLE									0
Female										0
Total										0
Category % of Total										0%

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

First Professional Degrees Awarded by Race

This University does not offer First Professional degrees at this time; therefore, this table does not apply.

Contact Person for Part III Tables: Kevin Calkins, Director of Institutional Research

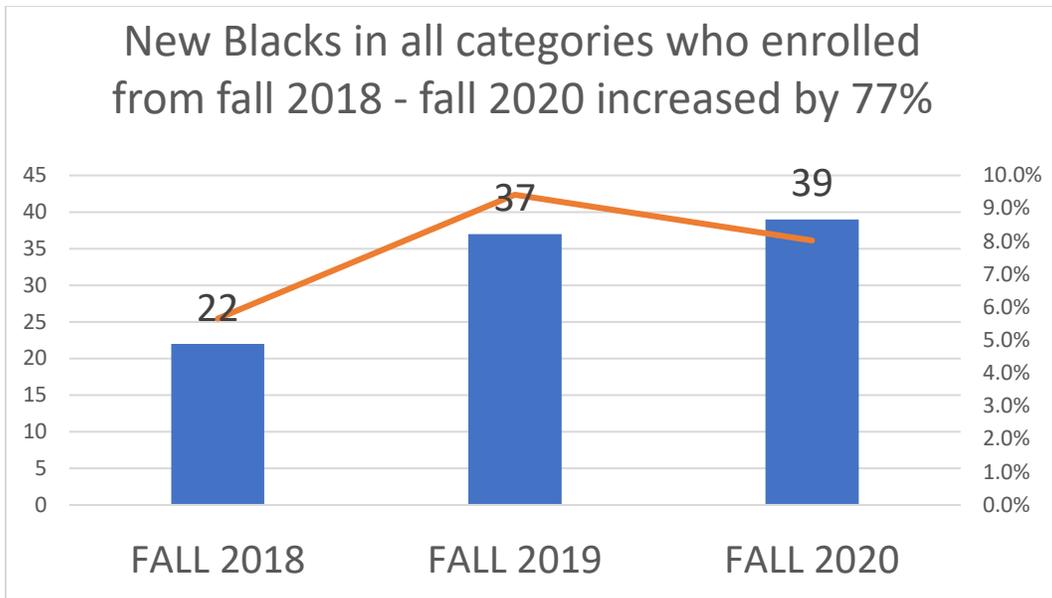
Student Recruitment Efforts and Strategies

STUDENT RECRUITMENT

Florida Polytechnic University Data as of 7.29.21

New Black Students

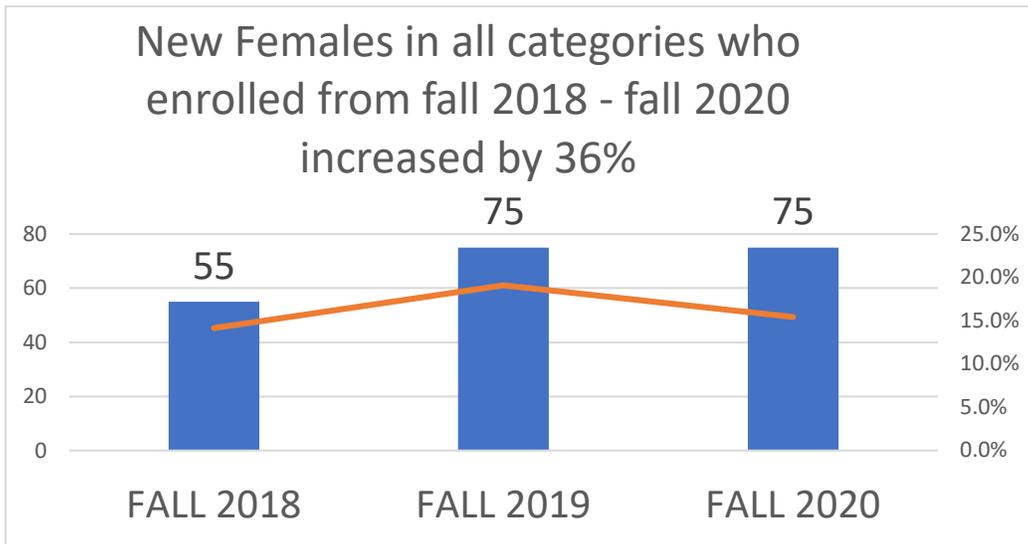
All Categories (FTIC, Summer, Transfer, Grad, Certificate, FYSP, 2nd Bachelor's and non-degree) deposits¹



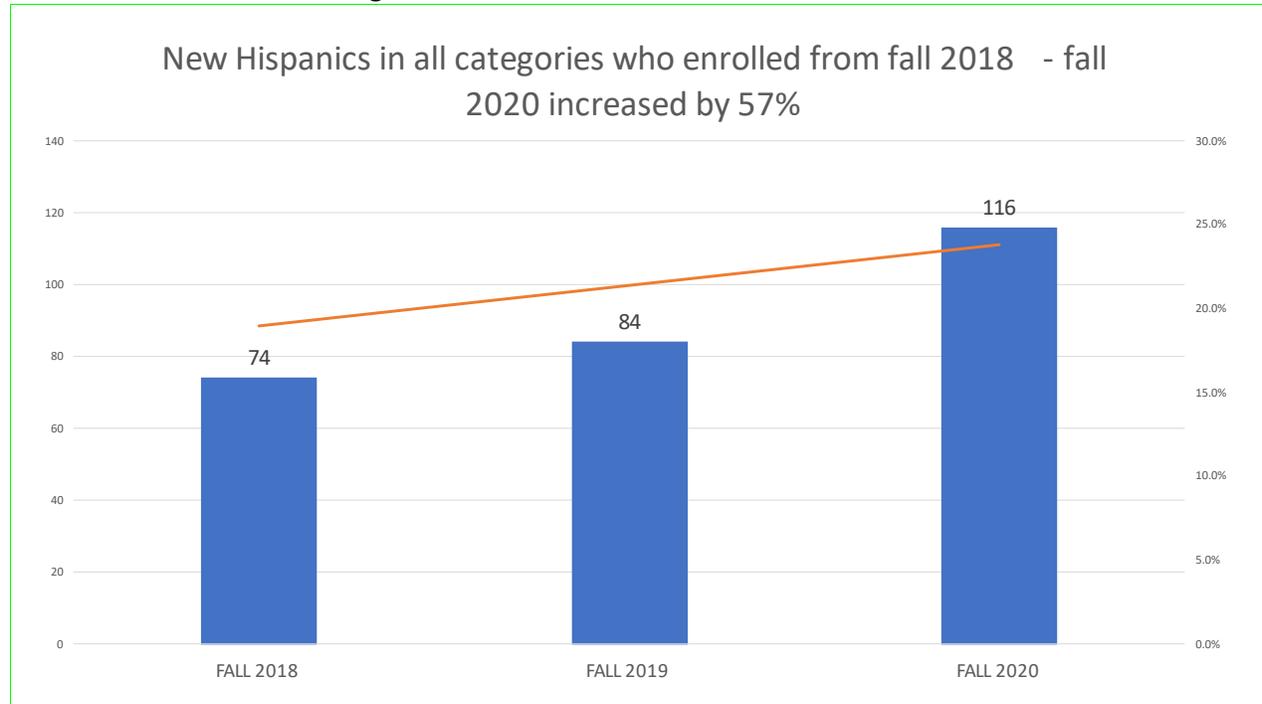
¹ Data is sourced from CAMS on August 11-12, 2021.

