



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees Meeting
Educational Programs Committee
January 18, 2018
9:45 a.m.
FAIRWINDS Alumni Center
Conference call in phone number 800-442-5794, passcode 463796
AGENDA**

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| I. CALL TO ORDER | Robert Garvy
<i>Chair, Educational Programs Committee</i> |
| II. ROLL CALL | Gwen Ransom
<i>Executive Administrative Assistant</i> |
| III. MEETING MINUTES | Chair Garvy |
| <ul style="list-style-type: none">• Approval of October 13, 2017, Educational Programs Committee meeting minutes | |
| IV. NEW BUSINESS | Chair Garvy |
| <ul style="list-style-type: none">• 2015-16 Academic Program Review Recommendation Implementation (INFO-1) | M. Paige Borden
<i>Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management</i> |
| <ul style="list-style-type: none">• Status of New Degrees (INFO-2) | Elizabeth Dooley
<i>Dean of the College of Undergraduate Studies and Vice Provost for Teaching and Learning</i> |
| <ul style="list-style-type: none">• Provost Update | A. Dale Whittaker
<i>Provost and Executive Vice President</i> |
| <ul style="list-style-type: none">• Faculty Spotlight (INFO-3) | Zhongzhou Chen
<i>Assistant Professor, Department of Physics</i> |
| <ul style="list-style-type: none">• Mythbuster – 21st Century Teaching (INFO-4) | A. Dale Whittaker |
| V. OTHER BUSINESS | |



UNIVERSITY OF CENTRAL FLORIDA

MINUTES
Board of Trustees
Educational Programs Committee
October 13, 2017
President's Boardroom

CALL TO ORDER

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 3:00 p.m. Committee members Ken Bradley and Beverly Seay were present. Committee members Nicholas Larkins and Bill Self attended via teleconference call. Trustee John Sprouls also joined the meeting via teleconference call.

MINUTES

The July 20, 2017, meeting minutes were approved as written.

NEW BUSINESS

Conferral of Degrees (EPC-1)

Dale Whittaker, Provost and Executive Vice President, requested approval for the fall 2017 conferral of degrees. A motion to recommend the conferral of degrees to the Board of Trustees was unanimously approved.

2017-18 Tenure with Hire (EPC-2)

Whittaker discussed the process for granting tenure to individuals who have come from outside of the university and whose credentials were reviewed using the university's standards for tenure. Tenure with hire was requested for the following two recently hired faculty members:

- Dr. Wayne Bowen, professor, College of Arts and Humanities, Department of History
- Dr. Melanie Coathup, professor, College of Medicine, Department of Internal Medicine

A motion to recommend the 2017-18 tenure with hire to the Board of Trustees was unanimously approved.

2016-17 Academic Program Review Results (INFO-1)

Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management, provided a brief overview of the academic program review process. Program review results were presented for those programs evaluated during 2016-17. This review cycle evaluated programs in the College of Health and Public Affairs and the College of Sciences. The program review results summary includes major changes to each colleges' programs since their last review as well as strengths, weaknesses, and recommendations identified for each. The program review results summary will be submitted to the Florida Board of Governors in December.

Provost's Update

Whittaker provided the following updates.

- Faculty Spotlight (INFO-2) - Whittaker introduced Dr. Cynthia Schmidt, the founding Director of UCF's Center for Law and Policy of the Legal Studies Department, to present her work with students in downtown Orlando. Prior to joining the faculty ranks in 2002, Dr. Schmidt practiced as a criminal defense attorney for 14 years. She started her work as founder and director of UCF's Center for Law and Policy in 2012. Since then, she has started a project called "Conversations about Race", creating cross-cultural conversations in Parramore. Schmidt is co-teaching a course on social justice with UCF undergraduates and Florida Agricultural and Mechanical University Law students downtown. She explained her role in the opening of the downtown campus in Fall 2019 and the experience it will provide her students.
- Mythbuster – Digital Learning (INFO-3) - Whittaker tackled the topic of size and quality by offering quantitative evidence for the idea that bigger is better – for students, faculty, institutions, and our community. UCF was cited by a recent post by Dan Greenstein, director of Education, Postsecondary Success in the United States for the Bill and Melinda Gates Foundation, as an exemplar of the "bigger is better" mantra for its growth and accessibility while seeing gains in student success outcomes, such as graduation rates. Whittaker detailed the characteristics of larger vs. smaller institutions in the state and found that larger institutions tend to post better outcomes. This Mythbuster also compared UCF with its in-state and University Innovation Alliance peers in *U.S. News* rankings.

Chairman Garvy adjourned the meeting at 4:14 p.m.

Respectfully submitted: _____
A. Dale Whittaker
Provost and Executive Vice President

Date

ITEM: INFO-1

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: 2015-16 Academic Program Review Recommendation Implementations

DATE: January 18, 2018

For information only.

