



FLORIDA POLYTECHNIC UNIVERSITY

March 3, 2022

Mr. Brian Lamb, Chair
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Re: Florida Polytechnic University President, Randy K. Avent

Dear Chair Lamb:

Dr. Randy K. Avent is the inaugural President of Florida Polytechnic University and has served as such since July 7, 2014. President Avent's current term of employment expires on July 7, 2022.

President Avent's commitment to the University remains at the highest level despite the significant challenges the COVID-19 pandemic continued to present in 2021. The University flourished under his leadership, achieving several significant milestones. Therefore, at its meeting on November 17, 2021, the Florida Polytechnic University Board of Trustees unanimously approved a one-year contract extension for President Avent, ending on July 6, 2023.

Under President Avent's leadership, Florida Polytechnic University achieved a rise of 19 spots in U.S. News & World Report's (USNWR) undergraduate engineering college without a doctorate ranking to #26 public, and we debuted as the #1 public college in the south. Other key rankings received included #3 in the Florida State University System for top performance at low cost (WalletHub), #14 in best career outcomes for students (among all universities nationally) (WalletHub), and top 25 computer engineering program for affordability (University HQ).

With the University of Distinction goal of being known as a university with top-rated undergraduate engineering programs, the University focused fiscal year 2021 on admissions, student progression, student experience, the graduate program, advancement, and University funding.

Florida Poly recognized the potential negative impact of COVID on student recruitment and responded with several innovative efforts. Virtual visits replaced traditional on-campus visits early in the season, while college fairs and personalized visits were used to attract strong (First Time in College) FTIC students late in the season. In addition to building relationships with Advanced Placement (AP) Calculus and AP Physics teachers across the state to recruit their top students, admissions also built a virtual peer network that provided "Uber for Calculus Tutors." This program, which was featured in Forbes, allowed high school calculus students to arrange tutoring sessions with Florida Poly students through an online application. The result was that while many schools experienced a decline in enrollment related to COVID, Florida Poly saw a significant increase in its incoming class (625), resulting in the institution's largest student body to date (1,575). Despite increasing admissions, quality remained high, with small increases in the SAT score (1311), ACT score (30), and GPA (4.3). More importantly, 87% of incoming students were calculus-ready and 38% were in the top 10% of their high school graduating class.

To improve student diversity, Florida Poly continued to offer a First-Year STEM program and developed a separate certificate program. The certificate program resulted from a partnership between Admissions and the Data Science and Business Analytics department and is a "stackable micro-credential" (i.e., certificate) summer program that includes a pathway into the University. This program was extraordinarily successful and brought the University 133 new students, half of which were from underrepresented groups. Our Black/African American students now represent 11.7% of our students, Latino representation is 26.7%, and females make up 18.3% of our campus.

The institution began improving its analytical models of persistence, Academic Progress Rate (APR), and 4-year graduation rates, and a Quality Enhancement Plan (QEP) was developed as part of Florida Poly's SACSCOC reaffirmation that focuses on retention through peer learning. We hired important faculty and department chairs in critical gateway subjects and built a new center called Instructional Development & Educational Achievement (IDEA) out of related, but disconnected services. IDEA provides registration support, new policies, coursework, peer learning strategies, leadership opportunities, and student activity to help students be more successful. The University also created a new Foundations of Academic Success class for those students who were struggling, and administration adjusted the grade forgiveness policy and created recovery paths that included summer courses to help students get back on track.

The University improved the student experience by adding club sports such as women's soccer, archery, and women's powerlifting. Additionally, the institution expanded affinity groups that include band, drumline, Ultimate Frisbee, and the Nuclear Propulsion Pipeline Program (NUPOC), the first pipeline program of its kind in the country. Florida Poly also created a new student orientation focused on meaningful campus connections. This orientation included an introduction to academic programs and a training section on civil discourse, which allowed students to practice debating civilly.

We continued to offer robust student services with a strong focus on flexible and tailored mental health programs, and we negotiated a contract with Vestcor that allowed us to run the residence life program. This contract put in place a strong student life presence in the residence halls where it had previously been lacking.

Florida Poly's industry focus remains strong with over 300 collaborations with nearly 250 of those providing internships, careers, or sponsoring senior capstone projects. With a strategy of focusing on Small and Medium Businesses (SMBs) to keep our graduates working in Florida, the University has alumni in 653 different companies with 82% remaining in Florida. Last year, 74% of our graduates found jobs and the median salary was \$56,300.

To grow the graduate program, the University created two additional pathways to a degree besides the traditional thesis-based path: an industry-motivated project instead of a formal thesis, and a coursework-only pathway. We continue to offer two graduate degrees while we grow the program – an M.S. in Engineering and an M.S. in Computer Science.

This was Florida Poly's first year in Performance-Based Funding and the University was awarded nearly \$4.3M in performance funds. The Applied Research Center was fully funded through PECO at \$14.8M, and the University received a "back-of-the-bill" provision that will allow the University to build a new Engineering Shop building on campus using the remainder of our Carry Forward funds. Florida Poly successfully completed an Invitation to Negotiate (ITN) process that allows International Flavors & Fragrances, Inc (IFF) to build their global innovation center on campus. With new leadership, Foundation funding was 64% higher than our goals for the year.

Pursuant to Section 1001.706(6)(a), Florida Statutes, President Avent's reappointment is subject to confirmation by the Board of Governors. Accordingly, on behalf of the University's Board of Trustees, I respectfully request that the Board of Governors confirm President Avent's reappointment.

Please do not hesitate to contact me or the University's Office of the General Counsel if you have any questions or would like more information concerning this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Clifford K. Otto", with a stylized flourish at the end.

Clifford K. Otto, Chair
Florida Polytechnic University
Board of Trustees

cc: Marshall Criser, III, Chancellor, State University System of Florida
Vikki Shirley, General Counsel, Florida Board of Governors
Dr. Randy K. Avent, President

PRESIDENT'S EMPLOYMENT AGREEMENT

This President's Employment Agreement (the "Agreement") is entered into by the **Florida Polytechnic University Board of Trustees** ("the Board" or "the Board of Trustees"), a public body corporate of the State of Florida, on behalf of Florida Polytechnic University ("University"), and **Dr. Randy K. Avent** ("President").

Background

WHEREAS, the Board, acting on behalf of Florida Polytechnic University (the "University"), has the authority to select and employ the President of the University; and

WHEREAS, the Board previously selected Dr. Randy Avent to serve as President of the University, subject to confirmation of the Board of Governors; and

WHEREAS, the Board wishes to continue to employ Dr. Randy Avent as the University's President, and Dr. Randy Avent wishes to serve as President and be a University employee, subject to the terms and conditions of this Agreement;

NOW, THEREFORE, in consideration of mutual promises and other good and valuable consideration, the receipt and sufficiency of which is acknowledged by the parties, the parties agree to this Agreement as follows:

1.0 Powers and Duties of President While Serving as President

- 1.1 The President reports to the Board and is the Corporate Secretary of the Board and the Chief Executive Officer of the University, subject to the supervision of the Board, the laws of Florida, and the rules, regulations, and policies of the Board, the University and the Board of Governors. During the Presidential Appointment Term (as defined in section 3.1 below), the President has the powers and duties reserved to the position of president by the Florida Statutes and the University regulations and other actions of the Board (collectively "Duties"), as they presently exist or may hereafter be amended. The President and the Board acknowledge and agree that the Duties hereunder are and shall be consistent with those customary for the position of a university president, including, but not limited to educational leadership, faculty relations, budgeting, long-range planning, fundraising, public relations, student services, recruitment of personnel, appointment, promotion and dismissal of all faculty and staff members, as well as any such additional duties commensurate with such position as may be specified from time-to-time by the Board. The President has the full power and authority to direct the operation and management of the University, subject to the direction, control and instructions of the Board.

2.0 Best Efforts While Serving as President

- 2.1 During the Presidential Appointment Term, the President will diligently devote his full professional time, ability, and attention to the day-to-day operations of the University, including without limitation, all administrative, executive and academic functions.
- 2.2 During the Presidential Appointment Term, the President's expenditure of reasonable amounts of time for personal or outside business, as well as non-University related charitable and professional development activities, shall not be deemed a breach of this Agreement, provided such activities do not interfere with the services required to be rendered to the University under the provisions of this Agreement, Part III of Chapter 112 of the Florida Statutes: Code of Ethics for Public Officers and Employees, and applicable regulations or policies of the Board of Trustees or University.
- 2.3 The President shall not knowingly engage in any activity that may be competitive with or adverse to the best interests of the Board of Trustees or the University.
- 2.4 During the Presidential Appointment Term, the President shall seek approval from the Board prior to agreeing to serve on any boards of directors or engaging in outside employment, business or professional activities subject to the provisions of University regulation or policy. Any and all income or other compensation earned by the President in connection with approved non-University outside activities shall be paid to and retained by him, and such income or other compensation shall have no effect on the amount of salary, compensation, or benefits he is otherwise entitled to receive under this Agreement.
- 2.5 During the Presidential Appointment Term, the President shall perform the duties of president for all existing and future campuses of the University, and for and at such other place or places as the Board deems appropriate for the interests, needs, business, or goals of the University.

3.0 Presidential Appointment Term; Evaluation; Renewal

- 3.1 Presidential Appointment Term. The appointment as President ("Presidential Appointment Term") commenced on July 7, 2014 and ends on July 6, 2021. This appointment and the Agreement are renewable by mutual written consent of the parties. This appointment and this Agreement is subject to prior termination as provided for in this Agreement, and by the applicable laws of the State of Florida, the regulations and policies of the Board of Trustees, the University, and the Florida Board of Governors.

- 3.2 Goals and Objectives While Serving as President. Before June 1 of each year, the President will provide the Chair of the Board of Trustees ("Chair") with a list of proposed goals and objectives for the upcoming fiscal year. The proposed goals and objectives shall be related to, and in furtherance of, the University's strategic plan goals, work plan and accountability report, and the Board of Governors' strategic plan and performance funding model, and other priorities as established by the Board of Trustees or the Board of Governors. The goals and objectives are to be presented to the Board for discussion and approval. The Board and the President may agree to revise the goals and objectives as necessary during the fiscal year.
- 3.3 Annual Evaluation While Serving as President. While the President is employed as president, the President shall initiate the evaluation process for the prior fiscal year ending June 30 of such year by preparing a self-appraisal of his performance for submission to the Chair and evaluation by the Board, its designee, or both, in accordance with directives, policies and procedures established by the Board as the Board may deem appropriate. The President will furnish any additional information requested by the Chair to aid the Board in its annual performance review of the President. Pursuant to Board of Governors Regulations, the Chair will solicit input from the Chair of the Board of Governors during the evaluation process. The Board will complete the annual evaluation and make any compensation award under Section 5.3.