New Female Students

All Categories (FTIC, Summer, Transfer, Grad, Certificate, FYSP, 2nd Bachelor's and non-degree)



New Latino Students: All Categories



Student Recruitment Strategies

Strategy 1 – Nine recruiting events focused on increasing accessibility to high school students. The university developed specific pathway programs to recruit low-income students, many of whom are

minority/female students. At each recruitment event, these programs are highlighted and discussed in order to recruit these students to the university. It is a well-established fact, supported by research, that high school students choose where to apply to college and where to enroll based on influencers that include their peers, their parents, their high school teachers, and their high school guidance counselors. The events and initiatives listed below sought to influence the influencers. Having minority/female students not only hear about the university’s pathway programs – which builds brand awareness – but also have the legitimacy of the university and its programs validated by influencers establishes a level of confidence in those high school students to apply to Florida Poly. Recruiting high school students involves multiple touch-points by multiple categories of people in their lives. This indirect, but effective strategy is deliberate in university recruitment of minorities/female students. A second important point is understanding minority/female student perceptions, expectations and requirements when recruited.

A critical component of recruitment is to help all students, particularly minority/female students perceive that there will be a sense of belonging on a campus. The recruitment initiatives and events listed below are driven to develop an institutional reputation and recognition that students at Florida Poly have a sense of belonging, and one that they are proud of. Therefore, the words, PowerPoint presentations, handouts and brochures are designed and developed to display how the university embraces students so that the result is a feeling of belonging, for all students. A critical point in this recruitment is assuring students are not inadvertently stigmatized or mismatched. It is important to carefully recruit talented students at large events that recruit for all students so as to focus more on academic potential and development, and not strictly on the base of minority/female status. Research shows that overemphasizing minority/female programs in college recruitment can inadvertently produce internal stigma (feelings of dependency, inadequacy, or guilt) and external stigma (the burden of others’ resentment or doubt about one’s qualifications), therefore a blended approach for selective institutions focused on STEM is particularly important, especially given the significantly low numbers within the high school math pipeline as it is. Finally, these events and initiatives help us build relationships. Without these relationships, we would not be able to recruit minority/female students.

Increased Focus on Accessibility at Significant Events
SUS Deans and Directors Virtual Tour for School Counselors
SUS Deans and Directors Virtual College Fair for high school students (Fall and Spring)
SUS Deans and Directors Virtual College Fair for transfer students
Florida Poly Virtual Open Houses
Florida Poly Virtual Admitted Student and Family Events
NACAC Virtual Fairs
Take Stock in Children Virtual Event
Take Stock in Children Classroom Presentations
Email and call campaign for students to schedule one-on-one admissions counseling sessions

Strategy 2 – Admissions scheduled six in-person diversity group tours in summer 2021.

In-Person Group Tours 2021
OCPS Calculus Project, Minority Achievement Office
OCPS Summer Camps (2)
Upward Bound Math-Science
Navigating Your Path Group partnered with TRIO EOC of Palm Beach State*
Elevating Excellence, Pinellas County*
TRIO Talent Search, Daytona State College*
<i>*Groups canceled due to concerns regarding pandemic</i>

Strategy 3 – Recruiting at Florida’s Most Diverse High Schools

Targeted, recruited and admitted 103 First Time in College Applicants (2017-2021) from 15 high schools ranked as the most diverse high schools in Florida. Florida high schools are ranked by a national educational firm that reviews ethnic diversity statistics from the U.S. Department of Education, and student and parent reviews of ethnic, economic, and cultural diversity. The firm that ranked the schools, NICHE, develops the Most Diverse Public Schools ranking based on a rigorous analysis of demographic and student life data from the U.S. Department of Education along with millions of reviews from students and parents. Specifically, the formula weighs an index using a Student Racial Diversity Index which is determined by a value that indicates a very racially diverse student body, a scoring that weighs a Parent/Student Survey on Culture & Diversity that is collected and scored on a 1-5 scale regarding student culture and diversity at the school, an Economically Disadvantaged Percent indicator that is weighted based on the percent of students classified as economically disadvantaged and a weight placed against the school’s gender diversity also pulled from US DOE data.

Successful Recruiting from Florida’s Most Diverse High Schools			
Rank	Number Admitted	School Name	City, District, or County
2	22	SUNCOAST COMMUNITY HIGH SCHOOL	PALM BEACH
3	15	ORLANDO SCIENCE MIDDLE/HIGH CHARTER SCHOOL	ORANGE COUNTY
6	11	AMERICAN HERITAGE SCHOOLS	PALM BEACH
14	10	RIVERVIEW HIGH SCHOOL	HILLSBOROUGH
8	9	OLYMPIA HIGH SCHOOL	ORANGE COUNTY
1	8	SEMINOLE HIGH SCHOOL	SEMINOLE COUNTY
4	8	DR. PHILLIP’S HIGH SCHOOL	ORANGE COUNTY
10	8	GAINESVILLE HIGH SCHOOL	GAINESVILLE
9	3	SEFNER CHRISTIAN ACADEMY	SEFNER
1	2	MONTVERDE ACADEMY	MONTVERDE
9	2	ATLANTIC COAST HIGH SCHOOL	DUVAL COUNTY
12	2	DARNELL COOKMAN HIGH SCHOOL	DUVAL COUNTY
5	1	BOOKER HIGH SCHOOL	SARASOTA CO
8	1	ORLANDO CHRISTIAN PREPARATORY SCHOOL	ORLANDO
11	1	RIVER CITY SCIENCE ACADEMY HIGH SCHOOL	DUVAL COUNTY

High School Calculus Tutoring

Knack Learning Assistance Partnership with Diverse High Schools produced recruiting results for fall 2021. The outreach to high-diversity high schools initiative yielded 142 applicants from Suncoast (ranked #2), 172 from Apopka (#28), 42 from JP Taravella (#59), and 117 applicants from Middleton (ranked #64).

Summer Entry Launch

Florida Poly launched a summer start admissions pathway in June of 2020. The program met the needs of a number of students who sought either additional support, an alternative start term or the possibility of earning credits toward the SUS summer requirement. Given this flexibility, the summer start enabled the institution to expand diversity pathways.

The inaugural summer FTIC class of 2020 enrolled sixty-eight students. The program continued in Summer 2021 and 89 admitted students deposited. The diversity summer 2020 program strengthened the university's diversity:

- 27% (18) Hispanic or Latino
- 16% (11) female
- 12% (13) Black or African American

First Year Stem Program

Florida Poly designed and implemented two pathway programs to continue to fulfill its mission and goals in serving students from Florida. Beginning with the Fall 2019 class, Florida Poly created the Provost's First Year Stem Program. Designed to support applicants with high potential for success as they were provided dedicated advising and counseling from admissions professionals, a total of 100 students were admitted and deposited in the cohorts for 2019, 2020 and 2021. The program successfully recruited underrepresented groups.