Supporting documentation: Attachment A: 2015-16 Academic Program Review Recommendation Implementations

Prepared by: M. Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A



Academic Program Review Class of 2015-16
Educational Programs Committee
Review Recommendations' Implementation Status

College of Arts and Humanities
Department/Unit: School of Performing Arts

School-level Recommendation(s)		Implementation Status		
1.	identify peer and aspirational peer institutions for the school and each of its programs; benchmark to inform strategic planning, priority setting, and continuous improvement of programs and operations			
2.	assure the school's strategic plan aligns with the college's and university's strategic directions and priorities and that it includes a clear vision and goals for the unit and its programs			
3.	investigate options to further develop opportunities and partnerships to make UCF a destination campus for the arts			
4.	review the efficacy of the current administrative structure and adjust it if appropriate to support college and school goals; assure proper disciplinary representation in the governance structure	✓		
5.	prioritize human-resource needs and develop a hiring plan that considers priorities as well as the appropriate faculty mix (e.g., full-time versus part-time; tenure track versus non-tenure track; academic versus professional preparation; areas of specialization)			
6.	develop and implement a faculty workload plan and incentives that addresses college and school needs and goals; consider demands and aspirations for instruction and scholarly and creative activity			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

School-level Recommendation(s)		Implementation Status		
7.	reconceive phase II plans for performing arts facilities in light of the current environment and available resources; explore options to address immediate space and facilities' needs			
8.	identify opportunities to enhance external funding both through philanthropy and grants			
9.	explore additional mechanisms for faculty member recognition	✓		

Music, B.A.		Implementation Status		
1.	develop a program curriculum map to enhance student learning			
2.	work with appropriate units (e.g., alumni relations, and the college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction			
3.	evaluate the feasibility of enhancing practice room safety by adding windows to doors	✓		
4.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			
5.	review and update the school Web sites to reflect accurate information and current faculty profiles	✓		

Music Education, B.M.E.		Implementation Status		
1.	develop a program curriculum map to enhance student learning			
2.	work with appropriate units (e.g., alumni relations and the college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction			
3.	evaluate the feasibility of enhancing practice room safety by adding windows to doors	✓		
4.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			
5.	review and update the school Web sites to reflect accurate information and current faculty profiles			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Music Performance, B.M.		Implementation Status		
1.	develop a program curriculum map to enhance student learning			
2.	work with appropriate units (e.g., alumni relations and the college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction			
3.	evaluate the feasibility of enhancing practice room safety by adding windows to doors	✓		
4.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			
5.	review and update the school Web sites to reflect accurate information and current faculty profiles			

Music, M.A.		Implementation Status		
1.	review the curriculum and consider modifying it to capitalize on the school's strengths and discipline demand (e.g., shifting to a M.M. degree program)			
2.	review and update the admission standards for the program and assure they align with the program and school's strategic vision			
3.	examine scheduling processes and assure the reasonable availability of courses to all student populations			
4.	expand opportunities to recruit students outside of central Florida			
5.	explore options to expand student funding opportunities			
6.	develop a program curriculum map to enhance student learning			
7.	work with appropriate units (e.g., alumni relations, College of Graduate Studies, and the college dean's office) to improve the collection of alumni information, including placement information and employer satisfaction			
8.	evaluate the feasibility of enhancing practice room safety by adding windows to doors	✓		
9.	review and update the school Web sites to reflect accurate information and current faculty profiles	✓		

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Theatre, B.F.A.		Implementation Status			
1.	re-evaluate the feasibility of continuing summer theatre productions	✓			
2.	address perceptions of inequity between the B.A. and B.F.A. degree program students				
3.	review the B.A. degree program curriculum and differentiate it from the B.F.A. degree program performance curriculum				
4.	assess the current advising structure, determine needs, and adjust as appropriate to enhance student success				
5.	examine scheduling processes and assure the reasonable availability of courses				
6.	develop a program curriculum map to enhance student learning				
7.	work with appropriate units (e.g., alumni relations and the college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction				
8.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative				
9.	review and update the school Web sites to reflect accurate information and current faculty profiles	✓			

Theatre, B.A.		Implementation Status			
1.	re-evaluate the feasibility of continuing summer theatre productions	✓			
2.	address perceptions of inequity between the B.A. and B.F.A. degree program students				
3.	review the B.A. degree program curriculum and differentiate it from the B.F.A. degree program performance curriculum; assure sufficient emphasis in theatre studies over performance				
4.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success				
5.	develop a program curriculum map to enhance student learning				
6.	work with appropriate units (e.g., alumni relations and the college dean's office) to improve the collection of alumni information, including placement information and employer satisfaction				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Theatre, B.A.		Implementation Status		
7.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			
8.	review and update the school Web sites to reflect accurate information and current faculty profiles	✓		

Theatre, M.A.		Implementation Status		
1.	evaluate the viability of the program and if maintained, complete the remaining recommendations			
2.	review the curriculum and adjust it as appropriate to improve the relevance and health of the program as well as to support the goals of the school and college (target three years to roll out new curriculum or terminate the program)	✓		
3.	establish enrollment targets; develop and implement a recruitment plan to achieve enrollment targets			
4.	review the current advising structure, assess needs, and adjust to enhance student success	✓		
5.	re-evaluate the feasibility of continuing summer theatre productions	✓		
6.	explore options to further enhance graduate student stipends in order to improve program viability			
7.	develop a program curriculum map to enhance student learning			
8.	work with appropriate units (e.g., alumni relations, College of Graduate Studies, and the college dean's office) to improve the collection of alumni information including placement information and employer satisfaction			
9.	review and update the school Web sites to reflect accurate information and current faculty profiles	✓		

Theatre, M.F.A.		Implementation Status		
1.	evaluate the viability of the program and if maintained complete the remaining program recommendations			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Theatre, M.F.A.		Implementation Status		
2.	review the curriculum and adjust it as appropriate to improve the relevance and health of the program as well as to support the goals of the school and college (target three years to roll out new curriculum or terminate the program)			
3.	establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets			
4.	re-evaluate the feasibility of continuing summer theatre productions			
5.	review the current advising structure, assess needs, and adjust to enhance student success			
6.	explore options to further enhance graduate student stipends in order to improve program viability	✓		
7.	develop a program curriculum map to enhance student learning			
8.	work with appropriate units (e.g., alumni relations, College of Graduate Studies, and the college dean's office) to improve the collection of alumni information including placement information and employer satisfaction			
9.	review and update the school Web sites to reflect accurate information and current faculty profiles			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