4.0 Salary

- 4.1 **Base Salary.** As compensation for all services rendered by the President as president pursuant to this Agreement, the University will pay the President according to the pay plan for Executive Service employees, an annual base salary of Four Hundred forty-one thousand seven hundred ninety-seven dollars (\$441,797) as of July 7, 2020 ("Presidential Base Salary), of which a maximum of Two Hundred Thousand Dollars (\$200,000) can be paid for with state funds. This amount shall be paid in accordance with the University's standard payroll practices, with appropriate deductions for taxes and benefits. The President shall be responsible for any income tax liability incurred as a result of this Agreement.
- 4.2 **Increase to Presidential Base Salary During Annual Evaluation.** Effective with the Board's evaluation of the President's performance for the July 1, 2019 to June 30, 2020 fiscal year and continuing each year thereafter while he serves as president, the President's salary shall be reviewed annually for increase by the Board in conjunction with the Board's evaluation of job performance, as set forth in Section 3.3 of this Agreement. The President shall each year also be eligible for any salary increase generally applicable to University employees in his employment classification, but in no event

shall the Base Salary increase be less than Three and One-Half Percent (3.5%) of the prior year's Base Salary.

5.0 Other Compensation While Serving as President

5.1 Insurance, Annual and Sick Leave. While serving as president during the Presidential Appointment Term, the President shall receive leave and other usual and customary benefits equal to those provided to Florida Polytechnic University Executive Service employees, except as provided in this Agreement.

5.2 Intentionally Deleted.

5.3 Effective with the Board's evaluation of the President's performance for the July 1, 2019 – June 30, 2020 fiscal year and continuing each year thereafter while he serves as president, the President shall be eligible for performance compensation as follows:

5.3.1 Performance Compensation. The President shall be eligible for performance compensation as a percent of his annual base salary then in effect. However, if the President receives an overall evaluation of "Achieved" or higher from the Board in his annual evaluation, the amount shall be not less than Twenty Percent (20%); if the President receives an overall evaluation of "Exceeded" or higher from the Board in his annual evaluation, the amount may be increased, not to exceed Thirty Percent (30%) of the annual base salary. The award of performance compensation shall be awarded based on the Board's assessment, in its sole and absolute discretion, of the President's performance as President during the fiscal year under review. In making its determination, the Board shall consider the President's achievement of the annual goals and objectives set pursuant to Section 3.2, the evaluation results pursuant to Section 3.3, and/or other criteria set by the Board prior to the start of the evaluation period and provided to the President in writing. The President shall receive such award if he remains as President through the end of a fiscal year for which performance is determined even though the award is determined later. Any performance compensation awarded shall be paid to the President within 90 days of the date on which it is awarded.

5.3.2 Intentionally Deleted.

6.0 Annual Appropriation and Source of Funding

- 6.1 The performance of the University of any of its obligations under this contract shall be subject to and contingent upon the availability of funds appropriated by the legislature for the current and future periods.
- 6.2 While the President is serving as president during the term of this Agreement and contingent upon the availability of funds, the Board shall not be responsible for, but authorizes this compensation arrangement and shall use its best efforts to cause the Florida Polytechnic University Foundation, Inc. ("Foundation") to contribute to the University the portions of all payments provided for in this Agreement that exceed the limits set forth in Florida Statutes Section 1012.975. The Board further authorizes the use of the University's auxiliary funds to pay for the President's compensation which exceeds the limits set forth in the statute.

7.0 Other Benefits

- 7.1 The President is eligible for all applicable State of Florida and University developed benefits and perquisite programs as authorized by the legislature or other authorized governing bodies. The Board further agrees that while serving as president, the President is entitled, at all times, to the state sponsored life insurance benefits applicable to Executive Service personnel.
- 7.2 Supplemental Retirement Benefit. During each year of the Presidential Appointment Term and while serving as president, the President will receive and reserve on a quarterly basis, in addition to his base salary, fifteen percent (15%) of the President's annual base salary which shall be used to establish a supplemental retirement benefit in a form reasonably acceptable to the President, such as an annuity or other tax deferred product to supplement his retirement. The FPU Foundation will contribute the sum required to fund this retirement benefit or, if permitted, the sum will be paid, in whole or in part, with University auxiliary funds.
- 7.3 Business/Travel Expenses. During the Presidential Appointment Term and while serving as President, the University will cover the cost of the President's reasonable business expenses, including professional dues, meetings, business travel, and entertainment. In addition, when the President's spouse travels with him on University-related business while he is serving as President, the FPU Foundation shall cover the cost of her reasonable travel expenses for travel serving a bona fide business purpose. Funding for spouse travel is only authorized in conjunction with the President's travel outside of the University service area.

8.0 Housing

- 8.1 The University deems it to be in its best interest that the President, while serving as President, is required to reside as a condition of his employment in the University's Presidential Home, and to the extent reasonable, to use the residence in the performance of his duties hereunder including, but not limited to receptions and meetings benefiting the University. The University is responsible for providing utilities, maintenance, service fees, internet and television service for the Presidential Home.

9.0 Automobile

- 9.1 During the Presidential Appointment Term and while serving as president, the University or the FPU Foundation will provide a flat monthly automobile allowance in the amount of \$850. The allowance will cover all automobile related expenses including, but not limited to, gas, maintenance, and repairs. The University will reimburse the President when he rents a vehicle for purposes of traveling long distance for University business.

10.0 Professional Dues, Meeting and Entertainment

- 10.1 During the Presidential Appointment Term and while serving as president, the Board will authorize and provide for the President's reasonable expenses related to his joining and participating in University-related social, professional or service organizations and activities. The Board may fulfill this obligation through the use of available FPU Foundation funds.

11.0 Expense Receipts and Documentation

- 11.1 The President agrees to maintain and furnish to the Controller an accounting of reimbursable expenses and membership dues and fees provided for in this Agreement in reasonable detail and consistent with University policies, standards, and procedures and applicable State law on no less than a monthly basis, or as requested. Following the President's submission of an accounting, the University shall promptly reimburse the President for such expenses, membership dues and fees in accordance with University policies, standards and procedures and applicable State law.

12.0 Termination of the Contract for Cause

- 12.1 Notwithstanding anything in this Agreement to the contrary, the parties agree that, upon a vote of two thirds (2/3) of the Board of Trustees, the Board may terminate this Agreement at any time for "just cause" (as hereinafter defined).

- 12.2 "Just cause" shall be deemed to include, but shall not be limited to:
- (i) a deliberate or material violation by the President of the Duties or his refusal or unwillingness to perform the Duties in good faith, during his full business time, or to the best of his abilities if, within thirty (30) days following the President's receipt of the written notice of what the Board considers to be the violation, the President fails to cure the same;
 - (ii) materially harmful neglect of essential responsibilities of the President's duties; (iii) material dishonesty or serious misconduct that adversely affects the University; (iv) the commission of any felony or of a misdemeanor involving moral turpitude; or (v) a material, significant, or repetitive breach of this Agreement.
- 12.3 In the event of termination for "just cause" by the Board, the President's employment with the University shall cease. The Board's obligations under this Agreement in such event shall be limited to: (a) the prorated payment of his salary through the date of termination; (b) the payment of any performance compensation or supplemental retirement benefit that is awarded and/or due, though unpaid as of the date of termination; (c) the payment of accrued and unused leave through the date of termination in accordance with University regulation; and (d) the payment of any unpaid reimbursable business/travel/relocation expenses incurred prior to the date of termination and documented by him in accordance with University procedures. The President shall not be entitled to any further employment, compensation or benefits from the University in any capacity except for benefits required to be continued by law.

13.0 Termination Without Cause

- 13.1 Notwithstanding anything in this Agreement to the contrary, the parties agree that upon a vote of two thirds (2/3) of the Board of Trustees, the Board may terminate the Agreement at any time prior to its term expiration without cause, provided that the President is given thirty (30) days prior written notice of this issue coming before the University's Board of Trustees. Upon receiving notice from the Board, the President may waive any portion or the entire notice period at his discretion and terminate earlier.
- 13.2 The President may terminate the Agreement at any time prior to its term expiration without cause, provided that the President gives ninety (90) days prior written notice to the Board of Trustees. Upon receiving notice from the President, the Chair may waive any portion or the entire notice period at his/her discretion and terminate earlier.

14.0 Professorial Appointment

- 14.1 If the President is terminated without cause or resigns from his position as president and chooses to join the teaching faculty of the University upon conclusion of his presidency, he will be eligible for sabbatical leave of one calendar year commencing immediately after his employment as president ends and prior to joining the University's faculty. Prior to beginning any sabbatical leave, he will have committed to fill a faculty position at the rank of "Full Professor" or other mutually agreeable faculty position. Upon conclusion of the sabbatical, if taken, President's teaching, research, and service responsibilities will be substantially equivalent to similarly situated faculty positions.
- 14.2 During this first year post-presidency, the President's initial 12 month base salary, whether on sabbatical leave or serving as Professor ("initial base salary as a Professor"), will be 90% of his final annual base salary as President, not to include any deferred compensation or performance incentive payment. During his second year post-presidency and for the balance of the Presidential Appointment Term, his 12 month base salary as a Professor will be 90% of his initial base salary as a Professor, and he will be eligible for any salary increments provided to regular, full-time faculty members. Usual faculty and administrative processes will determine such salary increments. While on sabbatical, if any, and while serving as a Professor, he shall receive leave and other usual and customary benefits equal to those provided to University Faculty members.

