Wednesday, September 9, 2020
9:00 am – 10:00 am
Or upon the conclusion of the previous committee meeting

Florida Polytechnic University
WEBEX TELECONFERENCE MEETING

Dial In Number: 1-415-655-0001 | Access Code: 171 599 4704#

MEMBERS

Dr. Earl Sasser, Chair   **Frank Martin, Vice-Chair**   **Connor Coddington**
Dr. Ala' J. Alnaser

AGENDA

I.	Call to Order	Dr. W. Earl Sasser, Chair
II.	Roll Call	Zaira Medina
III.	Public Comment	Dr. W. Earl Sasser, Chair
IV.	Approval of the May 20, 2020 Minutes *Action Required*	Dr. W. Earl Sasser, Chair
V.	Committee Charter Review and Approval *Action Required*	Dr. W. Earl Sasser, Chair
VI.	2020-22 Academic & Student Affairs Committee Work Plan	Dr. Terry Parker, EVP and Provost
VII.	Provost Report and Discussion	Dr. Terry Parker, EVP and Provost

    A. Admissions

    B. Faculty

    C. COVID-19 discussion

    D. Legislative Budget Request (LBR) Discussion

    E. Discussion of approval items
    Action Required

        1. Approve FPU-BOT COVID19 MOU 2

2. Approve FPU-5.003 Textbook Adoption and Affordability-Amendment and Repeal of BOT Resolution 2017-001

VIII. Closing Remarks and Adjournment   Dr. W. Earl Sasser, Chair

DRAFT MEETING MINUTES

Wednesday, May 20, 2020
9:30 AM – 10:00 AM

Florida Polytechnic University
WEBEX TELE-CONFERENCE MEETING

I. Call to Order

Board Chair Don Wilson called the Academic and Student Affairs Committee meeting to order at 9:45 am.

II. Roll Call

Michele Rush called the roll: Board Chair Don Wilson, Committee Vice-Chair Earl Sasser, Trustee Victoria Astley, Trustee Henry McCance, Trustee Connor Coddington, Trustee Mark Bostick and Trustee Philip Dur were present (Quorum).

Other Trustees Present: Vice Chair Cliff Otto, Trustee Frank Martin, Trustee Bob Stork, and Trustee Gary Wendt

Staff Present: President Randy K. Avent, Provost Terry Parker, Ms. Gina DeIulio, Mr. Mark Mroczkowski, Ms. Kathy Bowman, Mr. Tom Dvorske, Mrs. Kristen Wharton, Ms. Michele Rush, and Ms. Zaira Medina

III. Public Comment

There were no requests received for public comment.

IV. Approval of Minutes

Trustee Earl Sasser made a motion to approve the Academic and Student Affairs Committee meeting minutes of February 25, 2020. Trustee Victoria Astley seconded the motion; a vote was taken, and the motion passed unanimously.

V. Provost Report and Discussion

Provost Terry Parker provided a presentation focused on emergent priorities and issues, beginning with current admissions data. Provost Parker then briefly reviewed an update to the definition of "hazing" in the Student Code of Conduct that requires Board action.

Trustee Victoria Astley made a motion to recommend approval of the Revised Regulation FPU-3.003 Student Code of Conduct to the Board of Trustees. Trustee Mark Bostick seconded the motion; a vote was taken, and the motion passed unanimously.

Provost Parker presented information on the proposed Bachelor of Science in Cyber Security Engineering degree. Trustee Astley inquired as to the motivation for separating this as its own major. Provost Parker stated the goal in offering this unique degree is to expand the University's offering to students as a degree that embeds both hardware and software together, and that many of the components to the degree already exist within the current curriculum, thereby remaining cost effective to the University. Provost Parker also addressed concern about impact on faculty's time by stating, yes, there is a start-up transition period when launching a new degree, however, Florida Poly will most likely only offer one of the concentrations until the degree is fully formed over time. Dr. Tom Dvorske commented that each concentration includes an elective course that students from other areas of study can take, thus increasing the class size. Dr. Dvorske also confirmed there is substantial documentation in the program proposal that records multiple dates and activity wherein faculty were engaged in developing this degree proposal. Additionally, the Undergraduate Curriculum Committee and the Provost's Office both approved the degree program.

Trustee Earl Sasser made a motion to recommend approval of the B.S. Cyber Security Engineering Degree program to the Board of Trustees. Trustee Henry McCance seconded the motion; a vote was taken, and the motion passed unanimously.

Provost Parker addressed the negative impact COVID-19 has had on faculty hiring. With travel restrictions in place, interviews have been conducted virtually.

Provost Parker provided information regarding the two Collective Bargaining-related items for Committee approval. There were no questions or discussion.

Trustee Henry McCance made a motion to recommend approval of the Collective Bargaining Agreement, Revised Article 12: Salaries to the Board of Trustees. Trustee Earl Sasser seconded the motion; a vote was taken, and the motion passed unanimously.

Trustee Henry McCance made a motion to recommend approval of the Memorandum of Understanding re COVID-19 Health Emergency to the Board of Trustees. Trustee Mark Bostick seconded the motion; a vote was taken, and the motion passed unanimously.

Provost Parker reviewed how the University plans to open campus in the fall considering COVID-19. There are three groups focused on planning for the campus environment, the academic environment, and scenarios of the future. Trustee Henry McCance inquired if large decisions, such as adjusting the academic calendar, are made at the state level, or does each university have autonomy to determine what works best for their institution. Provost Parker stated the calendar adjustment is the University's decision at this time and he is still in discussion with the Board of Governors regarding this issue.

Trustee Phillip Dur inquired as to how to control student mobility to and from COVID-19 hot spots. Provost Parker responded that risk protocols will be established to address this issue. Trustee Dur suggested obtaining five-minute test kits, although there are limitations with using them. President Avent stated the University is in discussion with Lakeland Regional Health (LRH) regarding rapid testing capability; LRH said there is potential to set up a testing site on campus.

Trustee Earl Sasser stated since Florida Poly has a small campus, it may be easier to control access to buildings. He recommended researching how boarding schools are preparing to re-open their campuses this fall.

Trustee Victoria Astley inquired how faculty are being recruited or selected for the campus re-opening planning committees. Provost Parker stated they are selected according to their subject matter expertise;

for instructional delivery discussions, department Chairs are being consulted. Trustee Astley expressed concern this overlooks the official faculty governance structure; however, Provost Parker reminded Trustee Astley how he informed her and several others in the Faculty Assembly of the committee structure and the COVID-19 planning groups. There will also be opportunities for faculty to participate in open sessions that the committees will be holding. Chair Wilson stated that how the administration engages with the different populations that are involved in campus re-opening discussions is not a Board of Trustees issue. President Avent confirmed this item does not require Board action and recommended Provost Parker discuss this further with Trustee Astley outside of the Board meeting.

VII.   Closing Remarks and Adjournment

With no further business to discuss, the Academic and Student Affairs Committee Meeting adjourned at 10:46 a.m.

Florida Polytechnic University
Academic & Student Affairs Committee
Board of Trustees
September 9, 2020

<u>**Subject**</u>**: Academic & Student Affairs Charter Review and Approval**

<u>Proposed Committee Action</u>

Recommend approval of the changes to the Academic & Student Affairs Charter to the Florida Polytechnic University Board of Trustees.

<u>Background Information</u>

As the University is starting a new two-year cycle with the Board, charter reviews of each of the various committees is being performed. The Academic & Student Affairs charter has been reviewed by the Office of General Counsel for legal sufficiency.

Supporting Documentation: Academic & Student Affairs Charter

Prepared by: Dr. Terry Parker, Provost & EVP

Academic and Student Affairs Committee
CHARTER
(Staff Liaison: Dr. Terry Parker, Provost)

2020-2021 Committee Members:

1. **Chair: Dr. Earl W. Sasser**
2. **Vice Chair: Frank Martin**
3. **Trustee Ala J. Alnaser**
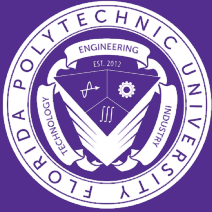4. **Trustee Connor Coddington**

<mark>Current charter:</mark>
"This committee is responsible for issues related to academic programs, student affairs, student life, education policy, regional accreditation, financial aid, recruitment, admissions and retention of students, and faculty recruitment."

<mark>Proposed charter:</mark>

In the simplest terms, the Academic and Student Affairs committee provides appropriate board governance regarding issues at Florida Polytechnic University related to improving the student success rate and developing centers of faculty excellence in carefully selected STEM fields. Everything that the committee does should ensure that Florida Poly achieves those two objectives in the most cost effective manner.

Topics routinely examined by the committee are academic programs, student affairs, student life, education policy, regional accreditation, financial aid, recruitment, admissions and retention of students, and faculty recruitment.

Committee Work Plan

Academic & Student Affairs Committee Work Plan
2020-2022

Following is a list of topics which will come before the Academic & Student Affairs Committee within the course of a year:

Topics for reporting this meeting:

- Admissions and Financial Aid
- Student Services
- Four year graduation improvement plan
- Degree Program Additions and Faculty Hiring
- Student and Faculty Diversity
- Graduate programs
- Technology and Pedagogy

New Topics for consideration for future meetings:

- Academic programs
- Student affairs and life
- Education policy
- Regional accreditation
- Financial aid
- Recruitment, admissions and retention of students
- Faculty recruitment

*The items listed above are standard items that occur in regular quarterly or annual cycles. However, other matters may be brought to the Committee for review and approval as required by law and regulation, as well as any other matters of interest.

Committee Work Plan

Academic & Student Affairs Committee Work Plan
2020-2022

COMMITTEE TOPICS

Following is a list of topics which will come before the Academic & Student Affairs Committee within the course of a year:
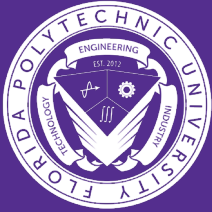
Topics for reporting this meeting:

- Admissions and Financial Aid
- Student Services
- Four year graduation improvement plan
- Degree Program Additions and Faculty Hiring
- Student and Faculty Diversity
- Graduate programs
- Technology and Pedagogy

At each Academic and Student Affairs Committee meeting the committee will have the opportunity to request reporting on a particular topic of interest. Reports to the committee may, if it is deemed necessary, include information beyond the topics listed above.

*The items listed above are standard items that occur in regular quarterly or annual cycles. However, other matters may be brought to the Committee for review and approval as required by law and regulation, as well as any other matters of interest.