- 55% were students of color (36% Latino and 19% Black or African American)

Coding Certificate Program

In June 2021, Florida Polytechnic University launched an industry relevant and academically-focused certificate program "Coding for Data Analytics." The 18-credit certificate program is the first coding bootcamp designed for freshmen in the country. The program successfully attracted students from Florida who were under-resourced, female and/or students of color.

- 52% (74) were students of color 28.7% (41) Hispanic and 23% (33) Black)

Deposited Certificate Program Students		
	Count	Percent
Total Deposited	143	100.0%
Female	31	21.7%
Hispanic or Latino	41	28.7%
Black or African American	33	23.1%

Pre-Calculus Preparation Program

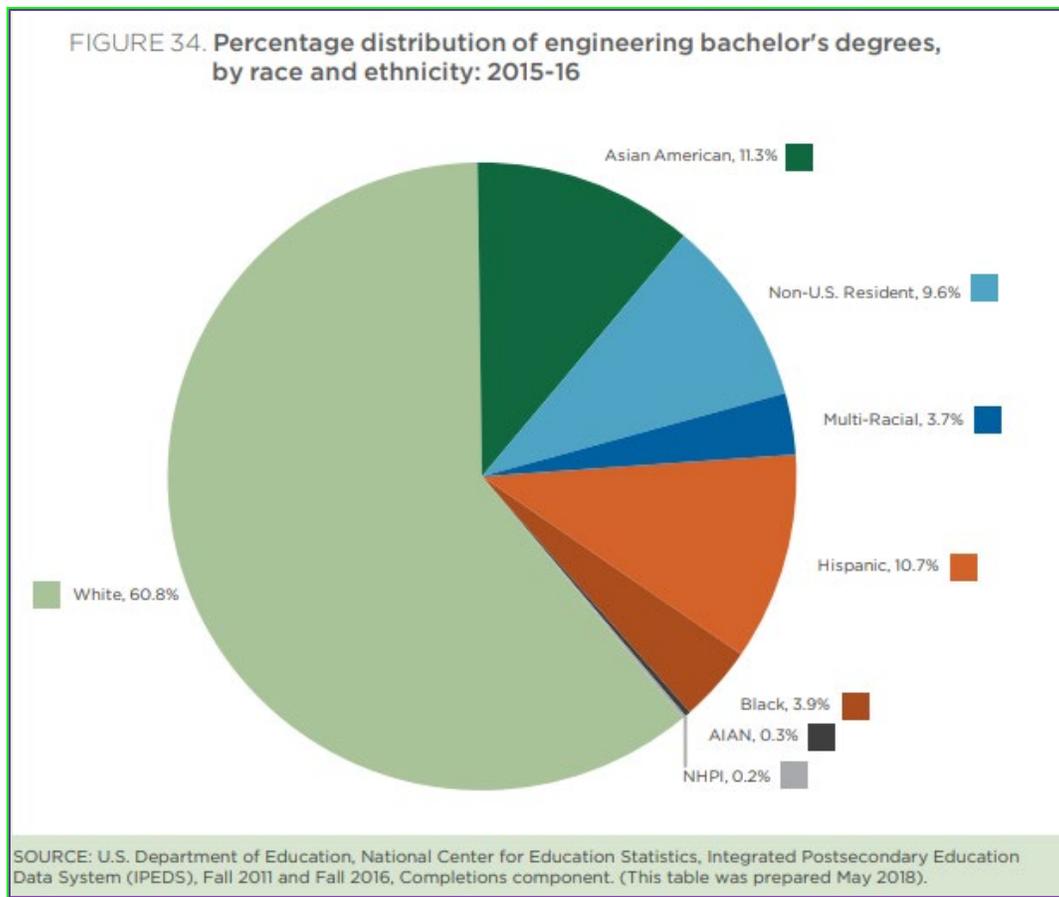
To provide support for first-generation, low-income students and students adversely impacted in their learning progress due to the pandemic, the university provided a summer pre calc program. Approximately 125 students enrolled in the program to help prepare them for credit-bearing math courses. Florida Poly recognized the need to address learning loss associated with the pandemic and developed an innovative, four-pronged initiative for incoming Pre-Calculus and Calculus students. This month-long credit-free course was offered at no cost to Florida Poly students. At the start of the course, students took an assessment that created an individualized learning path. This learning path allowed students to focus on the topics they needed to practice in order to be prepared for their credit-bearing math course. Rather than traditional grades, students were incentivized to complete at least 80% of the module in order to earn a grade of A on one of the quizzes in Dr. Abigail Bowers' credit-bearing Pre-Calculus course.

Context

The 2018 Status Report on Engineering Education (Association of Public & Land-Grant Universities) used data from the Integrated Postsecondary Education Data system to describe the diversity in degrees conferred in education.²

Undergraduate engineering students who self-identify as underrepresented minorities are lower than those in non-engineering schools. The report notes, "Despite large numerical increases for Hispanic and Black students, these two groups along with American Indian/Alaska Native and Native Hawaiian Pacific Islander students remain significantly underrepresented in engineering at the undergraduate and graduate level" (7). Figure 34 from the report documents the distribution of engineering bachelor's degrees earned by students categorized by racial and ethnic groups.

² <https://www.aplu.org/library/the-2018-status-report-on-engineering-education-a-snapshot-of-diversity-in-degrees-conferred-in-engineering/File>



The report also documents the gender gap. “Women earned the majority of all bachelor’s degrees within each racial and ethnic group, except in engineering, the percentage of degrees by women ranged from 26.8 percent among multi-Racial graduates to 19.4% for White graduates” (8).

Contact Person for Student Recruitment and Effort Strategies: Dr. Ben Mathew Corpus, Vice Provost Admissions and Financial Aid

[Faculty Pedagogy and Development](#)

Pedagogy and Faculty Development

Faculty development at Florida Poly includes instructional development (pedagogy), development as scholars and researchers, and development around being successful employees and practitioners. Faculty receive information about teaching-related professional development opportunities via the department of teaching and learning as well as through other departments that offer training and support. These opportunities have included training courses, orientation sessions, workshops, instructional consultations, and online teaching resources and videos.

All teaching-related professional development services are open to all faculty, full and part-time. Online resources and one-on-one consultations are available when adjunct or full-time faculty cannot attend or participate in other teaching-related professional development opportunities.

Professional Development Opportunities as Practitioners

Practitioner training for Florida Poly includes training on the use of technical equipment in the university labs. This includes safety training which is also provided to students. Further training as practitioners includes a broad selection of employee training dealing with issues of sensitivity to safety, management, and process improvement. Specific instructional training around accessibility has been a part of both required and optional instructional development.

Professional Development Opportunities as Scholars

Faculty are provided an annual professional development fund, typically in the range of \$3,500 for use on their own professional development such as travel and small research needs. New faculty are provided startup funds equivalent to three summer months' salary spread over two years, plus \$7500 for student effort working on a faculty project as well as \$5000 for equipment, for a total of \$12,500. Faculty are required to submit their plans for the use of these funds, which must be approved by the Department Chair and the Provost.