15.0 Termination due to Resignation, Death or Disability

- 15.1 Notwithstanding anything in this Agreement to the contrary, this Agreement shall terminate upon the President's resignation from employment at the University, death, or "permanent disability" (as hereinafter defined). Such termination shall be deemed to have occurred for "just cause" and the President's employment with the University shall cease, and he shall not be entitled to any further employment, compensation or benefits from the University in any capacity except for compensation as provided in Section 12.3 and for benefits required to be continued by law. For purposes of this Agreement, "permanent disability" shall be defined as the President's inability to perform the applicable job duties for a minimum of six (6) continuous months.
- 15.2 In the event of the President's death during the term of this Agreement, his spouse or, if none, his estate, shall receive all accrued benefits as of the date of his death to the extent permitted by law.

16.0 Non-binding Mediation

- 16.1 The Board and the President agree that if any dispute arises concerning this Agreement, they will first attempt in good faith to resolve the dispute to their mutual satisfaction. If they are unable to do so, the Board and the President agree that they will submit the dispute to non-binding mediation in Lakeland, Florida, in accordance with the Employment Arbitration Rules and Mediation Procedures of the American Arbitration Association then in effect. The Board and the President will use their best efforts, to the extent permitted under Florida law, to keep any disputes and any efforts to resolve disputes confidential, informing only their respective legal counsel and other persons determined in good faith to have a need to know. To the extent permitted under Florida law, they will use their best efforts to ensure that such persons do not further disclose any such information. The Board and the President agree that no mediator or arbitrator may have any material ongoing relationship with the University.

17.0 Notice

- 17.1 Unless and until changed by a party giving written notice to the other, the addresses below shall be the addresses to which all notices required or allowed by this Agreement shall be sent:

If to the Board:

Chairperson
Florida Polytechnic University Board of Trustees
Florida Polytechnic University
4700 Research Way
Lakeland, Florida 33805-8531

With a copy to:

General Counsel
Florida Polytechnic University

4700 Research Way
Lakeland, Florida 33805-8531

If to the President:

18.0 Entire Agreement: Modification

18.1 This Agreement constitutes the entire understanding of the parties and supersedes any and all prior or contemporaneous representations or Agreements, whether written or oral, between the parties. There are no other promises, understandings, obligations, inducements, or considerations between the parties or owed by either party to the other that are not set forth in this Agreement.

18.2 This Agreement cannot be changed or modified unless accomplished in writing and signed by the parties.

19.0 Severability

19.1 The terms of this Agreement are severable, meaning that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable to the extent possible.

20.0 Governing Law and Forum

20.1 This Agreement shall be interpreted and construed in accordance with the laws of the State of Florida, excluding choice of law rules.

20.2 Notwithstanding any other terms and conditions of this Agreement, either party may bring an action for the sole and limited purpose of enforcing the terms and conditions of this Agreement in any court of competent jurisdiction. Venue shall be in Polk County, Florida.

21.0 Understanding of the Agreement

21.1 Both parties represent that they have thoroughly read this Agreement, that they understand it to be a binding contract, that they understand each provision, term, and condition of this Agreement as well as its legal effect, and that they have signed the Agreement voluntarily and of their own free will with the intention to comply with its terms. Both parties have participated in the preparation of this Agreement. Therefore, the Agreement shall not be construed against or in favor of either party based upon which party was responsible for the drafting of the Agreement.

22.0 Public Disclosure of the Agreement

- 22.1 Both Parties agree and acknowledge that this Agreement is subject to the Florida public records laws and may, therefore, be subject to disclosure by and in the manner provided by law.

23.0 Waiver

- 23.1 No delay or failure to enforce any provision of this Agreement shall constitute a waiver or limitation of rights enforceable under this Agreement.

24.0 Assignment

- 24.1 This Agreement is not assignable, but shall be binding upon the heirs, administrators, personal representatives, successors, and assigns of both parties.

25.0 Execution and Counterparts

- 25.1 This Agreement may be executed in counterparts and by the parties on separate counterparts each of which, when so executed, shall constitute but one and the same instrument.

26.0 No Trust Fund

- 26.1 Nothing contained in this Agreement and no action taken pursuant to the provisions of this Agreement shall create or be construed to create a trust of any kind. To the extent that the President acquires a right to receive payments from the University, such rights shall be no greater than the right of any unsecured, general creditor of the University.

27.0 Taxes

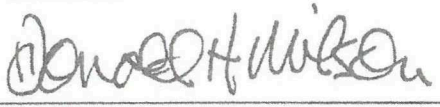
- 27.1 The President understands that the services to be rendered by him under this Agreement will cause him to recognize taxable income, which is considered under the Internal Revenue Code of 1986, as amended, and applicable regulations thereunder as compensation income subject to the withholding of income tax (any social security or other employment taxes). The President hereby consents to the withholding of such taxes as are required by law. All sums payable to the President under this Agreement will be reduced by all federal, state and other withholdings and similar taxes and payments required by law.

28.0 Miscellaneous

- 28.1 The headings in this Agreement are for convenience only and shall not be used in construing or interpreting this Agreement. The terms "Board," "Board of Trustees" and "University," where applicable or appropriate, shall include or refer to any duly authorized board, committee, officer, or employee of said entity. Whenever the context requires, the masculine shall include the feminine and neuter, the singular shall include the plural, and conversely.
- 28.2 General Cooperation Covenant. Without limitation of the obligations specified in the Agreement and applicable University rules, regulations, policies and procedures, the President agrees to cooperate fully in any review or investigation involving University matters in which he may possess pertinent information. This obligations shall survive the expiration or earlier termination of this Agreement.

THEREFORE, Dr. Randy Avent, President, and Donald Wilson, Chair and authorized representative of the Florida Polytechnic University Board of Trustees, have executed this Agreement on the dates appearing below.

**Florida Polytechnic University Board
of Trustees**


By: Donald Wilson
Chairperson

Date June 23, 2020

President


Dr. Randy K. Avent

Date 6/23/2020

DRAFT

AMENDMENT #2 TO THE PRESIDENT'S EMPLOYMENT AGREEMENT Dated November 17, 2021

THIS AMENDMENT #2 to the President's Employment Agreement ("Amendment") is made and entered into on this 17th day of November 2021 by and between The Florida Polytechnic University Board of Trustees (the "University"), and Randy K. Avent (the "President").

WHEREAS, the University and the President entered into a new President's Employment Agreement on June 23, 2020 ("Agreement");

WHEREAS, it is the desire of the parties to further amend the Agreement.

NOW, THEREFORE, in consideration of the mutual promises of their parties hereto, the University and the President hereby amend the Agreement as follows:

1. Strike section 3.1 of the Agreement in its entirety and replace with the following:

3.1 Presidential Appointment Term. The appointment as President ("Presidential Appointment Term") commenced on July 7, 2014 and ends on July 6, 2023. This appointment and the Agreement are renewable by mutual written consent of the parties. This appointment and this Agreement is subject to prior termination as provided for in this Agreement, and by the applicable laws of the State of Florida, the regulations and policies of the Board of Trustees, the University, and the Florida Board of Governors.

2. All other terms and conditions of the Agreement shall remain unchanged and in effect throughout the duration of this Amendment.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment.

**The Florida Polytechnic University
Board of Trustees**

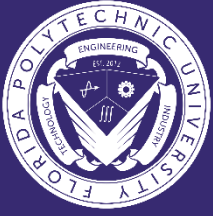
By: _____
Clifford K. Otto
Chairperson, Board of Trustees

Date _____

President

By: _____
Dr. Randy K. Avent

Date _____

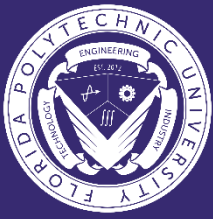


BOARD OF TRUSTEES
Operational Plan
Final Report

INSTITUTIONAL ACCOMPLISHMENTS 2020-21
FLORIDA POLYTECHNIC UNIVERSITY

Final Report
to the Board of Trustees
on Operational Goals

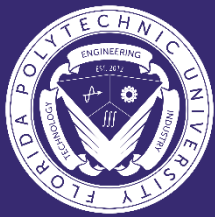
Randy K. Avent
October 2021



BOARD OF TRUSTEES Performance Metrics

	FY20	FY21 (Goals)	FY21 (Actuals)	
RANKING				
USNWR Regional		<25	1	●
USNWR Engineering			26	
DEGREE ALIGNMENT				
% Graduates Employed or Enrolled	67.5%	73%	74%	●
Median Wages for BS Graduates	\$ 54,800	\$ 45,000	\$ 56,300	●
% BS Programs in Strategic Emphasis	100.0%	100%	100%	●
% Grad Programs Strategic Emphasis	100.0%	100%	100%	●
STUDENT SUCCESS				
FTIC 4-year Graduate Rate	40%	38%	38%	●
Academic Progress Rate	65%	77% (72%)	64%	●
% HS students in top 10%	25%	22%	38%	●
% BS Degrees w/o Excess Hours	89%	75%	81%	●
6-Yr Graduation Rate		51%	56%	●
Time-to-Degree	4	4.5	4.1	●
ECONOMIC DEVELOPMENT				
% BS with 2+ Workforce Experiences	73%	75%	78%	●
Research Expenditures (\$K)	\$ 1,300	\$ 750	\$ 1,279	●
Number BS Degrees Awarded	239	320 (290)	256	●
Number Grad Degrees Awarded	8	18 (17)	18	●
UG Headcount	1267	1300	1337	●
UG Certificate Headcount			133	●
G Headcount	48	59	86	●
AFFORDABILITY				
Average Cost to Student	\$ (5,790)	\$ 2,000	\$ (7,540)	●
University Access Rate	30%	32%	33%	●
% 15+ Hours	32%	32%	41%	●
% Instruction Online	0%	0%	1%	●

Goals in red are aggressive, with the parenthetical values being more realistic. Dark green dots are goals that were exceeded or 100%, light green dots signify goals that were met, and red dots are goals that were not met. Last year was our first year in Performance Based Funding (PBF) and we debuted with 83 points, 13 over the minimum threshold to receive performance funds. Our allocation was nearly \$4.3M.