Provost's Report

Terry Parker

September 9, 2020

Today's Discussion is a Review of Activity Aligned with the Work Plan

- **Admissions and Financial Aid:** Current Status and projections
- **Student Affairs:** Student support in a remote environment
- **Four year graduation improvement plan***
  - Discussion of performance based funding and growth
- **Degree Program Additions and Faculty Hiring Status**
  - Faculty Hiring Status (slide of current status,
- **Student and Faculty Diversity**
- **Graduate Programs**
- **Technology and Pedagogy**
  - Operations in the COVID 19 world
- **Other Items**
  - COVID operating notes**
  - Collective Bargaining: MOU regarding Fall 2020
  - Textbook Affordability Report
  - Academic Affairs Organization Review

Gray colored titles not discussed at this meeting
** COVID Operating items moved to the front of the presentation

Student Affairs is tasked with creating community during a pandemic

- **The student experience must be "engaged but thoughtful"**

- **Key areas of focus**
  - **Housing**
  - **Food**
  - **Engagement with social distance and masks**
  - **Stronger space usage control**
  - **Virtual meetings**

Confirmed Positive Cases in Florida
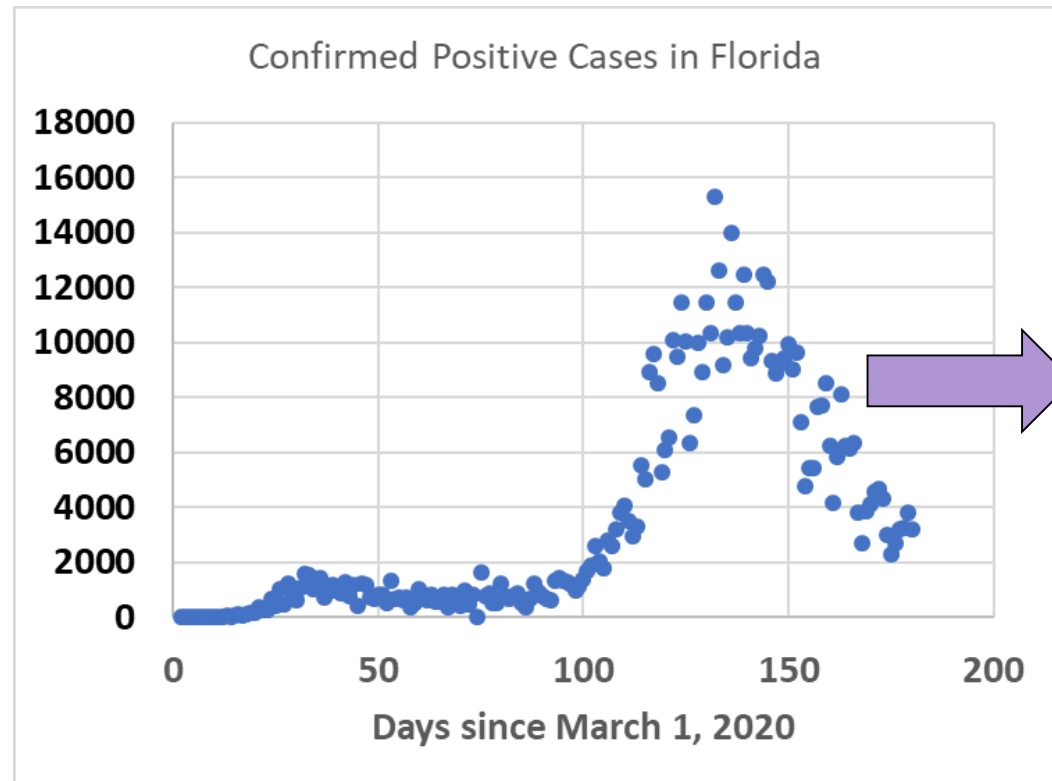
The future:
IHME model uncertain BUT similar to current status contingent on masks and social distance

IHME – *Institute for Health Metrics and Evaluation, University of Washington*

Student Affairs Creates "Activity and Support" Beyond the Classroom

- **Support of Academic Success:**
  - **Tutoring**
  - **Advising**
  - **Student Center (Expansion of student space on campus): Study Space, New Vending Area**

- **Despite COVID, carefully creating a positive student culture:**
  - **E-sports**
  - **Student Development Multi-Purpose room transformation**
  - **NACE**
  - **Scatter Band**
- **Residence Hall**
  - **Structure in place: Community Director roles, RAs**
- **Weekend-Focus**
  - **Curricular (APS)**
  - **Purple Fire Weekends**
- **Family Day**
  - **Transitioning to an online experience for Fall 2020.**

Covid-19 has negatively impacted faculty hiring *(slide recycled from May meeting)*

- **Faculty searches for next Fall:**
  - the majority of searches are on hold due to travel and meeting restrictions
  - Visiting faculty appointments (one year, renewable) currently advertised to meet teaching needs
- **Status for Searches:**
  - Computer science: converted to visiting faculty searches, evaluating candidates **(two visitors hired)**
  - Data Science Business Analytics: converted to Visiting Faculty search, **(adjunct faculty hired)**
  - Environmental Engineering: one candidate pending, one visiting faculty pending **(one visitor hired)**
  - Mechanical Engineering: converted to visiting faculty searches, evaluating candidates **(one visitor hired)**
  - Physics: two candidates under consideration **(one Assistant Professor hired)**
  - Math: one instructor offer out **(one instructor hired)**

Faculty Hiring is one of our highest priorities for the year

FLORIDAPOLY

- **Our faculty hiring "shutdown" in March 2019**
  - **Traditional hiring involves an extensive, in-person interview that is at minimum one day in duration**
  - **Offers are competitive in salary and include an initial three year contract period**
- **We have emerging critical needs in Computer Science, Environmental Engineering, Mathematics, Mechanical Engineering**
  - **Secondary needs in Data Science, Electrical and Computer Engineering, Natural Sciences**
  - **Hiring is required to support core programs and also student body growth**
- **We will reopen the hiring program in early fall**

Technology and Training has positioned us to be flexible for the fall

- **Instructional modes are: FLEX, ONLINE ENGAGED, and Lab**
- **A complete "redo" of furniture in all IST common spaces has addressed social distance issues**
- **A seat reservation "app" provides class access and seat assignment**
- **88% of the faculty were trained over the summer**
- **Support from Tom and company (T&L/Tech Services)**
  - **Course setup in Canvas**
  - **Video/lecture production**
  - **"Simulcast" instruction in-person and via MS Teams**
  - **Supplemental equipment and ongoing support**
- **The emerging challenge is maintaining student engagement**

Planning for the Future: How Does Florida Poly Respond to COVID-19 (from the May meeting)

- **The COVID-19 pandemic:**
  - **Produced the largest global recession since the Great Depression**
  - **Is an enormous challenge for higher education**
- **Responding to the challenge:**
  - **Immediate Decisions (Emergency Management)**
    - *Spring operations: Remote Instruction, Depopulating the campus*
  - **Very Short Term Planning**
    - *Summer operations: Remote Instruction, Faculty Training required*
  - **Fall Planning**
    - *Campus Planning Effort (CPE) COVID19*
    - *State University System (SUS) Working Groups and Task Force*
    - *Obvious Decisions: position the campus for flexibility with remote instruction (we are operating with a combined FLEX and ONLINE modality for our courses)*

Strategic course management provides an opportunity for ongoing face-to-face instruction

Monday Courses

Legend: Flex-Remote, Flex-Seated, Online
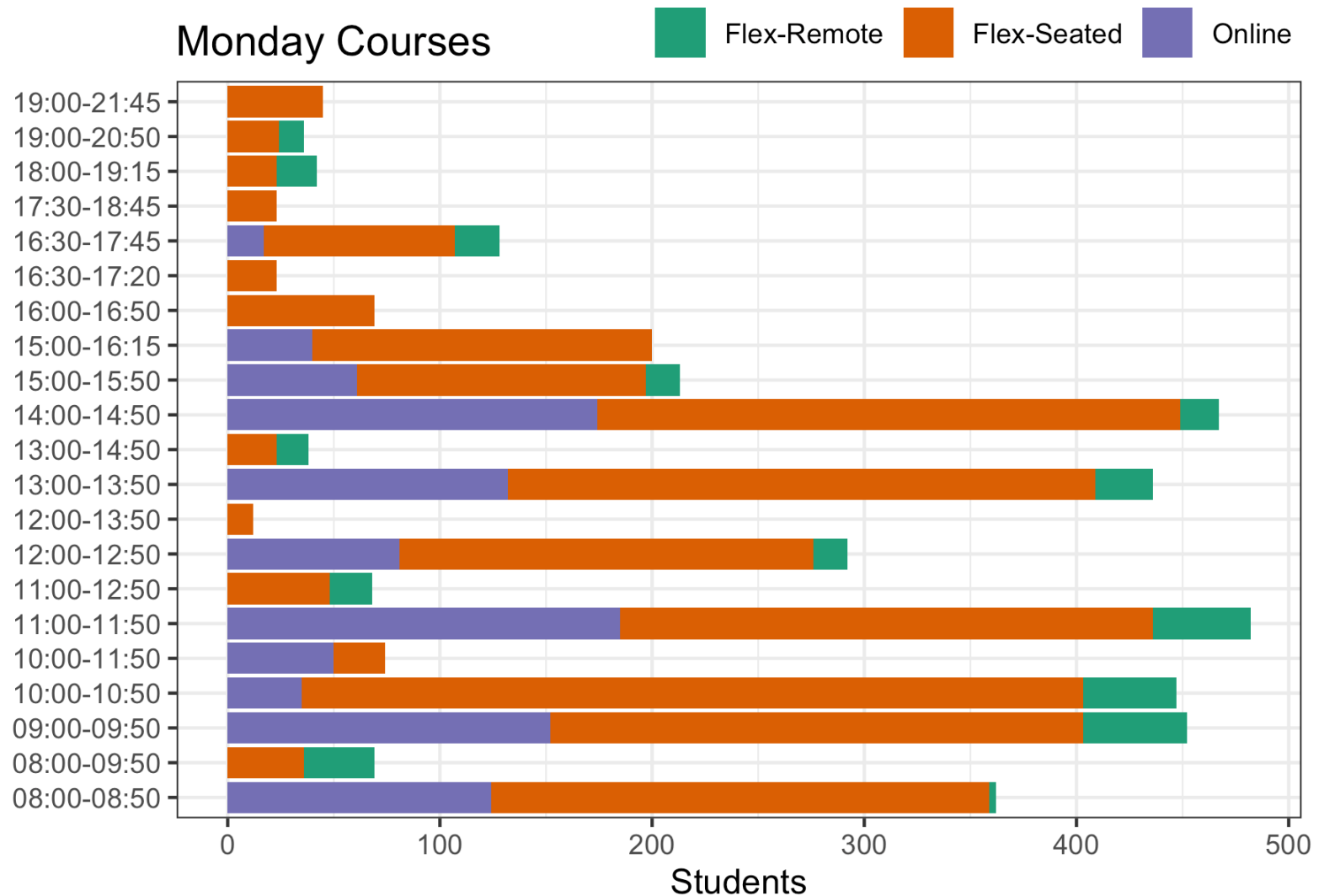
Online offerings have been used to provide CDC based health accommodation for faculty

- **Formal Health Accommodation process managed by Human Resources**
- **For Faculty in all cases, we have managed approved requests by carefully moving courses online**
- **The majority of courses that are online were placed online to get the right "mix" in the building in terms of population**
  - **Strong consideration to the student experience, i.e. avoiding nonintentional moving a subset of courses to nearly exclusive online status**
- **Our current mix of courses is ~20% of student credit hours are delivered online**

Thanks to the faculty that helped out in our preparations for the fall

FLORIDA**POLY**

- **Reopening in the fall required significant change in how we manage interactions on campus**
  - **Social distancing and Masks minimize "potential infections"**
  - **As we move forward, we need to maintain "engagement" within the new normal of COVID 19**

- **Many, Many Hands contributed to our reopening effort(forgive omissions)**
  - *Youssif Al Nashif, Jared Bunn, Matt Bohm, Abigail Bowers, Grisselle Centeno, Gerardo Carbajal, Harish Chintakunta, Doga Demirel, John Fico, Doug Holton*
  - *James Mennie, Samuel De Oliveira, Younggil Park, Edwar Romero-Ramirez, Rei Sanchez, Joanne Skiles, Sesha Srinivasan, Muhammad Ullah, Mary Vollaro, Feng-Jen Yang, Shahram Taj, Brad Towle*

- **AND a HUGE Thank You to:**
  - **Tom Dvorske**
  - **Kathryn Miller**

COVID reporting is reported internally and provided to Florida Department of Health

- Identify your "status" on campus (student, faculty, staff), provide contact information
- This generates notification routing to Human resources for Employees, Wellness coordinator for students
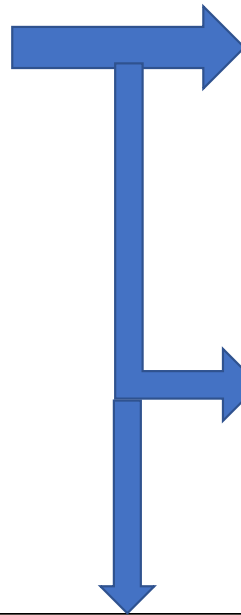
- **Reporting my own Positive COVID test**
- **Self-Isolating (Y/N?)**
- **Identify Close Contacts on Campus**
- **Facility Use**

- **Reporting Symptoms**
- **Self-Isolating (Y/N?)**
- **Identify Close Contacts on Campus**
- **Facility Use**