Recent Professional Development Programs

Recent professional development programs available to Florida Polytechnic faculty include:

- Faculty teacher training course in summer 2020
- Title IX training
- Harassment and Discrimination Prevention training
- Computer security training
- Kognito mental health training
- Lab safety training
- Lean Six Sigma certifications
- Human Resources lunch series
- Manager training program
- Self-defense training
- Active shooter training
- Crime prevention training

Diversity and Inclusion Tactics in the Classroom

In the 2019-2020 academic year before the pandemic, the Florida Poly office of teaching and learning offered multiple faculty workshops that connected with diversity, equity, and inclusive teaching. They included workshops on:

- Inclusive teaching strategies
- Supporting the success of women in STEM
- Supporting International Students

- Reducing bias in and out of the classroom
- Gender and racial bias in student evaluations

Contact Person for Faculty Pedagogy and Development: Dr. Tom Dvorske, Vice Provost Academic Affairs

Student Advising

Student advising is conducted as a shared responsibility between the Registrar's office, the Academic Success Center, and the faculty.

The Registrar's office handles transactions associated with student transcripts and ensures that the students' records include all documentation to provide justification for the conferral of degrees.

The Academic Success Center (ASC) guides students as they develop their schedules and prepare required paperwork. The ASC uses a First-Year coaching model, and subsequently supports students on an as-needed basis through graduation. ASC Success Coaches are considered curriculum experts but not content experts. Faculty are the subject-matter experts and/or content experts.

The faculty role has three distinct areas:

1. Department Chair.
2. Departmental Mentor. Each department formally assigns a mentor to each student who declares a major within that department. The department informs students of their mentor assignment, and the administrative assistant maintains a semester-by-semester list (archived by semester) of students and their mentors. The mentor role functions as a key connection for students to gain faculty subject-matter-expert input on academic issues and professional development.
3. Faculty Assembly.

Student Advising Division of Duties (See Chart Below)

Registrar/ASC/Faculty
 Registering-Advising-Mentoring Division of Duties
 LIST IS NOT EXHAUSTIVE

	REGISTRAR	ASC	FACULTY
CHOOSING MAJORS/MENTORING		<p>“Pitches” majors to potential students who appear upon recommendation of Admissions.</p> <p>Helps students understand which courses need to be taken for each major.</p> <p>When appropriate, discusses majors with already-enrolled students, offering guidance about coursework.</p> <p>Refers all other major-specific discussions to the Department Chairs and/or designated Departmental Mentor.</p>	<p>Chair³ role: Establishes Departmental Mentors for varying specialties within the degree programs.</p> <p>Mentor role: Discusses Concentrations with already-enrolled students, offering guidance about coursework, career planning, and professional development.</p>
	REGISTRAR	ASC	FACULTY
TRANSCRIPTS/CREDITS	<p>Evaluates transcripts for incoming/potential students.</p> <p>Communicates to incoming students which credits have been accepted and for what they are equivalents.</p> <p>Verifies, inputs, and documents recommendations from ASC/Faculty for course substitutions/equivalencies.</p>	<p>Performs unofficial re-evaluations of transcripts when a student considers changing catalogs or majors.</p> <p>Suggests students meet with Department Chairs about in-Poly course substitutions, when ASC believes Department Chair might approve those substitutions.</p>	<p>Chair⁴ role: Assesses/approves/rejects course substitutions/equivalencies from incoming transcripts, when Registrar deems them to be non-standard substitutions/equivalencies. Chair consults faculty as appropriate.</p> <p>Chair role: Assesses/approves/rejects in-Poly course substitutions for students who request them. Chair consults faculty as appropriate.</p> <p>NOTE: Course substitutions are to be approved/rejected by the Chair that “owns” the course for which the substitution is being considered. If appropriate, the Chair may consult with the Chair of the degree program in which the student is enrolled. The Provost or designee can override the decision of a Chair.</p>
	REGISTRAR	ASC	FACULTY
POLICIES/FORMS AND REGISTRATION	<p>Establishes and process all FloridaShines requests.</p> <p>Processes forms related to registration.</p> <p>Performs manual enrollment when students are unable to enroll due to forms or other reasons.</p>	<p>Teaches policy to students (9 Summer Credits, W policy, Academic Standing Policy, etc.).</p> <p>Distributes forms.</p> <p>Teaches students how to use FloridaShines.</p> <p>Verifies FloridaShines requests.</p>	<p>Chair role: Signs forms, when appropriate and justified.</p> <p>NOTE: Prerequisite waivers and course maximums can only be performed/allowed by the Chair of the department delivering the course. The Provost or designee can override the decision of a Chair.</p>
	REGISTRAR	ASC	FACULTY

REGISTRATION ADVISING	Performs registration advising for incoming students.	Teaches the degree plans to students. Performs registration advising for already-enrolled students, specifically addressing essential courses, sequence for degree plan, and pre-requisites. Recommends Major-changes for students who are floundering/foundering in their current majors.	Mentor role: Meets with assigned students to discuss Concentration paths, course selection, degree management, and professional pathways.
	REGISTRAR	ASC	FACULTY
AUDITING DEGREES	Processes Applications for Graduation. Performs graduation degree audits.	Performs advising degree evaluations—but not official audits—for the purposes of registration advising. Upon request of Registrar, verify graduation degree audits.	Chair role: Assists with graduation degree audits and/or verifying students' eligibility to graduate for complex cases. This is a responsibility of the department that owns the degree that student seeks. Faculty Assembly role: Validates by vote that students have completed all graduation requirements.
	REGISTRAR	ASC	FACULTY
COURSE PLANNING AND SCHEDULING	Manages/maintains waitlists or similar processes. Communicates with students/faculty about waitlists/similar and seat availability.	Fields questions about course availability (times, days, offerings). Informs Registrar if students detect unsatisfactory and unavoidable course conflicts.	Chair role: Plans how many sections of courses will be needed and their caps. Chair may delegate this duty to an appropriate Faculty member. Chair role: Requests date/time slots from which the Registrar will work, trying to honor requests. Chair may delegate this duty to an appropriate Faculty member.
	REGISTRAR	ASC	FACULTY

³ For Units within the Science, Arts, and Mathematics Division, the Director carries this responsibility and may delegate certain aspects of this responsibility, at her discretion, to the Department Chairs within SAM. This note applies to all portions of this table.

⁴ For all responsibilities for the Chair regarding course substitution, degree audit, or prerequisite waivers, the Chair may, at his or her, discretion formally and in writing delegate portions of this responsibility to an individual. This written delegation must be provided to Academic Affairs Provost office and to the Registrar's office.

