BOARD OF TRUSTEES

Academic Enterprise, Research, and Student Success Committee Meeting Agenda

September 18, 2025
8:30 AM – 9:45 AM

Florida Polytechnic University
VIRTUAL VIA MICROSOFT TEAMS

Dial in: 1-863-225-2351 | Conference ID: 831 164 412#

COMMITTEE MEMBERS

Dr. Sidney Theis, Chair   Patrick Hagen, Vice Chair   Sumanth Neelam
Dr. Edwar Romero   Colby Manrodt

MEETING AGENDA

I.   Call to Order   Dr. Sidney Theis, Chair

II.   Roll Call   Kristen Wharton,
                                                                         Corporate Secretary

III.   Public Comment   Dr. Sidney Theis

IV.   Approval of the May 28, 2025, Meeting Minutes   Dr. Sidney Theis
        Action Required

V.   Approval of the Revised Academic Enterprise, Research, and   Dr. Sidney Theis
        Student Success Committee Charter
        Action Required

VI.   Approval of the Revised 2024-2026 Academic Enterprise, Research, Dr. Sidney Theis
        and Student Success Committee Work Plan
        Action Required

VII.   Academic Enterprise Report   Dr. Brad Thiessen, Vice
                                                                         President and Provost
        A.   Annual Textbook and Instructional Materials Affordability Report
             for FY25 *Action Required*

        B.   Foreign Influence Annual Report FY25

C. Sponsored Research Certification Report

VIII.   Research Report   Dr. Brad Thiessen

IX.   Student Affairs, Enrollment Management, and Strategic   Bryan Brooks, Vice
      Communications Report   President, Student Affairs,
                                                                 Enrollment Management,
                                                                 and Strategic
                                                                 Communications

X.   Closing Remarks and Adjournment   Dr. Sidney Theis

Academic and Student Affairs Committee
DRAFT Meeting Minutes

May 28, 2025
9:00 – 10:00 A

Florida Polytechnic University
Virtual via Microsoft Teams

I. Call to Order

Committee Chair Sidney Theis called the Academic and Student Affairs Committee meeting to order at 9:00 a.m.

II. Roll Call

Kristen Wharton called the roll: Committee Chair Sidney Theis, Trustee Colby Manrodt, Trustee Edwar Romero-Ramirez, Trustee Lyn Stanfield, Trustee Ilya Shapiro, and Trustee Dorian Abbot were present (Quorum)

Committee members not present: N/A

Other Trustees Present: Trustee Sam Neelam and Trustee Cliff Otto

Staff Present: President Devin Stephenson, Vice President and Provost Brad Thiessen, Dr. Allen Bottorff, Bryan Brooks, David Blanton, Cole Allen, Melaine Schmiz, Dr. Tom Dvorske, Dr. Jon Pawlecki, Kevin Calkins, and Kristen Wharton

III. Public Comment

There were no requests received for public comment.

IV. Approval of February 5, 2025, and April 24, 2025, Minutes

Trustee Ilya Shapiro motioned to approve the Academic and Student Affairs Committee meeting minutes of February 5, 2025, and April 24, 2025. Trustee Edwar Romero seconded the motion; a vote was taken, and the motion passed unanimously.

V. 2024-2026 Academic and Student Affairs Committee Work Plan

Committee Chair Theis reviewed the Academic and Student Affairs Committee Work Plan. There was no discussion on this agenda item.

VI. Academic and Student Affairs

A. Student Affairs, Enrollment Management, and Strategic Communications Report

Vice President Bryan Brooks presented a report on spring semester activities which included the following: Career Fair, SGA elections, Family Day, Florida Poly Pi Run, Florida Poly Days at the Capitol, Osceola County Career Coaches' visit to campus, the first annual Scholarship Dinner, Polk County Principal's Day where over 50 principals toured the campus, production of a new Florida Poly commercial, IFF Grand Opening, the inaugural Dale Carnegie student training, spring concerts, and moonlight breakfast. Brooks also noted that the SGA allocated $250k of their funds to the construction of the Student Achievement Center (StAC).

Brooks also shared current and favorable enrollment projections for fall 2025 and reviewed the phenomenal growth in the University's social media analytics. President Devin Stephenson commented that all these efforts are intentional and will grow the institution.

Trustee Ilya Shapiro asked whether the importance of attracting high-quality applicants has been clearly communicated to the Admissions staff. In response, Brooks explained that in past admissions cycles, the University used to defer student deposits, but this is no longer the case. The current Admissions team accepts deposits without deferrals, which may directly influence the projected enrollment increase for Fall 2025.

A. Academic Affairs

1. Academic Degree Programs for Consideration

   Vice President and Provost Brad Thiessen presented a list of proposed academic degree programs for the Committee's consideration. He noted that state regulations require the Board of Trustees to review potential future degree offerings each year. Thiessen shared a list of 11 programs under consideration, along with information on which other State University System (SUS) institutions currently offer them.

   Trustee Shapiro asked whether the high number of universities offering biomedical degrees suggests that Florida Poly should instead focus on areas where it could be a market leader, rather than entering a highly competitive space. Thiessen noted that pursuing a biomedical degree might still be worthwhile if the University can offer a unique approach or secure an industry partner. He outlined the next steps: conducting market research to assess employment demand, student interest, and alignment with existing programs. This analysis will help narrow down the list, with the goal of identifying approximately three programs to move forward with.

2. Amendments to Florida Polytechnic University's 2025 Accountability Plan

   Thiessen explained that since the Committee's April 24 meeting, his team has conducted a more in-depth analysis of the relevant data. After discussions with Board of Governors (BOG) staff, they mutually agreed to raise the short- to mid-term targets for three key performance metrics:

   Metric 1: Percentage of bachelor's graduates employed or enrolled in further education earning $40,000 or more,
   Metric 4: the four-year graduation rate for first-time-in-college (FTIC) students, and
   Metric 5: academic progress rate

Committee Chair Theis asked about the consequences of not meeting these revised goals. Thiessen responded that if the targets are not met, the goals would likely be adjusted downward in the following year.