College of Arts and Humanities
Department/Unit: School of Visual Arts and Design

School-level Recommendations		Implementation Status			
1.	identify peer and aspirational peer institutions for the school and each of its programs and benchmark against them to inform strategic planning, priority setting, and continuous improvement of programs and operations	✓			
2.	assure the school's strategic plan aligns with the college's and university's strategic directions and priorities and that the plan includes a clear vision and goals for the unit and its programs; build a culture that supports school aspirations (e.g., in scholarship and creative activity)				
3.	investigate options to further develop opportunities and partnerships to make UCF a destination campus for the arts				
4.	review the efficacy of the current administrative structure and leadership to support college and school goals and adjust as appropriate; assure proper disciplinary representation in the governance structure	✓			
5.	prioritize human-resource needs and develop a hiring plan that considers priorities as well as the appropriate faculty mix (e.g., full-time versus part-time; tenure track versus non-tenure track; academic versus professional preparation; areas of specialization); develop and implement a recruitment and retention plan to enhance faculty ethnic and gender diversity (e.g., utilize the Targeted Opportunity Program)				
6.	develop and implement a faculty workload plan and incentives that addresses college and school needs and goals				
7.	explore options to address, equipment, space and facilities' needs; promptly evaluate and address any safety concerns				
8.	identify opportunities to enhance external funding both through philanthropy and grants, possibly to help fund graduate students				
9.	explore additional mechanisms for faculty member recognition	✓			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

School-level Recommendations		Implementation Status			
10.	develop mechanisms for establishing a sense of community among students and faculty members based at different geographic locations	✓			
11.	explore and define each of the school's programs' future relationship with UCF Downtown and other partners				

Architecture, B.Des.		Implementation Status			
1.	develop a program curriculum map to enhance student learning				
2.	work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction	✓			
3.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success	✓			
4.	consider the possibility of establishing a regular forum for communication with students to discuss issues and ongoing concerns	✓			
5.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative				

Art, B.A.		Implementation Status			
1.	develop a program curriculum map to enhance student learning				
2.	work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction				
3.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success				
4.	assure the availability of appropriate courses				
5.	explore options for establishing a visiting artist program				
6.	address perceptions of inequity between the B.A. and B.F.A. students				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Art, B.A.		Implementation Status		
7.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			

Art, B.F.A.		Implementation Status		
1.	develop a program curriculum map to enhance student learning			
2.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success			
3.	review the appropriateness of the program's current CIP designation in consultation with the college and academic affairs			
4.	assure the availability of appropriate courses			
5.	explore options for establishing a visiting artist program			
6.	consider the possibility of establishing a regular forum for communication with students to discuss issues and ongoing concerns			
7.	address perceptions of inequity between the B.A. and B.F.A. students			
8.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			

Digital Media, B.A.		Implementation Status		
1.	review the curriculum and update it as appropriate; differentiate the program from competitors and promote it accordingly			
2.	develop a program curriculum map to enhance student learning			
3.	assure the availability of appropriate courses			
4.	work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction			
5.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success	✓		

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Digital Media, B.A.		Implementation Status			
6.	explore partnerships with other appropriate units on campus to maximize available resources and synergies (e.g., Florida Interactive Entertainment Academy, Institute for Simulation and Training)				
7.	consider the possibility of establishing a regular forum for communication with students to discuss issues and ongoing concerns				
8.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative				

Digital Media, M.A.		Implementation Status			
1.	evaluate the viability of the program and if maintained complete the remaining program recommendations	✓			
2.	review the curriculum and adjust it as appropriate to improve the relevance and health of the program as well as to support the goals of the school and college (target three years to roll out new curriculum or terminate the program)				
3.	establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets	✓			
4.	develop a program curriculum map to enhance student learning				
5.	work with appropriate units (e.g., alumni relations, College of Graduate Studies, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction				
6.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success	✓			
7.	explore partnerships with other appropriate units on campus to maximize available resources and synergies (e.g., Florida Interactive Entertainment Academy, Institute for Simulation and Training)				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Emerging Media, M.F.A.		Implementation Status			
1.	review the curriculum and adjust it as appropriate to improve the relevance and health of the program as well as to support the goals of the school and college (target three years to roll out new curriculum)				
2.	establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets				
3.	explore options for establishing a visiting artist program				
4.	review appropriateness of the program's current CIP designation in consultation with the college and academic affairs				
5.	work with appropriate units (e.g., alumni relations, College of Graduate Studies, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction				
6.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success	✓			
7.	explore partnerships with other appropriate units on campus to maximize available resources and synergies (e.g., Florida Interactive Entertainment Academy, Institute of Simulation and Training)				
8.	evaluate the most appropriate location to offer the program given equipment and facilities needs as well as competing demands				

Film, B.A.		Implementation Status			
1.	review the curriculum and adjust it as appropriate to improve the relevance and health of the program as well as to support the goals of the school and college	✓			
2.	develop a program curriculum map to enhance student learning				
3.	work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction	✓			
4.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success	✓			
5.	assure the availability of appropriate courses	✓			
6.	consider the possibility of establishing a regular forum for communication with students to discuss issues and ongoing concerns				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Film, B.A.		Implementation Status			
7.	address perceptions of inequity between the B.A. and B.F.A. students	✓			
8.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative				

Film, B.F.A.		Implementation Status			
1.	review the curriculum and adjust it as appropriate to improve the relevance and health of the program as well as to support college and school goals				
2.	develop a program curriculum map to enhance student learning				
3.	work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction				
4.	review the current advising structure, assess needs, and adjust as appropriate to enhance student success	✓			
5.	assure the availability of appropriate courses	✓			
6.	consider establishing a regular forum for communication with students to discuss issues and ongoing concerns				
7.	address perceptions of inequity between the B.A. and B.F.A. students	✓			
8.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative				