Close Contact is defined as less than six feet for more than fifteen minutes

- **Reporting concern, no test, no symptoms**
- **Close Contact with someone that has tested positive**
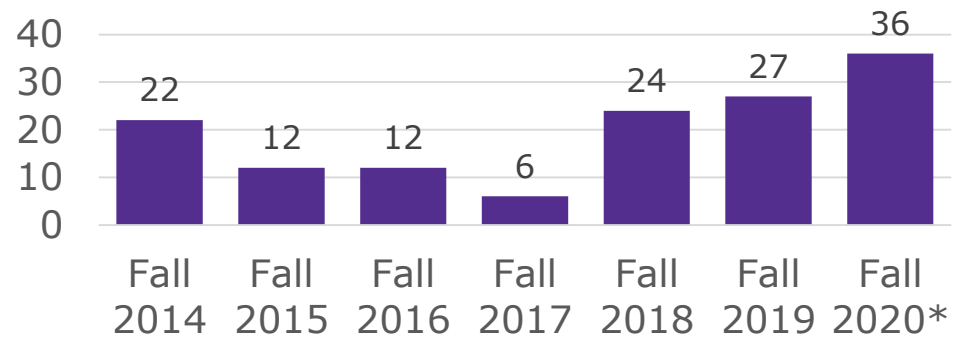- **Please name person I campus community member**
- **Quarantining (Y/N?)**

Our quality measures for the FTIC students are stronger

FLORIDAPOLY

First Time Freshman	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
Average SAT	1,250	1,200	1,200	1,269	1,287	1,275	1,327
Average ACT	26.0	26.0	26.0	27.0	28.8	28.4	30.0
Average HS GPA	3.80	3.98	3.78	3.95	4.03	4.00	4.20
Ranked Top 10% in HS Class		17%	14%	22%	25%	25%	25%
Top Quartile HS Class					45%	48%	49%
Gender — Males	86%	85%	88%	85%	86%	83%	82%
Gender — Females	14%	15%	12%	15%	14%	17%	18%

Total entering student headcount 495*

*As of First Day of Class, includes66 summer starts continuing in the fall

Graduate New Students

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
Graduate New Students	22	12	12	6	24	27	36

Student Diversity

OVERALL STUDENT POPULATION	Fall 2019 Census	Fall 2020 (first day of class)	Fall 2019 New Fall/Summer FTIC Only	Fall 2020 NEW Fall/Summer FTIC Only
Male	85.0%	83.6%	83%	83.3%
Female	15.0%	16.4%	17%	16.7%
Ethnicity/Race				
Hispanic/Latino	20.3%	22.0%	17%	24.5%
Black/African American	5.8%	7.0%	6.2%	6.8%
Asian	4.5%	5.3%	4.7%	4.5%

Historical Fall Enrollment Funnell

	2014	2015	2016	2017	2018	2019	2020*
*Fall **FTIC** Acceptance Rate*	*36%*	*55%*	*74%*	*55%*	*51%*	*50%*	*48%*
All Applicants	3,007	2,011	1,890	1,456	1,828	1,614	2,540
All Admits	1,041	1,035	1,241	804	859	811	1,280
All Deposits	626	526	604	436	428	421	533
All Enrolled	540	462	562	432	367	369	495

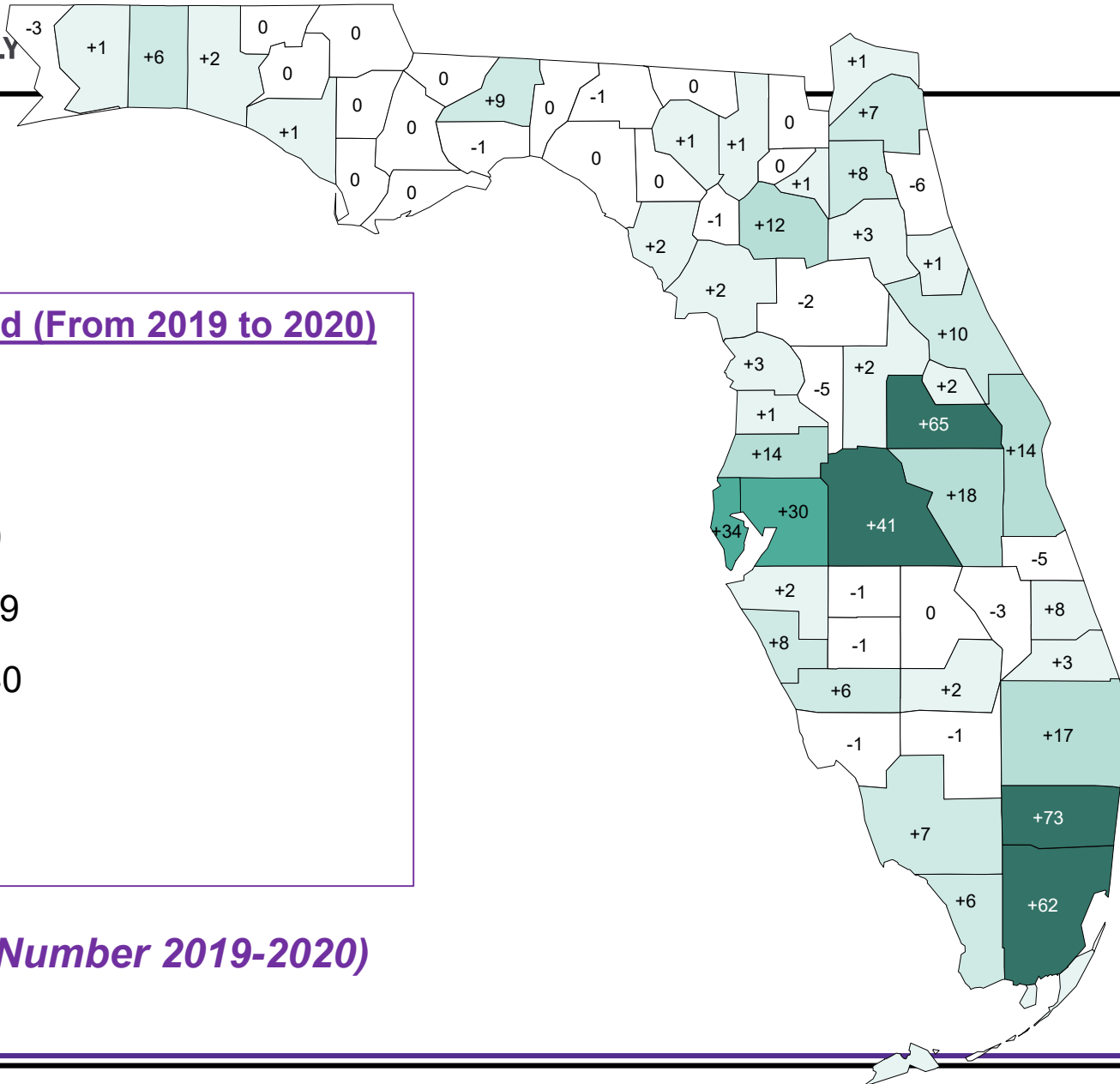*Fall 2020 as of First Day of Class

Florida Polytechnic University Increase in Applications

Legend (From 2019 to 2020)

- □ ≤ 0
- 1-5
- 6-10
- 11-19
- 20-40
- +40

(By Number 2019-2020)

September 9, 2020

A successful admission strategy requires a range of groups

- *Data is for first day of class in Fall 2020 and census for Fall 2019*

	Fall 2019	Fall 2020	Change
New undergraduates	345	460	+115
FTIC	278	319	+41
Transfer Students	64	75	+11
First Year Stem Program	24	58	+34
Graduate Students	27	35	+8
International Deposits	21	30	+9
FTIC Female %	15.0%	16.6%	+1.6
FTIC Latino %	20.3%	24.5%	+4.2
FTIC Black %	5.8%	7.2%	+1.4

Improvements in Diversity Indicators

FTIC – First Time IN College, UnG – Under Graduate, SAT – Scholastic Aptitude Test, ACT – American College Test, HSGPA – High School Grade Point Average

Performance Based Funding
Excellence Points

FLORIDAPOLY

	Points Scale			Actual Year	Points
	🟩 (10)	🟨 (5)	🟥 (1)		
• Percent BS graduates employed	72.8%	61.4%	52.3%	67.5% 2020	8
• Median wages for BS graduates	$ 40,700	$ 28,200	$ 18,200	$54,800 2020	10
• Average Cost to the Student	$ 9,000	$ 14,000	$ 18,000	-$5,790 2020	10
• FTIC Four-Year graduation rate	50%	43.8%	38.8%	39.5% 2020	2
• Academic progress rate (retention)	90%	83.8%	78.8%	65.4% 2020	0
• BS awarded in strategic areas	50%	37.5%	27.5%	100% 2020	10
• University access rate (UG w/ Pell)	42%	22%	6%	29.5% 2020	7
• % Freshmen in Top 10% HS	50%	47.5%	27.5%	25% 2020	0
• BOG choice: % of degrees w/out excess hours	60%	47.5%	37.5%	89.2% 2020	10
• BOT: % Grads w/ 2+ Workforce Experiences (no benchmarks yet)	51%? (UWF)	31% ? (UWF)	15% ? (UWF)	73.2% 2020	10

~76%

Retention at 84.6% compared with 69% last year

Florida Polytechnic University needs to increase retention and graduation rates while growing the Graduate program

Enrollment is also a critical indicator for Florida Poly right now

- **As a new university, we are not in steady state**
  - **BUT! We still must enter Performance Based Funding and compete with much more mature universities**

Fall Student Headcount

- **Lessons learned from PBF:**
  - **A few numbers can hurt us**
- **Message from last spring: WE MUST GROW**
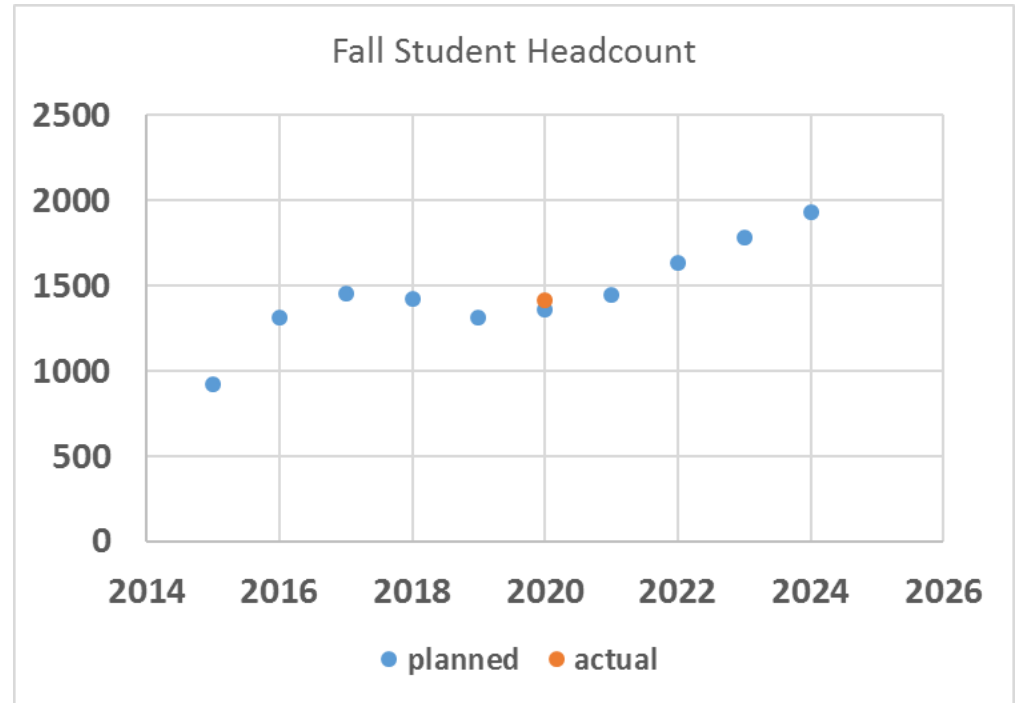
Performance Based Funding: Metrics and scales will change