Trustee Lyn Stanfield motioned to recommend to the Board of Trustees approval of Florida Polytechnic University's 2025 Accountability Plan with amendments made to goals for Performance-Based Funding metrics 1, 4, and 5. Trustee Ilya Shapiro seconded the motion; a vote was taken, and the motion passed unanimously.

3. General Education Courses for 2026-27

Thiessen presented a proposed list of general education courses for the 2026–2027 academic year, which must be approved by the Board of Governors (BOG) by December 1. The list includes 33 courses, with the recent addition of *PHY2053: Algebra-Based Physics* and its associated lab. Thiessen also encouraged the Board to consider including institutional courses such as *Legal and Ethical Management Issues in Technology* and *Principles of Microeconomics*.

Trustee Lyn Stanfield asked whether the list represents the full set of general education offerings. Thiessen confirmed that it does. She then raised a concern about the potential impact of rising enrollment—specifically, whether it could lead to an excessive number of general education courses or larger class sizes. Thiessen responded that the University can offer multiple sections of the same course to accommodate demand. While most general education classes are capped at 30 students, some first-year courses may have up to 48. He emphasized the need to adjust offerings as enrollment grows to maintain manageable class sizes, track student progress, and ensure adequate section availability.

In response to the addition of an algebra-based physics course, Trustee Stanfield also asked how the University plans to support first-time-in-college (FTIC) students to help them succeed. Thiessen outlined several initiatives, including 24/7 tutoring through Knack, maintaining smaller class sizes, and enhancing instructional quality through the University's new Teaching and Learning Center, which will support faculty development.

Trustee Lyn Stanfield motioned to recommend to the Board of Trustees approval of Florida Polytechnic University's 2026-27 General Education Course List. Trustee Edwar Romero seconded the motion; a vote was taken, and the motion passed unanimously.

VIII. Closing Remarks and Adjournment

With no further business to discuss the meeting adjourned at 9:51 a.m.

Respectfully submitted:
Kristen J. Wharton
Corporate Secretary

Florida Polytechnic University
Academic Enterprise, Research, and Student Success Committee
Board of Trustees
September 18, 2025

Subject: **Approval of the 2024-26 Academic Enterprise, Research, and Student Success Committee Charter**

Proposed Committee Action

Recommend approval of the revised Academic Enterprise, Research, and Student Success Committee Charter to the Board of Trustees.

Background Information

As the Board has reorganized its standing committees, each committee's charter is being reviewed. The Academic Enterprise, Research, and Student Success Committee Charter is based on the Charter of the former Academic and Student Affairs Committee and has been reviewed by the Committee Chair, Vice President Brooks, and Provost Thiessen.

Supporting Documentation: DRAFT Academic Enterprise, Research, and Student Success Committee Charter

Prepared by: Bryan Brooks, Vice President, Student Affairs, Enrollment Management, and Strategic Communications; Dr. Brad Thiessen, Provost and Vice President, Academic Affairs
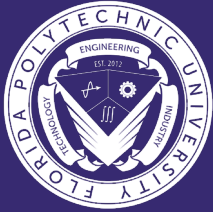
CHARTER STATEMENT

I. Purpose

The Academic Enterprise, Research, and Student Success Committee is a standing committee of the Board of Trustees responsible for providing strategic guidance and informed oversight in three critical areas:

(1) The development, quality, and alignment of academic programs, policies, and resources;
(2) The effectiveness of co-curricular and student life programs that foster student success; and
(3) The advancement of the University's applied research goals, including strategic priorities, faculty recruitment, and the growth of industry-aligned scholarly activity.

Through its work, the Committee ensures that academic excellence, research innovation, and student achievement remain central to the University's long-term vision and goals.

The Committee shall provide strategic guidance on such matters as:

- Institutional Accreditation
- Academic program development, review, accreditation, and termination
- Student admission and performance standards
- Student success and institutional performance goals
- Major academic and student affairs initiatives
- Mission-aligned research and industry partnerships

This responsibility includes, but is not limited to, reviewing the academic and student affairs operations of the University and, when appropriate, recommending to the Board for its approval:

- Textbook and Instructional Materials Affordability Reports
- Research reports
- Fees and tuition and fee waiver authority
- Accountability reports
- Academic calendars

II. Composition and Meetings

- The Committee shall consist of at least three members of the Board of Trustees, appointed by the Board Chair
- The Committee shall meet at least quarterly, or more frequently as determined by the Committee Chair
- The Vice President and Provost, and the Vice President, Student Affairs, Enrollment Management, and Strategic Communications shall serve as the University staff liaisons to the Committee and attend meetings to provide updates and analysis
- The Committee may invite other University personnel or external experts to participate as needed

III. Reporting

- The Committee shall report regularly to the full Board of Trustees
- The Committee shall work collaboratively with other standing committees as needed when initiatives span multiple areas of governance responsibility

IV. Charter Review

This Charter shall be reviewed by the Committee biennially. Any recommended changes shall be submitted to the Board of Trustees for approval.

Florida Polytechnic University
Academic Enterprise, Research, and Student Success Committee
Board of Trustees
September 18, 2025

Subject: **Approval of Revised 2024-2026 Academic Enterprise, Research, and Student Success Committee Work Plan**

Proposed Committee Action

Recommend approval of the proposed 2024-26 Academic Enterprise, Research, and Student Success Committee Work Plan to the Board of Trustees.