Photography A.S. to B.S.		Implementation Status			
1.	develop a program curriculum map to enhance student learning				
2.	work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction				
3.	consider the possibility of establishing a regular forum for communication with students to discuss issues and ongoing concerns	✓			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Photography A.S. to B.S.		Implementation Status		
4.	explore new industry partnerships to improve technology and recruitment and decrease costs			
5.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

College of Graduate Studies
Department/Unit: Modeling and Simulation

Modeling and Simulation, M.S.		Implementation Status			
1.	engage appropriate stakeholders (e.g., Vice President for Research and Dean of the College of Graduate Studies) to develop and implement a plan to transition program oversight out of IST and into a new academic organization with a more traditional academic structure to provide the necessary infrastructure support for program maturation; identify the new entity's home within the university (e.g., within the College of Graduate Studies); appoint a chair or director to lead the new academic organization; develop an appropriate budget model to support the program, including instructional needs				
2.	identify appropriate peer and aspirational peer programs and benchmark appropriately to inform strategic planning, priority setting, and continuous improvement of programs and operations	✓			
3.	prioritize human resource needs and develop a hiring plan that includes faculty members dedicated to the program and staff support commensurate with an academic organization				
4.	engage program faculty members in the traditional academic enterprise, including service	✓			
5.	create mechanisms to further enlist faculty members from across the university in program activities; collaborate to work towards defining modeling and simulation as a discipline				
6.	review the curriculum and revise as appropriate to enhance student learning; clearly articulate a coherent core body of knowledge that students will know upon graduation and improve time-to-degree; consider creating tracks; establish distinctions from other traditional disciplines (e.g., in engineering)	✓			
7.	develop a program curriculum map to enhance student learning				
8.	review admissions standards and the faculty advising model and adjust as appropriate				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Modeling and Simulation, M.S.		Implementation Status			
9.	develop and implement a plan to enhance student diversity				
10.	work with appropriate units on campus to enhance writing support for graduate activities				
11.	explore options to address space (e.g., graduate student offices) and equipment (dedicated computing equipment) needs				
12.	work with appropriate units (e.g., alumni relations and the College of Graduate Studies) to improve the systematic collection of alumni information				

Modeling and Simulation, Ph.D.		Implementation Status			
1.	engage appropriate stakeholders (e.g., Vice President for Research and Dean of the College of Graduate Studies) to develop and implement a plan to transition program oversight out of IST and into a new academic organization with a more traditional academic structure to provide the necessary infrastructure support for program maturation; identify the new entity's home within the university (e.g., within the College of Graduate Studies); appoint a chair or director to lead the new academic organization; develop an appropriate budget model to support the program, including instructional needs				
2.	identify appropriate peer and aspirational peer programs and benchmark appropriately to inform strategic planning, priority setting, and continuous improvement of programs and operations	✓			
3.	prioritize human resource needs and develop a hiring plan that considers priorities and includes faculty members dedicated to the program and staff support commensurate with an academic organization				
4.	engage program faculty members in the traditional academic enterprise, including service	✓			
5.	create mechanisms to further enlist program faculty members from across the university in program activities; collaborate to work towards defining modeling and simulation as a discipline				
6.	review the curriculum and revise as appropriate to enhance student learning; clearly articulate a coherent core body of knowledge that students will know upon graduation	✓			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Modeling and Simulation, Ph.D.		Implementation Status			
	and improve time-to-degree; consider creating tracks; establish distinctions from other traditional disciplines (e.g., in engineering)				
7.	develop a program curriculum map to enhance student learning				
8.	review admissions standards and faculty advising model and adjust as appropriate				
9.	develop and implement a plan to enhance student diversity				
10.	work with appropriate units on campus to enhance writing support for graduate activities				
11.	explore options to address space (e.g., graduate student offices) and equipment (dedicated computing equipment) needs				
12.	work with appropriate units (e.g., alumni relations and College of Graduate Studies) to improve the systematic collection of alumni information				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

College of Medicine

Department/Unit: Burnett School of Biomedical Sciences

School-level Recommendations		Implementation Status			
1.	identify peer and aspirational peer institutions for the school and each of its programs; benchmark to inform strategic planning, priority setting, and continuous improvement of programs and operations				
2.	assure the school's strategic plan aligns with the college's and university's strategic directions and priorities and that it includes a clear vision and goals for the unit and its programs				
3.	further develop and refine the school's distinctive research programs and build upon existing strengths in niche areas				
4.	develop and implement a plan to address current and anticipated human-resource needs that aligns with the college's and school's strategic plans and priorities; consider the appropriate faculty mix (balance of research-intensive and teaching-intensive faculty members), and take into account current and future resources; build in strategies to enhance faculty member diversity (i.e., gender, ethnic and prior institution), including recruitment and retention				
5.	review the school's faculty workload policy and assure that it articulates expectations commensurate with college aspirations to grow the research enterprise				
6.	develop a plan to address facilities needs and priorities on the Orlando campus				
7.	explore opportunities for co-location of programs and their faculty and reliable access to campuses where faculty members teach courses and students participate in research (e.g., UCF shuttle route)	✓			
8.	explore opportunities to expand the school's partnership with UCF Valencia Osceola				
9.	explore additional mechanisms for faculty member recognition (e.g., in student instruction and research)				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Biomedical Sciences, B.S.		Implementation Status		
1.	explore options to expand student research opportunities			
2.	explore options to address the need for additional teaching labs			
3.	review the undergraduate curriculum and update it as appropriate (e.g., evaluate the number of electives and explore adding additional tracks that target exceptional students; consider adding a new undergraduate track focusing on allied health in consultation with other allied health programs)			
4.	consider instituting a <i>pending major</i> status to assist students in assessing their readiness to succeed in the major			
5.	develop a program curriculum map to enhance student learning			
6.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			
7.	work with appropriate units (e.g., alumni relations and college dean’s office) to improve the systematic collection of alumni information, including placement information and employer satisfaction			