<p>THE STUDENT EXPERIENCE</p>	<p>Provides positive customer service experience.</p> <p>Connects students with on-campus support resources.</p>	<p>Provides positive customer service experience.</p> <p>Facilitates a First-Year Success Coaching model that provides new students with five different types of Success Coaching experiences.</p> <p>Supports Sophomores, Juniors, and Seniors with these same coaching experiences on an as-needed basis.</p> <p>Hosts “best practices” workshops and other enrichment sessions for students throughout each semester.</p> <p>Assists students in developing a step-by-step application plan for Graduate School.</p> <p>Connects students with on-campus support resources.</p>	<p>Provides expert advice about the content of the coursework.</p> <p>Delivers career-related and professional-opportunity advice to students.</p> <p>Connects students with on-campus support resources.</p>
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Contact Person for Student Advising: Dr. Kathryn Miller, Vice Provost Student Affairs

[Student Affairs](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

Contact Person for Student Affairs: Dr. Kathryn Miller, Vice Provost Student Affairs

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:

1. Federal and State Department of Education student aid program statutes, regulations, and policies governing each program used by Florida Poly.
 - a. Florida Polytechnic University Institutional Aid program statutes, regulations, and policies governing each individual program that the Office of Financial Aid awards to current students;
 - b. Title VI of the Civil Rights Act of 1964, barring discrimination on the basis of race, color, or national origin;
 - c. Title IX of the Education Amendments of 1972, barring discrimination on the basis of sex;
 - d. Section 504 of the Rehabilitation Act of 1973, barring discrimination on the basis of physical handicap; and
 - e. The Age Discrimination Act of 1975
2. Acknowledge that the Department, State, and Accrediting agencies share responsibility for maintaining the integrity of the SFA programs and that these organization may share information about the institution without limitation; and

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

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

- Federal Pell Grant Eligible students: Florida Poly continues to demonstrate its commitment to assisting our students with economic disadvantages. Florida Poly began disbursing Federal Pell Grant in Spring 2017. In Fall 2020, 33.1% of our undergraduate degree-seeking students were eligible for the Pell Grant.
- First Generation Matching Grant: A grant available through the State of Florida that is matched by Florida Poly for the academic year.
- Institutional Need-Based Scholarships: Scholarships that assist students with proven financial need.
- Latin American / Caribbean Scholarship: Pursuant to FL Statute 1009.21(10)(e), Florida Poly offers scholarships to students from an eligible Latin American / Caribbean country to assist in the institutional fees.
- Cashcourse.org: A student centered website dedicated to teaching students about their personal finances while attending college. Students may sign up for free and utilize numerous tools to assist in their financial literacy.
- Financial Literacy Presentations: The Office of Financial Aid presents to the Academic & Professional Skills classes each fall to prepare students to make informed decisions about managing their current and future finances. The presentation provides information and presents programs that address financial literacy as it relates to financial aid renewal, loan borrowing, budgeting, savings and credit. In Fall 2020, the Financial Aid presented to 41% of the FTIC population.
- FASFA Assistance Workshops: The Office of Financial Aid regularly hosts FAFSA workshops to assist students navigate the yearly application.

Contact Person for Student Financial Assistance: Dr. Ben Mathew Corpus, Vice Provost Admissions and Financial Aid

[Student Employment – Education and Work Environment](#)

Florida Poly continues to employ 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 remains 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. Like staff positions, student worker positions are posted as open recruitment on the University website. Typically, and unlike staff positions, Graduate Assistant, Student Education Assistant and Student Research Assistant applicants are already known by the hiring professors or lab staff. Therefore, interviewing for those positions is

encouraged but is not generally required. However, for other student worker opportunities (e.g., the Help Desk, the Mail Room, Orientation Leaders, or other supporting units), the hiring departments conduct interviews, and hiring managers are encouraged to consider diverse pools when making their selections.

Contact Person for Student Employment: Gloria Nelson, Human Resources

Part IV: ATHLETICS

Florida Polytechnic University does not have intercollegiate athletics, this section is not applicable to the Institution.

PART IV – Table 1. Sex Equity in Athletics Update NOT APPLICABLE FOR FL POLY		
Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	Not Applicable	
2. Participation rates, male and female, compared with full-time undergraduate enrollment		
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>		
4. Scholarship offerings for athletes		
5. Funds allocated for:		
a) the athletic program as a whole		
b) administration		
c) travel and per diem allowances		
d) recruitment		
e) comparable coaching		
f) publicity and promotion		
g) other support costs		
6. Provision of equipment and supplies		
7. Scheduling of games and practice times		
8. Opportunities to receive tutoring		
9. Compensation of coaches and tutors		
10. Medical and training services		
11. Housing and dining facilities and services		

PART IV – Table 2. Sex Equity in Athletics – Areas for Improvement NOT APPLICABLE FOR FL POLY		
Areas for improvement	Program for improvement	Timetable
Not Applicable		

PART IV – Table 3. Student Athletes by Gender, 2019-20

NOT APPLICABLE FOR FL POLY

	Male	Female	Total
Number	NA	NA	
Percent of Total			

Florida Polytechnic University is working towards engaging our students through various sports to promote more activities on campus and connections for students. These teams are operating as a Club sport. Some prospective teams are lacrosse, soccer, and archery. As these teams develop further our plan is to assess and evaluate for sex and gender equity in all areas.

Contact Person for Athletics: Michelle Disson, Title IX Coordinator

Part V: EMPLOYMENT REPRESENTATION

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, age, physical 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 established contracts with Inside HigherEd, HireEd, and the Chronicles to broaden our recruiting efforts to underrepresented groups.

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.

Table 1. Category Representation – Tenured Faculty - NOT APPLICABLE TO FL POLY

INDICATOR	NR A	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MAL E	TOTAL
Number, Fall 2020												0
Number, Fall 2019												0
1YR Percentage Change												
Number, Fall 2015												
5YR Percentage Change												
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 - 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 2. Category Representation – Tenure-Track Faculty NOT APPLICABLE TO FL POLY

INDICATOR	NR A	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MAL E	TOTAL
Number, Fall 2020												0
Number, Fall 2019												0
1YR Percentage Change												
Number, Fall 2015												
5YR Percentage Change												
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 - Tenured Track 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 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

INDICATOR	N RA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MAL E	TOTAL
Number, Fall 2020	10	1	0	11	6	0	26	0	0	11	43	54
Number, Fall 2019	15	0	0	14	7	0	39	0	0	20	55	75
1YR Percentage Change	-33%	#DIV/0!	0%	-21%	-14%	0%	-33%	0%	0%	-45%	-22%	-28%
Number, Fall 2015	0	1	0	5	1	1	25	0	4	11	26	37
5YR Percentage Change	#DIV/0!	0%	0%	120%	500%	-100%	4%	0%	-100%	0%	65%	46%
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 – Non-Tenure-Earning Faculty
or Faculty at Non-Tenure Granting Universities

Florida Poly is not a tenure-granting institution; however, the Board of Trustees and University Administration recognize the value of a long-term commitment to its faculty as an essential component of being a successful institution. From onboarding through promotion, the University pays close attention to equity strategies that 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. Through the process of promotion and

Process for recruiting a diverse faculty

Faculty recruiting at Florida Poly is managed through a set of guidelines reviewed and updated annually in the *Academic Affairs Guidelines*. These guidelines include a review of departmental needs, set the makeup and reporting structure for search committees, and include a process for reviewing applicants and moving them through a series of interviews before a final offer is made.