Background Information

The Work Plan of the former Academic and Student Affairs Committee has been updated to reflect the Charter of the Academic Enterprise, Research, and Student Success Committee.

Vice President Brooks and Provost Thiessen reviewed the Work Plan to check compliance with all Florida Board of Governors regulations and deadlines.

Supporting Documentation: Revised 2024-2026 Academic Enterprise, Research, and Student Success Committee Work Plan

Prepared by: Bryan Brooks, Vice President, Student Affairs, Enrollment Management, and Strategic Communications; Dr. Brad Thiessen, Provost and Vice President, Academic Affairs
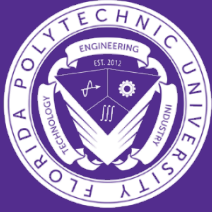
**Academic Enterprise, Research, and ~~&~~ Student ~~Affairs~~ Success Committee Work Plan
2024-2026**

ITEMS TO REVIEW AS NEEDED

- Academic Affairs
  - Academic program updates, additions, terminations *(BOG Reg 8.012)*
  - Institutional and programmatic accreditation activity
  - Faculty hiring and activities
  - Research and industry partnerships
  - Student success

- Enrollment Management and Student Affairs
  - Admissions and Financial Aid
  - Student demographics
  - Student Affairs
  - Student Success

SEPTEMBER

- Academic & Student Affairs Committee Charter *(review and approve in even-numbered years)*
- Civil Discourse: Review of student orientation programming and student code of conduct
- Textbook & Instructional Materials Report *(BOG Reg 8.003 – due Sept. 30; review and approve)*
- Renewal of Out of State Fee Waiver *(last approved Sept. 2022 for Fall 2023-2026 incoming cohorts)*
- Sponsored Research Certification Report *(BOG Reg 10.002 - due Oct. 1; review)*
- Foreign Influence Annual Report *(BOG Reg 9.012 – due Sept. 30; review)*
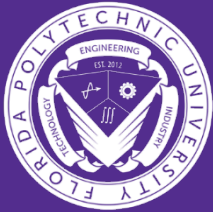
NOVEMBER

FEBRUARY

- CITF Increase, Inc. to Existing Fees or New Fees *(review and approve only if changes are proposed)*
- Academic Calendar (AY+1 and AY+2) *(BOG Reg 8.001; review– due Mar. 1)*

APRIL

- University Accountability Plan *(BOG Reg 2.002; review and approve)*
- List of new academic degree programs for consideration *(BOG Reg 8.011; review as needed)*
- Alternative Admission Student Success *(BOG Reg 6.002; review and approve)*

JUNE

- General Education Courses *(BOG Reg 8.005 – due Sept. 1; review and approve)*

Committee Work Plan

Academic Enterprise, Research, and Student Success Committee Work Plan 2024-2026

ITEMS TO REVIEW AS NEEDED

- Academic Affairs
  - Academic program updates, additions, terminations *(BOG Reg 8.012)*
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Florida Polytechnic University
Academic Enterprise, Research, and Student Success Committee
Board of Trustees
September 18, 2025

Subject: Academic Enterprise Report

Proposed Committee Action

Information only – no action required.

Background Information

Brad Thiessen, Provost and Vice President, Academic Affairs will provide updates on:

- Student Success — Performance-based funding score projections; Academic Progress Rate
- Faculty Success — new hires, promotions, Faculty Center, leadership development
- Academic Programs — enrollment by major, curricular revisions, new programs for Fall 2026
- Compliance — ABET actions, SACSCOC recognition, HLC/CPHE progress

Supporting Documentation: Florida Poly's *Areas of Expertise* document

Prepared by: Dr. Brad Thiessen, Provost and Vice President, Academic Affairs

University Area of Expertise Proposal

University:	**Florida Polytechnic University**
University Contact Name:	**Brad Thiessen**
University Contact Title:	**Provost**
University Contact Phone:	**863-874-8409**
University Contact Email:	**bthiessen@floridapoly.edu**
Area(s) of Expertise:	**1. Industry-integrated STEM education and applied research** **2. Industrial & Phosphate Research**
Date Approved by University President:	**07/31/2025**

Area of Expertise 1: Industry-Aligned STEM Education & Applied Research

1. What is your university's selected area of expertise? Please provide a detailed narrative of the identified area of expertise.

Florida Polytechnic University specializes in high-impact STEM education and research tightly aligned with industry needs and emerging technologies. As Florida's only all-STEM public university, Florida Poly produces graduates to fill high-tech, high-wage employment gaps by offering undergraduate and graduate degrees in:

- Applied Mathematics
- Civil Engineering
- Computer Engineering (Machine Intelligence, Robotics)
- Computer Science (AI, Simulation, Cybersecurity, Software Engineering)
- Cybersecurity Engineering
- Data Science and Business Analytics
- Electrical Engineering (Autonomous Systems, Energy Systems)
- Environmental Engineering
- Industrial Engineering
- Mechanical Engineering (Aerospace, Advanced Materials, Automotive)
- Physics (Astrophysics, Applied Quantum Physics)

All programs are guided by Industry Advisory Boards to emphasize hands-on learning through labs, applied research, and real-world projects. Every Florida Poly student completes at least one internship and a year-long capstone project to tackle open-ended, interdisciplinary challenges proposed by industry sponsors.

Florida Polytechnic University further integrates industry into the professional lives of students through high-impact career fairs. At these semi-annual events, 100+ high-tech companies actively recruit students into internships and full-time employment opportunities. Nearly 50% of Florida Poly students participate in these career fairs each semester.

This industry-integrated approach extends beyond the classroom through applied research and faculty-industry collaboration. Through partnerships with organizations such as Catapult, IMSA (International Motor Sports Association), Polk County Sheriff's Office, IFF (International Flavors & Fragrances), and OCOM (the Orlando College of Osteopathic Medicine), Florida Poly students and faculty deliver solutions in areas including autonomous systems, smart infrastructure, and cybersecurity.