BOARD OF TRUSTEES

Operational Goals

2019 - 2020

1. ADMISSIONS

INCREASE THE STUDENT POPULATION, QUALITY, AND DIVERSITY (RACIAL, GENDER, AND GEOGRAPHIC)

The Admissions team recognized the potential negative impact of COVID on student recruitment in the admissions season and responded with several innovative efforts. Virtual visits replaced traditional on-campus visits early in the season, while college fairs and personalized visits were used to attract strong (First Time in College) FTIC students late in the season. In addition to building relationships with Advanced Placement (AP) Calculus and AP Physics teachers across the state to recruit their top students, admissions also built a virtual peer network that provided a “Uber for Calculus Tutors”. This program, written up in Forbes, allowed high school calculus students to arrange tutoring sessions with Florida Poly students through an online application. In addition to building important relationships with this target group of high school students, the program helps Florida Poly students become better leaders and more engaged in their learning. Finally, we were very aggressive in relevant branding through both video and digital content on the web, and we increased the number of new club sports and affinity groups that attracted many new students that had not previously considered Florida Poly. The result was that while many schools experienced a decline in enrollment related to COVID, Florida Poly saw a significant increase in its incoming class (625), resulting in our largest student body to date (1575). Despite increasing admissions, quality remained high, with small increases in the SAT score (1311), ACT score (30), and GPA (4.3). More important, 87% of our incoming students were calculus ready and 38% were in the top 10% of their high school graduating class. Our acceptance rate remains competitive at 49% and our completed applications rose by 33% to almost 2000.

To improve student diversity, we continued to offer a First-Year STEM program and developed a separate certificate program. The certificate program resulted from a partnership between Admissions and the Data Science and Business Analytics department and is a “stackable micro-credential” (i.e., certificate) summer program that includes a pathway into the University. This program was extraordinarily successful and brought us 133 new students, half of which were from underrepresented groups. Our Black/African American students now represent 11.7% of our students, Latino representation is 26.7%, and Females make up 18.3% of our campus. While out-of-state students remain reluctant to leave home during COVID, we slightly increased our out-of-state applications by becoming more competitive by providing waivers. Our international student population was flat because of the pandemic, and our graduate incoming class was flat because of a strong economy.

Branding and national rankings are important to our growth, so a significant effort was invested on a national ranking campaign that launched collateral pieces to conduct national advertising that targeted a small set of influencers. This effort resulted in a rise of 19 spots in US News World Report’s (USNWR) Undergraduate Engineering College without a Doctorate ranking to #26 public, and we debuted as the #1 Public College in the South. Other key rankings (i.e., not an exclusive list) we received this year included:

- #3 in Florida State University System for top performance at low cost (WalletHub)
- #14 in Best Career Outcomes for Students (among all universities nationally) (WalletHub)
- Top 10 Most Prominent Analytics and Data Science Institutes (Analytics Insight Magazine)
- Top 25 Computer Engineering Program for Affordability (University HQ)

2. STUDENT PROGRESSION

HELP STUDENTS SUCCEED WHILE AT FLORIDA POLY (APR, 4-YEAR GRADUATION RATES, ...) AND AFTER (HIGH-DEMAND MAJORS, HARD & SOFT SKILLS, INTERNSHIPS, CAREERS, ...)

Growing the University requires us to understand the persistence and retention of our students and why they leave. Evidence suggests that challenging courses and student readiness are primary reasons for students to leave, but financial hardships, campus experience, and our limited programs also play a role. Through the years we have developed and refined efforts around the Academic Success Center, student advising, improved course availability, degree roadmaps, an Academic Improvement Program, and incentivizing summer. But with COVID, this past year was a year like no other and required a fresh look at root causes for student failure and consideration of new programs and approaches for improving retention and 4-year graduation rates.

Fall 2020 opened with COVID in full force, and our campus presented a strong focus on staying healthy by requiring masks and maintaining social distancing throughout campus. In preparation, we developed new infrastructure tools over the summer that provided the ability to offer classes, and some labs, in a hybrid format. Our hybrid format allowed students to sign up through an application we developed to either come to class in person or “attend” remotely. A testing infrastructure was also implemented to allow students to take their exams remotely. To support students in their academic journey, we developed a tool called “Tutoring++” that allowed them to schedule and access tutoring services. Unfortunately, we found that many of our new and returning students had difficulty engaging in their classes.

For the second semester, we continued our masking and social distancing protocols but also implemented a stronger COVID testing and tracking policy to manage cases on campus and return to the classroom. We created new policies to increase in-person attendance in classes and make sure students were engaged even if they were remote. We also created a new Foundations of Academic Success class for those students that were struggling, and we adjusted our grade forgiveness policy and created recovery paths that included summer courses to help students get back on track. Even with these efforts, our retention rates in all cohorts were lower than expected, and our “D”, “F”, or Withdraw (DFW) rates in pre-calculus were higher than our goal (calculus met the goal of 32%). To counter this drop in student success, we began early development of new programs focused on engagement, connections, and academic success.

We began improving our analytical models of persistence, Academic Progress Rate (APR), and 4-year graduation rates, and we developed a Quality Enhancement Plan (QEP) as part of our SACSCOC reaffirmation that focuses on retention through peer learning. We hired important faculty and Department Chairs in critical gateway subjects and built a new center called Instructional Development & Educational Achievement (IDEA) out of related, but disconnected services. IDEA provides registration support, new policies, coursework, peer learning strategies, leadership opportunities, and student activity to help students be more successful.

As part of this effort, our student leadership programs were brought under a single umbrella within student affairs, and we held a week-long student leadership camp before the semester started. We also created a new student orientation focused on meaningful campus connections. This orientation included an introduction to academic programs and a training section on civil discourse, which allowed students to practice debating civilly. We also reconfigured select first year courses to better support student preparedness for our tough curriculum.

3. STUDENT EXPERIENCE

CREATE A STUDENT-FACING EXPERIENCE THAT RESULTS IN A HIGH NET PROMOTER SCORE (NPS) WHILE NOT BEING A “HELICOPTER UNIVERSITY”

As an isolated campus, we must work particularly hard to provide our students with activities and opportunities other students have by just being located near the heart of a town. Our focus this year was on creating campus events that build community. To that end, we developed several student connection platforms (e.g., virtual student union, Phoenix link, ...) that allowed students to continue connecting and building their support network during the pandemic. Where possible, we held in-person events like Club Row, a chess tournament, Spirit Week, fitness classes, Wellness Day, and Tu Bishvat, and we also took our international students to visit Kennedy Space Center. Like other universities, we canceled spring break this year because of the pandemic, but unlike others we developed “spring break on campus” events that offered students time to relax and recover. Finally, we held an in-person commencement and included the graduating classes of 2020 and 2021, and we made special graduation boxes for all students

We continued to offer robust student services with a strong focus on flexible and tailored mental health programs, and we negotiated a contract with Vestcor that allowed us to run the residence life program. This contract put in place a strong student life presence in the residence halls where it had previously been lacking. Capital Improvement Trust Fund (CITF) fees were used to build “The Nest”, a student hangout area that is in the former bookstore space. Preparing students for their careers remains a strong focus and despite the pandemic, we continued to offer resume reviews, mock interviews, career planning, and career and internship fairs. New this year was the introduction of graduate school visits for those students interested in continuing their education. We had 43 industry-driven senior capstone projects, half of which were multi-disciplinary. Our industry focus remains strong, we now have over 300 collaborations with nearly 250 of those providing internships, careers, and sponsoring senior capstone projects. With a strategy to focus on Small and Medium Businesses (SMBs) to keep our graduates working in Florida, we found that we have alumni in 653 different companies with 82% remaining in Florida. Last year, 74% of our graduates found jobs and the median salary was \$56,300.

We expanded our club sports programs this year and now offer women’s soccer, men’s lacrosse, robotics, archery, eSports, and powerlifting. We also expanded our affinity groups that include band, drum line, ultimate frisbee, and Nuclear Propulsion Pipeline Program (NUPOC), the first pipeline program of its kind in the country.

4. GRADUATE PROGRAM

GROW AND MATURE A GRADUATE PROGRAM THAT VALUES RESEARCH AND PROFESSIONAL EDUCATION

We completed a rewrite of the Graduate catalog and Student handbook to distinguish those degrees and programs from our undergraduate ones. To grow the graduate program, we created two additional pathways to a degree besides the traditional thesis-based path: (1) an industry-motivated project instead of a formal thesis; and (2) coursework only. The formal thesis-based program provides for full tuition and stipend support, the project-based program is mixed support, and the coursework program is managed as an aid-based program like our undergraduate programs. Competing with UCF and USF for graduate students will require that we revisit the graduate program costs and aid, since we are currently more expensive than both institutions.

We continue to offer two graduate degrees while we grow the program – an M.S. in Engineering and an M.S. in Computer Science. There are five tracts students can choose from in Engineering and two tracts in Computer Science. This year, we piloted two 10-month non-thesis M.S. programs, one in Mechanical

Engineering and the other in Engineering Management. With the economy doing so well, our incoming class size was lower than hoped at 27 students, with 12% of those students being supported extramurally. We graduated 18 students this year, one more than our projected goal but less than the 25 we needed to gain points in performance funding.

5. UNIVERSITY FUNDING

SECURE SUPPORT AND FUNDING TO KEEP THE UNIVERSITY INDEPENDENT AND GROWING WITH A STRONG REPUTATION

We enjoyed a strong year in securing funding for the University. With Tallahassee implementing rules discouraging legislative visits, we held 16 virtual visits and 9 in-person visits. We built a “Thank You” campaign after the unsuccessful merger attempt and continued to maintain strong interactions with our delegation while building personal relationships with the legislative leadership. Although during most of the legislative session a bleak picture of significant cuts to performance and carryforward funds was painted, our base funding cuts from previous years were fully restored and our final appropriation was nearly \$1M more than our goal, as was tuition and fees collection. Additionally, this was our first year in Performance Based Funding, and we were awarded nearly \$4.3M in performance funds. The Applied Research Center was fully funded through PECO at \$14.8M, and we managed to get a “back-of-the-bill” provision that allowed us to build a new Engineering Shop building on campus using the remainder of our Carry Forward funds. Auxiliary funding was predicted to be down this year because of the pandemic, but we still managed to net \$1.7M. With new leadership, Foundation funding has turned the corner and we raised \$1.2M in unrestricted funds and \$549K in scholarship funds. Our endowment grew to \$3.0M, so our total foundation funding was 64% higher than our goals for the year.