- **Two new metrics will be implemented this year**
  - **Beginning in fiscal year 2021-2022, the 2-year graduation rate for associate in arts transfer students**
    - *This metric will be difficult for Florida Poly because of degree requirements ae highly specific*
  - **Beginning in fiscal year 2021-2022, the 6-year graduation rate for students who are awarded a Pell Grant in their first year**
    - *We do not have any data for this metric yet*

Diversity on campus

FLORIDA**POLY**

- **Rick Maxey**
  - **Assistant Vice President Office of Diversity and Inclusion**
  - **Events to support diversity on campus**
  - **Training for committees to have searches be carefully inclusive**

Race, ethnicity, and sex of early career doctorate holders with a science and engineering degree: 2014
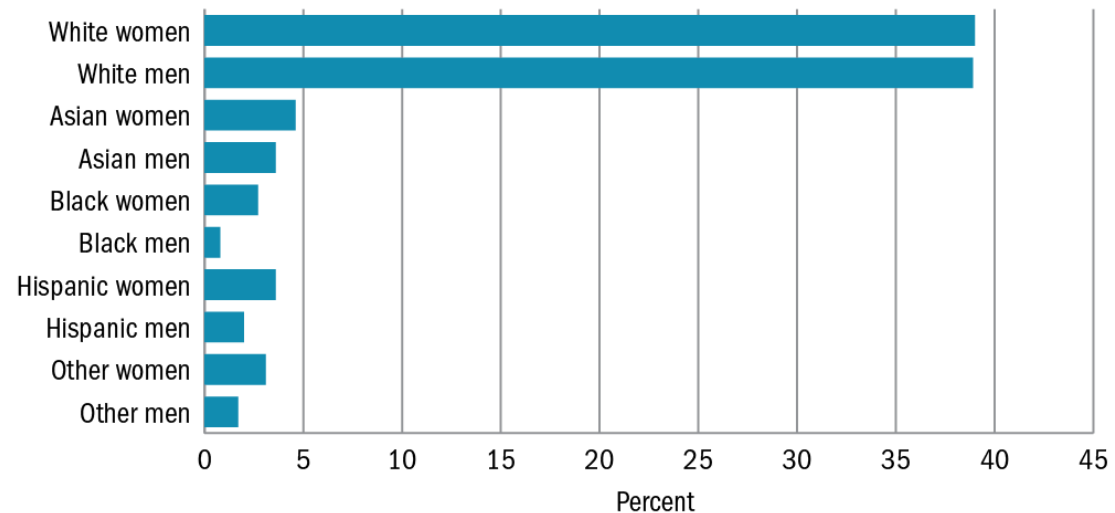
NOTES: Hispanic may be any race. Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and respondents who selected more than one race.

Women, Minorities, and Persons with Disabilities in Science and Engineering: 2017

Collective Bargaining Notes

- **Concerns regarding fall opening have produced "impact" bargaining**
  - **Result is a Memorandum of Understanding" and revised guidelines for faculty evaluation**
  - **Resolution clarifies expectations for operations in the fall**

- **Proposed Board Resolution**
  - **The Florida Polytechnic University Board of Trustees approves the Memorandum of Understanding titled:**
    "*MEMORANDUM OF UNDERSTANDING RE: Fall Re-Opening"*
  - *Approval is contingent upon ratification of the memorandum by the UFF-FPU chapter*

- *Memorandum includes:*
  - *University will provide face coverings, will follow public health guidelines, will help enforce face coverings with students.*
  - *Protocols for faculty absence are put in place*
  - *Requirements for FLEX delivery are put in place*

Textbook Affordability:
Two Actions

- **Each year the Board must approve our Textbook Accountability Report:**
  - **45 days before the start of the fall and spring semester, the campus must show that 95% of course sections have adopted textbooks**
  - **Intent: provide suitable notice to students so that they can minimize their textbook cost**

1. **Seeking approval of the 2020 Textbook and Instructional Materials Report**
   - **Shows 97% adoption compliance for Fall 2019 and Spring 2020**

2. **Resubmitting for Approval the 2019 Report**
   - **Updated report shows 92.4% adoption rate for spring 2019 (instead of 99.1%); Fall 2018 was unchanged.**
   - **Following internal and subsequent operational audit, we identified several inconsistencies and gaps in reporting and processes.**

AA Organization Review

Academic Affairs
$21.3M Budget (after $1M Budget Reduction)

Academic Programs $8,730,115

Academic Programs Services $2,512,194

Registrar $569,877

Admissions $2,840,658

Graduate Program $1,067,950

Faculty Recruitment $2,747,342

Student Life $1,504,197

Instruction & Assessment $855,145

Library $312,302

Research $212,419
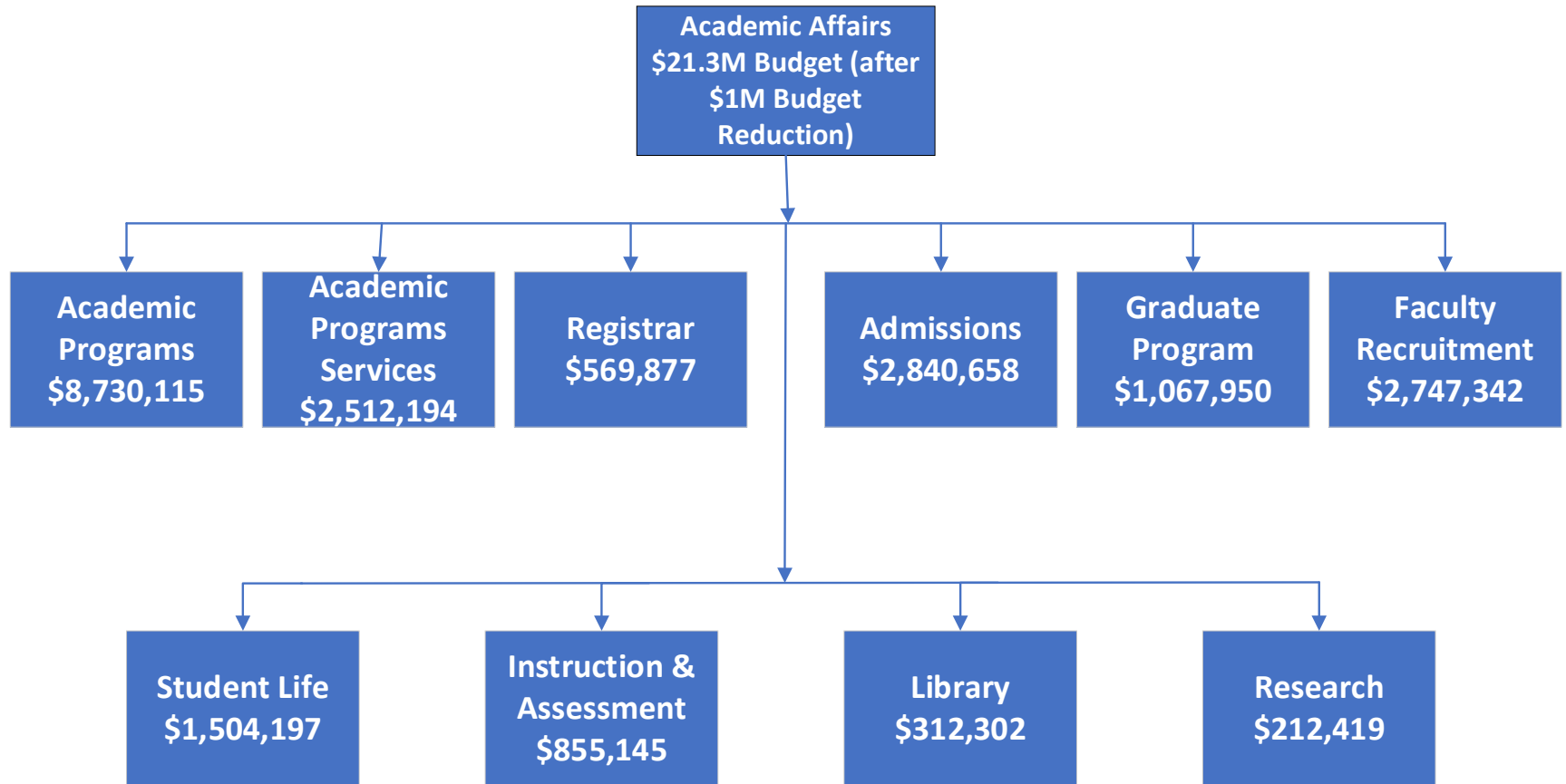
- **Academic Affairs has evolved to be a "typical" instruction and student service organization**

Key Messages for Today

- **Admissions and Financial Aid**
  - **Numbers are very good**
- **Student Affairs**
  - **A strong start for the year**
- **Degree Program Additions and Faculty Hiring Status**
  - **Transitioning to hiring again**
- **Technology and Pedagogy**
  - **We have responded with a flexible solution**
- **Collective bargaining**
  - **Conditional Approval of a Memorandum of Understanding**
- **COVID19 Impacts**
  - **Carefully planned fall operations**

State University System
Education and General
2021-2022
Legislative Budget Request
Form I

University(s):	Florida Polytechnic University
Issue Title:	**Advancing the academic excellence and national stature of Florida Poly, the SUS and the State of Florida**
Date Issue Approved by University Board of Trustees:	**May 2020**
Recurring Funds Requested:	**$2.5 million**
Non-Recurring Funds Requested:	**$500,000**
Total Funds Requested:	**$3 million**
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2021-2022	☐
Unique Issue for Fiscal Year 2021-2022	☒

I. Overview

This Legislative Budget Request provides a roadmap and funding request for Florida Poly to become an Engineering University of Distinction and to start the climb to becoming a top 10 engineering school without a doctorate degree program. To accomplish this, we will need to focus on **(1) growing student enrollment, (2) improving student success metrics, and (3) becoming a U.S. News and World Report top 10** engineering school without a doctoral program.

Florida Poly was established as an exclusively STEM university with the explicit goal of accelerating economic development by providing highly capable STEM university graduates for the Florida economy. In a 2019 Economic Impact Study conducted by Dr. Rick Harper of Economic Consulting Services (formerly Director of Economic Development at UWF) commissioned by the Florida Poly's Board of Trustees confirms the state's ingenuity in making its initial investments in this University:

> The current annual impact of the University to the Florida economy is calculated to be more than $161 million in gross domestic product at the local and state level, almost $98 million in labor income, and more than $289 million in overall sales, along with 2,350 jobs. This annual impact continues today and will grow with enrollment.[1]

This incremental budget request is critical to provide Florida Poly with the needed resources to continue to increase its impact with new degrees, a long-term increase in student population, and increased recognition

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[1] Harper, Rick. (2019). Assessment of the Economic Impact of Florida Poly. Prepared for: The Florida Polytechnic University Board of Trustees. Economic Consulting Services, Inc. Sept.

and stature as a STEM university.

The Florida Chamber 2030, Florida Council of 100 Project Sunrise and the regional Economic Development Councils agree that strong investments in a talented core STEM (engineering, mathematical and physical sciences) workforce are necessary to continue to grow the high-wage, high-tech economy. The dependency on STEM for industries like aerospace are obvious, but others are less so. For instance, the National Institutes of Health states that some of the biggest gains in healthcare will come not from the life sciences, but from engineering, computer science, and data analysis as applied to health care problems. The finance and insurance industry employ mathematicians and data scientists to make better decisions, as does the logistics industry. Information sciences, driven by Artificial Intelligence (AI), Virtual Reality (VR) and the continued sophistication of the tools of the information age, are pervasive throughout many of the high-tech industries and are critical to growing industry sectors like Autonomous Vehicles, simulation and defense. But as Project Sunrise pointed out, 80,000 high skill jobs in STEM are left unfilled each month, and Florida is not producing enough STEM graduates, ranking only 38th in the nation for STEM degree production in spite of being the third most populous state.

This proposal protects the state's already strong investment in the University, which has in six years of operation demonstrated positive benefit for the state. With additional funds strategically allocated, Florida Poly can build on its success and get the boost it needs to more rapidly grow its enrollment, more strongly and efficiently deliver higher progression rates, time-to-degree, and other graduation metrics, and achieve national rankings that continue to contribute to making Florida the envy of all states when it comes to higher education.