The process includes training from Human Resources on specific rules regarding searches that each committee member is apprised of. These rules are intended to result in a fair, documented process that includes appropriate inputs and consideration of all candidates.

During AY 2020-2021, Florida Poly launched searches for 31 full-time faculty positions, including four department chairs. Due to the size and importance of these searches, nearly all faculty and many staff were engaged in the process. The Director of Academic Affairs and her team provided support for this function, including managing applicant pools and provisioning committees with regular updates of new applicants as well as answering questions for the committees about process and timelines.

Before the committees were fully formed and met to review candidates, the Office of Human Resources and the Provost delivered presentations to prepare faculty for their role on search committees. The Human Resources' presentation includes information on Florida's Sunshine Laws, appropriate dos and don'ts of interviewing including what can and cannot be asked, conducting reference checks, and search procedures. The Provost's presentation took the faculty through the committee process, the purposes of each phase of the interview process, and how these phases should work to make the process most efficient and fair.

Each search committee consisted of a committee chair, subject matter experts in the targeted area, a faculty member or two of rank outside the department, and a committee member charged with considerations of diversity among applicants and applicants' dispositions. This diversity member could be a member of the faculty or staff.

The University has not set specific targets for diversity in hiring. The university's faculty, when taking into consideration national origin, is highly diverse. Areas of diversity that the University remains sensitive to include male/female diversity, which is both traditionally difficult but essential to a successful STEM institution and to student experience.

Faculty Recruitment and Hiring

Faculty recruiting at Florida Poly is managed through a set of guidelines reviewed and updated annually in the *Academic Affairs Guidelines*. These guidelines include a review of departmental needs, set the makeup and reporting structure for search committees, and include a process for reviewing applicants and moving them through a series of interviews before a final offer is made.

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PART V – 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 2020	0	7	0	1	6	0	48	0	0	34	28	62
Number, Fall 2019	1	8	0	1	6	0	49	0	0	31	34	65
1YR Percentage Change	-100%	-13%	0%	0%	0%	0%	-2%	0%	0%	-58%	-18%	-5%
Number, Fall 2015	0	11	1	2	14	0	101	0	2	74	57	131
5YR Percentage Change	0%	-36%	-100%	-50%	-57%	0%	-52%	0%	-100%	-82%	-51%	-53%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.
 IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.
 IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Category Representation – Executive/Administrative/Managerial

The total number of Executive/Administrative/Managerial staff reduced from 65 to 62 between Fall, 2019 and Fall, 2020. In Fall, 2020, males represented 45.16% and females 54.84% within this category, compared to 52.31% male and 47.69% female in Fall, 2019. This represents a change in gender majority representation among executives, administrators and managers. White/Caucasian is the racial group with the highest representation among executives, administrators and managers, increased to 77% compared to 75% last year. Hispanics and Black/African Americans are represented by 9% and 11% of the total population. Though Hispanics held at 9% from 2019, a percent change was observed for Blacks/African-Americans (11% down from 12%).

Contact Person for Employment Representation: Dr. Tom Dvorske, Vice Provost Academic Affairs (Faculty) and Gloria Nelson, Human Resources (Staff)

Part VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT

PART VI – AREAS OF IMPROVEMENT AND 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)
<p>Academic Affairs – Faculty Awareness</p> <p>Forming one or more faculty learning communities to tackle the challenges of equity and diversity in teaching and learning at Florida Poly. A faculty learning community is a peer-led group of 6-12 faculty members who engage in an active, year-long structured program to learn about, discuss, and improve a problem or issue. These more extended and collaborative professional development interactions have been shown to have a greater impact on teaching and learning and other practices than shorter workshops or seminars.</p> <p>A faculty book club or common summer reading can also help raise awareness, especially when done in conjunction with other events and strategies, such as a guest speaker and a learning community.</p> <p>Since many faculty may not have the time or incentive to participate in professional development related to teaching and learning, the recommendation would also be creating online resources in support of equity, diversity, and inclusive teaching.</p> <p>Florida Poly is currently constructing a handbook of teaching and learning that will include a section on equity and diversity.</p>	<p>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.</p>

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)
<p>NOT APPLICABLE</p>	<p>NOT APPLICABLE</p>

Areas for Improvement Pertaining to Employment Identified (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
<p>The Human Resources Department (HR) is taking an increasingly more active role in Diversity recruiting this year. The Circa contract referred to last year is being canceled and HR is assuming the responsibility for diversity recruiting and OFCCP compliance.</p> <p>Internal recruiting processes are regularly reviewed/assessed for process streamlining and to assure ease of access to external candidates. We continue to utilize Inside Higher Ed, Higher Ed Jobs, including the diversity add-on, and The Chronicle of Higher Education as our primary resources in recruiting.</p> <p>HR is cataloging diversity resources so that it can continue to reach more target groups (e.g., veterans, individuals with disabilities, women, minorities, etc.). This strategy only aids in our ability to manage diversity recruiting and to assure that the broadest categories of individuals are provided an opportunity to apply for jobs at Florida Poly.</p>	<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, remains the sole applicant tracking system via the Careers recruiting module. This module has streamlined many manual processes and improves 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, HigherEd Jobs, and The Chronicle of Higher Education to further broaden recruiting efforts, including the addition of diversity-targeted advertisements with HigherEd Jobs.</p> <p>The addition of Circa as an extended resource for workforce planning will not only broaden access to more diverse groups but will aid the university in meeting its AAP goals.</p>

Part VII: 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.

PART VII – Table 1. Protected-Class Representation in the Tenure Process 2019-2020

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 Male (Include Other, Not Reported)					
FEMALES					
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

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

Part VIII: PROMOTION AND TENURE COMMITTEE COMPOSITION

While Florida Polytechnic University does not have a tenure process, we do provide a promotion process.

PART VIII – Table 1: Promotion and Tenure Committee Composition AY 2019-2020																		
Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																	0	0
Sample College 1																	0	0
Dept in Sample College 1																	0	0
Dept in Sample College 1																	0	0
Sample College 2																	0	0
(add lines as needed)																	0	0

Not Applicable to Florida Poly

Promotion committee composition

Florida Poly’s processes for reappointment and promotion of faculty are governed by the University’s Collective Bargaining Agreement with Florida Poly’s chapter of the United Faculty of Florida. Florida Poly is a non-tenure granting institution, but retains the same academic ranks found at other SUS institutions and includes contract terms and process that are similar in nature to the tenure-system.

The principles underpinning the reappointment and promotion process are clarity, fairness, and consistency. Faculty who are up for reappointment (one a three-year cycle) undergo a review by a Departmental committee, which must consist of faculty above the rank of the individual being reviewed. Faculty up for promotion go through both a departmental review and a University-wide Committee Review. In both cases, the faculty on these committees must hold the rank the individual seeks or in the case of reappointment, the rank above the candidate’s current rank.

As the faculty population at Florida Poly is relatively small and, in many departments, there are only assistant professors, many of the departmental committees consist of faculty outside the candidate’s department. Moreover, as the University as of the end of AY2020-2021 had only 3 faculty at the rank of Professor, the University-wide committee consisted of these individuals in all cases. That committee, however, is 1/3 female, and all members come from diverse national and ethnic origins.