Biotechnology, B.S.		Implementation Status		
1.	expand options for student research and technical training and explore opportunities for additional internships and employment prospects in this slow growing market			
2.	explore options to address the need for additional teaching labs			
3.	review the undergraduate curriculum and update it as appropriate (e.g., align with regional markets, update core training lab course)			
4.	develop a program curriculum map to enhance student learning			
5.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative			
6.	work with appropriate units (e.g., alumni relations and college dean’s office) to improve the systematic collection of alumni information, including placement information and employer satisfaction	✓		

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Medical Laboratory Sciences, B.S.		Implementation Status			
1.	develop a plan to meet laboratory assistant needs				
2.	determine the appropriate balance of full-time and part-time faculty members and share to inform school hiring priorities	✓			
3.	explore options to address the need for additional teaching laboratory space, which would allow for expanded enrollment				
4.	make full use of advising resources to assure students are on track for timely progression through the major	✓			
5.	continue communication and strengthening relationships with clinical partners	✓			
6.	enhance opportunities for program visibility	✓			
7.	develop a program curriculum map to enhance student learning	✓			
8.	identify student success markers using data analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative				
9.	work with appropriate units (e.g., alumni relations and college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction	✓			

Biomedical Sciences, M.S.		Implementation Status			
1.	review the curriculum and update it as appropriate (e.g., review redundancies shared with the Ph.D. program, number of undergraduate and graduate student combined courses, and explore adding additional tracks that target areas of research emphasis for modern biomedical scientists (e.g. bioinformatics, <i>omics</i>)				
2.	assure the reasonable availability of courses to all student populations and explore options for scheduling courses to reduce commuting and disruption of research time in labs	✓			
3.	increase aggressive nationwide advertising and recruitment of high caliber students beyond the current pool of local UCF prospects to enhance program recognition				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Biomedical Sciences, M.S.		Implementation Status			
4.	work with appropriate units (e.g., alumni relations and college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction				
5.	develop a program curriculum map to enhance student learning				

Biotechnology, M.S.		Implementation Status			
1.	assure the reasonable availability of courses to all student populations and explore options for scheduling courses to reduce commuting and disruption of research time in labs	✓			
2.	increase aggressive nationwide advertising and recruitment of high caliber students beyond the current pool of local UCF prospects to enhance program recognition				
3.	work with appropriate units (e.g., alumni relations and college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction				
4.	explore opportunities to enhance student financial assistance				
5.	develop a program curriculum map to enhance student learning				
6.	explore opportunities to expand student research and technical training				

Biomedical Science, Ph.D.		Implementation Status			
1.	explore options for scheduling courses to reduce commuting and disruption of research time in labs	✓			
2.	review the curriculum and update it as appropriate (e.g., review redundancies shared with the master's degree program, number of undergraduate and graduate student combined courses and explore adding additional tracks that target areas of research emphasis for the school); address need for biostatistics training				
3.	develop a program curriculum map to enhance student learning				

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Biomedical Science, Ph.D.		Implementation Status			
4.	increase aggressive nationwide advertising and recruitment of high caliber students beyond the current pool of local UCF prospects to enhance program recognition; develop and implement a plan to enhance student diversity (i.e., gender, ethnic, and prior institution), including recruitment and retention				
5.	review and update program admissions criteria, as appropriate	✓			
6.	explore additional synergies between the Ph.D. and M.D. degree programs and with post-doctoral associates				
7.	explore opportunities for interdisciplinary research and other collaborations (e.g., curricular) with other UCF units (e.g., engineering)	✓			
8.	explore internal and external opportunities to enhance student financial assistance				
9.	explore mechanisms to reduce time-to-degree (e.g., mentorship)				
10.	continue to develop partnerships with surrounding research entities who want to participate in student training	✓			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

College of Medicine

Department/Unit: Doctor of Medicine Program

		Implementation Status		
1.	continue to work towards building a full Academic Health Sciences Center, including identification of existing programs that can best contribute to its advancement			
2.	identify appropriate peer and aspirational peer programs and benchmarks to inform strategic planning and continuous improvement of programs and operations			
3.	develop and implement a plan to address current and anticipated human-resource needs, including research-intensive and clinical faculty members, and address the corresponding need for space and facilities in order to support each			
4.	grow the college's clinical and research enterprises			
5.	continue to establish new and strengthen existing clinical partnerships			
6.	refine research focus areas and build upon existing strengths in niche areas			
7.	review the M.D. degree program's faculty workload policy and assure that it aligns with the college's missions (education, research, and patient care)			
8.	continue to expand inter-professional educational opportunities that provide a collaborative learning environment for students from various health-related disciplines, in part to meet emerging accreditation requirements			
9.	enhance program visibility and involvement in the community			

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

ITEM: INFO-2

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: Status of New Degrees

DATE: January 18, 2018

For information only.