With a curriculum aligned to workforce needs and applied research embedded in industry partnerships, Florida Poly serves as a catalyst for Florida's innovation economy – producing job-ready graduates and research that solves real-world challenges.

2. How does your university intend to recruit world-class faculty and top-performing students to support this area of expertise?

To support its distinctive expertise in industry-integrated, high-tech STEM education and applied research, Florida Polytechnic University will recruit world-class faculty and top-performing students through a strategic approach grounded in academic excellence, innovation, and real-world impact.

Faculty Recruitment Strategy: Attracting World-Class Talent

1. **Targeted hiring in emerging fields**
   Faculty searches will prioritize expertise in high-demand, interdisciplinary domains – such as aerospace and space systems engineering; AI and cybersecurity; biomedical sciences and devices; and autonomous systems and smart infrastructure – to align with academic program growth and industry needs.

2. **Industry collaboration**
   Florida Poly will recruit faculty eager to apply their expertise to real-world challenges through deep, sustained industry engagement. Candidates will be attracted by opportunities to lead sponsored research, secure patents, and guide student teams in capstone and entrepreneurial projects tied to real-world problems. As part of this approach, Florida Poly will pursue embedded faculty partnerships, placing faculty members directly within partner organizations to co-develop solutions in high-impact areas. This "faculty in residence within industry" model will be supported by joint appointments, industry-sponsored research projects, and co-developed curricula.

3. **Faculty development, support, and recognition**
   Florida Poly will offer nationally-competitive salary packages and startup funding, including access to modern labs and equipment, a forthcoming University Research Park, and an Office of Patents and Technology Transfer, to attract and retain faculty with strong industry, research, and innovation track records. Through our new Faculty Center for Teaching and Innovation, Florida Poly will support continuous professional growth, pedagogical innovation, and leadership development. This will create a thriving, collaborative academic community that values excellence and impact.

2

Student Recruitment Strategy: Attracting Top-Performing STEM Learners

1. **High-touch, data-driven recruitment**
   Florida Poly will expand digital outreach, personalized communication, and admissions counselor engagement to reach academically high-achieving students—particularly those with strong math and science preparation and interests in STEM careers. As outlined in our retooled Strategic Enrollment Management model, this includes the deployment of AI to inform student recruitment processes, prospective student communication, and admissions decision-making.

2. **Scholarships and ROI messaging**
   Florida Poly will leverage its reputation for the #1 Return-on-Investment degree in the South, the highest graduate salaries, and the lowest student debt to attract top students seeking meaningful, affordable, high-wage STEM pathways. Scholarships will be strategically awarded to national merit scholars and top STEM competitors.

3. **Immersive experiences, signature programs, and accelerated pathways**
   To differentiate the Florida Poly experience, the university will showcase hands-on, project-based learning from day one – offering admitted student preview days, summer bridge programs, dual enrollment options, and early access to industry projects and research labs. Combined bachelor's/master's pathways, articulation agreements with FCS schools, and the development of 3-year bachelor's degree programs will appeal to academically ambitious students, especially those seeking early research involvement, graduate study, or entrepreneurship opportunities.

3. How will your area of expertise collaborate with industry and business leaders?

Florida Polytechnic University is co-creating the future of STEM education and innovation through intentional, reciprocal partnerships with industry. These collaborations are central to our mission and are embedded within our academic and research activities.

1. **Industry Curriculum Advisory Boards for every academic program**
   Every academic program is guided by an Industry Curriculum Advisory Board composed of engineers, executives, and technologists who inform curriculum design, ensure workforce alignment, and identify emerging skillsets and technologies. This includes the identification of essential (soft) skills reinforced to students through leadership training opportunities.

2. **Industry-sponsored capstone projects and internships**
   Industry partners play an active role in shaping student experiences by sponsoring capstone projects, offering internships and co-ops, and mentoring student teams. These partnerships ensure students are solving real problems with real consequences, which strengthens the technical and professional readiness of our graduates.

3. **Embedded faculty/industry collaborations**
Florida Poly will collaborate with industry partners to embed faculty directly within companies and organizations to lead joint research projects, develop new technologies, and support workforce development initiatives. This embedded model will enhance applied research productivity and foster long-term innovation partnerships.

4. **Co-development of new programs and credentials**
Florida Poly will co-develop new degree programs, certificates, and micro-credentials in collaboration with industry partners. This will ensure rapid response to workforce needs in emerging fields.

4. Does your university plan on creating a center of distinction to support this area of expertise? If so, please explain how this center will support other faculty, students, and staff throughout the System?

Because this proposed area of expertise is central to the mission of our entire university, Florida Polytechnic University does not plan to create a separate center of distinction.

Even without a separate center of distinction, Florida Polytechnic University will support faculty, students, and staff throughout the SUS in applied STEM innovation by openly sharing curriculum toolkits, advisory board frameworks, capstone project models, and industry-aligned micro-credential modules and certificates that can be adopted or adapted by other SUS institutions.

5. Using Table 1, list the associated goals and metrics that will be used to quantify success in this selected area of expertise. These goals and metrics should reflect measurable outcomes and developments, not just rankings. Add rows as needed.