To continue garnering strategic support from senior industry and government leaders across the state, we created an Executive Leadership Initiative that brings them together to share stories and discipline expertise on emerging topics. Our first event was on COVID and included Nobel laureate, Epidemiologist Professor Ernesto Kahan. The discussion was moderated by Dr. Michael Hawes, the CEO of Fulbright Canada and Dr. Jose Ramon Calvo from the Barcelona Supercomputing Center. Participants included Senator George LeMieux, Senator Jeff Brandes, and Board of Governors Chair Syd Kitson. The second event centered on Florida and Latin American economic cooperation with Senators Ileana Garcia and Jason Pizzo, Representative Mike Giallombardo, and Diana Vidoni from Emerge Americas participating. The event was again moderated by Dr. Michel Hawes and our guest speaker was Dr. Rosalia Arteago Serrano, the former Head-of-State in Ecuador. More events are planned for this year on education and climate.

6. FACULTY DEVELOPMENT

CREATE FACULTY EXCELLENCE AROUND THE TRIPARTITE MISSION OF TEACHING, RESEARCH, AND SERVICE

We conducted nearly 30 searches this year and hired fourteen new faculty (three waiting on Visa’s) in six different Departments. Three key hires were made in our new Environmental Engineering program, and we successfully recruited two new Full Professors as Department Chairs. Dr. Bruce Jacob was recruited from the University of Maryland as the new chair of Electrical and Computer Engineering, and Dr. Michael Brilleslyper was recruited from the US Air Force Academy as the new chair of Applied Mathematics. Several organizational changes were also made in leadership. Dr. Shahram Taj is now the chair of Data Science and Business Analytics as well as Computer Science, and we appointed Dr. Rei Sanchez as Assistant Chair in Data Science and Business Analytics and Dr. Doja Demeril as Assistant Chair in Computer Science. Dr. Mary Vollaro remains Chair of Mechanical Engineering and also serves as Chair of Environmental Engineering as that program becomes independent. Dr. Antonio Ruotolo is serving as Chair of Physics, and Dr. Tom Dvorske is Chair of Arts, Humanities, and Social Sciences. We additionally recruited two senior

Fulbright Chairs (Canada and Australia) for one-term appointments. Finally, we conducted our second Reappointment and Promotion review with our first Associate-to-Full Professor promotion.

Growing our faculty is important for differentiating ourselves by allowing us to offer a “high-touch” academic environment with rich co-curricular experiences. Last year, only 16% of our instructional hours were taught by adjuncts and the student-to-faculty ratio was 15:1. We added new capabilities to the instructor podiums and 88% of our faculty participated in formal training for online delivery of courses. Many classrooms were updated with new room control technology that aided remote delivery, and 30% of the student-use computers in the IST were upgraded.

Professional development funds were limited this year due to COVID travel restrictions, with many conferences being virtual. Our faculty generated 51 external grant proposals last year, which was 54% higher than in FY20, and our total research expenditures were \$1.279M, which was 71% higher than the year before. Dr. Sanna Siddiqui won a National Science Foundation (NSF) grant to study the structural integrity of 3D-printed turbine blades while Dr. Doga Demeril continued to grow his joint research program with the University of Central Arkansas, RPI, and Harvard Medical School to provide a virtual reality surgery simulation. Dr. Rei Sanchez completed a joint program with FACENS in Brazil that utilized modern machine learning algorithms to better manage traffic. Our Florida Industrial Phosphate Research (FIPR) Institute continues to flourish and was awarded an eighth year of funding from the Critical Minerals Institute (CMI). They also won an additional Department of Energy grant to mine Rare Earth Elements (REE) from phosphoric acid sludge. We are investing in new research thrusts at FIPR as we grow the Environmental Engineering faculty and build joint relevant thrusts. The Advanced Mobility Institute (AMI) continues to make progress on building a Hardware-in-the-Loop emulation capability that functions as a digital twin for key test sites around the state, and Dr. Rawa Adla is conducting research in data fusion to better support real-time decision support for Autonomous Vehicles. Our Health Systems Engineering (HSE) effort is also growing, with plans for a potential new program being developed, and our work on an NSF grant to develop ethical engineers continues.

7. COVID RESILIENCY PLAN

DEVELOP AND IMPLEMENT PLANS TO KEEP GROWING THE UNIVERSITY AND ITS OPERATIONS DURING THE COVID PANDEMIC

Although COVID officially hit our campus in Spring 2020, its effects have been with us since then and have disrupted university operations across the state. Early in this process we wanted to understand our exposure, so we studied how state appropriations were affected during the 2007 recession. We concluded that there could be as much as a 10% reduction in funding, and the recovery could follow one of three different trajectories: V-shaped, “lowercase u”-shaped, and “uppercase U”-shaped”. We agreed on four simple guiding principles: (1) Preserve liquidity for a potential recession; (2) Protect and grow the academic enterprise (while others were shrinking); (3) Increase revenues through campus growth and Performance Funding; and (4) Invest in University Advancement and the Foundation. To address the immediate challenge, we identified actions for each recovery trajectory across personnel, contracts, academics, and “other” (e.g., travel, memberships, ...). We also empowered employees to identify and suggest ways to reduce our budget during this difficult time.

Bringing campus back online in the Fall of 2020 was a coordinated effort across the system, as was the move to remote operations. We began by appointing a task force to study academic operations and develop a campus resiliency plan. The task force consisted of three subcommittees: (1) Scenarios of the Future led by Dr. Grisselle Centeno; (2) The Campus Environment led by Vice Provost Kathryn Miller; and (3) The Academic Environment led by Vice Provost Tom Dvorske. We assembled a medical advisory board and regularly shared information and best practices with the other SUS institutions on a twice weekly

teleconference. Our plan was assembled into a Florida Poly Blueprint, was shared with our community for comments, and presented and approved by the Board of Governors in June 2020.

The Blueprint addressed four major issues. A Healthy and Safe Campus discussed the foundational priority that we do everything we can to keep all students and employees healthy and safe by following CDC guidelines. COVID testing identified and prioritized who would be tested, and when, and built a strong collaboration with the local Department of Health and health care providers. Contract Tracing & Surveillance discussed enacting an “early warning surveillance” system that would identify campus breakouts. And Academic Program Delivery developed timelines and academic formats for Fall 2020 instruction. From this plan, we developed a remote instruction capability and offered a hybrid format for the fall semester as discussed in the section above.

OTHER HIGHLIGHTS

We signed a Memorandum of Understanding (MOU) with Florida Southern College for a 4+1 STEM-to-MBA program and delivered new degree programs in Environmental Engineering, Applied Mathematics, and Cybersecurity Engineering.

We conducted an internal study to propose a University of Distinction plan to the Board of Governors that identified a roadmap for becoming a top 15 Undergraduate Engineering Program (No Doctorate) within five years. This program required us to grow the student body, while maintaining or growing student quality, and that we improve our student success metrics. We did a study to identify new potential majors and found our peers saw little growth by adding programs like business and social sciences, and our largest gains would come from growing our engineering students and offering new products. Those new products included double concentrations, combined BS/MS programs, 2+2 programs, and increasing retention. To grow engineering students, we are considering adding Civil Engineering, Industrial Engineering, and/or Computer & Information Sciences degrees. These degrees are attractive because they address projected Florida workforce deficits and can be built from our existing degrees. New concentrations in FINTECH and Marketing Analytics are also being considered, and faculty with expertise in those areas have been recruited.

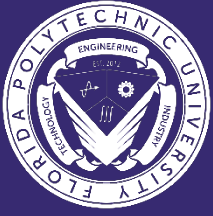
It is time that we reaffirm our SACSCOC accreditation, and it requires we submit a new compliance certification and a Quality Enhancement Plan. This five-year reaffirmation is significantly more complex than our initial application and was largely completed this year and submitted in September 2021.

We added a new Office of Diversity, Equity, and Inclusion and have had discussions with several groups interested in STEM-oriented charter schools. We created an automated process that sends financial aid funds directly to housing on the student’s behalf, and we are deep into implementing a centralized data hub which will provide timely access to data for improved decision support and automated reporting. We are also nearing a decision on a new Student Information System (SIS) that will improve administrative efficiencies, curriculum management, student financial aid processing, and student services.

Our campus continues to mature. In addition to building the new student space called the Nest, we completed a reclaimed water project that extended Auburndale reclaimed water to our campus, and we began an upgrade to our chiller plant that will provide for future campus growth and redundancy. Our Applied Research Center is on track to be completed Spring 2022, and we began the design-build phase for a new engineering building on campus that will house FIPR and the Environmental Engineering program. We successfully completed an Invitation to Negotiate (ITN) process that allows International Flavors & Fragrances, Inc (IFF) to build their global innovation center on campus, and we are in the early stages of proposing an expansion of the Campus Control Center that will eliminate the trailers and provide

facilities, garage, shop space, and a loading dock. In preparation for the Educational Plant Survey, we conducted a small internal study that built a student growth model that derived faculty, staff, and facility needs to support our planned growth.

Finally, we continue to work with the developer on the business park and it appears that this will become a phased project with initial focus on housing and a much smaller business footprint. We also continue to have a strong relationship with the Pace Road developer that backs up to SunTrax, and we are exploring several opportunities for restaurants, industry, and off-campus housing with him.

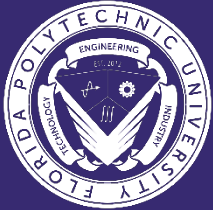


OPERATIONAL GOALS 2021-22

FLORIDA POLYTECHNIC UNIVERSITY

Report
to the Board of Governors
on Operational Goals FYE22

Randy K. Avent
May 2021



Operational Goals FYE22

INTRODUCTION

In keeping with the balanced scorecard approach reflected in Figure 1, we succeeded in **Degree Alignment** by putting processes in place to ensure our degrees are based on state workforce needs. With the University approaching its fifth year of operations since achieving SACSCOC initial accreditation, we will be going through a reaffirmation process next year that will include a Compliance Certification and Quality Enhancement Plan (QEP). This reaffirmation process will be less forgiving than our original accreditation; thus, we must spend considerable effort on a new Curricular Quality process to ensure we retain accreditation.

