UNIVERSITY OF CENTRAL FLORIDA

Board of Trustees Meeting
Educational Programs Committee
President's Boardroom, Millican Hall, 3rd floor
November 12, 2019, 2:00 – 4:00 p.m.
Conference call in phone number 800-442-5794, passcode 463796

REVISED AGENDA

I. CALL TO ORDER — Robert Garvy, *Chair, Educational Programs Committee*

II. ROLL CALL — Gwen Ransom, *Executive Assistant, Office of the Provost*

III. MEETING MINUTES — Robert Garvy

- Approval of September 18, 2019 Educational Programs Committee meeting minutes

IV. NEW BUSINESS

- 2021-22 Proposed Academic Year Calendar (EPC-1) — DeLaine Priest, *Associate Vice President, Student Success*
- New Degree Programs (EPC-2) — Timothy Letzring, *Senior Associate Provost for Academic Affairs*
  - Bachelor of Sciences in Molecular-Cellular Biology and Molecular Microbiology
- Conferral of Degrees (EPC-3) — Elizabeth A. Dooley, *Provost and Vice President for Academic Affairs, Professor, College of Community Innovation and Education*
- Tenure with Hire (EPC-4) — Elizabeth A. Dooley
- Resubmission of New Degree Program Master of Science in Systems Engineering (EPC-5) — Timothy Letzring

- BOT Follow-up
  - New Grant Activity (INFO-1)

  Elizabeth Klonoff
  Vice President for Research
  Dean, College of Graduate Studies

- Provost Update:
  - Academic Spotlight
    - Elevating Academic Enterprise

  Elizabeth A. Dooley

- Provost Update
  Strategic Initiatives for
  Academic Affairs (INFO-2)

  Elizabeth A. Dooley

- Digital Learning Course Redesign
  Initiative (INFO-3)

  Thomas Cavanagh
  Vice Provost for Digital Learning

V. OTHER BUSINESS

VI. CLOSING COMMENTS

UNIVERSITY OF CENTRAL FLORIDA

Board of Trustees
Educational Programs Committee
September 18, 2019
President's Boardroom, Millican Hall

MINUTES

CALL TO ORDER

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 3:30 p.m. Committee members Vice Chair Kenneth Bradley, Trustee Kyler Gray, and Trustee William Self were present; Trustee John Lord attended via teleconference.

MEETING MINUTES

The July 18, 2019, meeting minutes were submitted for approval, motion to approve was made by Trustee Bradley, and Trustee Self seconded. The committee unanimously approved the minutes as submitted

NEW BUSINESS

2019 SUS Textbook and Instructional Material Affordability Annual Report (EPC-1)
Dr. Melody Bowden submitted the 2019 SUS Textbook and Instructional Materials Affordability Annual Report – for approval. Universities are required to submit an annual report related to textbooks and instructional materials for general education courses; specific initiatives of the university designed to reduce textbook costs; and, university policies for the posting of textbooks and instructional materials. Motion to approve was made by Trustee Bradley, and Trustee Lord seconded. The committee unanimously approved the 2019 SUS Textbook and Instructional Material Affordability Annual Report.

Tenure with Hire (EPC-2)
Provost Dooley submitted three faculty members for Tenure with Hire. The newly hired faculty members were deemed eligible for tenure based on UCF requirements. Department faculty and the university administrative officers have approved granting tenure to these faculty members. Motion to approve was made by Trustee Self, and Trustee Bradley seconded. The committee unanimously approved Tenure with Hire.

2019 Florida Equity Report (EPC-3)
The 2019 Florida Equity Report was presented by Nancy Myers, Director of the Office of Institutional Equity. The Equity Report sets forth information on the University's progress related to equity and access in student enrollment, athletics, and employment. The 2019 report evaluated data for 2017-18 and set forth goals for 2018-19. Motion to approve was made by Trustee Self, and Trustee Bradley seconded. The committee unanimously approved the 2019 Florida Equity Report

Resubmission of the Bachelor of Science in Materials Science and Engineering (EPC-4)
The resubmission of a previously approved new Bachelor of Science in Materials Science and Engineering. After the original Board of Trustees approval last academic year, the program was submitted to Board of Governors (BOG) for staff-level authorization. During the feedback cycle, BOG staff suggested the incorporation of fully documented non-recurring funding into the Cost per FTE calculation for Year 1. The funding and expenses were detailed in the narrative but were not part of the Year 1 calculation. The updated cost calculation requires reaffirmation by the Board of Trustees.
Motion to approve was made by Trustee Self, and Trustee Bradley seconded. The committee unanimously approved the resubmitted Bachelor of Science in Materials Science and Engineering

Provost's Update – Academic Spotlight:

Provost Dooley discussed the record level retention achievements, plus the latest enrollment data – detailing minority representation, student quality, and UCF Downtown. Provost Dooley also highlighted faculty researchers funding record and recognition of UCF being a top school for Hispanic students by U.S. News. The provost ended the update with the unveiling of the 'Acclaimed Knights Wall'.

REAL Courses Q&A and Digital Learning Panel Presentation (INFO-1)
This information item addressed two issues related to UCF Digital Learning; 1) Follow-up questions to the EPC presentation on the REAL Modality course design's early results presented at EPC on July 18, 2019; and 2) preparation for the Digital Learning Panel - a presentation for full Board meeting on September 19, 2019.

Eastern Florida State College Notice of Intent (INFO-2) included the formal Notice of Intent for a bachelor's degree program under final development at a Florida state college. Statute allow universities 60 days to inform their Board of Trustees, and either submit objections or provide an alternative proposal. After review of these notices by the colleges and Academic Affairs, UCF does not object to this plan.

ADJOURNMENT

Chair Garvy adjourned the Educational Programs Committee meeting at 5:20 p.m.

Reviewed by: _____ _____
Robert A. Garvy — Date
Chair, Educational Programs Committee

Submitted by: _____ _____
Janet Owen — Date
Associate Corporate Secretary

ITEM: EPC-1

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
November 12, 2019

Title: 2021-2022 Proposed Academic Year Calendar

Background:
The Board of Governors requires that the Board of Trustees approve the university's academic calendar. The attached 2021-22 calendar developed by the UCF Academic Calendar Committee has been approved by Provost Dooley.

Issues to be Considered:
Approval of 2021-2022 Academic Calendar.

Alternatives to Decision:
There is no alternative action for the 2021-2022 calendar approval.

Fiscal Impact and Source of Funding:
No fiscal impact or funding required.

Recommended Action:
Board of Trustees approval of 2021-2022 Academic Calendar.

Authority for Board of Trustees Action:
BOG Regulation 8.001 - Authority: Section 7(d), Art. IX, Fla. Const.; History: --Former BOR Rule 6C-2.56, and 6C-8.01, 11-18-70, 12-17-74, 6-25-80, 8-11-85, 6-14-07.

Committee Chair approval:
Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by: Maribeth Ehasz, Vice President, Student Development and Enrollment Services

Supporting documentation: Attachment A: 2021-2022 Proposed Academic Year Calendar

Facilitator: DeLaine Priest, Associate Vice President, Student Success

DRAFT | 2021-22 Academic Calendar - Proposed | Proposal B

Attachment A

EVENT	Fall 2021	Spring 2022	SU A (6 wks) 2022	B (6 wks) 2022	C (12 wks) 2022	D (8 wks) 2022
Classes Begin	23-Aug	10-Jan	16-May	27-Jun	16-May	16-May
Drop Deadline	26-Aug	13-Jan	19-May	30-Jun	19-May	19-May
Add Deadline	27-Aug	14-Jan	20-May	1-Jul	20-May	20-May
Withdraw Date	29-Oct	25-Mar	10-Jun	22-Jul	8-Jul	24-Jun
Thanksgiving Wednesday - No Classes- Student Holiday Only	24-Nov					
Last Day of Class	3-Dec	25-Apr	25-Jun	6-Aug	6-Aug	16-Jul
Study Day		26-Apr	-	-	-	-
Final Exams	12/6/-12/11	4/27-5/3	-	-	-	-
Grades Due	15-Dec	6-May	29-Jun	10-Aug	10-Aug	20-Jul
Degree Conferral Date	17-Dec	5-May	6-Aug	6-Aug	6-Aug	6-Aug
Certifications	17-Dec	9-May	12-Aug	12-Aug	12-Aug	12-Aug
Commencement	12/17-12/18	5/5-5/7	8/5-8/6	8/5-8/6	8/5-8/6	8/5-8/6
Number of Class Days	76	77	32	31	63	47.5
Number of Final Exam Days	6	6	0	0	0	0
Total Number of Instructional Days	82.0	83	32	31	63	47.5
Grand Total Number of Instructional Days	**228**					

Total Instructional Days*	Fall 2021	Spring 2022	SU A (6 wks) 2022	B (6 wks) 2022	C (12 wks) 2022	D (8 wks) 2022
August	7.5	-	-	-	-	-
September	22.5	-	-	-	-	-
October	23.5	-	-	-	-	-
November	19.5	-	-	-	-	-
December	9	-	-	-	-	-
January	-	16.5	-	-	-	-
February	-	22	-	-	-	-
March	-	19.5	-	-	-	-
April	-	23	-	-	-	-
May	-	2	12	-	12	12
June	-	-	20	4	24	24
July	-	-	-	22	22	11.5
August	-	-	-	5	5	0
Totals	82.0	83	32	31	63	47.5

*** Does include final exam days**

 # Saturday is counted as one-half an instructional day

Holidays - University Closed		
Labor Day	Monday	9/6/2021
Veterans Day	Thursday	11/11/2021
Thanksgiving	Thurs-Sat	11/25-11/27
MLK	Monday	1/17/2022
Spring Break	Mon-Sat	3/6-3/13
Memorial Day	Monday	5/30/2022
4th of July	Monday	7/4/2022

Recommended Calendar by Academic Calendar Committee
October 17, 2018

ITEM: EPC-2

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
November 12, 2019

Title: Approval of New Degree Program – Bachelor of Science in Molecular Cellular Biology and Bachelor of Science in Molecular Microbiology

Background:
All undergraduate degree programs utilizing a new CIP Code are required to be reviewed and approved by the Board of Trustees.