Furthermore, this proposal fits squarely in line with the State University System's Strategic plan goals to strengthen the quality and reputation of its programs and Universities, increase degree production and program efficiency, the number of degrees awarded, and grow business throughout Florida. Moreover, it provides additional fuel for the University's own strategic plan that calls for growing degrees in strategic disciplines that grow the Florida economy; maximizing student success through high-impact practices in curricular and co-curricular programming; delivering economic impact through strong industry partnerships in the form of capstone projects, internships, job-placement, collaborative research, tech-transfer, and foremost among these filling the critical high-skill jobs gap; and, finally, delivering maximum value at low cost to students with high return on investment.

Fundamentally, what supports Florida Poly drives the strategic priorities that support a strong Florida economy. This proposal further outlines how that will happen. Toward that end, we seek funding in the amount of $2.5 million in recurring funds to grow and sustain new, nascent, and existing programs, and $500,000 in non-recurring funds to provide an initial boost necessary position the right resources for short and long-term impact.

A. Drive Enrollment Growth & Quality
- First-year goal (2022): 1600 students, 300 yearly graduates
- Three-year goals (2024): 1800 students, 325 yearly graduates
- Five-year goals (2026): 2000 students, 375 yearly graduates
- Ten-year goals (2031): 3000 students, 650 yearly graduates

The above numbers show goals for increases in student growth and graduates, but our goals also include growing student quality and diversity as defined by gender, race, and geography. This past fall, almost two-thirds of the incoming class were in the top 25th percentile of their high school graduating class. The average SAT for this coming fall freshmen increased by more than 40 points to 1325. Also, for this coming fall, Florida Poly has had the highest percentage increase in applications of all the universities in the SUS. The quality of

Florida Poly's programs is also reflected in the $54,800 average starting annual salaries earned by our graduates which is the highest in the system.

Studies show that 2 out of 3 Florida high school graduates interested in engineering and with exceptional SAT scores are looking to go to school out of state, possibly because a recent study proved that students learn better in small classrooms at small institutions. Thus, they are not going to big schools out of state like Clemson or Auburn, otherwise they would stay in-state where the price point is better. Rather, it is more likely they are going to places like Rose-Hulman, Olin College, or Harvey Mudd. Florida Poly represents a strong option to retain these highly desirable students in state because we offer that high-touch, uniquely focused experience these students want. There is no small, selective public STEM option for high school students and families serving the State of Florida. Large universities do not fit all learning styles and family preferences, particularly in STEM,[2] and especially for women.[3]

In its first six years of operations, Florida Poly grew quickly to approximately 1250 students and has maintained the student body at this size as it has grown the faculty and put in place degrees and curriculum. This is a result of hard work and sound use of state investment; however, growth at Florida Poly faces a unique challenge because of the University's newness. Universities that have been in place for decades rely on their inherent "name recognition" and the accomplishments of their graduates to propel their admissions process. While Florida Poly is positioned to grow and has the capacity to grow quickly (in terms of the number of students that it serves), Florida Poly must rely on other tactics to matriculate students to the university until it grows it reputation and acquires appropriate status as a top 10 engineering school.

1. **STEM Tech Days**

Florida Poly plans to expand its Stem Tech Days which bring entire classes of high school seniors to campus who are enrolled in their school's calculus, physics, and technology classes, for a day of applied STEM learning. Initial results of this program have shown it to be effective in recruiting top performing students who have shown an interest in STEM careers. It also serves as a means of increasing the STEM pipeline for tech companies that need top tech talent to fill vacant positions and grow.

2. **Transfer Concierge Program**

A personalized transfer program provides greater access to students from the State College System by working with each transfer student to ensure that they get maximum academic credit for courses they completed at the state college. This approach shortens the time to degree for these students while also saving them money as a result of being enrolled at Florida Poly for fewer semesters. This program builds on an expanding effort toward transfer and articulation agreements and other initiatives through staff training and support.

3. **The 67% Scholarship Initiative**

Florida Poly attracts and admits the top academic students from throughout Florida. These students are in high demand, low supply fields and therefore have variety of choices for where they can matriculate. Because they are in such high demand by top tier engineering programs around the country, they are offered significant scholarship packages. Frequently they are enticed to leave their home state of Florida and are not available to fill positions here. Although Florida Poly prioritizes funding scholarships to the best students in the state, additional scholarship funds are needed to keep the best and brightest students in Florida.

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[2] Orzel, C. (2015) Why small colleges are great for science students" FORBES. Apr 10, 2015.
[3] Ballen, C. J., Aguillon, S. M., et al (2019). Smaller classes promote equitable student participation in STEM. Bioscience, 69(8), 669–680.

Some of these top students come from families that have very limited ability to meet the financial needs of their children to attend a university. Therefore, providing competitive scholarships to them is a key component of convincing them to remain in Florida for their college education.

This program is intended to chip away at the 2/3 (67%) of Florida's brightest future engineers who leave the state for other, small engineering schools.

4. Leadership in Calculus Program

Florida Poly has also developed a mathematics support initiative to serve underrepresented populations. Calculus is one of the biggest hurdles for engineering students across the SUS to graduate from their programs. Current Florida Poly students who have taken Calculus 2 or Calculus 3 will serve as tutors for high school seniors taking high level math. The high school students will be better prepared for the intense math required once they enter the University's engineering programs. These students are then more likely to enroll in an engineering program and graduate. This program facilitates stronger ties between the University and communities throughout Florida as well.

5. New Degree Programs and Curricula

A key for growing the enrollment at Florida Poly is adding degree programs in high demand fields. One such degree field is Civil Engineering. Demand for engineers generally will continue to increase with projected population growth. Florida's population is projected to grow at a higher rate than any other southeastern state (35.3% by 2030). This expansion likely will result in the need for more infrastructure enhancements requiring a strong workforce of civil engineers (Florida Transportation Commission Florida Department of Transportation Management Compensation Study). In consideration of the state's continuous need for transportation maintenance, repairs, and construction, and the growing population and prominent tourism industry, transportation officials can expect an increasing need to attract and retain quality civil engineers to maintain the state's infrastructure (Florida Transportation Commission Florida Department of Transportation Management Compensation Study).

B. Improve Student Success Metrics

- First-year goal (2022): 80% APR, 40% 4-year graduation rate
- Three-year goals (2024): 83% APR, 41% 4-year graduation rate
- Five-year goals (2026): 85% APR, 43% 4-year graduation rate
- Ten-year goals (2031): 90% APR, 55% 4-year graduation rate

Over the last two academic years in particular, the University has made an aggressive push in the form of policy and practice to advance its student success metrics. Programs such as early alert, which utilizes the learning management system where faculty can easily alert the Academic Success Center and other campus Resource Centers to a student a student who might be struggling has had a direct impact on the University's ability to deliver services to students in a timely, effective way. Instructional efforts to encourage meaningful feedback early in the term and more transparent grading have helped students and academic coaches be more aware of their progress. The Academic Success Center has worked diligently to track at-risk students and has through one program reduced the number of students who were entering fall term below a 2.0 by 65%. Despite these positive indicators, without additional financial support, our ability to sustain this level of continuous improvement is at risk, particularly, as we grow enrollment. Spending on student support is linked to increased graduation rates and evidence shows that one-on-one guidance, academic intrusive advisement, and support can promote college completion.[4]

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[4] Deming and Walters (2017). The Impacts of Price and Spending Subsidies on U.S. Postsecondary Attainment.

1. **Student Tracking/Degree Audit System**

One of the most significant metrics for any university is the graduation rate for its students. Key to increasing the graduation rate of students is keeping them enrolled and progressing through their program of study. National research and reports demonstrate that students are lost along the educational STEM path; these reports emphasize the students' crucial first term on campus and the summer after their first year of study as crucial periods for persistence (National Academy of Sciences, 2010)[5]. Tracking student progression and having support programs in place for students who falter are extremely important. Florida Poly plans to purchase a student progression tracking system, such as a degree-audit system, that will allow our faculty and various student support professionals to know which students are falling behind (for a variety of reasons) and bring to bear the appropriate support services early on in the academic career of the students. If we can identify problems early-on we can reduce the rate at which some students fall behind in completing their programs in an acceptable time period or not at all.

2. **Phoenix First-Year (First-Year Experience) Program**

Leaving home to attend college is difficult for most students. If you add to that challenge the difficulty of the academic programs at Florida Poly, it is understandable why the first year of their college careers is very challenging. The University will enhance the first-year experience of our students by hiring experts who can focus on helping those first-year students navigate that very difficult transition and maintain their academic focus. This program complements our curricular common freshman and core academic foundations sequence by expanding it to the more holistic look at the student life experience as it extends to health, wellness, career, and what it means to become a Florida Poly Phoenix.

3. **Hand-to-Hand Calculus Program**

The University proposes to implement a Calculus Initiative that leads to more effective methods for teaching calculus. Because this is such a universal stumbling block for engineering students the proposal is to bring top tier faculty to the University to collaborate on finding improved methodologies for teaching calculus. Success will lead to improved student progression and graduation rates. Results of the effort will be shared with our sister institutions which will have a significant positive impact at Florida Poly and throughout the state.

The initiative will also include a student peer-to-peer component. Academic programs at Florida Poly require two or three semesters of calculus. Like engineering programs across the nation, many students at Florida Poly who are unable to complete their engineering degree are stymied by calculus. The University proposes to expand its STEM peer tutoring and mentoring program. Students taking calculus 3 will serve as tutors for students taking calculus 1. Two benefits are obtained with this arrangement. The calculus 1 student receives much needed academic help with learning calculus 1. This ensures that they are prepared for the courses that follow for which a good understanding of calculus is critical. In addition, the calculus 3 student gets more practice with calculus basics and obtains experience in training someone else, specifically with explaining difficult concepts to others, a critical professional skill particularly for engineers and all STEM professionals. This program capitalizes on the admissions-related Leadership in Calculus program.

4. **Phoenix Flight (Enhanced Co-curricular Professional Development) Program**

Florida Poly has a range of programs, services, and requirements that require additional resources to synergize into a strongly cohesive undergraduate professional development program. These activities

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[5] National Academy of Sciences, Institute of Medicine, & National Academy of Engineering. (2010). *Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5.*

include curricular requirements such as internships; services such as Career Services Center; entrepreneurial clubs, competitions, opportunities and classes; leadership programs; student employee training; and so on. Our educational vision includes the idea that graduates will be able to step into major projects on day one of their new job and successfully integrate into the team and add value immediately. By bringing together these opportunities into a coherent framework to support students' sense of themselves as emerging practitioners and professionals will ensure we deliver high quality graduates to the Florida marketplace and boost the Florida economy.

C. Achieve National Rankings
- First-year goal (2022): Entrance into USNWR Engineering Colleges without Doctoral Program
- Three-year goals (2024): Top 25 USNWR Engineering Colleges without Doctoral Program
- Five-year goals (2026): Top 15 USNWR Engineering Colleges without Doctoral Program
- Ten-year goals (2031): Top 10 USNWR Engineering Colleges without Doctoral Program

The vision for the university is to be an upper-tier engineering school for the state of Florida, and we have made great progress towards that vision in just six years. As a young university, we are already attracting highly distinguished students from across the state, and we have built a strong curriculum around nine engineering and related programs. We built strong relationships with over 200 technology companies and are providing them with a talented workforce. Becoming a highly ranked engineering university will also require that Florida Poly faculty heavily engage and collaborate with top tier faculty from around the nation and world. These partnerships will expose our faculty to their peers with whom they can form partnerships and conduct joint research and establish joint programs that will benefit our students and the state's economy.

This Legislative Budget Request provides a roadmap and funding request for Florida Poly to become an Engineering University of Distinction and to start the climb to becoming a top 10 engineering school without a doctorate degree program. To accomplish this, we will need to focus on growing our students, faculty, curriculum and support services.