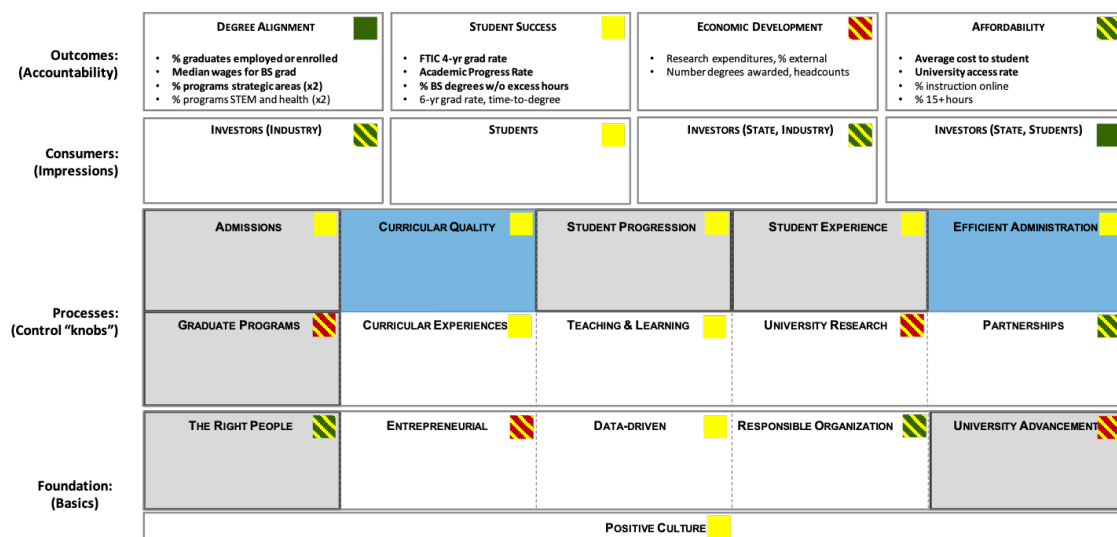


Figure 1: The balance scorecard for Florida Poly.

While we made progress on initiatives around **Student Success** that are typically difficult for engineering programs (e.g., retention and graduation rates), there are several factors out of our control that threaten that progress. For instance, the pandemic forced academic delivery models nationwide to be more remote, resulting in students that were disengaged. This disengagement excessively affects engineering programs because of their rigor and the need for students to take challenging prerequisite courses that often have high DFW rates their first semesters. We should expect this trend to continue into FYE22, since most of our entering freshman will have missed over a year of in-person high school instruction. Additionally, new performance measures around two-year graduation rates will disproportionately hurt us as State colleges simply do not offer the courses needed for our transfer students to graduate

with an engineering degree within two years. As a result, we need to maintain our strong focus on both Student Progression and Student Experience processes with a focus on addressing these critical issues.

Economic Development was a compelling reason for creating Florida Poly, and as a new University, that has been one of our least impactful areas. Making progress in this goal means, at a minimum, that we grow the University through a continued focus on the Admissions process. Universities also help economies grow through research and strong faculty that attract and retain industry. Our studies show that rural areas with technical research universities grow at a rate nearly 400% faster than ones without. For this reason, we need to continue our processes around faculty hiring and professional development as part of developing the Right People at the University. Finally, an effective faculty research program requires graduate students and a strong Graduate Program. With so much focus on building our undergraduate program, which is our proposed “University of Distinction” vector, the graduate program has not received the quality of attention it deserves. While it is not likely to be a strong focus next year, it is one in which we do need to pay attention.

Finally, with strong financial support from the state and generous philanthropy, we have done well in keeping our institution **Affordable**. But with mounting economic pressures on universities from declining state revenue projections and unpredictable events like the pandemic, it is imperative that universities build and maintain a financial resiliency plan. This year we will add a new process around Efficient Administration that focuses on ensuring the University operates efficiently so we can maximize investment in the academic enterprise. We will also continue to focus on University Advancement with a goal of enhancing our revenues from philanthropy, auxiliaries, and state sources.

Figure 2 shows the budgeted expenses for each of the areas we will focus on in FYE22. This table flows out of a new budgeting process we began this year in which we identify recurring operational funds (e.g., University Operations and Academic Operations) and nonrecurring project funds (e.g., Admissions, Student Progression, ...). Note that University Operations and Academic Operations are roughly equivalent in size. Additionally, the academic nonrecurring projects are also roughly equivalent in size to the operational nonrecurring ones.

OUTCOMES

Our four University priorities are tracked by outcome metrics that align to the State University System’s Performance Based Funding (PBF) metrics and Key Performance Indicators (KPI). Those are shown in Figure 1. Additionally, each process has internal benchmark metrics that provide insight into how those processes drive the outcome metrics. Those internal metrics are being developed and refined as we focus on each process. Work this year on a centralized data hub will use those internal metrics to build a dashboard accessible throughout the University.

Figure 3 shows the FYE22 outcome metric goals for each priority, as well the FYE21 goals, the SUS averages, and our peer performances. COVID will continue to have a negative effect over the next few years on our goals. Some of those effects are predicted, e.g., a decline in Median

Wages or the University Access Rate, while some are based on existing data, e.g., Academic Progress rate or the 4-year Graduation Rate.

	Faculty	Staff	Expenses	TOTALS
Academic Operations	\$ 9,827,499			\$ 9,827,499
University Operations		\$ 6,042,838	\$ 4,410,158	\$ 10,452,996
Admissions		\$ 1,396,390	\$ 1,967,852	\$ 3,364,242
Student Progression		\$ 1,005,179	\$ 394,849	\$ 1,400,028
Student Experience		\$ 1,523,211	\$ 775,608	\$ 2,298,819
Curriculum		\$ 605,048	\$ 96,405	\$ 701,453
Graduate Program		\$ 271,150	\$ 985,705	\$ 1,256,855
Efficient Administration		\$ 3,908,986	\$ 3,651,940	\$ 7,560,926
Right People		\$ 668,541	\$ 265,850	\$ 934,391
University Advancement		\$ 990,196	\$ 214,900	\$ 1,205,096
Other		\$ 778,628	\$ 229,650	\$ 1,008,278
TOTALS	\$ 9,827,499	\$ 17,190,168	\$ 12,992,917	\$ 40,010,584

Figure 2: Breakdown of expenses for both recurring and nonrecurring project costs in FYE22.

	FY21	Peers	SUS Average	FY22
RANKING				
USNWR Regional				<40
USNWR Engineering				<60
DEGREE ALIGNMENT				
% Graduates Employed or Enrolled	74.1%		70%	75%
Median Wages for BS Graduates	\$ 56,300		\$ 41,836	\$ 54,000
% BS Programs in Strategic Emphasis	100.0%	79%	60%	100.0%
% Grad Programs Strategic Emphasis	100.0%	67%	54%	100%
STUDENT SUCCESS				
FTIC 4-year Graduate Rate	34%	37%	47%	41%
Academic Progress Rate	77%	82%	84%	66%
% HS students in top 10%	32%		22%	30%
% BS Degrees w/o Excess Hours	82%		79%	80%
6-Yr Graduation Rate	50%	65%	63%	56%
Time-to-Degree	4		4.3	4.4
ECONOMIC DEVELOPMENT				
% BS with 2+ Workforce Experiences	85%			84%
Research Expenditures (\$K)	\$ 1,091			\$ 1,013
Number BS Degrees Awarded	293	867		251
Number Grad Degrees Awarded	15	554		26
UG Headcount	1267	4161		1390
G Headcount	48	1482		67
AFFORDABILITY				
Average Cost to Student	\$ (7,540)	\$ 22,265	\$ 6,374	\$ 2,000
University Access Rate	34%	26%	38%	32%
% 15+ Hours	27%			32%
% Instruction Online(FTE %, 10% UG, 7% GR)	17%			17%

Figure 3: Outcome metrics for FYE22 with comparisons to FYE21, peers and SUS averages.

OPERATIONAL PLAN¹

The goal of the **Admissions** process is to increase the number, quality, and diversity (racial, gender and geographic) of our student population. To build and grow a qualified student body we will continue to develop key relationships with high school calculus and physics teachers, as well as state college faculty, and we will grow the calculus learning assistant program. We will leverage our new focus on University teams and will aggressively brand the new exclusive Alexander Scholars Program. To recruit a diverse student body, we will hire a northeast recruiter, leverage out-of-state waivers, re-engage our international partner, grow the pipeline programs, and design and develop a market for a co-branded MIT summer program targeted at underrepresented groups. Finally, to continue our branding and national rankings, we will increase online and digital enrollment marketing channels, develop, and design a series of high-end printed marketing pieces, develop a relevant social media STEM blog on critical engineering/computer science topics, and develop a year-long multi-platform plan for targeting the US News ranking influencers.

The goal of **Student Progression** is to help students succeed while at Florida Poly (e.g., APR, graduation rates, ...) and after (e.g., high-demand majors, hard & soft skills, ...). To this end, we will grow key positions that influence retention and graduation rates by increasing math and natural sciences faculty and academic leadership. We will increase instructional support to our faculty by providing summer support for efforts around assessment and instruction, improving their orientation program, and providing more funds to hire student graders. We will increase the presence of academic support services by centrally locating them in the Commons and rebuilding our Academic & Professional Skills class around engagement. Additionally, we will implement a QEP effort around retention through peer-mentoring. Finally, we will provide increased opportunities for broader engagement around leadership by moving the Presidential Ambassador program into Student Affairs and building a broader base of student engagement programs.

Student Experience creates a student-facing experience that results in a high Net Promotor Score (NPS) while not being a “helicopter university.” This year’s student experience will increase opportunities for students to belong through several campus events and recreational programs. We will continue to provide robust services that support the student body including international student programming, key wellness services, and participating in a new integrated state-wide library system. We will also continue to provide robust services that prepare students for their careers including career development and coaching, placement services through career fairs and industry “meet ups”, professional experiences through internships, entrepreneurship programs and competitions, and multi-disciplinary senior capstone projects. Finally, we will continue to grow and mature our athletic and student affinity group opportunities.

Curricular Quality will focus this year on maintaining our regional accreditation through the five-year reaffirmation process. This process includes both a compliance certification as well as a Quality Enhancement Plan (QEP).

The goal of the **Graduate Program** is to grow and mature a program that values research and professional education. To grow this program, we will hire a Graduate Program Coordinator, reconfigure and increase stipend and tuition support for targeted programs, and provide pathways for faster degree acquisition through project and/or non-thesis professional education. We will also conduct market analyses for existing programs, like our new MS in Engineering Management, and new programs like Industrial Engineering.