Table 1

University Metric	Goal/Target	What is the data source for the metric, and how will the university track progress?	Will there be any peer comparisons? If so, please describe.
Percent of bachelor's graduates enrolled or employed ($40k+) within one year of graduation	85% for our 2029-30 graduates	Source: PBF metric #1 We will track progress through our Accountability Plan.	Accountability Plans provide comparisons across the SUS. Other public sources (e.g., Niche, GlassDoor, PayScale) provide similar data for peer comparisons.
Median wages of bachelor's graduates employed full-time within one year of graduation	$72,000 for our 2029-30 graduates	Source: PBF metric #2 We will track progress through our Accountability Plan.	Accountability Plans provide comparisons across the SUS. Other public sources (e.g., Niche, CollegeScoreCard, CollegeTransitions) provide similar data for peer comparisons.
Percent of bachelor's graduates with 2+ workforce experiences (including internships)	100% for our 2029-30 graduates	Source: PBF metric #10 We will track progress through our Accountability Plan.	We will search for peer comparison data.
Percent of graduating seniors completing industry-sponsored capstone projects	90% for our 2029-30 graduates	Source: Internal data We will list this as an institution-specific metric in our Accountability Plan.	We are not aware of any publicly available data on this.
Number of faculty with active industry collaboration projects	10% by 2029-30	Source: Internal data (Faculty Activity Reports)	We are not aware of any publicly available data on this.
Utility patents awarded (cumulative)	Increase from 1 to 20 by 2030	Source: Accountability Plan	Accountability Plans provide comparisons across the SUS.
Headcount enrollment	3,000 by Fall 2030	Source: Accountability Plan	Accountability Plans provide comparisons across the SUS.
# of new credential programs co-developed with industry	6 by Fall 2030	Source: Academic Program Inventory and Catalog	No.

6. Using the table below, provide a summary of anticipated university spending during the 2025-26 FY to support this area of expertise. Please list the initiative(s), the total amount budgeted for each initiative, and the associated goal for each initiative.

Table 2: Anticipated FY26 Funding for University Initiatives

University Initiative	Anticipated Funding	Associated Metric/Goal
New faculty recruitment, including startup	$5.00M (FY26 appropriation)	Number of faculty with active industry collaboration projects; Number of new credential programs co-developed with industry
Student career counseling and internships	$2.45M (performance funds)	Percent of bachelor's graduates enrolled or employed ($40k+) within one year of graduation; Median wages of bachelor's graduates employed full-time within one year of graduation
Faculty Center for Teaching & Innovation	$2.25M (performance funds)	Headcount enrollment
Industry outreach, including Industry Advisory Boards and industry collaboration grants	$1.30M (FY26 appropriation)	Percent of graduating seniors completing industry-sponsored capstone projects; Number of faculty with active industry collaboration projects; Number of new credential programs co-developed with industry
Student recruitment enhancements	$1.00M (FY26 appropriation)	Headcount enrollment
Patents & Technology Transfer	$500k (FY26 appropriation)	Utility patents awarded (cumulative)
Capstone enhancements	$500k (FY26 appropriation)	Percent of graduating seniors completing industry-sponsored capstone projects; Percent of bachelor's graduates with 2+ workforce experiences (including internships)
Total	$13M	

This area of expertise aligns with Florida Poly's $15M Legislative Budget Request (*Rising to 3,000: Expanding Florida Poly's Economic Impact*), that calls for the development of five innovative academic programs to fill high-skill employment gaps, the enhancement of existing academic programs, the build-out of enrollment management capacity, and the improvement of student success outcomes in order to meet student and employer demands and produce an even greater number of Florida Poly graduates.

Area of Expertise 2

Area of Expertise 2: Industrial and Phosphate Research

1. What is your university's selected area of expertise? Please provide a
    detailed narrative of the identified area of expertise.

The Florida Industrial and Phosphate Research Institute (FIPR Institute) was
created in 1978 as a research institute to study phosphate issues that impact
Florida. In 2010, legislation broadened the Institute's capabilities globally and to
non-phosphate topics such as energy, and the mining and processing of minerals
other than phosphate. In 2012, the FIPR Institute legislatively became part of
Florida Polytechnic University.

Through its long history, the FIPR Institute has gained a reputation as a leader in
research and knowledge related to phosphate mining and fertilizer production
activities. It has published hundreds of research reports on many topics in the field.
As such, the expanded mission of the Institute leverages this expertise to offer its
research capabilities globally on phosphate issues and similar issues in other
industries.

FIPR currently has four main areas of focus:

(1) Mining and beneficiation (mineral processing)
Developing technology to help Florida's phosphate industry become more
efficient and environmentally sound and separating phosphate rock and
rare earth elements from waste clay and sand.

(2) Chemical processing / phosphogypsum
Chemical processing of phosphate rock into fertilizer products

(3) Remediation and reclamation
Finding the best ways to reclaim land for more intensive human uses, to
minimize environmental hazards, and to improve aesthetics

(4) Environmental health
Protecting the health of Florida citizens and the environment through a
focus on waste disposal, environmental radioactivity, and air and water
pollution

(5) Environmental Engineering
Florida Poly's Bachelor of Science in Environmental Engineering degree
program collaborates closely with FIPR to provide long term, real-world
projects for project-based learning throughout the curriculum. Faculty and
students in the program will have the resources, experience and
connections of the Institute available to support their research

2. How does your university intend to recruit world-class faculty and top-performing students to support this area of expertise?

Florida Polytechnic University recruits Environmental Engineering faculty to support the work of FIPR through a competitive internal grant process. FIPR also offers internships to Florida Poly students interested in chemistry and environmental engineering.

3. How will your area of expertise collaborate with industry and business leaders?

FIPR's knowledgeable staff and in-house facilities and equipment provide expert laboratory and consulting services on phosphate, associated minerals, and other applied industrial purposes to industry on a contractual basis. Laboratory facilities of the FIPR Institute include an analytical chemistry lab (with a wet bench chemistry room and a separate analytical instrument room), a metallurgical lab (with an adjacent secure outdoor compound) and a biological laboratory (and associated greenhouse area).