II. Return on Investment
- ROI Metric 1 – At least $161 million in gross domestic product at the local and state level.
- ROI Metric 2 – Annual increase the percentage of engineering graduates supplied to the workforce

Since our first graduates in 2017, our unique curriculum with small classes has produced graduates that are both lifetime employable and ready for the workforce. Florida Poly engineering graduates complete their degree in four years at a rate that is 30% better than the next highest college of engineering in the system, and 42% higher than the average across the system. Seventy percent of our students graduate without excess hours and our average cost to the student is nearly $8,000 less than that for the University of Florida. But these important statistics should not surprise anyone because recent empirical evidence proves that students studying STEM at small institutions are much more successful than those at large institutions.

And we are seeing evidence of that: the median wages of our first graduating class was $54,800, and last year alone, Florida Poly grew the Florida GDP by $161M and added $98M in labor income to our economy. Our students have a return on their college education that is more than three times larger than the average across the system. Growing the university to a student body of 2000 should increase the GDP annually by $23.5 million due to university operations, capital expenditures and student spending alone. Increasing the graduates to 400 will have significantly more impact since most of the $161 million annual increase in GDP comes from Present Value lifetime earnings from these high-paying fields.[6]

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[6] See Harper, Rick. (2019).

Metrics and Goals Summary

Year-One Accomplishment Metrics (2022):
1. Entrance into USNWR Engineering Colleges without Doctoral Program
2. 1600 students
3. 300 yearly graduates
4. 80% APR
5. 40% 4-year graduation rate
6. Target a reduction in DFW rate for MAC 2311 – Analytic Geometry and Calculus 1 by 7% each fall term (until rate falls to approximately 17%)

Three-year goals (2024)
1. Top 25 USNWR Engineering Colleges without Doctoral Program
2. 1800 students
3. 325 yearly graduates
4. 83% APR
5. 41% 4-year graduation rate
6. Monitor Calculus DFW rates (should be at target levels by this point)

Five-year goals (2026)
1. Top 15 USNWR Engineering Colleges without Doctoral Program
2. 2000 students
3. 375 yearly graduates
4. 85% APR
5. 43% 4-year graduation rate
6. Monitor Calculus DFW rates (at or below peer targets for small engineering Colleges/Universities)

Ten-year goals (2031)
1. Top 10 USNWR Engineering Colleges without Doctoral Program
2. 3000 students
3. 650 yearly graduates
4. 90% APR
5. 55% 4-year graduation rate
6. Monitor Calculus DFW rates (at or below peer targets for small engineering Colleges/Universities)

Return on Investment
1. ROI Metric 1 – At least $161 million in gross domestic product at the local and state level.
2. ROI Metric 2 – Annual increase the percentage of engineering graduates supplied to the workforce

2021-2022 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: **Florida Polytechnic University**
                          Advancing the academic
                          excellence and national stature
                          of Florida Poly, the SUS and
Issue Title: **the State of Florida**

	RECURRING	NON-RECURRING	TOTAL
Positions			
Faculty	5.00	0.00	5.00
Other (A&P/USPS)	6.00	0.00	6.00
	-------------	-------------	-------------
Total	11.00	0.00	11.00
	==========	==========	==========
Salaries and Benefits	$1,230,800	$0	$1,230,800
Other Personal Services	$105,000	$0	$105,000
Expenses	$174,200	$500,000	$674,200
Operating Capital Outlay	$135,000	$0	$135,000
Electronic Data Processing	$105,000	$0	$105,000
Financial Aid	$750,000	$0	$750,000
Special Category (Specific)	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	-------------	-------------	-------------
Total All Categories	$2,500,000	$500,000	$3,000,000
	==========	==========	==========

September 8, 2020

To: Florida Poly Board of Trustees

From: Terry Parker, Provost

Re: MOU with UFF-FPU chapter dated August 13, 2020

The board materials include a Memorandum of Understanding that is the result of Impact Bargaining over the summer. This memo is based on the "unique" difficulties of operating the University in the midst of the pandemic.

As background, Impact Bargaining is a process that is used to discuss, and where possible resolve, issues that result from changes in the working conditions for the in-unit employees. UFF Florida Poly chapter in the middle of summer requested that the University "impact bargain" over the difficulties that faculty face in delivering classes in the fall semester.

The MOU presented is a result of impact bargaining and contains the following items:
- A statement that the university will provide face coverings for faculty that are teaching in person classes. In addition, the university will provide face shields for faculty that request them.
- The university will follow Public Health Protocols regarding notification of exposure and also on contact tracing.
- The university reinforces its requirement for face coverings in public settings and will support faculty in enforcing this with students.
- Protocols for faculty illness are put into place.
- Protocols for difficulties with child care for faculty members are put into place.
- Health Accommodations decision times for the spring semester are provided in the memo.
- Requirements for FLEX class delivery are provided.

This MOU is "fair" to the faculty and it provides guidelines for the university in its operation. I fully support its adoption.

MEMORANDUM OF UNDERSTANDING
RE: Fall Re-Opening

During the current health emergency brought on by the coronavirus pandemic, UFF-FPU and the Florida Polytechnic University Board of Trustees are committed to maintaining the productive and efficient operation of the University in a safe and healthy environment. UFF-FPU and Florida Poly Board of Trustees are committed to working together to promote the appropriate solutions to meeting our mission, which is strongly focused on providing education to our students, despite the difficulties that COVID19 has presented to the university and its faculty. To this end, we agree to the following terms and conditions:

1. Notwithstanding language in Article 7.2 in the Collective Bargaining Agreement, faculty members may fulfill all routine work duties remotely except face-to-face instruction. Occasionally work duties that require Faculty presence on campus other than teaching will be handled on a case-by-case basis.

2. The University will provide faculty members who are required to teach face-to-face with face coverings that protect faculty members' mouths and noses. Faculty may request a Face Shield if they so choose, and if requested, the University will provide a non-prescription face shield for the use of the faculty member. Face shields are not a substitute for face coverings and if used must be used in combination with the face covering.

3. When a student is diagnosed with Covid-19, the University will follow Public Health Protocols regarding informing a faculty member whether the diagnosis was a positive test or an exposure to someone with COVID-19. . Current CDC and Florida Department of Health guidance on contact tracing will determine further action to be taken by the University.

4. Students are required to wear an appropriate face covering in the IST and in classrooms at all times..
   a. Faculty should use standard language in their syllabus to inform students that attending an in-person class/lab requires the face covering.
   b. If a student is not wearing a face covering in the classroom/laboratory, the faculty member should ask the student to wear a face covering. A student who refuses to wear a face covering upon request must be asked to leave the classroom/laboratory and referred to Student Affairs to adjudicate the matter per the student code of conduct. In the event that a non-compliant student refuses to leave the classroom/laboratory, the non-compliant student will be removed from the classroom/laboratory by the University Police Department.

5. Faculty Quarantine, Self-isolation, and Illness
   a. If a faculty member is required to quarantine or self-isolate but is still able to work,
      i. Faculty that do not feel well should not come to work and should notify their supervisor and Human Resources.
      ii. If a faculty member needs to be absent for more than three days, the faculty member will provide Human Resources with a doctor's note.
      iii. For the duration of the period in which the faculty member is required to quarantine or self-isolate, the faculty member will deliver their class in its normal modality by attending the class remotely.
      iv. Any class(es) the faculty member teaches that cannot be managed remotely will be temporarily redistributed to other faculty members or adjunct faculty. In order to balance workloads, the university may redistribute class(es) from the faculty members who take over the class(es) to the faculty member who is quarantining.

      v. Once the faculty member is no longer required to quarantine or self-isolate and is able to return to work, any classes temporarily redistributed to other faculty members or adjunct faculty will be reassigned to the faculty member.

    b. If a faculty member is too ill to work remotely

      i. If the faculty member is too ill to work for more than three days, the faculty member will provide Human Resources with a doctor's note.

      ii. The University will not increase any faculty member's workload above fifteen (15) credit hours unless necessary.

      iii. The University will compensate a faculty member consistent with the existing collective bargaining agreement for the duration of the overload activity.

      iv. If a faculty member takes leave under FMLA or FFCRA, the University at its sole discretion will determine the individual that is the instructor of record moving forward in the semester.

      v. Faculty members will report the time period that they are unable to work as sick time.

6. If a faculty member is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19:

    a. The faculty member will be permitted to teach the assigned Flex Class remotely for the period of time that the school is closed or child care provider is unavailable.

    b. For a faculty member to be permitted to teach remotely for this purpose, the faculty member must submit a statement to Human Resources that includes:

      i. The name and age of the child (or children) to be cared for;

      ii. The name of the school that has closed or place of care that is unavailable;

      iii. a representation that no other person will be providing care for the child during the period for which the employee is permitted to teach Flex Classes remotely

    c. For purposes of this section, a child's (or children's) school or place of care is considered closed when the physical location where the child (or children) receives instruction is closed for in-person instruction during the child's (or children's) academic year.

    d. Any class(es) the faculty member teaches that cannot be managed remotely will be temporarily redistributed to other faculty members or adjunct faculty during the time period in which the school is closed or child care provider is unavailable, and the faculty member will be required to take the appropriate and available leave.

7. If a faculty member applies for a new health accommodation for Spring 2021, the administration will inform the faculty member of their decision by December 1, 2020, so long as the faculty member submitted all medical documentation by November 15, 2020.

8. Delivering Flex Classes

    a. Faculty that are delivering classes in the FLEX format will meet their classes in the specified modality.

    b. Departures from the assigned modality for "special" circumstances will be discussed and approved with the individual's division director, or chair, if no division director is present.

    c. Faculty must maintain strong engagement by meeting published examination schedules, delivering new course material regularly, and demonstrating weekly or more frequent engagement with their class.

    d. For significant changes in instruction, including both change in who is delivering a class or the modality of the instruction, the university at its sole discretion will determine the individual that is the instructor of record moving forward in the semester.

9. This Memorandum of Understanding shall be in effect for Fall 2020 and Spring 2021.

10. The impacts of COVID-19 on the Florida Polytechnic University community are changing constantly and subject to revision in response to any changes to CDC Guidelines and/or any directives from Federal, State, or Local authorities. Nothing in this memorandum shall be construed as a waiver of the Florida Polytechnic University's right to implement measures pursuant to directives from appropriate state and/or federal authorities or that the Florida Polytechnic University otherwise deems essential to protecting the health and safety of students, faculty, and staff. Nothing in this memorandum shall be construed as a waiver of the Florida Polytechnic University's obligation to engage in bargaining over the impacts of such decisions upon request by UFF – Florida Poly.

Alexander Landback	Myles Kim
Chief Negotiator	Chief Negotiator
FPU-BOT	UFF-FPU
Aug 13, 2020	Aug 13, 2020
Date	Date

Florida Polytechnic University
Academic & Student Affairs Committee
Board of Trustees
September 9, 2020

Subject: Approval of the Annual Textbook and Instructional Materials Affordability Report

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Proposed Actions

1. Section 1004.085, Florida Statutes, requires each state university to submit an annual report to the Chancellor of the State University System on textbook and instructional materials affordability. Recommend approval of the 2020 Textbook and Instructional Materials Report to the Board of Trustees.

2. Per Internal Review and Changes from an Operational Audit, we are seeking review and reapproval for the previously approved 2019 Textbook and Instructional Materials Report to the Board of Trustees.

Background Information

The template for the annual report meets the required reporting components and provides consistency for each university. The information details the textbook and instructional materials for high enrollment general education courses and ways to reduce the cost of these materials. In addition, the report lists all courses (general education and major courses) that do not require or recommend a textbook. Often these courses use open source materials or textbooks that cover both the lecture and lab portion. The report also provides the percent compliance for posting textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class with the University's plan to improve this compliance.

A range of internal and external process factors contributed to discrepancies in results and the reported numbers for spring 2019 approved by the Board of Trustees last September 2019 were incorrect. After in-depth internal review, begun of our own volition already in fall 2019 and carried through into an operational audit in spring 2020, we have reviewed the counts and modified our processes and worked to address these issues. The updated report reflects an accurate accounting of the timely adoptions percentage for spring 2019 and comports with the findings of the auditor.

Supporting Documentation: Annual Textbook and Instructional Materials Affordability Report (fall 2019 & spring 2020 with 2018-19 given as a comparison).