Efficient Administration has the goal of becoming more financially sustainable and resilient by reducing administrative overhead and increasing our efficiency. This year, we will begin implementing an improved Student Information System (SIS) that will better integrate academic learning systems and administration. We will also begin an important effort to centralize our education data hub so we can consolidate and manage data for improved reporting and more effective data-based decisions. We will continue to lower administrative burdens by enhancing our Enterprise Resource Planning (ERP) systems, and we will maintain a strong technology and crisis support capability across the institution. Finally, we have unfunded initiatives to improve our budget formation and tracking processes and restructured our organization to make it less “top heavy” and improve operations.

The **Right People** process this year will center on creating faculty excellence around the tripartite mission of teaching, research, and service. We will continue to identify critical needs in faculty that protect delivery while growing our capacity and reputation, and we will recruit those faculty through targeted advertising in key journals with competitive salaries and startup packages. We will formalize professional development across the institution, to include staff, and we will provide training grants, centralize mandatory training, and pursue tuition reimbursement agreements. Finally, we will create an innovative faculty mentoring program using carefully selected senior faculty from other institutions to help mentor our junior faculty through remote meetings.

University Advancement has the goal of securing support and funding to keep the University independent and growing with a strong reputation. We will rebuild our Government Affairs office this year with new personnel and will grow interactions with legislators through site, district, and session visits. These visits will highlight our Return on Investment (ROI) and will inform key leadership of our rankings, growth trajectory, and how we are meeting their personal agendas for higher education. We will expand the Executive Leadership Initiative and use that to build strategic relationships, and we will make organizational changes in Auxiliaries that will improve our financial position. Finally, we will grow partnership relationships through corporate roundtable strategies including featured employees, pre-career fairs, and corporate impact summaries.

Finally, we will continue working with the potential property developer to share our vision for the larger campus and help shape the development of the surrounding property. We will complete the Applied Research Center, begin construction on a new campus FIPR facility, develop a plan for increasing the Campus Control Center footprint to replace trailers while adding a campus loading dock and garage space. It is also important that we continue to build

community, city, county, and Economic Development Council (EDC) relationships in these good times to help us achieve our vision.

¹***Disclaimer:*** While we will work on each process to achieve its overall goal, the individual tasks that are described may sometimes change in response to unplanned changes in the academic year and class.

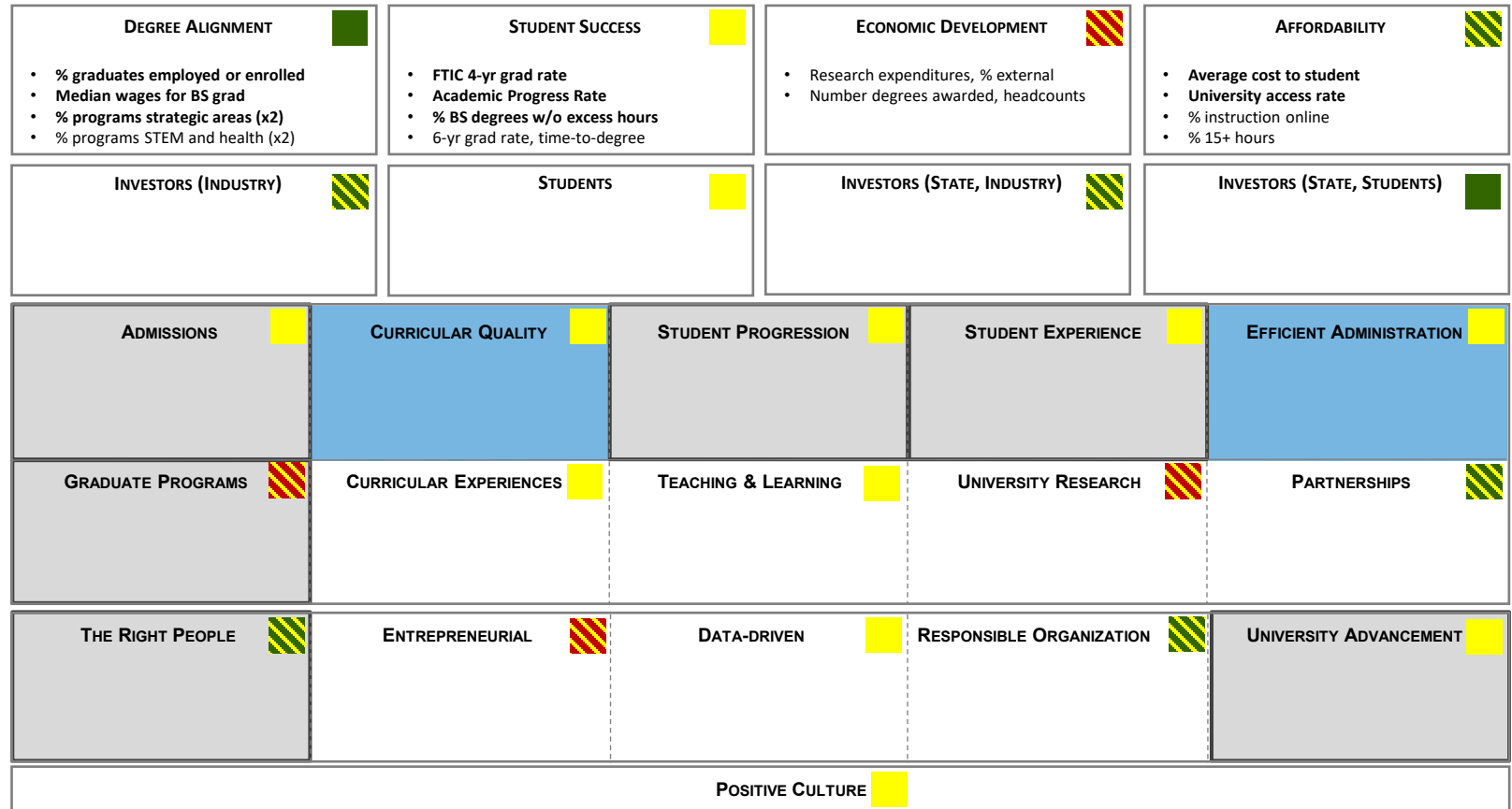


FLORIDA POLYTECHNIC
UNIVERSITY

FY22 Q2 Operational Accomplishments

Randy K. Avent
16 February 2022

Balanced Scorecard



- **Student Progression and Student Experience combined into a single Student Success process**

Admissions

- **Applications strong but concern remains around yield**
 - Spring 2022 admissions strong with 19 FTIC students, 43 transfers, and 14 graduate students
 - Fall 2022 applications significantly up YOY
 - Admit quality remains strong
 - GPA is flat (~4.2), strong board scores (~1360)
 - 93% have taken Calculus or Pre-calculus
 - Over 50% are in the top 10% of their class
 - Graduate applications (mostly international) are up
 - Overall, FTIC yield is predicted to drop

Admissions

- **Build and grow a qualified student body**
 - Continued focus on digital media targeting GenZ students, implemented an AI-based SEO and “chat box” as newest element
 - Muddled recruitment landscape at high schools, many not allowing visiting admission counselors or holding college fairs
 - Upgraded the video wall and presentation technology in Admissions Center to improve ability to conduct remote recruiting sessions
 - Improved integration to the Common Application and import of test scores (SAT/ACT) for admissions decision
 - Reaching out to industry to market our Engineering Management Masters
- **Recruit a diverse student body**
 - Diversity is down reflecting COVID national trends
 - Freshman coding pipeline program is being improved and right-sized
 - International applications showing a robust comeback; quality and travel restrictions are unknown
- **Continued branding and national rankings**
 - Content for USNWR communication plan designed for 2023 rankings

Student Success

- **Instruction support**

- Focus on consistency of standards and expectations in first-year courses
 - Made academic policy changes to more actively manage student progress
 - Created a formal Academic Review Board for students of concern

- **Infrastructure**

- Finalized classroom and laboratory IT plans and standards for new ARC building
- Launched project to replace CAMS with an improved student information system
- HEERF III funds used to improve instructor technology in supporting hybrid and remote instruction methods
- Migrated software delivery for students and virtual labs to the cloud using Amazon Web Services (AWS) Appstream

- **Support services**

- Created International Student Handbook within Academic Catalog to provide international students more resources
- Posted important registration information and answers to common questions to help empower students to become more self sufficient

Student Success

- **Campus experience**
 - Added two new student activities – Choir and Chess
 - Reviewed National Survey data on student experience (academic challenge, learning with peers, experiences with faculty, and campus environment) to develop new programs
 - Defined a framework for delivering IT support to student organizations
- **Career preparation**
 - Worked with AWS to make AWS Academy available to Florida Poly faculty and academic programs
 - This provides an environment for teaching modern cloud technologies, enabling faculty to obtain no-cost professional certifications in these technologies and tools
 - Allows students to obtain industry-valued AWS certifications at 50% cost
 - Held successful Career Day that included over 60 companies and 200 students

Curriculum

- **SACSCOC five-year reaffirmation application submitted**
 - Offsite review found 12 areas of non-compliance, mostly issues with documentation or some portion of the “fine print” that was not addressed
 - Focused Report and Quality Enhancement Plan (“Florida Poly Peer”) sent to onsite team January 10th
- **Next steps**
 - (February) On-site Committee visit
 - Follow-up report, if necessary (up to 5 months post-visit)
 - (December) SACSCOC Board decision
- **Assessing impact of potential bill that requires use of a different accrediting agency**
- **Completed program reviews for four programs: both Masters degrees and bachelor’s in Data Science and in Business Analytics**
- **Curriculum and assessment reviews soon begin in preparation for the next ABET cycle**

Academic Department Highlights

- **Mechanical Engineering**

- Held kickoff event for Phoenix Racing, a student competition for solar car racing
- Upgraded the Makerspace and 3D print labs, added 24 3D print machines including a larger format production quality Stratasys Machine
- Added new courses in Fatigue and Fracture Mechanics and Engineering Failure Analysis

- **Arts, Humanities, and Social Sciences**

- Modified the AHSS certificate to provide students with a deeper learning experience in communication and critical thinking in non-technical areas
- Created a writing support services program that provides professional-level advice and education for all types of communications
- Relaunched “Reacting to the Past” program where students are assigned character roles with specific goals that require communication, collaboration and competition
- Launched a Student Life Skills academic support class for students at risk
- Added new course in Music Appreciation