Issues to be Considered:

- Program Description:
  Both programs are STEM degree programs; the Bachelor of Science in Molecular Cellular Biology builds on a successful track within Molecular Cellular Biology creating a more focused, stand-alone bachelor's program. The Bachelor of Science in Molecular Microbiology will enable students with an interest in microbiology and infectious disease to gain a depth of knowledge not currently offered at UCF in the broader Biomedical Sciences program.

  Programs in Molecular Cellular Biology are offered at UF and USF leaving little overlap across the state. This bachelor's degree program will draw primarily from existing Biomedical Sciences students, and it requires no faculty resources due to its transition from a track to a degree program.

- Benefits:
  The Burnett School of Biomedical Sciences currently offers a sought-after track in molecular microbiology, so the courses, faculty, lab spaces, and equipment needed for this specialized degree are already in place. Students will gain the advantage of a specialized degree, but it will not cost the university significant resources. More than two-thirds of Burnett School's graduates receive admittance into gradate/professional schools, and a specialized degree with assist in securing admission to their first-choice school.

  Students prefer a degree title that explicitly notes their areas of expertise, rather than a track within a broader degree. Students will have greater opportunities to participate in disciplinary-specific undergraduate research activities. Since nearly 70% of all Burnett School graduates matriculate into professional or graduate schools within two years of graduating, this degree with provide students with a competitive advantage in securing admission to their first choice of medical, dental, health professions, or life sciences programs.

- Career/Workforce Needs:
  Graduates will be well prepared to enter the growing industries of biological technicians or biological scientists. Graduates could also teach science at the secondary school level. Graduates will be competitive for admission into graduate programs in health professional schools, life science programs, and biology fields.

Alternatives to Decision:
There is no alternative if this degree program is not approved. The track will remain in the broader degree program.

Fiscal Impact and Source of Funding:
No new funds requested. E&G reallocation from within the college.

Recommended Action:
The Provost's office recommends Board of Trustees approval of both new degree programs. They meet all eight BOG criteria.

Authority for Board of Trustees Action:
BOG Regulation 8.011 – Authorization for New Academic Degree Programs and Other Curricular Offerings.

Committee Chair approval:
Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:
Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Supporting Documentation:
Attachment A: Analysis Summary for New Degree Authorization – Molecular Cellular Biology
Attachment B: Analysis Summary for New Degree Authorization – Molecular Microbiology

Facilitator:
Timothy Letzring, Senior Associate Provost for Academic Affairs

Attachment A

Analysis Summary for New Degree Authorization
Program Name: Bachelor of Science in Molecular Cellular Biology

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	**Met with Strength**. The STEM degree furthers the university's commitment to ensuring the State University System reaches its goals to meet the state's professional and workforce needs, build world-class academic programs and research capacity, and promote STEM disciplines as areas of programmatic strategic emphasis. Specifically, the proposed degree program will strengthen UCF's already strong biomedical sciences offerings; further partnerships with local, statewide, and national healthcare corporations; and provide a competitive advantage to qualified graduates who may be interested in pursuing graduate education.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	**Met with Strength.** The Burnett School of Biomedical Sciences completed full program accreditations and review in 2016. The development of this new degree was one of the recommendations from that review. There is no specialized accreditation agency for this degree program.
3.	The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Evidence is provided that, if appropriate, the university anticipates seeking accreditation for the proposed program.	**Met with Strength.** The curriculum is sequenced, ensuring students have the foundations in math and science before reaching the disciplinary specific coursework. Students will have a background in biomedical sciences generally and molecular cellular biology specifically. There are 12 learning outcomes to accurately assess learning and application.
4.	Evidence is provided that a critical mass of faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments.	**Met with Strength.** The Burnett School has a substantial number of faculty, and they are productive in research while being dedicated to teaching. The projected program cost is minimal given that the courses are already taught within a track of an existing degree program.
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites are sufficient to initiate the program.	**Met with Strength.** The library review notes access to 68 journals in cell biology and 190 journals in molecular biology. No new specialized equipment is needed, and no new lab facilities are needed. There are numerous internship and clinical shadowing sites identified.

	Criteria	Proposal Response to Criteria
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	**Met with Strength.** The market demands show projected growth, yet the department is realistic in its anticipated headcount. The degree program will be a specialized option within the Burnett School, with an initial headcount of 75 and anticipated growth to 400 students in year five. The current student body in the Burnett School is diverse, and there is explicit programming to continue to grow the diversity within with undergraduate population.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, which is comparable to the budgets of similar programs, and which provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	**Met with Strength.** The proposed budget is modest because the curriculum exists as a track within a highly popular existing degree program. The current faculty are appropriate for the anticipated headcount, and the School's recent growth in research-productive faculty will ensure students have mentors for undergraduate research activities.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	**Met with Strength.** The faculty listed in Appendix A, who will provide the core instruction, are leaders in their fields. The faculty secured more than $9.9MM in external contracts and grants in 2016-2017, a 37.40% increase from the previous fiscal year. The School's undergraduate headcount is on a steep upward trajectory as is its semester credit hour generation. The School is well poised to offer this new degree program.

Attachment B

Analysis Summary for New Degree Authorization
Program Name: Bachelor of Science in Molecular Microbiology

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	**Met with Strength**. The STEM degree furthers the university's commitment to ensuring the State University System reaches its goals to meet the state's professional and workforce needs, build world-class academic programs and research capacity, and promote STEM disciplines as areas of programmatic strategic emphasis. Specifically, the proposed degree program will strengthen UCF's already strong biomedical sciences offerings; further partnerships with local, statewide, and national healthcare corporations; and provide a competitive advantage to qualified graduates who may be interested in pursuing graduate education.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	**Met with Strength.** The Burnett School of Biomedical Sciences completed full program accreditations and review in 2016. The development of this new degree was drawn from the recommendations of that review. There is no specialized accreditation agency for this degree program.
3.	The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Evidence is provided that, if appropriate, the university anticipates seeking accreditation for the proposed program.	**Met with Strength.** The curriculum is sequenced, ensuring students have the foundations in math and science before reaching the disciplinary specific coursework. Students will have a background in biomedical sciences generally and molecular microbiology specifically. There are 12 learning outcomes to accurately assess learning and application.
4.	Evidence is provided that a critical mass of faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments.	**Met with Strength.** The Burnett School has a substantial number of faculty, and they are productive in research while being dedicated to teaching. The projected program cost is minimal given that the courses are already taught within a track of an existing degree program.
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites are sufficient to initiate the program.	**Met with Strength.** The library review notes access to 211 journals in microbiology and 190 journals in molecular biology. No new specialized equipment is needed, and no new lab facilities are needed. There are numerous internship and clinical shadowing sites identified.

	Criteria	Proposal Response to Criteria
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	**Met with Strength.** The market demands show projected growth, yet the department is realistic in its anticipated headcount. The degree program will be a specialized option within the Burnett School, with an initial headcount of 75 and anticipated growth to 300 students in year five. The current student body in the Burnett School is diverse, and there is explicit programming to continue to grow the diversity within with undergraduate population.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, which is comparable to the budgets of similar programs, and which provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	**Met with Strength.** The proposed budget is modest because the curriculum exists as a track within a highly popular existing degree program. The current faculty are appropriate for the anticipated headcount, and the School's recent growth in research-productive faculty will ensure students have mentors for undergraduate research activities.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	**Met with Strength.** The faculty listed in Appendix A, who will provide the core instruction, are leaders in their fields. The faculty secured more than $9.9MM in external contracts and grants in 2016-2017, a 37.40% increase from the previous fiscal year. The School's undergraduate headcount is on a steep upward trajectory as is its semester credit hour generation. The School is well poised to offer this new degree program.

ITEM: EPC-3

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
November 12, 2019

Title: Conferral of Degrees for Fall 2019 Commencement Ceremonies

Background:
UCF expects to award the following degrees at the Fall 2019 Commencement on December 13 and 14, 2019.

Baccalaureate Degrees:	5,032
Master's Degrees:	825
Doctoral and Specialist:	103
Total:	5,960

Issues to be Considered:
Fall 2019 Commencement dates and number of graduates.

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
Recommend approval of the conferral of Degrees during the Fall 2019 Commencement.

Authority for Board of Trustees Action:
BOG 1.001 (4)(a)
UCF BOT EPC Charter 2.1

Committee Chair approval:
Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by: Brian Boyd, University Registrar

Supporting Documentation: Attachment A: Graduation Count

Facilitator: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Attachment A

UCF Fall 2019 Commencement

College	Bachelor	Master	Doctorate	CollegeTotals
College of Arts and Humanities	411	84	4	499
College of Business Administration	644	54	0	698
College of Community Innovation and Education	654	315	15	984
College of Engineering and Computer Science	649	145	54	848
College of Graduate Studies	0	17	0	17
College of Health Professions and Sciences	574	87	0	661
College of Medicine	148	13	1	162
College of Nursing	214	30	5	249
College of Optics and Photonics	4	10	5	19
College of Sciences	1,095	46	15	1,156
College of Undergraduate Studies	354	0	0	354
Rosen College of Hospitality Management	285	24	4	313
Degree level totals:	**5,032**	**825**	**103**	**5,960**

ITEM: EPC-4

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
November 12, 2019

Title: Tenure with Hire

Background:
New faculty members are hired each year with tenure. Normally, such faculty members have earned tenure at their previous institution and meet UCF's requirements for tenure. For others, tenure is part of the hiring package when senior faculty members are hired for administrative positions. Department faculty members and the university's administrative officers have approved granting tenure to these faculty members.