FIPR staff also provide valuable consulting services in areas such as:
- Florida phosphate issues
- World phosphate issues
- Mining and beneficiation (mineral processing)
- Chemical processing
- Reclamation (terrestrial and aquatic systems)
- Phosphogypsum management and applications
- Flotation processes
- Mineral separation
- Sulfur recovery from residuals
- Clay/fines consolidation
- Dewatering processes
- Waste minimization
- Associated energy production

4. Does your university plan on creating a center of distinction to support this area of expertise? If so, please explain how this center will support other faculty, students, and staff throughout the System?

The FIPR Institute was established by the Florida Legislature. As such, it is able to provide support to other faculty, students, and staff throughout the system.

5. Using Table 1, list the associated goals and metrics that will be used to quantify success in this selected area of expertise. These goals and metrics should reflect measurable outcomes and developments, not just rankings. Add rows as needed.

Table 1

University Metric	Goal/Target	What is the data source for the metric, and how will the university track progress?	Will there be any peer comparisons? If so, please describe.
Utility patents awarded (cumulative)	Increase from 1 to 20 by 2030	Source: Accountability Plan	Accountability Plans provide comparisons across the SUS.
FIPR contracts and laboratory services revenues	Increase from $120k to $500k by 2030	Source: FIPR Annual Report	No
FIPR grant revenue	Increase from $210k to $1M by 2030	Source: FIPR Annual Report	No

6. Using the table below, provide a summary of anticipated university spending during the 2025-26 FY to support this area of expertise. Please list the initiative(s), the total amount budgeted for each initiative, and the associated goal for each initiative.

Table 2

University Initiative	Anticipated Funding	Associated Metric/Goal
Laboratory and consulting services; develop national recognition	$1M	FIPR contracts and laboratory services revenues
Expansion of federal, state, and local grants	$500k	FIPR grant revenue
Patents development and research commercialization	$500k	Utility patents awarded (cumulative)

Florida Polytechnic University

Academic Enterprise, Research, and Student Success Committee

Board of Trustees

September 18, 2025

Subject: Annual Textbook and Instructional Materials Affordability Report for FY25

Proposed Committee Action

Recommend approval of the Annual Textbook and Instructional Materials Affordability Report for FY25 to the Board of Trustees.

Background Information

Section 1004.085 of the Florida Statutes and Florida Board of Governors Regulation 8.003 (Textbook and Instructional Materials Affordability and Transparency) require each university to submit an annual report on textbook and instructional materials affordability to the Chancellor of the State University System. The template provided for this report requires the following information:

(a) Process used to select instructional materials for high-enrollment General Education courses

(b) Total number/percent of courses with no-cost textbooks and instructional materials

(c) Total number/percent of courses with low-cost instructional materials (≤$20 per credit hour)

(d) Specific initiatives designed to reduce the cost of textbooks and instructional materials

(e) A description of policies to ensure textbook and instructional materials are posted for at least 95% of all courses and course sections 45 days before the first day of class

(f) Total number/percent of course sections that are exceptions to the deadline, along with an explanation for the exceptions

(g) Performance on the Textbook and Instructional Materials posting requirement

The following table summarizes information from this year's 2024-25 report and provides a comparison to previous years' reports:

	'22-23	'23-24	'24-25	
% of course sections meeting the 45 day posting requirement	99.7%	100%	98.6%	
95% reporting requirement met?	Yes	Yes	Yes	YOY change
% of course sections identified as exceptions	10%	8%	0.2%	-8%
% of course sections with no-cost materials	37%	38%	43%	+5%
% of course sections with low-cost materials	12%	19%	55%	+36%

Section 1004.085 requires Florida Poly to post textbook and instructional materials 45 days before the first day of class for at least 95% of course sections. **Florida Poly met this requirement for 98.6% of course sections in both Fall 2024 and Spring 2025**. We failed to meet this requirement for 9 of 658 course sections offered in 2024-25.

For 2024-25, the Office of the Provost reviewed and approved one exception to the 45-day posting deadline. In previous years, reasons for approved exceptions included:

- courses added after the 45-day deadline
- homework materials were added after the 45-day deadline
- bookstore processed textbook adoption after the 45-day deadline
- faculty changed
- course cancelled

660 course sections (98% of all course sections offered) required or recommended textbooks and instructional materials at no-cost or low-cost ($20 or less per credit hour). This represents a 41% increase from 2023-24. Courses with no- or low-cost materials typically use open-source materials.

If approved by the Florida Polytechnic University Board of Trustees, this report will be submitted to the Florida Board of Governors prior to the September 30 deadline. The Chancellor will then report a summary of the State University System's efforts to address textbook and instructional materials by November 1.

Supporting Documentation: Textbook and Instructional Materials Affordability Annual Report for FY25

Prepared by: Kevin Calkins, Director, Institutional Research; Dr. Tom Dvorske, Vice Provost; Andrew Konapelsky, Registrar; Dr. Brad Thiessen, Provost and Vice President, Academic Affairs

Textbook and Instructional Materials Affordability Annual Report

Instructions

1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.
   Do not edit the content of the template. Expand the response space as needed.
2. **Submit the report in Excel.** The signatures may be submitted in PDF format. Statutory due date is September 29, 2025.
3. If there are questions, contact Tyler Aldinger, Assistant Director of Academic and Student Affairs, at tyler.aldinger@flbog.edu
4. Include the university contact name and email for the staff who completed the report below:
5. Please note some cells are auto-calculated and do not require you to enter a figure. These cells are green.