Academic Department Highlights

- **Computer Science**

- Created concentration on Intelligent Mobility and Autonomous Systems
- Worked on pre-proposal for a BS in Health Informatics and Computational Biology
- Held Fall 2021 Game Expo that included 275 High School students and family
- Added new courses in Machine Learning and Introduction to Computation and Programming

- **Engineering Physics**

- Made curriculum changes that more strongly balance physics and engineering with a focus on solid-state physics
- New courses in Experimental Techniques in Engineering Physics and Introduction to Electromagnetism

- **Electrical and Computer Engineering**

- Launched the new BS in Cybersecurity Engineering
- Added Field Programmable Gate Array (FPGA) devices in Digital Logic Design as part of lab component to provide students with hands-on experience
- New and existing courses developed in Autonomous Vehicles, VLSI, Power, Computer Systems Design, and Circuits and Microcomputers

Academic Department Highlights

- **Data Science and Business Analytics**
 - Worked on pre-proposals for new MS degrees in Data Science and Engineering Management
 - Successfully launched the Coding for Data Analytics Certificate program
 - Added new courses in Marketing Analytics and Python for Data Analytics
- **Applied Mathematics**
 - Freshman Math Course workshop better aligned pre-calculus and calculus to the needs of STEM students
 - Developed a new major in Applied Mathematics
 - Offered new courses in Advanced Calculus for Scientists and Engineers, Probability and Stochastic Processes, and Partial Differential Equations
- **By the numbers (AY21-22)**
 - Grants 15
 - Publications 66

Graduate Program

- **Grow and mature the graduate program**
- **Grow the graduate student body**
 - Participation with SUS' Graduate Candidate Identification Systems (GCIS) helps to target likely prospects for our program

Efficient Administration

- **Institutional investments made in IT Services**

- Improved processes for emergency after-hours systems support
- Enacted technology upgrades to several conference rooms
- Completed the pilot/proof-of-concept test for data hub integration technology
- Conducted external assessment of our ransomware readiness stance
- Created new IT governance groups to improve coordination of data management, system improvements, and process improvements across all University divisions
- Upgraded Microsoft licensing to provide PowerBI (Business Intelligence delivery) licenses to all University departments to increase data-driven operations
- Improved integration between CAMS and Workday for student finance processing
- Renegotiated Spectrum contracts to improve network service to remote campus sites (e.g., Poly South and FIPR) while simultaneously saving the University \$24K annually in Spectrum costs

- **Training**

- **Students:** Anti-Hazing Training (610) and Voices for Change (597) in AY21-22
- **Employees:** Title IX and Sexual Misconduct (305) and Harassment & Discrimination Prevention (62)

Efficient Administration

- **Workday improvements on-going as continuous improvement**
 - Implemented new student employment job classification and wage structure
 - Enabled an assistant “chatbox” to promote employee engagement and provide answers to common questions
 - Continued operational improvements
 - Updated the home page of business systems to simplify visual navigation
 - Customized invoices for grants and contracts
 - Documented level of effort for grant reporting
 - Automated financial statement reporting
 - Improved financial data set for BOG reporting
- **Work continues implementing Training Committee recommendations**
 - Study conducted on a MOOCs provider for online training and certifications

Efficient Administration

- **Board operations**

- Studied best practices for SUS board management and implemented several new initiatives
- Developed program to reach out and engage former trustees
- Produced a monthly e-newsletter “Board Briefs”
- Worked with Board Chair to develop an annual work plan for the full board
- Continued to improve board meeting execution, ensuring consistency, and accuracy of board meeting materials and slide decks
- Moved the annual retreat to November and added a new meeting
- Established a system for tracking trustee information, including appointing authority, terms of office, positions held, reappointment information, statements of financial interest, annual code of ethics form, orientations, historical trustee attendance and voting records, ...

Right People

- **Faculty hiring targets are set and underway with some early successes**
- **Organizational structure evaluated to improve consistency and structure**
 - Compensation study will follow completion of new structure
- **Recruitment remains a challenge in tough market**
 - Vice President of Administration & Finance hired
 - Legislative Affairs position filled
- **Work From Home (WFH) policy completed with programs in discussion**
 - Conducted pilot “hybrid” work schedules to assess impact
- **Implementing a “Quiet Quality” and “Culture Coin” award programs for employees**

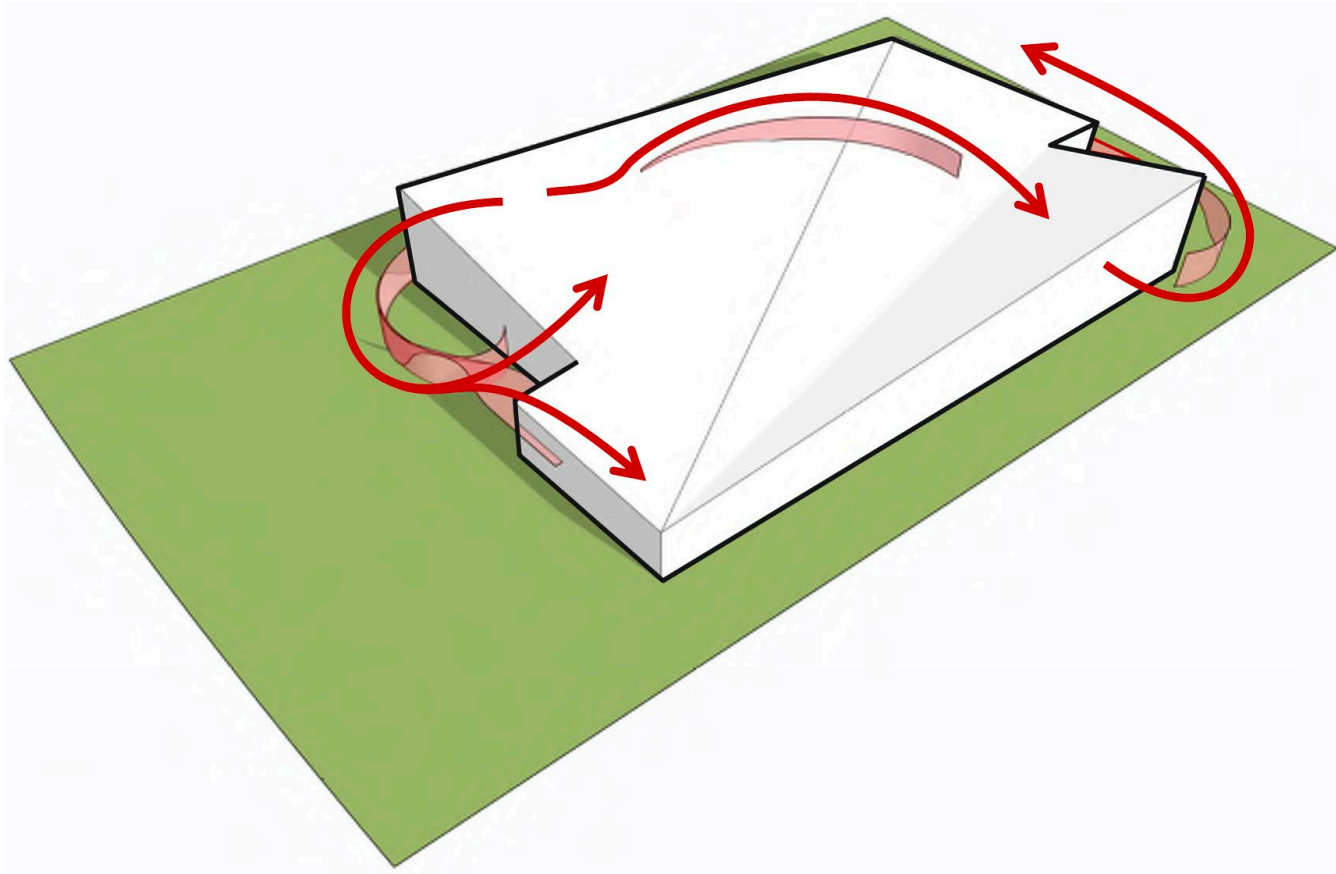
University Advancement

- **University continues to advocate for Universities of Distinction (Undergraduate Engineering Excellence) funding with our legislators**
 - Hired Legislative Affairs Officer, continue to work with contract lobbyist on session strategy
 - Conducted 11 meetings with key legislative leaders and met with the Governor's Deputy Chief of Staff
- **Foundation continues to grow and support the University**
 - Alumni relations established an Alumni Leadership Committee to increase involvement
 - Held "Fuel the Phoenix" campaign to thank employees; planned the first 24-hr fundraising "Day of Giving" event March 14
 - Held donor holiday reception, provided endowment and Major Gift Impact Reports to top-level donors
 - Hosted first "Corporate Impact Network" event, "Corporate Day" on campus, and "Presidential Speaker Series"
 - Doubled revenue projection and increased net assets by 9.23%
 - Net production fundraising is well over \$1M by mid year
 - Made 59 Industry partner connections with referrals across the university
 - Preparing for Crowe procedural audit of Foundation
 - Making several strategic asks for naming opportunities

Other Initiatives

- **Continue working with surrounding property developer(s) to share our vision for the larger campus**
 - Meetings with private developers continue with focus on finding solutions to known problems common to all potential buyers
 - Teaming with SunTrax to hold an international IEEE event at Poly and SunTrax
 - Ongoing discussions with Pace Rd development continue
- **Facilities**
 - Completed Campus Master Plan and Educational Plant Survey
 - Applied Research Center on schedule and budget for early April move in
 - Engineering Building Design Criteria Package in progress
 - Chiller Expansion “Guaranteed Maximum Price” negotiation in progress
 - IFF P3 plans reviewed with Advanced Schematic Design Review completed
- **Continuing to build community, city, county and Economic Development Council (EDC) relationships**
 - Working with CFDC and LEDC to help attract high-tech companies to Lakeland (e.g., Project Silverstar)
- **Developing policy on building plaques across campus**

Building with “Flow”



- Incorporate scent air dispersion models to create “movement” in a building that mimics other on-campus facilities

Proposed Facility



- Improved integration of facility with existing campus

Proposed Facility



- Improved integration of facility with existing campus