The recommendation of a faculty member for tenure shall signify that the president and the Board of Trustees believe that the employee will continue to make significant and sustained professional contributions to the university and the academic community.

The primary purpose of tenure is to protect academic freedom. The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Issues to be Considered:
Please refer to Attachment A - Tenure with Hire Justification.

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
Faculty are considered employees of the university and like other employees, compensation is negotiated during the hiring process. Recommendations for tenure are considered independently from compensation. Faculty who are awarded tenure will have annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Recommended Action:
The department, college and Provost support the recommendations for tenure with hire.

Authority for Board of Trustees Action:
UCF 3.015(4)(a)5 – Promotion and Tenure of Tenured and Tenure-earning Faculty

Committee Chair approval:
Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:	Jana L. Jasinski, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology
Supporting Documentation:	**Attachment A**: Tenure with Hire Justification
Facilitator:	Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Attachment A

Tenure with Hire Justification
Board of Trustees Meeting
November 12, 2019

Theodorea R. Berry, Professor
College of Community Innovation and Education, Department of Learning Sciences and Educational Research

Dr. Theodorea R. Berry received her Ed.D. in curriculum and social inquiry from National-Louis University. She comes to UCF from San Jose State University, where she was a professor and chair of the Department of African American Studies. Dr. Berry previously held the rank of tenured professor, associate dean of Academic Affairs, and director of Graduate School Recruitment and Engagement at the University of Texas at San Antonio. At UCF, she will serve as vice provost for the Division of Student Learning and Academic Success and dean of the College of Undergraduate Studies. She was the recipient of the Critical Race Studies in Education Association Derrick Bell Legacy Award and the American Educational Studies Association Critics Choice Book Award. Dr. Berry has published in top- and mid-tier journals, and written and contributed to books published by good academic publishers. She has presented at numerous regional, national, and international invited presentations and conferences. Dr. Berry has extensive teaching experience at the undergraduate and graduate levels and has taught courses in critical perspectives in curriculum and instruction, and applications of qualitative interdisciplinary research methods. She has mentored doctoral students and served on many dissertation committees as chair, co-chair, and committee member. Dr. Berry serves as ***Western Journal of Black Studies*** editorial board member, ***American Educational Research Journal*** reviewer, and ***International Journal of Curriculum and Social Justice*** founding co-editor, among many other service activities in the profession, school, and university. The Department of Learning Sciences and Educational Research and College of Community Innovation and Education support the recommendation for tenure with hire.

ITEM: EPC-5

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
November 12, 2019

Title: Resubmission of New Degree Program – Master of Science in Systems Engineering

Background:
This program was previously approved by UCF Board of Trustees in March 2019 and submitted to the Board of Governors for staff approval. Due to requested changes made in FTE and resulting changes in the budget, BOG has requested a second approval. All graduate degree programs utilizing a new CIP Code are required to be reviewed and approved by the Board of Trustees. The College of Engineering and Computer Science is proposing a new degree program for CIP Code 14.2701 (Systems Engineering).

Issues to be Considered:

- **Changes to enrollment and Cost per FTE**:
  - Year 2-5 headcount and FTE significantly increased when department clarified its recruiting expectations.
  - This made no change to Year 1 budget, but significantly reduced Year 5 E&G cost per FTE to $3951.

Alternatives to Decision:
There is no alternative if this degree program is not approved.

Fiscal Impact and Source of Funding:
No new funds requested. E&G reallocation from within the department.

Recommended Action:
The Provost's office recommends approval of the new degree program. It meets six of the eight criteria with strength and meets the remaining two criteria.

Authority for Board of Trustees Action:
BOG Regulation 8.011, Authorization for New Academic Degree Programs and Other Curricular Offerings

Committee Chair or Chair of the Board approval:
Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:	Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education
Supporting Documentation:	Attachment A: Analysis Summary for New Degree Authorization Attachment B: New Degree Program Cover Page
Facilitator:	Timothy Letzring, Senior Associate Provost, Academic Affairs

Attachment A **Analysis Summary for New Degree Authorization**
Program Name: Master of Science in Systems Engineering

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	**Met with Strength** The program aligns with two of UCF's Goals: 2 - Achieving international prominence in key programs of graduate study and research and 5 - Be America's leading partnership university. The program expects to attract an International student base eventually, by offering the courses completely online. The program has extensive support from local industry. The program has partnered with the Institute for Simulation and Training and has included modeling as a focus. The program is a STEM discipline.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	**Met** The existing graduate certificate in Systems Engineering is in its fourth year. During this period, there have been a modest number (2-7) of students enrolled. However, there is a robust number of students (~100) enrolled in the introductory systems engineering class (ESI 6551). This bodes well for future SE certificate and MSSE enrollment. Though the MSSE program has been endorsed by the local chapter of the International Council on Systems Engineering (INCOSE), there is no accreditation body.
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited, or a rationale is provided as to the lack of accreditation.	**Met with Strength** A detailed list of courses is provided for the program's curriculum, which follows existing standards of other MSSE programs. The 30-hour degree is based on existing UCF courses that can be completed on a full-time or part-time basis in a reasonable (2-3 year) period. The syllabi for the required courses (core and concentration) are included in the proposal.
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	**Met** Though there are several faculty members involved, the Program Review and Awards Committee is concerned about the program's significant dependence on a single faculty member, Dr. John Farr, who serves as an adjunct. The Committee suggests some succession planning to sustain the program in the absence of Dr. Farr. Courses in this program are already being taught successfully. To support the MSSE program, the Industrial Engineering & Management Systems Department will hire one additional faculty member.

	Criteria	Proposal Response to Criteria
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	**Met with Strength** Library resources are adequate to support the MSSE program. The program is non-thesis and will not need additional space for research. The program will be offered online and requires no additional physical space for instruction. Because of the strong partnerships and local demand, there is the potential for student financial support through industry-sponsored scholarships and tuition reimbursement.
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	**Met with Strength** The need for this program is demonstrated by the letters of support from local industry and statistical data provided in the proposal. However, the Committee had some concern about the currency (> 10 years old) of data for the need of master's level systems engineering graduates and would like more recent data to be included.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	**Met with Strength** The program requires only a modest budget using existing resources and reallocation of funds. The budget only reflects salaries associated with teaching the courses and administering the program. The Committee suggests that the projected budget be adjusted to account for inflation, raises, cost of living increases, etc.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	**Met with Strength** The core faculty in the program are productive in teaching and research. The Committee requests CVs that detail and demonstrate productivity for all of the faculty involved in the MSSE program. The instructors in the program have a history of positive teaching evaluations. The Industrial Engineering & Management Systems Department as a whole is productive.

Attachment B

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

University of Central Florida	Fall 2020
University Submitting Proposal	**Proposed Implementation Term**
College of Engineering and Computer Science (CECS)	Industrial Engineering and Management Systems (IEMS)
Name of College(s) or School(s)	**Name of Department(s)/ Division(s)**
Systems Engineering	Master of Science in Systems Engineering (MSSE)
Academic Specialty or Field	**Complete Name of Degree**
14.2701	
Proposed CIP Code	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

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

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	20	12.5	$12,000	150,000			150,000
Year 2	45	28.1					
Year 3	55	34.4					
Year 4	65	40.6					
Year 5	75	46.9	$3,951	185,325			185,325

ITEM: INFO-1

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
November 12, 2019

Title: New Grant Activity

Background:
Review of research grants that exceeds $2 million in one year or exceed $5 million for the total award. Information presented is for fiscal year 2019 and the first quarter (Q1) of 2020.

Issues to be Considered:
N/A

Alternatives to Decision:
Information only

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
N/A

Authority for Board of Trustees Action:
N/A

Committee Chair approval:
Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:
Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Supporting Documentation:
Attachment A - UCF Summarized Grant Activity
Attachment B – UCF Grants over $2m in one year or $5m in total (Fiscal Year 2019 or 2020-Q1)

Facilitator:
Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies

Attachment A

UCF NEW GRANT ACTIVITY

	Total Awards in Millions	Total Number of Investigators	Total Proposals Submitted	Research Expenditures in Millions		
				Internal	External	Total
FY15	133.41	486	1,321	100.84	114.68	215.52
FY16	148.92	617	1,381	71.26	126.95	198.21
FY17	148.79	617	1,596	76.93	123.45	200.38
FY18	183.12	628	1,662	85.66	129.67	215.33
FY19	192.14	712	1,741	N/A	150.92	N/A

Attachment B

Awards greater than $2M in one year or $5 in all years (FY19 and FY20Q1)