Prepared by: Tom Dvorske, Vice Provost, Academic Affairs and Kevin Calkins, Director of Institutional Research

September 1, 2020

To: Florida Poly Board of Trustees

From: Terry Parker, Provost

Re: Textbook and Instructional Materials Affordability Annual Report

This section of your board materials includes several items:

Agenda Item: Approval of the Annual Textbook and Instructional Materials Affordability Report
- This item provides a formal explanation of the request to approve the 2020 Textbook and Instructional materials report and to review and reapprove the 2019 Textbook and Instructional Materials Report.

Textbook and Instructional Materials Affordability Annual Report
- This is the report for Fall 2019 and Spring 2020

Text Book and Instructional Materials Affordability Report (revised for Fall 2017 through Spring 2019)
- This is the revised report that covers the time period noted

Previously approved Textbook and Instructional Materials Affordability for Fall 2017 through Spring 2019

State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30

__Florida Polytechnic University__   __Fall 2019 and Spring 2020__
University Submitting Report   Semester(s) Reported

_____   _____   _____
Date Approved by the University Board of   Signature of Chair, Board of   Date
Trustees   Trustees

_____   _____   _____   _____
Signature of President   Date   Signature of Vice President   Date
          for Academic Affairs

1. Required and Recommended Textbooks and Instructional Materials for General Education Courses

a. Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.

Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).

General Education

Department Chairs work with faculty within their program to decide what textbooks or instructional material will be utilized across each course section. Faculty send their textbook information to their department Administrative Support. The Administrative Support then sends the textbook information to the centralized Administrative Support within the Provost Office who proceeds to input all textbook information in the bookstore website. Close monitoring of the textbook adoption date with documentation provides evidence for each course and section.

High Enrollment

Out of 34 general education courses, 10 are high enrollment (top 10%). These courses are:
- Academic and Professional Skills
- Chemistry 1 Laboratory
- Chemistry 1
- Precalculus Algebra/Trigonometry
- Physics 2 Laboratory
- English Comp.1: Expository and Argumentative
- Physics 2

- Technical Writing
- Computational Linear Algebra
- Analytical Geometry and Calculus 2

b. Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and instructional material(s).

Fall 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
AMH 2010: American History to 1877	2
PHY 2048L: Physics Lab 1	4
PHY 2049L: Physics Lab 2	13
STA 2023: Statistics 1	3

Spring 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
AMH 2010: American History to 1877	2
PHY 2048L: Physics Lab 1	16
PHY 2048L: Physics Lab 2	8

Fall 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
COP 4934C: Senior Design 1	4
ECO 2023: Principles of Microeconomics	1
EEL 4660C: Autonomous Robotic Systems	1
EEL 4915C: Senior Design 2	1
EGN 4941: Internship	1
EGN 5970: Thesis 1	1
EGS 5930: Research for Master's Thesis	1
EML 3303C: Mechatronics	1
EML 4950C:	2

Spring 2020

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
AMH 2010: American History to 1877	1
AMH 2020: American History Since 1877	1
ARH 2000: Art Appreciation	2
BUL 2241: Data Wrangling and Exploratory data Analysis	1
CAP 4410: Computer Vision	1
CAP 4730: Computer Graphics	1
CAP 5410: Advanced Computer Vision	1
CHM 2045: Chemistry 1	1
COP 4935C:	3

Engineering Design Senior Capstone 1		Senior Design 2	
ENC 1101: English Comp. 1: Expository and Argumentative	9	COP 5610: Advanced Operating Systems Concepts	1
IDC 4942: Data Analytics Capstone 1	1	ECP 4044: Economic Analysis for Technologists	1
IDS 4941: Professional Experience Internship	1	ECP 5007: Economic Analysis for Technologists	1
IDS 5950: Project	1	EEL 4290: Sustainability Engineering, Technology & Entrepreneurship	1
IDS 5970: Thesis 1	1	EEL 4914C: Senior Design I	1
PHY 2048L: Physics 1 Laboratory	4	EEL 4915C: Senior Design II	1
PHY 2049L: Physics 2 Laboratory	9	EGN 3016C: Mechanical Lab Design 2	3
		EGN 4941: Internship	1
		EGN 5970: Thesis 1	1
		EGN 5973: Thesis 2	1
		EML 3811: Mechatronic Systems	2
		EML 4532C: Advanced nanoscale Instrumentation and Characterization	1
		EML 4951C: Engineering Design Senior Capstone 2	2
		ENC 1101: English Comp. 1: Expository and Argumentative	1
		ESI 4513: Intelligent Mobility	1
		HIM 4508: Assessment of Outcomes for Clinical and Medical Care Deliver	1
		IDC 4943: Data Analytics Capstone II	1

IDS 4941: Professional Experience Internship	1
IDS 5950: Project	1
IDS 5970: Thesis 1	1
IDS 5975: Thesis 2	5
MAN 4594: Reverse Logistics	1
PHY 2048L: Physics 1 Laboratory	9
PHY 2049L: Physics 2 Laboratory	4

2. Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

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

The book vendor for 2019-20; *Barnes and Noble*, provided students with a price match program and options to purchase new, used, or where available receive digital textbooks for cost savings. When learning materials for the class can be accessed through available PDF at no cost, this was offered to the students.

In addition, Florida Poly offers Financial Aid book advances for students unable to afford required and recommended course materials. The Office of Financial Aid continually monitors student financial need including the cost of textbooks and supports student with appropriate aid to start the first day of class with textbooks in-hand.

Beginning in academic year 2020-21, Follett Book Distributor was chosen as our textbook and learning materials vendor to help support improved service and cost reductions.

b. Is the opt-in provision an initiative implemented by the institution for the purchase of student materials? If yes, describe the impact this has this had on student cost savings, if any.

The opt-in provision will be implemented in academic year 2020-21. At the time of this report, data is not yet available to determine the cost-effectiveness of this approach.

3. **University Policies for the Posting of Textbooks and Instructional Materials**

a. Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and instructional materials based on individual student needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

To comply with the 45-day posting, beginning in fall 2019 each academic department marks the calendar date 50 days before the first day of class each term. Two months prior to the 50-day mark, each department Administrative Liaison will begin communicating weekly with the Department Chairs, Vice Provost for Academic Affairs and individual faculty with adoption deadline reminders. To facilitate this process, weekly class schedules are coordinated with the Barnes & Noble bookstore's Faculty Enlight adoption data to show which courses/sections lack appropriate instructional materials.

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

The Office of Audit and Compliance closely monitors the compliance of the 45-day posting and reviews findings with the Board of Trustees and the Academic Affairs administration. Beginning in the fall 2019 term, the responsibility for compliance shifted from Auxiliary Services to Academic Affairs Office of the Provost. At the 45-day mark, the list of adopted instruction materials is locked down and changes (exceptions and non-exceptions are documented with follow-up for continuous improvement.

c. Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

Required & Recommended Instructional Materials	Fall 2019	Spring 2020
Course Sections Offered	289	259
Course Sections in Compliance	280	251
Percent Compliance	97%	97%

d. Report the number of course sections and the total percentage of course sections that necessitated change(s) in materials after the posting deadline. Provide an explanation for the change(s) in materials after the required deadline.

Required & Recommended Instructional Materials	Fall 2019	Spring 2020
Course Sections Offered	289	259
Course Sections Not in Compliance	9	8
Percent Not Compliance	3%	3%

e. Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

The textbook material for the 9 courses in Fall 2019 and 8 courses in Spring 2020 were late adoptions from faculty.

f. Report the number of courses that received an exception to the reporting deadline. Describe the exception(s) provided.

Exceptions reflect courses created after the deadline due to changes in enrollment demand or staffing; adoptions made prior to deadline but not appropriately accounted for in Barnes & Noble system; sections canceled; B&N changing ISBNs to orders on the backend but essentially provisioning the same material at the same or lower price. See notes below.

Fall 2019

AMH 2020 – 03:	Course added on 07/22/19
CHM 2045L – 01:	Adoption was made 06/07/2019
CHM 2045L – 02:	Adoption was made 06/07/2019
CHM 2045L – 03:	Adoption was made 06/07/2019
CHM 2045L – 04:	Adoption was made 06/07/2019
CHM 2045L – 05:	Adoption was made 06/07/2019
CHM 2045L – 06:	Adoption was made 06/07/2019
CHM 2045L – 07:	Adoption was made 06/07/2019
CHM 2045L – 08:	Adoption was made 06/07/2019
CHM 2045L – 09:	Adoption was made 06/07/2019
CHM 2045L – 10:	Adoption was made 06/07/2019
EEL 4251 – 01:	Cancelled
EGN 2001C – 03:	Cancelled
EGN 4930B – 03:	Textbook information is all accurate with adoption processed
EIN 3390 – 01:	Textbook information is all accurate with adoption processed
IDS 1380 – 04:	Course added 07/15/2019
MAS 3114 – 03:	Course added 07/15/2019

Spring 2020

CAP 4612 – 01:	Textbook information is all accurate, Bookstore updated ISBN#

COP 3809C – 01:   *Course not being offered*
COP 4020 – 02:   *Course added 01/07/2020*
COP 5272 – 01:   *Textbook information is all accurate, Bookstore updated ISBN#*
EEL 3111C – 01:   *Textbook information is all accurate, Bookstore updated ISBN#*
EEL 3111C – 02:   *Textbook information is all accurate, Bookstore updated ISBN#*
EEL 3111C – 03:   *Textbook information is all accurate, Bookstore updated ISBN#*
EEL 3111C – 04:   *Textbook information is all accurate, Bookstore updated ISBN#*
EEL 3112C – 01:   *Textbook information is all accurate, Bookstore updated ISBN#*
EEL 4421 – 01:   *Textbook information is all accurate, Bookstore updated ISBN#*
EGN 3365 - 01:   *Textbook information is all accurate, Bookstore updated ISBN#*
EGN 3365 - 02:   *Textbook information is all accurate, Bookstore updated ISBN#*
EGN 5975 - 01:   *Course added 01/06/2020*
EGN 5975 - 02:   *Course added 01/06/2020*
EGN 5975 - 03:   *Course added 01/06/2020*
EGN 5975 - 04:   *Course added 01/06/2020*
EGN 5975 - 05:   *Course added 01/06/2020*
EGN 5975 - 06:   *Course added 01/06/2020*
EGS 5930 - 01:   *Course added 01/06/2020*
EML 5930 - 01:   *Course added 12/30/2019*
MAC 2311 - 03:   *Textbook information is all accurate, Bookstore updated ISBN#*
MAS 3105 - 02:   *Course added 12/10/2019*
STA 2023 – 01:   *Textbook information is all accurate, Bookstore updated ISBN#*
STA 2023 – 02:   *Textbook information is all accurate, Bookstore updated ISBN#*
STA 2023 – 03:   *Textbook information is all accurate, Bookstore updated ISBN#*

State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30

REVISED REPORT

___Florida Polytechnic University___   ___Fall 2017 & 2018, Spring 2018 & 2019___
University Submitting Report   Semester(s) Reported*

Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees	Date
Signature of President Date	Signature of Vice President for Academic Affairs	Date

*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.

1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

a) Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.
Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).

General Education

Department Chairs work with faculty within their program to decide what textbook or instructional materials will be utilized across each course sections. This is communicated through FacultyEnlight to the vendor (Barnes & Noble).

High Enrollment

Out of 35 general education courses, 10 are high enrollment (top 10%). These courses are:
- Academic and Professional Skills
- Analytic Geometry and Calculus 3
- Chemistry 1
- Chemistry 1 Laboratory
- English Comp.1: Expository and Argumentative
- Legal, Ethical, and Management Issues in Technology
- Physics 2

- Physics 2 Laboratory
- Precalculus Algebra/Trigonometry
- Technical Writing

b) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and instructional material(s).