Supporting documentation: Attachment A: Status of New Degrees

Prepared by: Elizabeth Dooley, Dean of the College of Undergraduate Studies and Vice Provost for Teaching and Learning

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

**Report of Status of New Degree Programs Implemented by the
UCF Board of Trustees
January 18, 2018**

Undergraduate Degree Programs:

- Bachelor of Arts in Communication and Conflict

Bachelor of Art in Communication and Conflict

Date Implemented: Fall 2015

Enrollment and other information:

	Fall headcount (total)	Degrees granted (annual)
Fall 2015	29	0
Fall 2016	117	2
Fall 2017	194	13 (expected)

The Bachelor of Arts in Communication and Conflict grew approximately 65 percent from Fall 2016 to Fall 2017. If the program major continues on this path, it is estimated the degree program we will have approximately 300 majors by Fall 2018.

Additionally, if the degree program grows to 300 majors, it would be the second largest Bachelor of Arts program in the Nicholson School of Communication.

ITEM: INFO-3

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: Faculty Spotlight

DATE: January 18, 2018

For information only.

Supporting documentation: Attachment A: 4K Learning Telescope presentation

Prepared by: Zhongzhou Chen, Assistant Professor, Department of Physics

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

My 4K Learning Telescope Zhongzhou Chen UCF Department of Physics

January 18, 2018
Board of Trustees

My Curiosities:

Who are they?

How are they learning?

How Can I help?

My Anxieties:

Is it working?

Who is it working for?

Where to improve?

My Dreams and Wishes:

A 4K “learning telescope” for me

A “Learning GPS” for my students

Simple, Affordable, Intelligently Designed

Online Learning Modules: My 4K telescope

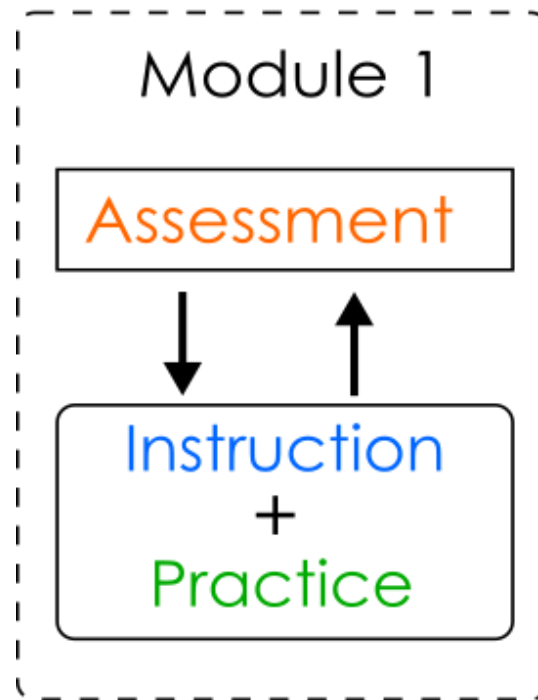
obojobo



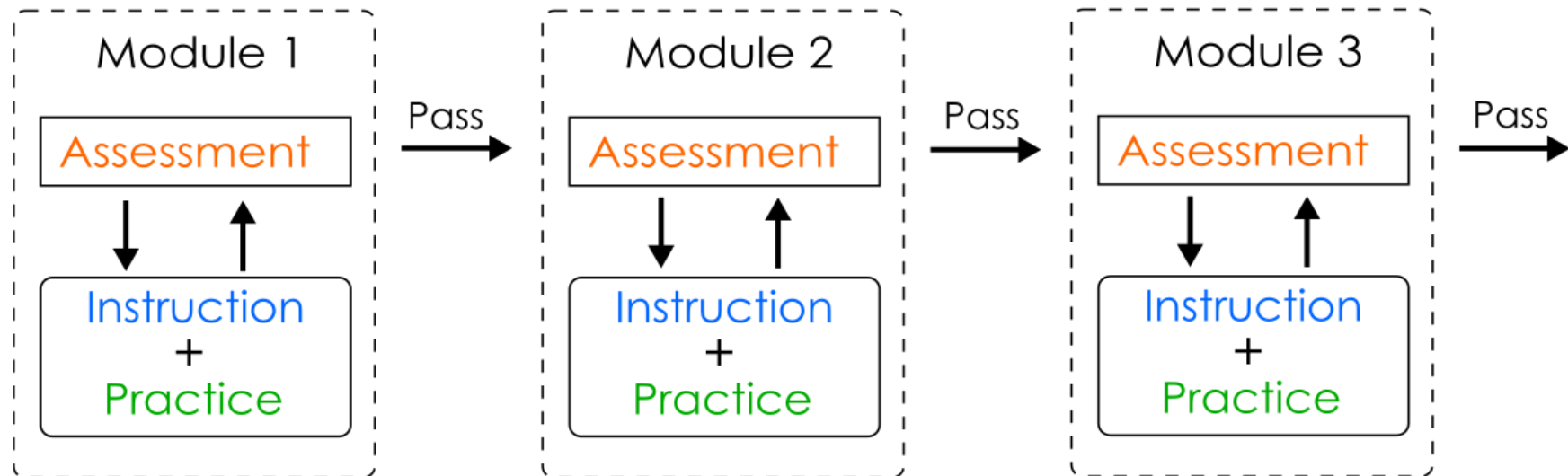
Learning Systems & Technology

A screenshot of the obojobo online learning module interface. The interface is divided into a dark sidebar on the left and a main content area on the right. The sidebar contains a list of topics: "CONSERVATION OF MECHANICAL ENERGY I", "When Is Energy Conserved?", "Understanding Conservation", "Applying Mechanical Energy Conservation", and "Learning Objectives" (which is highlighted). The main content area has a heading "Learning Goals" and a sub-heading "In this module, you will learn how to:". Below this is a bulleted list of three learning goals. A purple button labeled "Try the problems" is centered below the list. Below the button, it says "YOU HAVE 20 ATTEMPTS". At the bottom, there is a sub-heading "Don't know how to solve the problems? No worries!" followed by a bulleted list of two instructions.