Per contract, the first commitment to reappointment and promotion is to the integrity of the process and the appropriate staffing of committees as contract dictates. As the University grows and it matures its faculty into a more balanced set among ranks, specific questions of diversity can be considered.

Contact Person for Promotion and Tenure Committee Composition: Dr. Tom Dvorske, Vice Provost Academic Affairs

Part IX: OTHER REQUIREMENTS

This section includes information on what our plans are for budgeting on areas that support equity and the diversity mission. As well as, how our President and Top Executives will be evaluated on their diversity efforts.

Budget Plan

The University is committed to fostering an environment based on equity and diversity. Funds have been allocated in the Fiscal Year 2021-2022 for these initiatives. The University Budget Plan has the expectations of achieving equal educational opportunity for students, faculty, and staff.

Resources to Support Inclusive Environment	Budget Allocation
Programming in Admissions for potential new students who are underrepresented.	\$10,000
Current student programming on diversity, equity, and inclusion topics throughout the Academic Year.	\$10,000
Equity Programming for University Campus Community.	\$10,000
Human Resources recruitment strategies for diversity, which includes various diversity add-ons with standard job posting sites.	\$5,000

The expectation is the new Diversity Officer will be overseeing these initiatives and supports. This position has been posted with hopes of filling within the Fall 2021 semester.

President's Evaluation

The University Board of Trustees evaluates the President each year. That evaluation includes a comprehensive review of goals set forth in the prior year. Diversity, Equity and Inclusion remains a component of Priority 1 (Enroll a high quality and diverse incoming class) and Priority 2 (Grow a faculty body committed to excellence) of the President's goals.

Top Administrator's Evaluations

The University will continue to make efforts to be more systematic in incorporating outcomes in evaluations for specific administrators beyond the President.

Part X: ADDITIONAL INITIATIVES AND EFFORTS

The final section we have added was to showcase additional University efforts in support of equity and diversity, and how we are working on an inclusive environment.

BOARD OF TRUSTEES

The Board of Trustees at Florida Polytechnic University comprises a diverse membership. It includes five white males, two black females, two white females, one man of Indian heritage and one man of middle eastern heritage. As of the writing of this report two positions on the Board are unfilled.

The Board has made it clear in public meetings that diversity, equity, and inclusion are critically important to its members. The topic of diversity has been on the agenda in three of its regular meetings during the 2020-2021 fiscal year.

- September 9, 2020
- November 10, 2020
- April 26, 2021

Title IX Office

The University has a Title IX Coordinator who is responsible for overseeing the development of sexual misconduct policies, ensuring compliance with Title IX and relevant federal and state regulations, investigating complaints, and overseeing the entire University process.

The University stands against all forms of sexual misconduct. Florida Polytechnic University actively and aggressively provides institution-wide programs and trainings to educate our students, employees, and university community on appropriate conduct, what is consent, how to report, supportive measures, and University process.

The University's prevention work is about action, education, and supporting our students, faculty, and staff. This is done in a variety of ways. We provide training online and during New Student Orientation for all incoming students. Annual training occurs for all employees. Ongoing prevention programming occurs via monthly programs on various topics, which are supported by our Peer Educators for Sexual Violence (RiseUp:SVP). Our programs focus on healthy relationships, sexual assault, stalking, consent, gender-based harassment and stereotyping, bystander intervention, and resources on campus and in the community.

Florida Polytechnic University handles sexual misconduct complaints and any process sensitively, timely, and appropriately. The [Title IX Webpage](#) provides information and links about the University's Title IX process, support, response, and the training and prevention programs and resources.

Contact Person for Title IX Office: Michelle Disson, Title IX Coordinator

University Police Department

The philosophy of the Florida Polytechnic University Police Department is to ensure that everyone on the campus, including students, faculty, staff, and visitors have a safe environment and that everyone in the Department supports the university by serving with “Integrity, Service, & Trust”.

As the data that follows shows, employees in the Police Department come from various backgrounds.

- Hispanic – 2 (1 male, 1 female)
- Black – 3 (all males)
- White – 9 (7 males, 2 females)

Programs and Activities Designed to Address Diversity, Equity, and Inclusion

- Kids and Cops Bicycle Program (Chief Holland) Program targets at risk teenagers in conversations with law enforcement while building a bike which once completed is theirs to keep.
- Town Hall Meetings allow students to hold conversations with Florida Poly’s Chief of Police.
- Chief’s Chat sessions are held monthly. These are casual talks with the Police Chief that have no agenda and cover a wide range of topics that are on the minds of University students.
- Pizza with the Cops
- Ping-Pong with the Cops,
- Grilling (hamburgers and hotdogs by the pool) with the Cops
- Billiards with the Cops
- Adopt a Cop – Officers form mentor/mentee relationships with students to help them navigate issues faced by most college students.

Outreach (Chief Holland)

- Annual Christmas Parade (Officers and command staff walk with Lakeland Police Department officers and Lakeland Fire Department employees down a three-mile parade route in downtown Lakeland meeting with citizens.)
- Annual Toy Drive for Lakeland Regional Health Medical Center Pediatric Ward – Police Department employees gather toys during the Christmas holidays and delivers them to the hospital for children whose medical conditions require that they remain in the hospital.

Contact Person for University Police Department: Rick Holland, Chief of Police

Procurement and Supplier Diversity

Florida Poly went under contract with Amazon Business Prime in July of 2019 opened the site for purchasing in July of 2020. The University worked with Amazon to design a storefront for our end users where they would be encouraged to purchase supplies through MBE suppliers first. When searching for commodities the end-user will first see a list of MBE suppliers offering that commodity. This has enhanced our spending with MBE suppliers with the touch of a button. Since this initiative is in its first year, the only data we can provide is our current numbers which will set a benchmark for the years to come. However, as we continue to broadcast this message, and capture data we will be in a better place to report on factual numbers this time next year.

The total spend through the Amazon Business Prime site was \$175,228.24 and \$15,502.53 was spent with MBE suppliers.

The remainder of the University's expenditures are captured in WorkDay, our enterprise resource planning system (ERP). At this time, we are unable to obtain reports on vendor demographics from the WorkDay system. It is our plan to add that capability to the system in the near future. Demographic data on vendors is not currently captured in the ERP system and some vendors who are on our Amazon Business Prime site have not registered as MBE suppliers. Therefore, the data from the Amazon Business Prime site likely undercounts how much is spent with MBE vendors.

In the meantime, the University has taken steps to identify more MBE vendors. On Wednesday, May 19, 2021, Florida Poly hosted a vendor workshop. We invited all current vendors in our Workday system, as well as posted the invitation on our website for the public to see and join. The topic of our training was on registering as an MBE with the State of Florida which in turn qualifies the vendor as an MBE in our system.

This training provides Florida Poly the opportunity to get to know our local MBE suppliers and bridge the gap between our needs and their services. At this time, we have less than 2% of our suppliers registered as MBE businesses. We are planning another supplier workshop in September 2021 and will invite DMS to work with us to continue to educate our suppliers on the MBE process again.