FY19/ Q120	Research ID #	Annual Award	Total Award	Project Start Date	Project End Date	Principal Investigator	College	Sponsor	Project Title
2019	1056043	$1,199,090	$6,693,060	8/1/2015	7/31/2021	Richardson	Optics	US Air Force Office of Scientific Research	Fundamental Fiber Laser Science for High Powers
2019	1056666	$1,125,000	$7,500,000	12/15/2014	12/14/2019	Chang	COS	US Air Force Office of Scientific Research	Studying Ultrafast Electron Dynamics in Condensed Matter with Next Generation Attosecond X-ray Sources
2019	1056742	$8,500,000	$25,000,000	2/27/2017	12/31/2021	Hansen	SDES	Lockheed Martin	Lockheed Martin College Work Study Experience Program (CWEP)
2019	1056784	$1,189,937	$4,456,220	1/1/2014	12/31/2019	Hansen	SDES	Lockheed Martin	Lockheed Martin College Work Study Experience Program (CWEP) RMS
2019	1057696	$2,281,839	$22,235,059	3/8/2015	3/12/2020	Plamondon	IST	US Army Research Lab	Soldier Perception Lab for Force 2025 Innovation
2019	1058966	$2,864,069	$9,126,626	9/26/2015	9/25/2019	Plamondon	IST	US Army Research Lab	ARL-HRED-STTC Infrastructure & DARPA Cell Support
2019 **2020**	1059082 1059082	$1,925,524 $1,925,523	$9,627,620	9/30/2015	9/29/2020	Barden	CCIE	US Department of Health and Human Services	Project Harmony
2019	1059177	$1,863,644	$19,381,740	7/1/2014	8/31/2021	Proctor	CECS	UCF Foundation	ENG-UCF Foundation Presagis Software Donation
2019	1059885	$2,403,663	$5,853,194	8/10/2007	1/1/2060	O'Neal	CECS	RF - Various	RF - Florida High Tech Corridor
2019	1062483	$1,696,893	$6,228,711	10/10/2017	10/10/2021	Garibay	CECS	DARPA	Deep Agent: A Framework for Information Spread and Evolution in Social Networks
2019	1062500	$2,000,000	$8,000,000	7/1/2016	6/30/2022	Kohler	CCIE	State of Florida	Florida Center for Students with Unique Abilities
2019	1062696	$4,419,707	$20,150,000	4/1/2018	3/31/2023	Lugo	FSI	NSF	Management and Operations of the Arecibo Observatory
2020	1062696	$2,195,734							
2019	1063576	$1,259,988	$3,096,432	7/1/2018	6/30/2023	Fernandez-Valle	COM	NIH (NIDCD)	Preclinical Testing of PI3K Inhibitors for Vestibular Schwannomas

Attachment B

Awards greater than $2M in one year or $5 in all years (FY19 and FY20Q1)

FY19/ Q120	Research ID #	Annual Award	Total Award	Project Start Date	Project End Date	Principal Investigator	College	Sponsor	Project Title
2019	1064039	$5,000,000	$17,500,000	7/1/2016	6/30/2020	Kennedy	Research	State of Florida	UCF LBR - Advanced Manufacturing Sensor Project
2019	1065624	$2,999,179	$2,999,178	4/1/2018	12/31/2019	Lugo	FSI	NASA (NSSC)	Arecibo Support to NASA Programs
2019 **2020**	1065877 1065877	$1,650,000 $1,382,986	$19,179,407	3/11/2019	3/10/2023	Virkki	FSI	NASA (NSSC)	Arecibo Observatory Planetary Radar Program
2019	1065988	$7,657,866	$10,572,866	5/16/2018	5/15/2023	Beidel	COS	US Army Medical Research Acquisition Activity	Effectiveness of Trauma Management Therapy and Prolonged Exposure Therapy for the Treatment of PTSD in an active Duty Sample: Comparison Study
2020	1069105	$7,180,571	$7,180,571	7/1/2019	6/30/2020	Ellis	CCIE	Florida Department of Education	UCF Community Partnership Schools

ITEM: INFO-2

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
November 12, 2019

Title: Provost Update – Strategic Initiatives for Academic Affairs

Background:
Academic Affairs Update

Issues to be Considered:
N/A

Alternatives to Decision:
Information only

Fiscal Impact and Source of Funding:
N/A

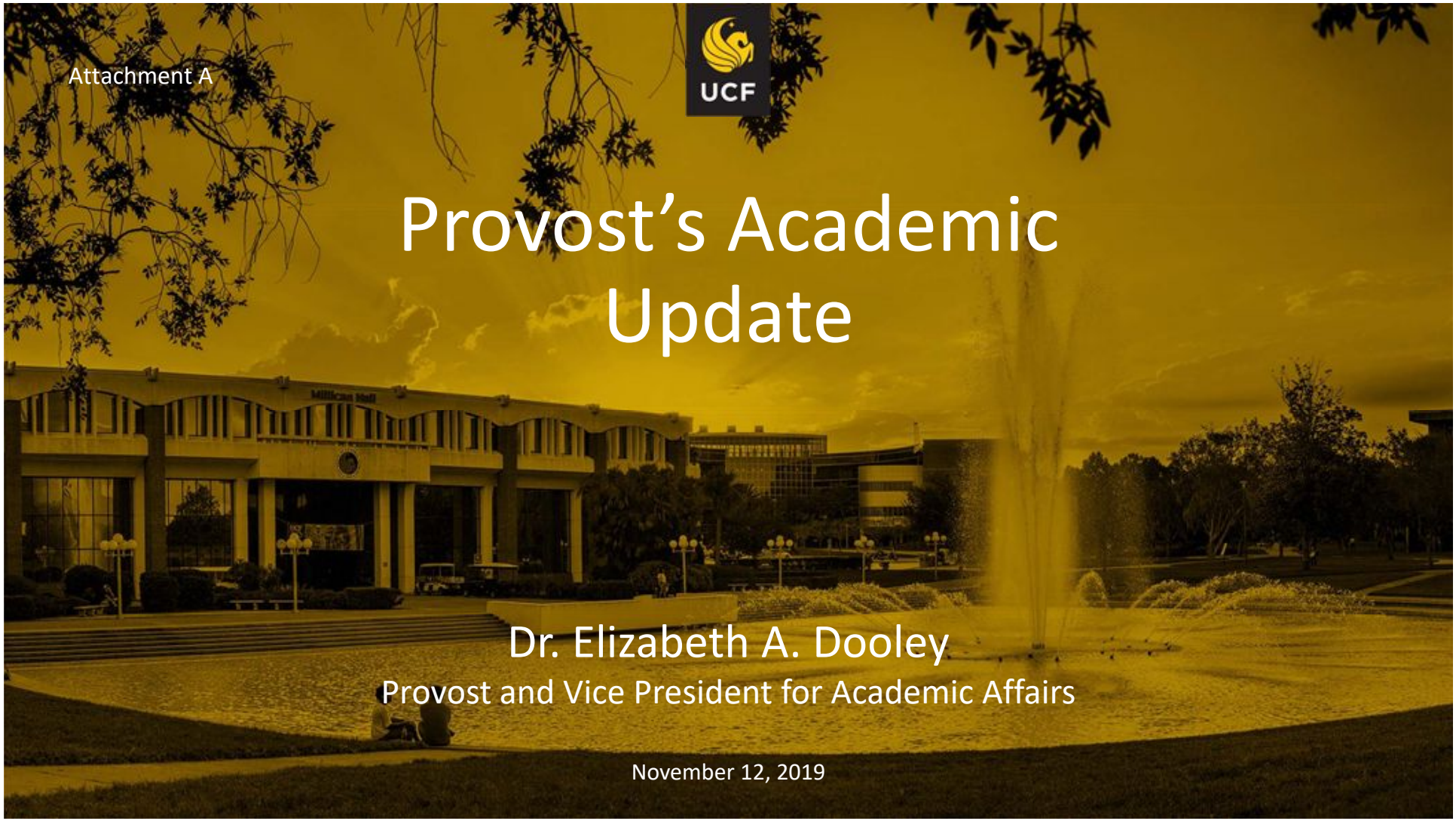
Recommended Action:
N/A

Authority for Board of Trustees Action:
N/A

Committee Chair approval:
Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

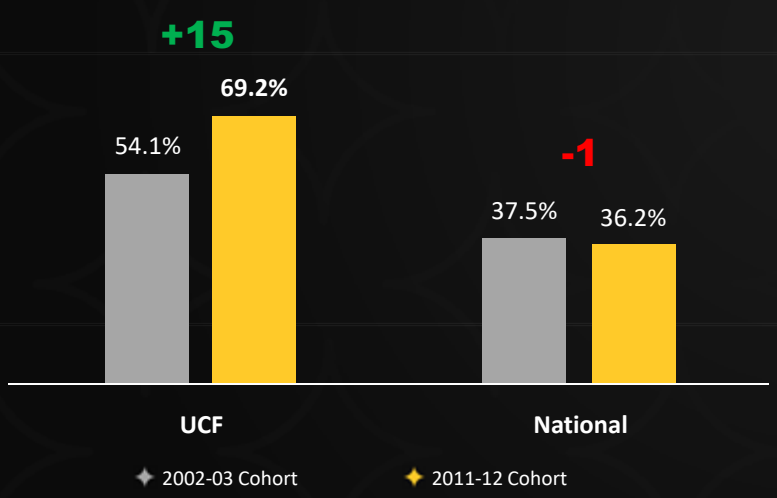
Submitted and Facilitated by:
Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Supporting Documentation:
PowerPoint presentation