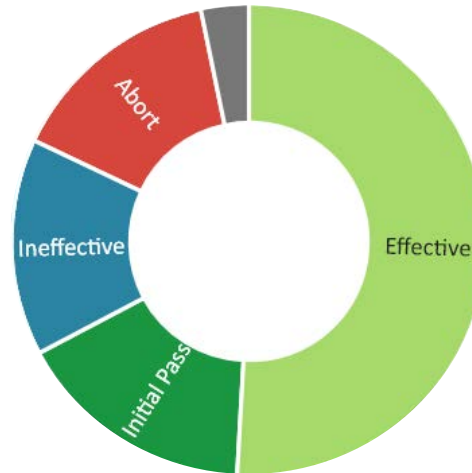
Creating Online Learning Modules



Mastery-Based Learning Sequence



Who is it working for?



Creator: Geoffery Garrido

How are they learning?



Creator: Geoffery Garrido

Where to Improve?



Module 1



Module 2

Where to Improve (cont.) ?



Module 3



Module 4

My Bigger Dream

Empower Students

Empower Instructors

Empower Researcher



ITEM: INFO-4

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 21st Century Teaching

DATE: January 18, 2018

For information only.

Supporting documentation: Attachment A: 21st Century Teaching presentation

Prepared by: Christine Dellert, Assistant Vice President for Strategic Communications and Marketing

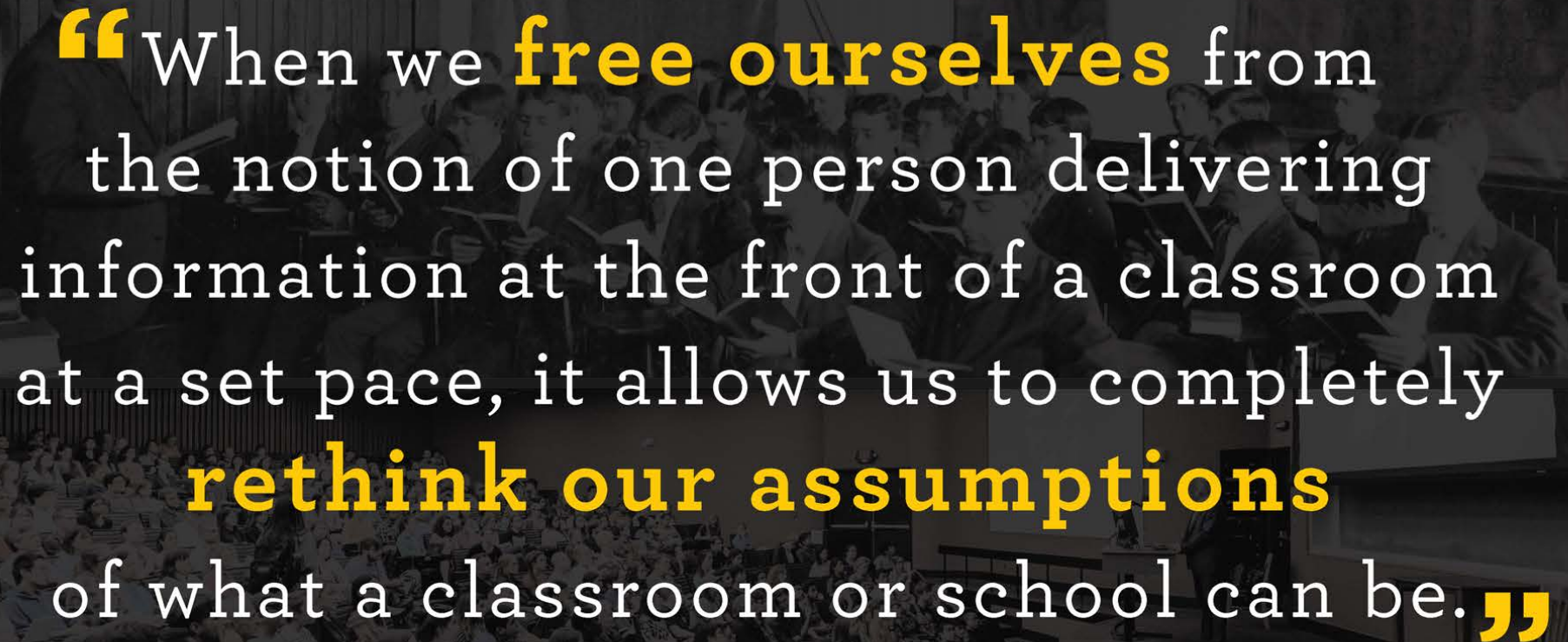
Submitted by: A. Dale Whittaker, Provost and Executive Vice President

21st-Century Teaching

A. Dale Whittaker
Provost and Executive Vice President







“When we **free ourselves** from the notion of one person delivering information at the front of a classroom at a set pace, it allows us to completely **rethink our assumptions** of what a classroom or school can be.”

Salman Khan
Founder of the Khan Academy

High-Impact Practices

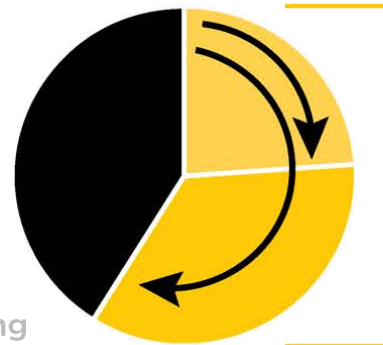
High-impact Educational Practices (HIPs) are learning experiences that enhance a student's academics.