Contact Person for Procurement and Supplier Diversity: Andrea Cashell, Director of Procurement

University Relations

The University Relations Department (UR) works to build supportive relationships and create engaging materials to promote awareness and affinity for Florida Poly locally, regionally, and nationally. As part of these efforts, the UR team embraces the importance of recognizing, promoting, and celebrating diversity and inclusivity within the University. The UR team also understands the University's goal of growing a diverse and inclusive campus that represents the community it serves and provides support to minority groups of students and employees.

Through a wide range of marketing and communications initiatives, the UR team makes certain that minorities are represented and showcased in materials and content such as University-related news articles, social media posts, brochures, media ads, website content, and internal messaging. The UR team is aware that this work must continue to be deliberate and will persist in spotlighting further opportunities to highlight the University's diverse campus and support of its underrepresented populations.

The UR team generates more than 100 University-related news articles every academic year and at least half (56 news articles) of them feature a member of a minority group. This information and more are also shared on social media platforms (69 posts including minority group). This content presents a variety of topics, including student and faculty profiles, as well as articles about research, grants, alumni success, student clubs, University achievements, events, and campus growth. These news stories are posted on the University website and on the University's social media channels. Some of them are also

distributed as press releases with pitches to targeted media and included in external and internal University newsletters. Other departments within the University, such as Admissions and Advancement, also utilize this content to enhance their efforts, which are all geared toward increasing diversity on campus. Internal communications also make sure to highlight and provide information that is presented in either news articles or social media posts.

Throughout the academic year, the UR team utilizes calendar holidays as targeted opportunities to create content and engage in social media posts showcasing different minority groups on campus, the student organizations that support them, and their accomplishments within the University, all while reflecting on diversity and inclusivity on campus. Some of these calendar holidays are:

- College Colors Day
- Hispanic Heritage Month
- International Education Week
- Martin Luther King Jr. Day
- Black History Month
- International Day of Women and Girls in Science
- Women's History Month
- International Women's Day
- Robotics Week
- Haitian Heritage Month
- Asian American and Pacific Islander Heritage Month
- Pride Month
- Juneteenth

In the academic year 2020-21, the UR team developed **6 internal messages** focused specifically on recognizing different cultures within our University and demonstrating support to minority groups on campus. All these messages were sent from University President, Dr. Randy K. Avent, and the subjects addressed were:

- Hispanic Heritage Month
- Martin Luther King Jr. Day
- Black History Month
- Women's History Month
- Support for the Asian community
- Arab American Heritage Month

Advertising:

The UR team generates all of the print, digital, and video content for all advertising, deliberately selecting images and content that reflect a diverse and inclusive campus community. We pay particular attention to representing students, faculty, and staff of all types of diversity, including racial, ethnic, sexual orientation, disabilities, and socioeconomic status. The UR team intentionally and strategically selects who is represented in the University's advertising, paying special attention to accurately representing the Florida Poly community and avoiding tokenism. The purpose behind this strategy is to attract a broad variety of prospective students by showcasing a campus that is welcoming and accepting of everyone.

Additionally, the UR team is also intentional in advertising in places with diverse audiences, making sure to get the Florida Poly message out to consumers of all demographics. Onyx Magazine, for example, is a magazine that celebrates the accomplishments of African Americans and those of the African diaspora throughout Florida.

Contact Person for University Relations: Maggie Mariucci, Assistance Vice President University Relations

Office of Diversity and Inclusion

The newly formed Office of Diversity and Inclusion has worked with various departments across campus to inspire and help strategize on diversity initiatives. Supporting University wide programming and contributing to messaging for the University Campus Community.

The Office of Diversity and Inclusion, Rick Maxey former AVP of Diversion & Inclusion, evaluated the University efforts based on the memo from the BOG Vice Chair Brian Lamb (See Below). A stop light chart was created by Mr. Maxey showing the status of the university as it relates to the expectations. The University is looking at how we can improve, as well as, looking forward to a new Diversity Officer, due to a retirement. This position has been posted and once filled will continue to build upon the memo and stop light chart for various ways to continue positive movement at the University.

Florida Poly Alignment with BOG Diversity Expectations As of April 2021

Listening and Feedback Processes	
Conduct listening sessions.	5
Hold town hall meetings.	5
Utilize social media formats.	3
Conduct one-on-one sessions.	2
Provide anonymous input channels.	3
Obtain feedback that addresses diversity, equity, and inclusion issues.	2
Recruitment, Hiring, Retention	
Implement workplace training programs.	4
Review D.E.I. education and training programs	2
Integrate D.E.I. best practices into the academic curriculum.	1
Implement processes and strategies to attract, employ, and retain a fully diverse population of students.	3
Implement processes and strategies to attract, employ, and retain a fully diverse population of faculty.	5
Implement processes and strategies to attract, employ, and retain a fully diverse population of staff.	3
Review current hiring procedures, including recruitment strategies, candidate interview and evaluation processes, orientation programs, and promotion policies.	3
Have mentoring programs that connect new hires with experienced campus employees.	1
Conduct exit interviews with students, faculty, and staff who leave the university.	5
Supplier Diversity	
Provide minority-owned businesses of all sizes with equal access to the established bidding and negotiation processes.	4
Support purchasing relationships with companies that support anti-racism and promote social justice for all citizens.	1
Conduct a comprehensive review of all supplier categories, particularly in areas with a lack of participation and/or low penetration.	2
Evaluate the procedures that are in place to onboard new diverse suppliers.	3
Monitor the institution's spending with minority-owned businesses in order to track institutional commitment and evaluate progress and outcomes.	2
All activity designed to increase and further support supplier diversity should be regularly shared with university leadership, including the board of trustees.	2
Strategic and Operational Plans	
A university's strategic plan, as well as its mission statement, should prioritize diversity, equity, and inclusion and provide clear direction for the total integration of D.E.I. initiatives throughout the institution.	2
The annual university Equity Report that is required for the Board of Governors will be prioritized by BOG.	5
The annual university Equity Report that is required for the Board of Governors will be operationalized by the BOT.	5
Each university board of trustees should be diverse and representative of the population that it serves.	5
Have a senior-level university administrator to lead the establishment, implementation, and monitoring of D.E.I. initiatives.	5
Official D.E.I. communications that promote and support D.E.I. policies and programs can be integrated in all university materials.	2

Diversity and Inclusion Committee Members (2019-2020)

The Diversity and Inclusion Committee meets monthly to discuss various topics and work on programming for the campus community. These programs correlate to various holidays or days of recognition. There have been speakers, workshops and a Diversity Fest that allowed for students, staff and community members showcase their background and identity.

Rick Maxey, Office of Diversity and Inclusion (Committee Chair)
Gloria Nelson, Human Resources
David Brunell, General Counsel Representative
Melissa Vazquez, Academic Affairs Representative
Lydia Guzman, University Relations Representative
Michelle Disson, Presidential Appointment
Ryan Darley, Student Development Representative
Connor Coddington, Student Representative
Jennifere Lee, Faculty Representative
Zahra Sadeghizadeh, Faculty Representative

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