University Contact Name and Email: Florida Polytechnic University, Kevin Calkins, kcalkins@floridapoly.edu

Textbook and Instructional Materials Affordability Annual Report
Fall 2024 and Spring 2025

University Submitting Report: **Florida Polytechnic University**

Date Approved by the University Board of Trustees:

Signature of Chair, University Board of Trustees:

Signature of President:

Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses (*n=*). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

General Education Courses with High Enrollment		Total Number of Course Sections (n =)	Selection Process	If "other," describe
Course Prefix & Number	Course Title			
CHM 2045	Chemistry 1	15	Department Committee	
CHM2045l	Chemistry 1 Laboratory	27	Department Committee	
PHY 2048	Physics 1	15	Department Committee	
PHY 2048 L	Physics 1 Laboratory	25	Department Committee	
MAC 2311	Analytic Geometry and Calculus 1	13	Department Committee	
PHY 2049	Physics 2	9	Department Committee	
PHY 2049 L	Physics 2 Laboratory	15	Department Committee	
IDS 2144	Legal, Ethical, and Management Issues in Technology	5	Department Committee	
ENC2210	Technical Writing	12	Department Committee	
ENC1101	English Comp. 1: Expository and Argumentative	12	Department Committee	
STA 2023	Statistics 1	5	Department Committee	
AMH 2010	American Government	2	Department Committee	

Course Sections with No Cost for Textbooks/Instructional Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2024	
Total Number of Course Sections Offered (Including Exceptions)	346
Total Number of Course Sections Offered with No Cost Materials	136
Percent of Course Sections with No Cost Materials (Auto-Calculated)	39%

Spring 2025	
Total Number of Course Sections Offered (Including Exceptions)	329
Total Number of Course Sections Offered with No Cost Materials	152
Percent of Course Sections with No Cost Materials (Auto-Calculated)	46%

Board Action Plan - Low Cost Course Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that required or recommended textbook(s)/instructional materials for $20 or less per credit hour (e.g., $60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2024

Total Number of Course Sections Offered (Including Exceptions)	346
Total Number of Course Sections Offered with the Cost of Materials at $20 or less per credit hour	52
Percent of Course Sections Offered with the Cost of Materials at $20 or less per credit hour (Auto-Calculated)	15%

Spring 2025

Total Number of Course Sections Offered (Including Exceptions)	329
Total Number of Course Sections Offered with the Cost of Materials at $20 or less per credit hour	33
Percent of Course Sections Offered with the Cost of Materials at $20 or less per credit hour (Auto-Calculated)	10%

Textbook & Instructional Materials Affordability Initiatives

Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

The University continues to explore viable options to reduce the cost of textbooks and instructional materials. The Open Educational Resurces (OER) are integrated within our Learning Management System - Canvas - for ease of access of resources available in the University Library.

Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has this had on student savings, if any.

The Opt-in Provision contintues to be evaluated through our book vendor Follett. This evaluation did not reveal any cost savings due to low volume at this time.

Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes,

describe the impact this has this had on student savings, if any.

The Opt-out provision continues to be on hold until the Opt-in is initiated.

University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

The Guidelines, which are followed by the Academic Departments, include a streamlined process for selecting textbooks and course materials that ensures all requests are funneled through a central texbook/materials manager in the Provost Officce. Faculty are reminded of the deadlines at Department Meetings each semester well in advance of course planning and regisration for any upcoming terms. Each term the Internal Auditor monitors and validates the texbook and instructional materials adoptions alone with any approved exceptions. The findings are reviewed/approved by the UBOT. All changes that post=-date the 45 day mark must be reviewed and approved by the Provost's designee (Vice Provost of Academic Affairs).

Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

All polices are effective in ensuring the reporting requirements are met and validated by the Internal Auditor.

Published List of Required and Recommended Textbooks and Instructional Materials

Please use the drop-down options to confirm the published list of required and recommended textbooks and instructional materials includes the following information.

Information Required	Affirm Information is Included
International Standard Book Number (ISBN) or Other Identifying Information	Included
Title	Included
All Authors Listed	Included
Publishers	Included
Edition Number	Included
Copyright Date	Included
Published Date	Included
Searchable by Course Subject, Course Number, Course Title, Name of Instructor, Title of Material, and Author(s) of Material	Included
Material Information is Easily Downloadable by Current and Prospective Student	Included

Published Course Syllabus Requirements

Please use the drop-down options to confirm the course syllabus of the general education core course options identified pursuant to section 1007.25, Florida Statutes include the following information.

Information Required	Affirm Information is Included
Course Curriculum	Included
Goals, Objectives, and Student Expectations of the Course	Included
How Student Performance will be Measured	Included

Link to Published List of Required and Recommended Textbooks and Instructional Materials

Please provide an active link to the webpage housing the information listed under "Published List of Required and Recommended Textbooks and Instructional Materials.". If each course section has its own website link, please provide one example link.

Please Provide Link Below

https://floridapoly.edu/registrar/course-registration.php#textbooks

Link to Published List of Course Syllabi for General Education Courses

Please provide active links to the webpages housing the information under "Published Course Syllabus Requirements."
https://floridapoly.edu/registrar/course-registration.php#textbooks

Please Provide Links Below

Communication	
Humanities	ps://floridapoly.edu/registrar/course-registration.php#textbo
Mathematics	ps://floridapoly.edu/registrar/course-registration.php#textbo
Natural Sciences	ps://floridapoly.edu/registrar/course-registration.php#textbo
Social Sciences	ps://floridapoly.edu/registrar/course-registration.php#textbo

Exceptions

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2024				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
345	1	346	0%	Alternte chosen for small class population

Spring 2025				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
312	0	312	0%	No exceptions approved in writing

University Requirements for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Use the tables below to report the total number of course sections offered at the 45-day posting deadline, the number of course sections that met the posting requirement, the number of course sections that changed materials after the posting deadline, and the number of course sections that did not meet the posting requirement. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2024					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
345	345	100%	0	1	0.29%

Spring 2025					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
312	304	97.44%	0	8	2.56%

Note: Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Florida Polytechnic University

Academic Enterprise, Research, and Student Success Committee

Board of Trustees

September 18, 2025

<u>**Subject:**</u> **Foreign Influence Annual Report FY25**

<u>**Proposed Committee Action**</u>

Information only – no action required.