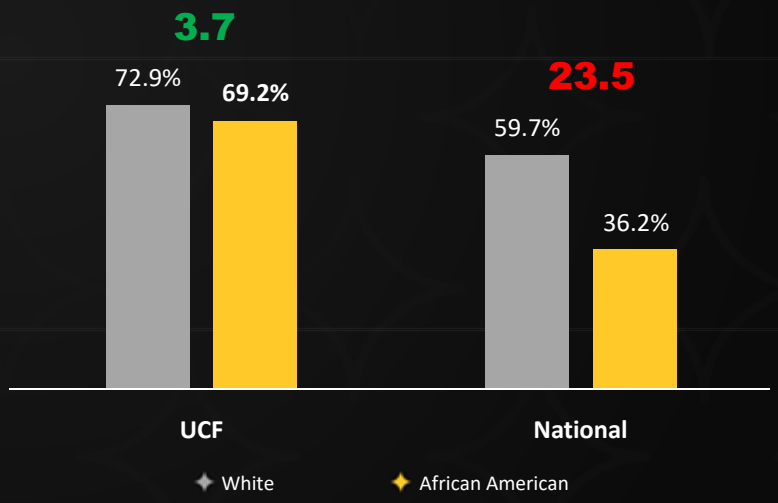

Attachment A
UCF
Provost's Academic Update
Dr. Elizabeth A. Dooley
Provost and Vice President for Academic Affairs
November 12, 2019

Closing the Gap: African American FTIC 6-Year Graduation Rates

Over the past 10 years, UCF African American 6-yr grad rates increased 15 percentage points while national rates dropped 1 percentage point



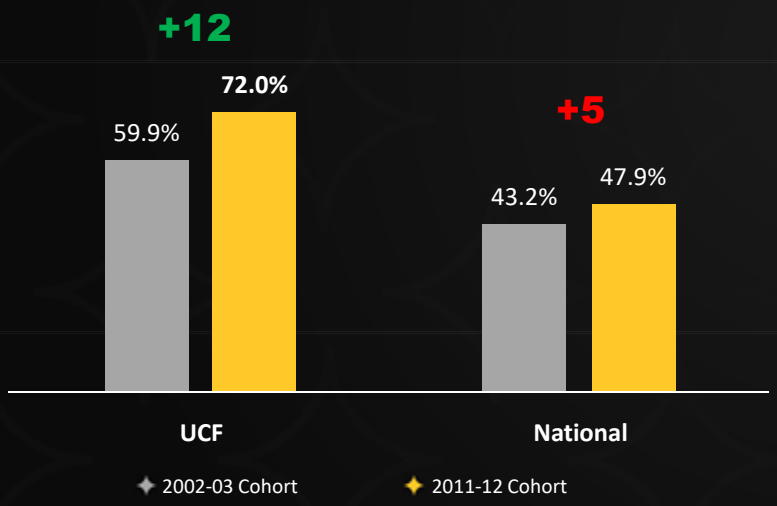
UCF's 6-yr grad rate gap between African American FTICs and their white counterparts is 3.7 percentage points versus 23.5 percentage points nationally



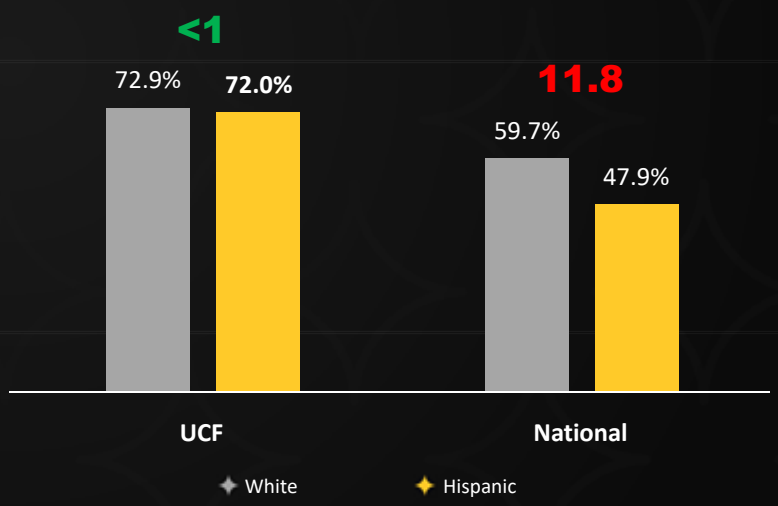
Data Source: IPEDS

Closing the Gap: Hispanic FTIC 6-Year Graduation Rates

Over the past 10 years, UCF Hispanic 6-yr grad rates increased 12 percentage points while nationals rates increased only 5 percentage points



UCF's 6-yr grad rate gap between Hispanic FTICs and their white counterparts is less than 1 percentage point versus 11.8 percentage points nationally



Data Source: IPEDS

UCF Academic Dimensions

Priorities for Action:
How We Will Move Forward

1. Recognized for Faculty Excellence
   - Enable faculty members in all disciplines to reach their goals in teaching, research, and leadership throughout their careers

2. Distinctive Commitment to Student Success
   - A focus on student graduation, retention, and persistence by using data analytics and creating an enhanced advising structure without affecting our affordable tuition

3. Research and Inquiry Driven
   - Focus on becoming a global leader in research by maintaining our commitment to innovation application of new knowledge and investing in bold new research disciplines and methodological traditions

4. Advancing Outreach, Engagement & Impact
   - Create an environment that promotes intellectual rigor for all students in scholarship and civic engagement, in critical thinking skills, in global learning opportunities, and in service to their communities

Accomplish our priorities through innovation while maintaining our commitment to equity, inclusion and diversity.

A COMMITMENT TO COMPLETION

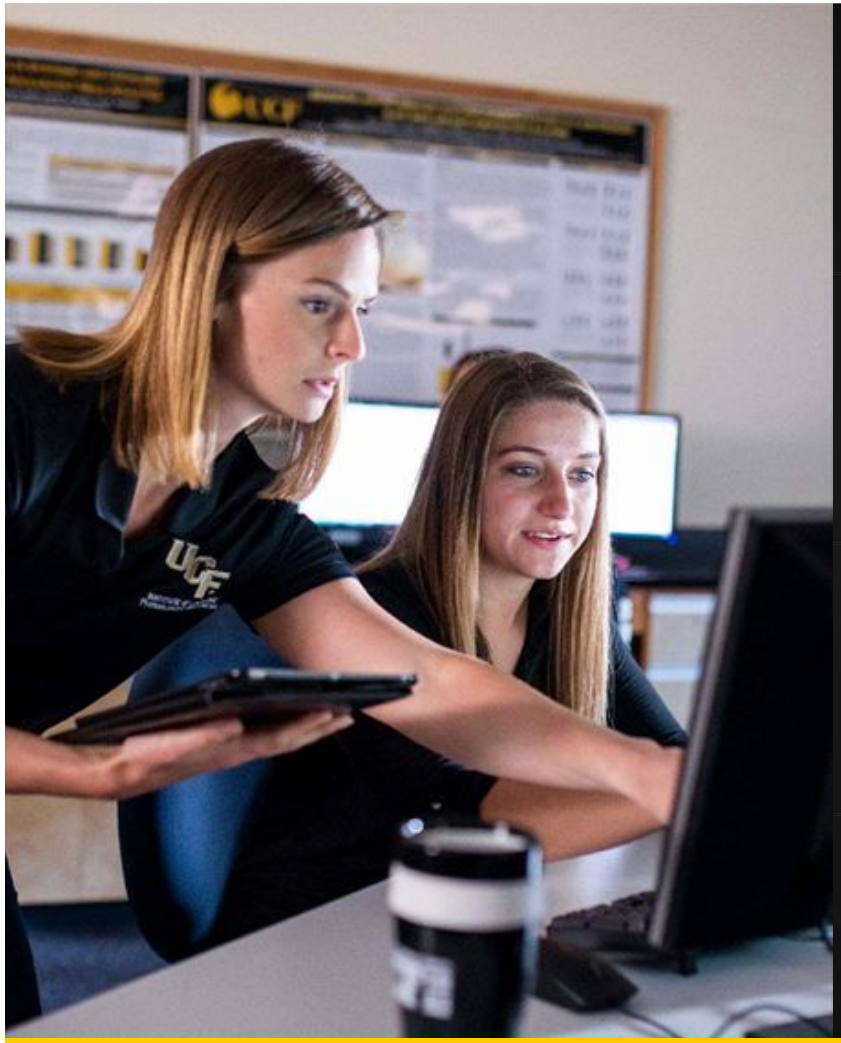
Academic Alignment For Student Success

Strengthening the ties between student success and academics

Alignment for Student Success

Four Key Infrastructure Areas for a More Integrated Approach:

- The Division of Teaching and Learning and the College of Undergraduate Studies
- Analytics and Integrated Planning
- Academic Affairs
- Faculty Excellence



Key Priorities

- Define a shared philosophy for student success
- Strengthen advising through a more controlled approach informed by data analytics that drives consistency and quality across the colleges and units
- Align ownership, accountability, and impact to better leverage resources to deliver on our student success goals

Deliverables

- Greater results in retention and 4-year graduation rates
- A decline in students with excess hours, reducing time to earning a degree
- Boost our ability to attain performance-based funding, preeminence, and other accountability goals

Impetus for Change

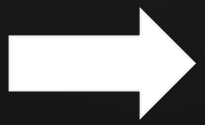
Our collective efforts will focus on creating a culture of student success that goes beyond the numbers and gets straight to why we are each here: to help students graduate and be successful and productive in making a difference in the world.

Greater Impact

The merging of SDES advising and student services with units in Teaching and Learning will leverage resources and leadership for greater student success.