Fall 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Art Appreciation	2
First Year Experience	8
Physics 1 Lab	5
Physics 2	5
Physics 2 Lab	12
Statistics 1	3

Spring 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Art Appreciation	2
Biology Lab	2
Physics 1 Lab	13
Physics 2 Lab	7
First Year Experience	2

Fall 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
American History to 1877	2
Physics Lab 1	4
Physics Lab 2	13
Statistics 1	3

Spring 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
American History to 1877	2
Physics Lab 1	16
Physics Lab 2	8

2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

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

Barnes and Noble offers cost-savings options such as new, used, rental and digital textbooks with new titles added to each category. Students have the opportunity to save by purchasing textbooks in the various formats offered.

Barnes and Noble offers a limited price-match program whereby it matches prices for BN.com and Amazon.com.

Florida Poly offers Financial Aid book advances for students unable to afford required and recommended course materials. The Office of Financial Aid continually monitors student financial need including the cost of textbooks and supports students with appropriate aid so that they may start the first day of class with textbook in-hand.

b) With the implementation of the initiatives, has there been any reduction in the cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

University bookstore only reports savings from year to year and not term to term. Results are as follows:

Term	2017	2018	2019
Dollars Saved	$74,598	$48,053	$49,839
% Saved	21.4%	16%	17.79%

Dollar changes in savings due to reduction in sales.

3) University Policies for the Posting of Textbooks and Instructional Materials

a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and instructional materials based on individual student needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

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b) 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?

The Office of Audit and Compliance closely monitors the compliance of the 45-day posting and reviews findings with the Board of Trustees and the Academic Affairs administration. Beginning in the fall 2019 term, the responsibility for compliance shifted from Auxiliary Services to Academic Affairs Office of the Provost. At the 45-day mark, the list of adopted instruction materials is locked down and changes (exceptions and non-exceptions) are documented with follow-up for continuous improvement.

c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section complies if all textbooks and instructional materials in the course section have been entered by the deadline.

Required & Recommended Instructional Materials	Fall 2018	Spring 2019
Course Sections Offered	266	265 *(Prior 235)*
Course Sections in Compliance	263	245 *(prior 233)*
Percent Compliance	98.8%	92.4% *(Prior 99.1%)*

d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

Required & Recommended Instructional Materials	Fall 2018	Spring 2019
Course Sections Offered	266	265 *(Prior 235)*
Course Sections Not in Compliance	3	20 *(Prior 2)*
Percent Not in Compliance	1.13%	7.6% *(Prior 0.85%)*

e) Report the number of courses that received an exception to the reporting deadline. Describe the exception(s).

Exceptions to the late adoption for Florida Poly would only be for additional sections and/or a course being added to meet student demand. Unfortunately, Barnes & Nobel reports did not effectively capture why changes were made in the instructional materials as an appropriate exception. Several other issues were found. Gaps in time between our placement of the order and its input into the B&N system (two separate systems are used, one for ordering that the client inputs; one for sourcing that B&N uses, and the orders are hand-coded in from the client system); inconsistent updating of active sections when importing the semester schedule, changes to editions without notice constituting a change in material. These issues and more became revealed during an internal operational study and subsequently during an operational report requiring the change in compliance and non-compliance to spring 2019 results. Beginning in fall 2019, Academic Affairs now captures this data with close monitoring up to the 45-day mark. It also motivated a change in vendors that began in summer 2020.

Florida Polytechnic University

Board of Trustees

Subject: FPU-5.003 Textbook Adoption and Affordability- Amendment and Repeal of BOT Resolution 2017-001

Proposed Action

Approval of revised regulation FPU-5.003 Textbook Adoption and Affordability regulation and repeal of BOT Resolution 2017-001.

Background Information

University regulation **FPU-5.003 Textbook and Instructional Materials Selection and Affordability.** was revised and approved by the Board of Trustees on December 19, 2016. It is being revised to delete the following:

> **(8) Review of Required and Recommended Textbooks and Instructional Materials for General Education Courses.** Each term, the Board of Trustees or designee examines the costs of required and recommended textbooks and instructional materials for all general education courses and identifies any variance in the cost among different sections of the same course. The Board of Trustees or designee also identifies the percentage of textbooks and instructional materials that remain in use for more than one term. The Board of Trustees or designee submits a list of courses that have a wide variance in costs among sections or that have frequent changes in textbook and instructional materials to the appropriate Academic Program Coordinators for review.

The duty for the Board or its designee to periodically review the costs of textbooks for all general education courses and identify any variances among different sections of the same course is no longer required under Florida Statutes Section 1004.085 and, accordingly, the Board of Governors revised its regulation 8.003 to remove the requirement.

The Notice of Amendment to proposed regulation and the regulation was published on the University's website on August ____, 2020. No comments were received during the review and comment period.

In addition, since the review is no longer required, staff is recommending that **Board of Trustees Resolution 2017-001 Subject: Provost and EVP of Academic Affairs to serve as the Board of Trustees' designee in reviewing the costs of required and recommended textbooks and instructional materials for general education courses.** be repealed.

Supporting Documentation:
DRAFT revised regulation FPU-5.003
Board of Trustees Resolution 2017-001

Prepared by: Gina Deiulio, VP & General Counsel

THE FLORIDA POLYTECHNIC UNIVERSITY BOARD OF TRUSTEES

Board of Trustees
Resolution 2017-001

SUBJECT: Provost and EVP of Academic Affairs to serve as the Board of Trustees' designee in reviewing the costs of required and recommended textbooks and instructional materials for general education courses.

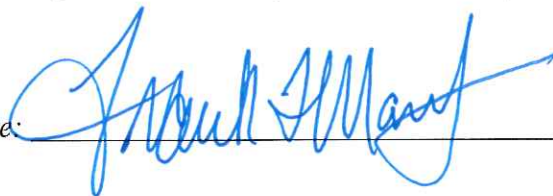The Florida Polytechnic University Board of Trustees hereby adopts the following Resolution:

The Florida Polytechnic University Board of Trustees hereby resolves to make the Provost and Executive Vice President of Academic Affairs its designee for purposes of complying with section (8) of the University's regulation FPU-5.003 Textbook and Instructional Materials Selection and Affordability. The regulation provides:

Each term, the Board of Trustees or designee examines the costs of required and recommended textbooks and instructional materials for all general education courses and identifies any variance in the cost among different sections of the same course. The Board of Trustees or designee also identifies the percentage of textbooks and instructional materials that remain in use for more than one term. The Board of Trustees or designee submits a list of courses that have a wide variance in costs among sections or that have frequent changes in textbook and instructional materials to the appropriate Academic Program Coordinators for review.

This delegation of authority is subject to the laws, requirements, rules and regulations of Florida law and of the Florida Board of Governors.

Resolution adopted by the Florida Polytechnic University Board of Trustees on March 15, 2017,

Chair's signature: _____

THE FLORIDA POLYTECHNIC UNIVERSITY BOARD OF TRUSTEES

FPU-5.003 Textbook and Instructional Materials Selection and Affordability.
(1) Purpose. This regulation establishes the University's textbook and instructional materials selection procedures that support the effort to minimize the cost of textbooks and instructional materials for students while maintaining the quality of education and academic freedom, in accordance with Florida Board of Governors ("BOG") regulation 8.003.

(2) Selection of Textbooks and Instructional Materials. The University uses cost-benefit analyses, pricing techniques, and payment options to allow students to obtain the highest quality textbooks and instructional materials at the lowest available price by considering the following:
(a) Purchasing digital textbooks in bulk;
(b) Expanding the use of open-access textbooks and instructional materials;
(c) Providing rental options for textbooks and instructional materials;
(d) Increasing the availability and use of affordable digital textbooks and learning objects;
(e) Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials;
(f) The length of time that textbooks and instructional materials remain in use; and
(g) An evaluation of cost savings for textbooks and instructional materials which a student may realize if individual students are able to exercise opt-in provisions for the purchase of the materials.
The University encourages adoption of common text-books for the same course as a way of addressing affordability

(3) Selection Procedures.
(a) Selection deadline and exceptions to deadline. The Provost or designee establishes textbook and instructional material adoption deadlines for each academic term. The deadlines are set no later than forty-five (45) days prior to the first day of class for each term in order for the bookstore to confirm the availability of the requested materials, source lower cost options, explore alternatives with faculty, and maximize the availability of used textbooks and instructional materials. A request for an exception to the selection deadline must be submitted, in writing, to the Provost or designee prior to the established deadline and must provide a reasonable justification for the exception.
(b) Instructor notifies bookstore of selections. Each instructor must provide the University bookstore with textbook and instructional material selection information for each course he/she has been assigned to teach, in accordance with the requirements specified in this regulation, as early as reasonably possible but no later than the deadline established by the Provost for each academic term. Such information must include:
(i.) notification that no textbook or instructional materials will be required or recommended for the course, if applicable; or
(ii.) sufficient information detailing any and all textbooks and instructional material that the instructor will require students and/or recommend to students who are enrolled in the course to purchase;

(iii.) a statement of the intent of the course instructor, or academic department offering the course, to use, during the term of the course, all instructional materials that the instructor is requiring students enrolled in the course to obtain, including each individual item sold as a part of a bundled package, unless the individual items from the bundled package would cost more, if purchased separately, than the package as a whole; and

(iv.) if the course instructor, or academic department offering the course, is selecting a new edition of a textbook or instructional material, a statement reflecting the determination by the course instructor or academic department of the extent to which the new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which open-access textbooks or instructional materials are available.

(4) Textbook and Instructional Materials Posting Deadline. Not less than forty-five (45) days prior to the first day of class scheduled for each term, the University will post a hyperlink to the lists of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections offered for the upcoming term on its course registration system and the University's website. Textbook and instructional materials information for courses added after the posting deadline must be posted immediately as such information becomes available; a course or section added after the posting deadline is exempt from this posting requirement. Requests for exceptions to the posting deadline must be submitted in writing to and approved by the Provost or designee prior to the posting deadline. For courses where an exception to the posting deadline has been approved by the Provost or designee, the required information must be posted immediately as the information becomes available. The information published to students must provide the following for all course textbooks and instructional materials that students are required or recommended to purchase:

(a) the International Standard Book Number (ISBN), or

(b) other identifying information which includes, at a minimum:

   (i.)   title
   (ii.) all authors listed;
   (iii.) publisher;
   (iv.) edition number;
   (v.)   copyright date;
   (vi.) published date; and
   (vii.) other relevant information necessary to identify the specific textbook.

(5) Financial Aid Procedures.

(a) Eligible students may choose to participate in the book voucher program to purchase course textbooks and instructional materials at the University Bookstore up to the approved purchase amount. Students who purchase textbooks and instructional materials with a book voucher will have a charge placed on their student account after the Drop/Add period for the textbooks and instructional materials they purchased. By using the book voucher, the student authorizes the University to deduct all bookstore charges made with the book voucher from the amount of financial aid in the student's account. If the student does not use the total amount of the book voucher, the student's account will

be adjusted to reflect the actual purchases. Financial Aid funds in excess of the tuition and fees will be reduced as a result of these charges.

(b) The Director of Financial Aid or designee publishes, on the University website, the procedure for students to follow that make required and recommended textbooks and instructional materials for each course offering available to students who cannot afford the cost, including consideration of the extent to which an open-access textbook or instructional material may be used.

(6) Innovative Pricing Techniques and Payment Options. The University uses innovative pricing techniques and payment options for textbooks and instructional materials in consultation with providers, including bookstores. The pricing techniques and payment options must include an opt-in provision for students and are used only if there is documented evidence that the options reduce the cost of the textbooks and instructional materials.

(7) Dual Enrollment Textbooks and Instructional Materials. The Provost or designee consults with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to school districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.

~~**(8) Review of Required and Recommended Textbooks and Instructional Materials for General Education Courses.** Each term, the Board of Trustees or designee examines the costs of required and recommended textbooks and instructional materials for all general education courses and identifies any variance in the cost among different sections of the same course. The Board of Trustees or designee also identifies the percentage of textbooks and instructional materials that remain in use for more than one term. The Board of Trustees or designee submits a list of courses that have a wide variance in costs among sections or that have frequent changes in textbook and instructional materials to the appropriate Academic Program Coordinators for review.~~

Authority: §1004.085, F.S., BOG regulation 8.003
History: New: 2.21.14, Revised: 12.19.16,_____