Participating in HIPs strengthens a student's ability to develop intellectually and gain practical skills in communication, collaboration, and critical thinking (Kuh, 2008).


CHARACTERISTICS

- 1** Devote considerable time and effort to purposeful tasks that deepen their commitment to their activity and academic program.
- 2** Interact with faculty about substantive matters over an extended period of time.
- 3** Experience diversity and inclusion through contact with people who are different from themselves.
- 4** Receive frequent constructive feedback about their performance.
- 5** Connect what they are learning in different settings on and off campus.
- 6** Receive the tools and ethical grounding to act with confidence for the betterment of the human condition.

Gallup-Purdue Index Alumni Survey



59% of UCF alumni who had experiential learning **strongly agree that UCF prepared them well for life outside of college** versus **24%** of alumni who did not.



The odds of being engaged at work
DOUBLE
if alumni had experiential learning.



47% of UCF alumni who had experiential learning are **thriving in four or all five of Gallup's elements of well-being**, compared to **29%** of alumni who did not.



EXCEL

RECRUITS UP TO
250
NEW STUDENTS
EACH YEAR

42%
INCREASE

IN STEM SUCCESS
over non-participants

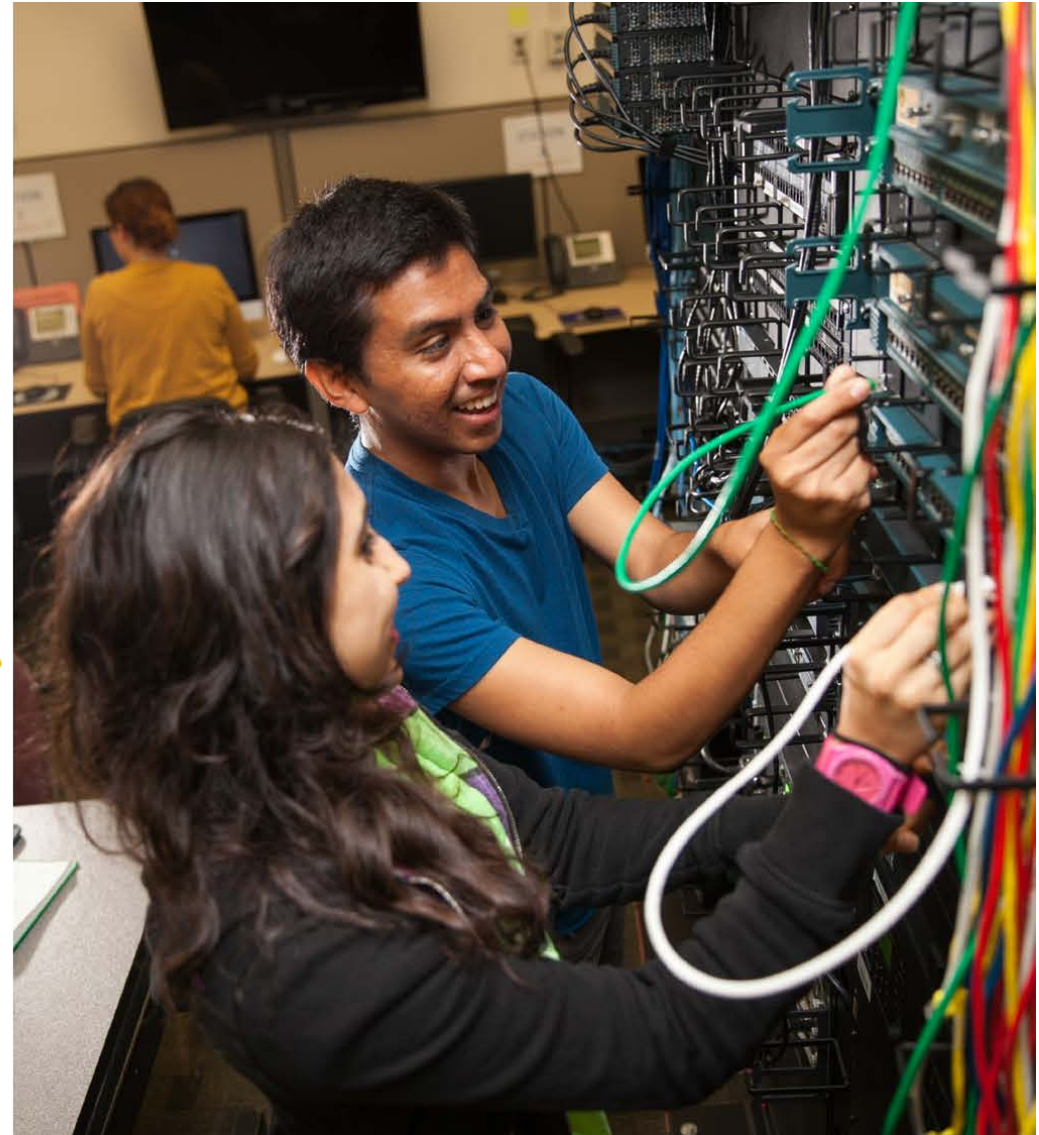


92%
FIRST-YEAR
RETENTION

**Girls EXCELing
in Math and
Science (GEMS)**



In its first year, this mentoring program reduced the first-year retention gap between male and female EXCEL students from 15 percent to 8 percent. The gap has remained at less than 4 percent since.



Adaptive and Active Learning

- ➔ Transform **100** courses and up to **120** faculty
- ➔ Impact up to **50,000** student enrollments
- ➔ Convert approximately **eight** technology-advanced active learning classrooms and **400** active learning seats



The Sandbox

A new learning space model that supports active learning

8



What's Next?