Student Development and Enrollment Services

- Student Success
- First Year Advising and Exploration
- Transfer and Transition Services
- Student Academic Resource Center
- Registrar's Office



Student Learning and Academic Success

- Pre-Health and Pre-Law Advising
- UCF Abroad
- EXCEL
- Experiential Learning
- Quality Enhancement Plan
- Undergraduate Research
- Academic Advancement Programs

Alignment for Student Success

Four Key Infrastructure Areas for a More Integrated Approach:

- The Division of Teaching and Learning and the College of Undergraduate Studies
- Analytics and Integrated Planning
- Academic Affairs
- Faculty Excellence

Key Legislative Budget Requests for Faculty

UCForward

90 

faculty members

Universities of Distinction

44 

faculty members

ITEM: INFO-3

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
November 12, 2019

Title: Academic Spotlight: Digital Learning Course Redesign

Background:
The Board of Trustees funded a three-year strategic course redesign initiative that began in January 2018. The project has specific objectives related to the use of digital tools, online and blended learning, adaptive learning, and active learning. At the time the funding was committed, the BOT asked for periodic status updates on the project. This agenda item is intended to provide such an update on the project's current status at the halfway point.

Issues to be Considered:
N/A

Alternatives to Decision:
Information only

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
N/A

Authority for Board of Trustees Action:
N/A

Committee Chair approval:
Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

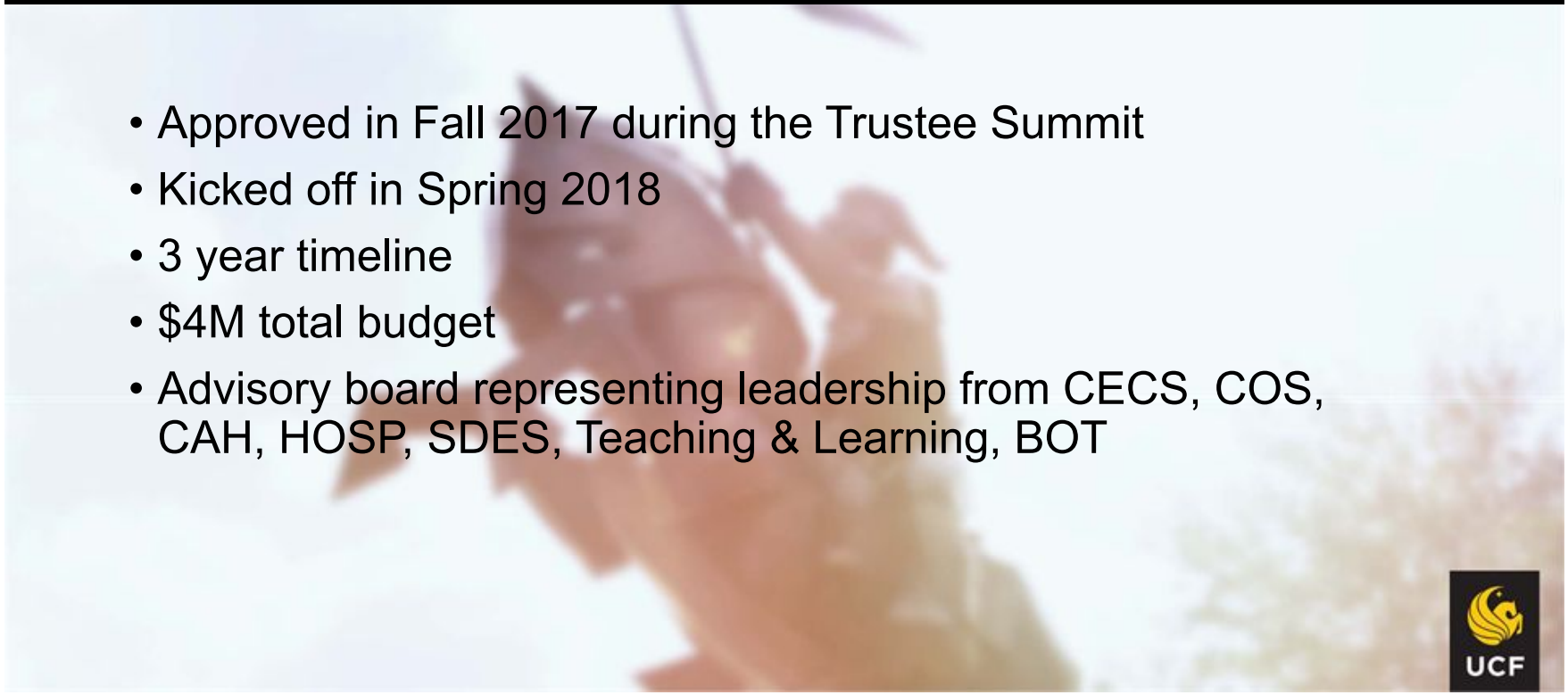
Submitted by:
Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Supporting Documentation:
Presentation - Digital Learning Course Redesign

Facilitator:
Thomas Cavanagh, Vice Provost for Digital Learning

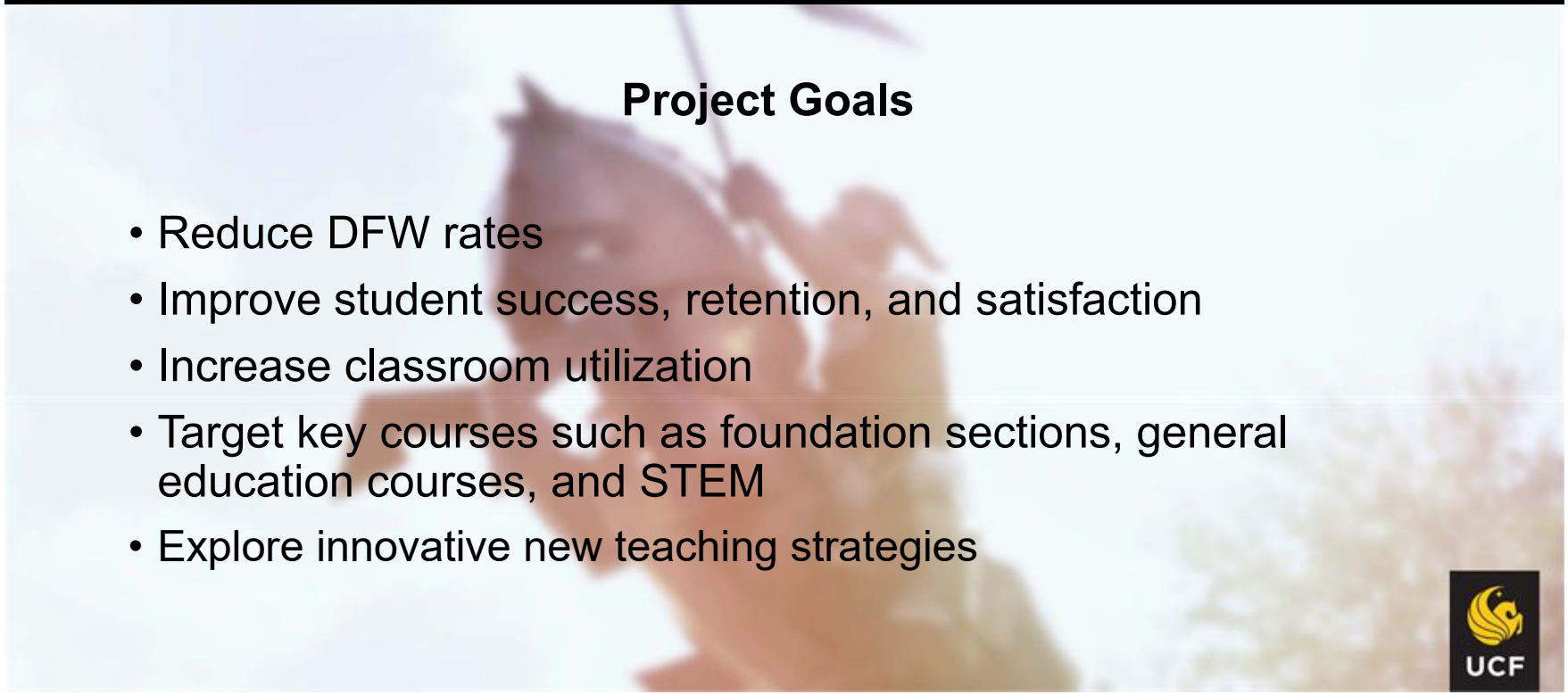

Attachment A
Digital Learning Course Redesign Initiative
Status Update
Board of Trustees Educational Programs Committee
November 12, 2019
UCF

Digital Learning Course Redesign Initiative
(DLCRI)



- Approved in Fall 2017 during the Trustee Summit
- Kicked off in Spring 2018
- 3 year timeline
- $4M total budget
- Advisory board representing leadership from CECS, COS, CAH, HOSP, SDES, Teaching & Learning, BOT