<u>**Background Information**</u>

Florida Board of Governors Regulation <u>9.012(9) (Foreign Influence)</u> requires each university board of trustees to submit a Foreign Country of Concerns report to the Board of Governors for approval. The report, which relates to all grant programs, agreements, partnerships, and contracts between Florida Polytechnic University and any colleges and universities based in a foreign country of concern and foreign principals, must include the following information for 2024-25:

(a) Data reflecting any grant program, agreement, partnership, or contract between the state university and any university or college that is based in a foreign country of concern or a foreign principal

(b) Data reflecting any office, campus, or physical location used or maintained by the state university in a foreign country of concern or with a foreign principal

(c) The date on which any such grant program, agreement, partnership, or contract reported pursuant to (9)(a) is expected to terminate

Florida Polytechnic University did not in 2024-25 – and does not currently – have any grant programs, agreements, partnerships, and contracts with colleges and universities based in a foreign country of concern.

Supporting Documentation: None

Prepared by: Jay Smith, Director, Grants Administration; Dr. Brad Thiessen, Provost and Vice President, Academic Affairs

Florida Polytechnic University
Academic Enterprise, Research, and Student Success Committee
Board of Trustees
September 18, 2025

Subject: **Sponsored Research Certification**

Proposed Committee Action

Information only – no action required.

Background Information

Florida Board of Governors Regulation 10.002 (Sponsored Research) requires each university to annually certify that:

- *it has policies in place to negotiate, enter into, and execute research contracts including, but not limited to, policies for solicitation and acceptance of research grants and research donations, policies for the collection of fees and research donations in the context of university sponsored research, and policies relating to the appropriate use of research funds*

- *reasonable control and monitoring systems are in place for research activities to comply with applicable laws and the mission and long term plans of the university*

The signed certification form is to be reported to the Board of Trustees and submitted to the Board of Governors by October 1.

Jay Smith, Director of Grants Administration, has signed the certification form for Florida Polytechnic University.

Supporting Documentation: Sponsored Research Certification

Prepared by: Dr. Brad Thiessen, Provost and Vice President, Academic Affairs

Sponsored Research Certification

State University System of Florida — Board of Governors

Name of University: __Florida Polytechnic University__

INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors.

Sponsored Research Certification Representations			
Representations	**Yes**	**No**	**Comment / Reference**
1. I am responsible for establishing and maintaining, and have established and maintained, reasonable effective internal controls and monitoring over my university's division of sponsored research.	☒	☐	
2. The internal controls and monitoring activities include policies for negotiating, entering into, and executing research contracts; policies for soliciting and accepting research grants and research donations; policies over the collection of fees and research donations; and policies related to the appropriate use of research funds.	☒	☐	
3. The research activities of the university comply materially with applicable laws and the mission and long term plans of the university, and reasonable controls are in place to identify any material noncompliance so that it may be remedied.	☒	☐	
4. The internal controls and monitoring activities are consistent with the requirements of applicable funding entities.	☒	☐	

I certify the foregoing information is true and correct to the best of my knowledge. My signature below acknowledges I have read and understand these statements. I certify this information will be reported to the board of trustees.

Certification: _____ Date __8/27/25_____

Title: __Director of Grants Administration__

Florida Polytechnic University
Academic Enterprise, Research, and Student Success Committee
Board of Trustees
September 18, 2025

Subject: **Research Report**

Proposed Committee Action

Information only – no action required.

Background Information

Dr. Brad Thiessen, Provost and Vice President, Academic Affairs will discuss how to integrate research more fully into the University's mission. This presentation will cover our progress in five areas critical to growing research at Florida Polytechnic University:

- Vision/Strategy, including research areas of focus
- Infrastructure, including space, equipment, high-performance computing, and admin. support
- Sustainable external funding
- Faculty time/effort, including workload considerations and incentives
- Student research engagement, including the launch of a doctoral program

This information is intended to guide a discussion among Trustees on potential directions and strategies to enhance research productivity at Florida Poly to provide value to the state of Florida.

Supporting Documentation: N/A

Prepared by: Dr. Brad Thiessen, Provost and Vice President, Academic Affairs

Florida Polytechnic University
Academic Enterprise, Research, and Student Success Committee Meeting
Board of Trustees
September 18, 2025

Subject: **Student Affairs, Enrollment Management, and Strategic Communications Report**

Proposed Committee Action

Information only – no action required.

Background Information

Bryan Brooks, VP for Student Affairs, Enrollment Management, and Strategic Communications will give a brief update on activities and initiatives that reflect Florida Poly's strategic priorities for student affairs, enrollment management, and strategic communications. Items discussed will include the new location of the Tutoring Center, staff updates in the Departments of Student Success and Career Services, the launch of the redesigned university website, updates from Move-In Weekend and housing operations, and Florida Poly's pursuit of an NAIA athletics program.

Potential questions to ask:

- *How will Florida Polytechnic University measure the impact of the new Tutoring Center location on student success and retention?*
- *In what ways will the new website strengthen positive student recruitment?*
- *With housing occupancy at 93%, what plans are in place to expand capacity enrollment grows toward the 2030 goal of 3,000 students?*
- *What impact is anticipated from NAIA athletics on student recruitment and institutional visibility?*
- *What are the most significant challenges in meeting the NAIA readiness standards before Fall 2026?*

Supporting Documentation: N/A

Prepared by: Bryan Brooks, VP for Student Affairs, Enrollment Management, and Strategic Communications