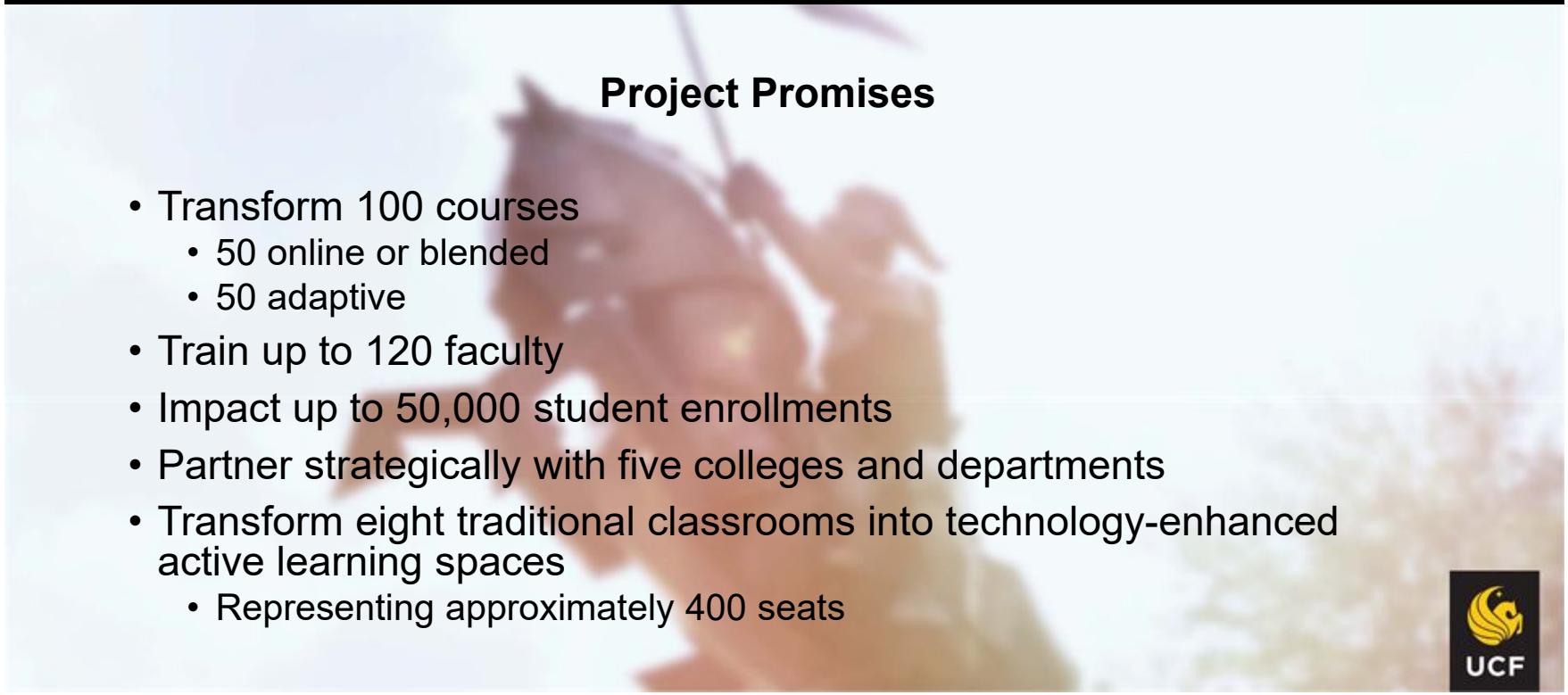
Digital Learning Course Redesign Initiative
(DLCRI)



Project Goals

- Reduce DFW rates
- Improve student success, retention, and satisfaction
- Increase classroom utilization
- Target key courses such as foundation sections, general education courses, and STEM
- Explore innovative new teaching strategies

Digital Learning Course Redesign Initiative
(DLCRI)



Project Promises

- Transform 100 courses
  - 50 online or blended
  - 50 adaptive
- Train up to 120 faculty
- Impact up to 50,000 student enrollments
- Partner strategically with five colleges and departments
- Transform eight traditional classrooms into technology-enhanced active learning spaces
  - Representing approximately 400 seats

Digital Learning Course Redesign Initiative

Financial Summary

Budget	Expenses	Encumbrances	Balance
$ 4,000,000	$ 1,366,811	$ 882,708	$ 1,750,481

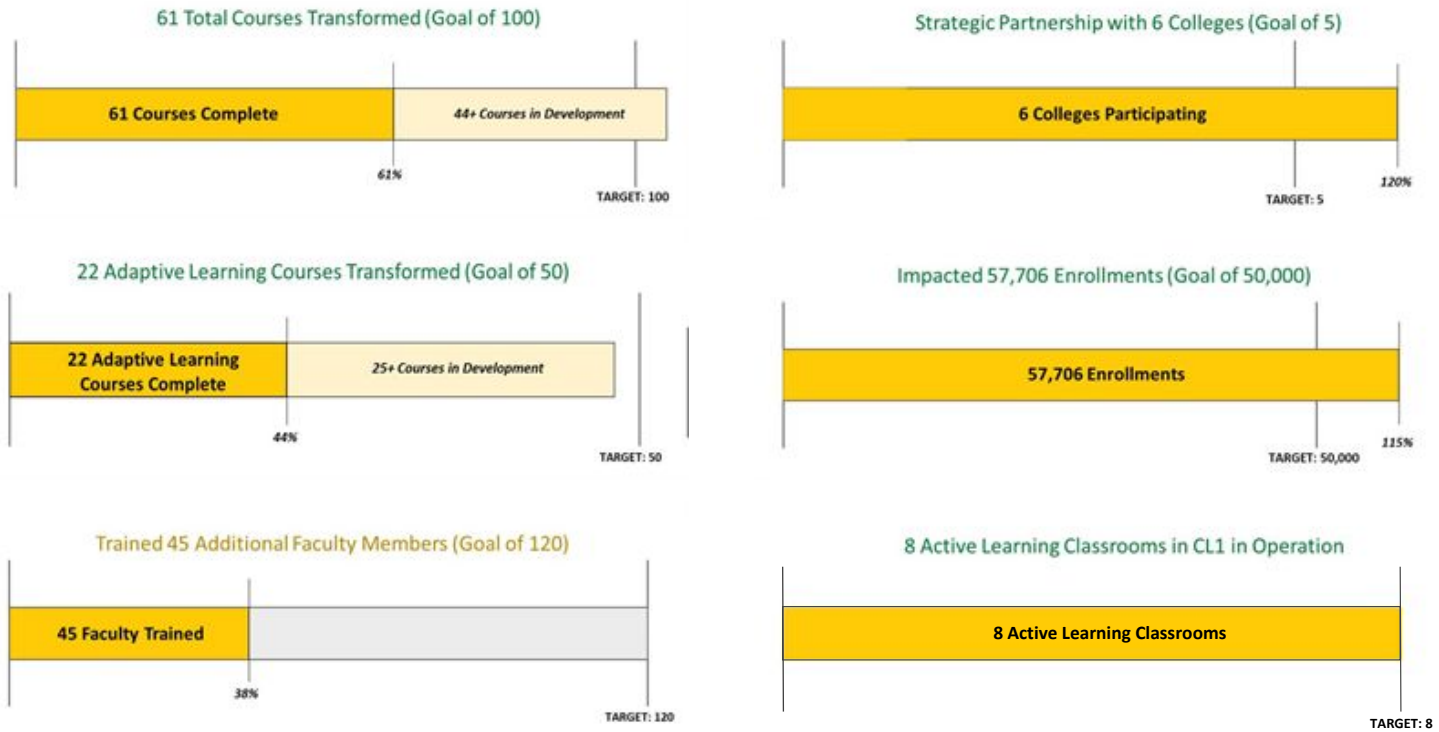
Budget Sources

$2M University Reserves (E&G)

$2M DL Reserves (auxiliary—restricted)

Digital Learning Course Redesign Initiative

Current Progress of Key Goals



Digital Learning Course Redesign Initiative

Digital Learning Fellow

- Digital Learning Fellow (Dr. Demara)
  - 36 faculty contacted to date
    - Focused on STEM
    - Courses meet digital learning criteria, including EPC
    - 5 courses complete, 3 in development
  - Discussing strategic project in Mechanical and Aerospace Engineering
  - Financial Support
    - Salary supplement, travel funds, 2 GTAs for two years
  - Research, publications, presentations, OLC Effective Practice Award

Digital Learning Course Redesign Initiative

Phase 3

- Moving forward with a Phase 3 Call for Proposals
- Planning to exceed original promises
- Challenge areas:
  - Adaptive Learning
  - Number of faculty trained

Division of
Digital Learning

Course Redesign Initiative

Learn how to submit to the 2020 Call for Proposals

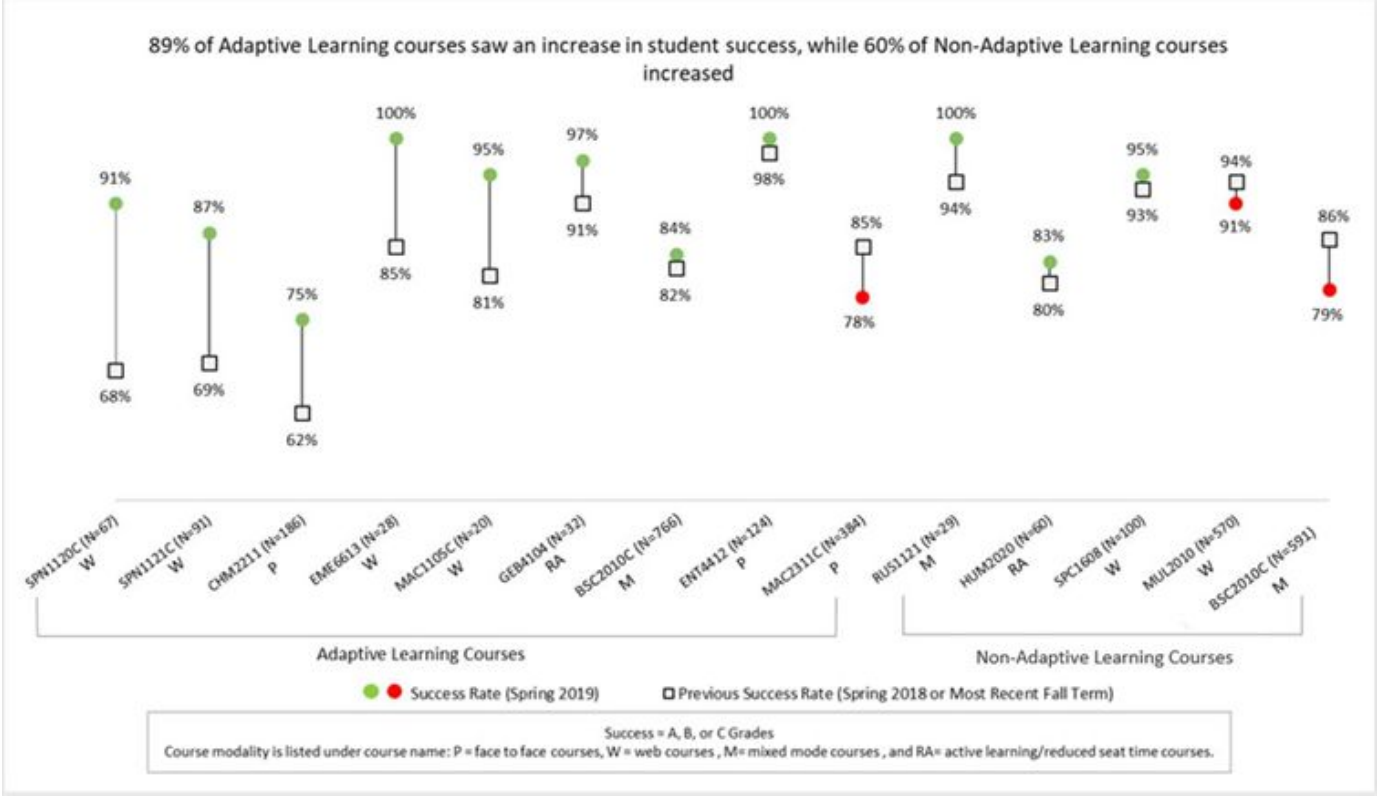
As the Digital Learning Course Redesign Initiative enters the third year of its project phase, another Call for Proposals will be held in Spring 2020.

The course redesign initiative aims to increase student success, retention, and completion, particularly in general education program and STEM courses. Information sessions will be held for faculty who may be interested in learning more about the initiative or interested in submitting a proposal. A list of available sessions are below.

Main Campus	Rosen Campus	UCF Downtown
Friday, October 18, 2019: 11am-12pm Tuesday, October 22, 2019: 2-3pm	Wednesday, November 6, 2019: 9-10am	Friday, November 8, 2019: 10-11am
Register for Main Campus	Register for Rosen Campus	Register for UCF Downtown

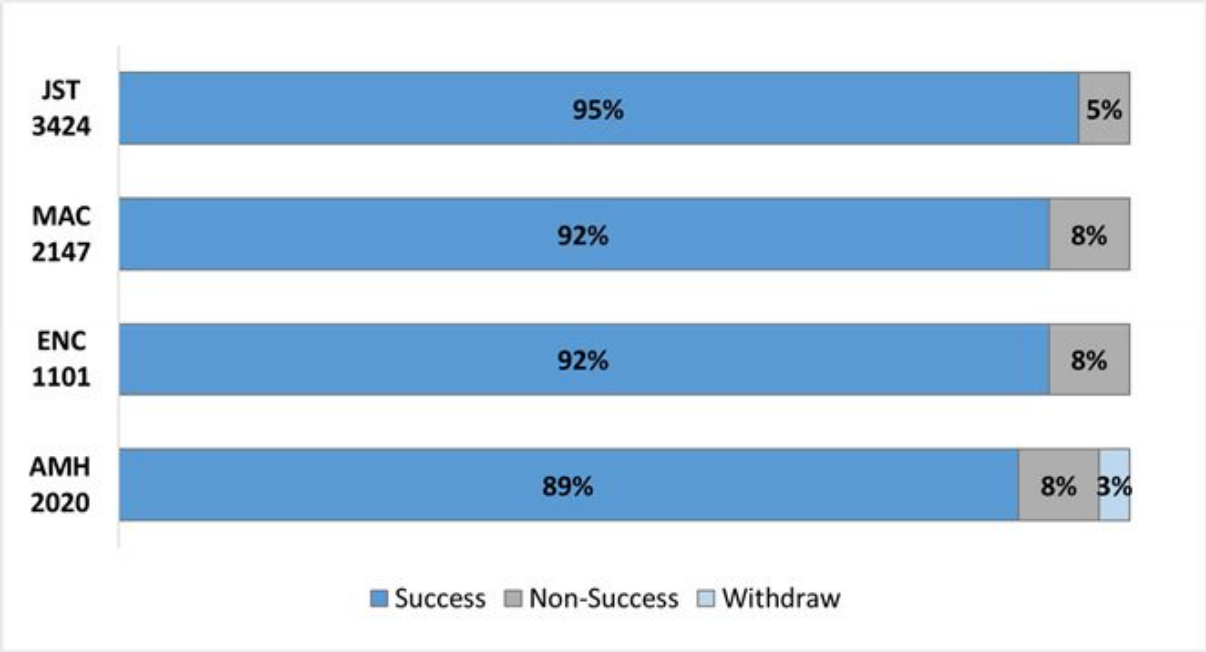
Other Disciplines Redesign

Spring 2019 Course Success Rate Comparison for Non-Business CRI Courses



Other Disciplines Redesign

Spring 2019 Course Success Rate Comparison for CRI Courses*



Success = A, B, or C grades

**These four Spring 2019 courses had no prior comparison (different faculty or more than 2 years)*

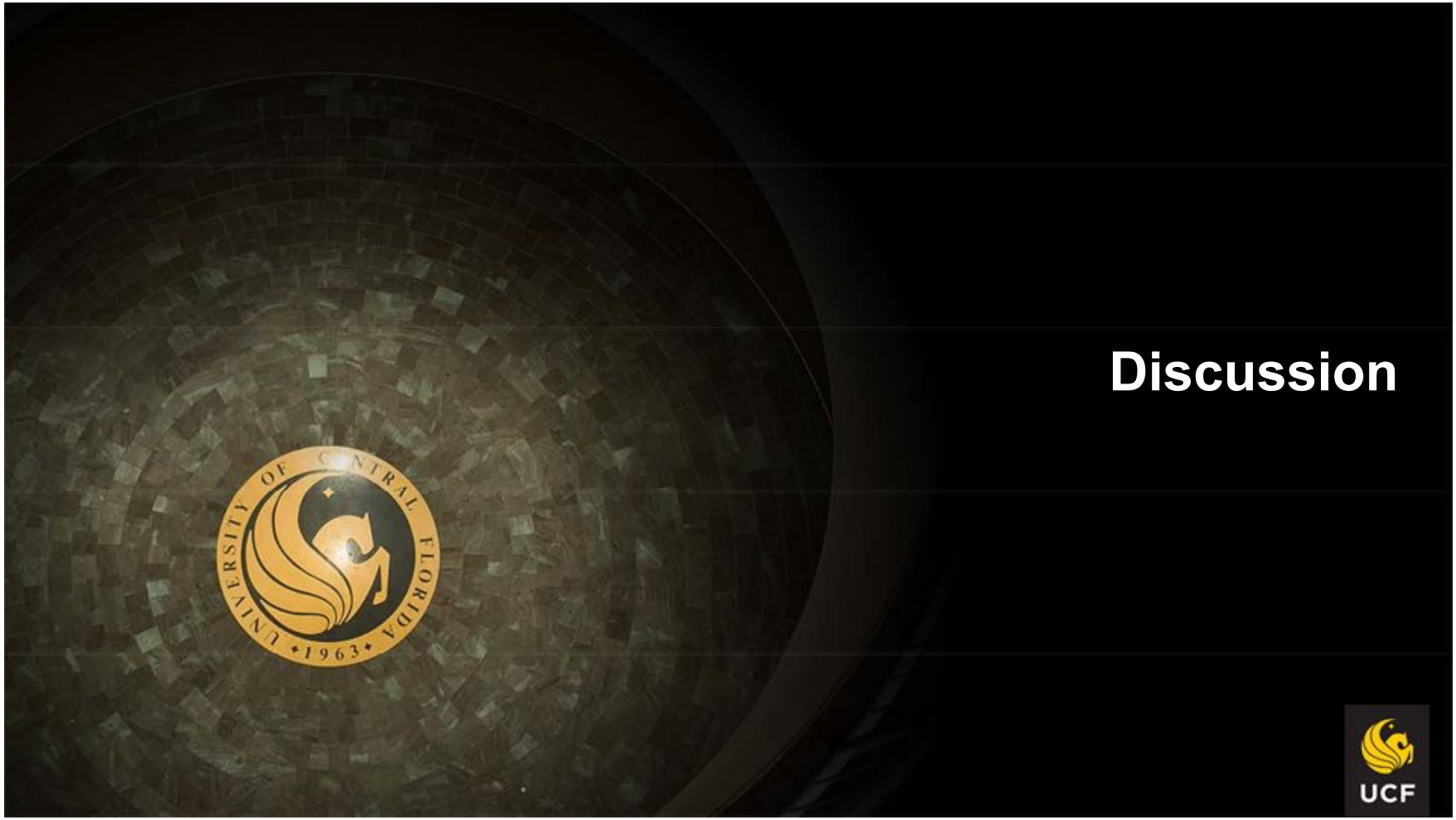
Redesign Highlights

Faculty Testimonials

"The results have been amazing. The 'DF' rates are around 10% in most of my classes. Previously they were about 12-15%. The modes on test grades have gone from about 65-70% to 80-90% ranges."
– Pam Thomas (Biology)

"The student now has to show sufficient mastery of the materials associated with each learning outcome before being permitted to complete each chapter."
– Frank Tamberelli (Business)

"In using the…adaptive learning systems, students are able to build a base of knowledge as well as research and writing skills, allowing them to focus on higher-order learning in a semester-long project."
– Patty Farless (History)


Discussion
UCF