



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees Meeting  
Educational Programs Committee  
July 18, 2019  
9:30 a.m. – 10:30 a.m.  
Or Upon Adjournment of Previous Meeting  
FAIRWINDS Alumni Center  
Conference call in phone number 800-442-5794, passcode 463796**

**AGENDA**

**I. CALL TO ORDER**

Robert Garvy  
*Chair, Educational Programs Committee*

**II. ROLL CALL**

Gwen Ransom  
*Administrative Assistant to  
Dr. Paige Borden*

**III. MEETING MINUTES**

- [Approval of May 16, 2019](#)  
Educational Programs Committee  
meeting minutes

Robert Garvy

**IV. NEW BUSINESS**

- Conferral of Degrees ([EPC-1](#)) Elizabeth A. Dooley  
*Provost and Vice President for Academic Affairs  
Professor, College of Community Innovation and Education*
- Tenure with Hire ([EPC-2](#)) Elizabeth A. Dooley
- Doctorate in Sustainable Coastal Systems  
([EPC-3](#)) Elizabeth A. Dooley
- Provost Update:
  - Academic Spotlight Elizabeth A. Dooley
  - REAL Courses ([INFO-1](#)) Elizabeth A. Dooley

**V. OTHER BUSINESS**

**VI. CLOSING COMMENTS**



UNIVERSITY OF CENTRAL FLORIDA

**MINUTES**  
**Board of Trustees**  
**Educational Programs Committee**  
**May 16, 2019**  
**Fairwinds Alumni Center**

**CALL TO ORDER**

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 8:28 a.m. Committee members Vice Chair Beverly Seay, Trustee Kenneth Bradley, Trustee Gray, and Trustee Self were present; Trustee Danny Gaekwad was available via teleconference. Trustees Alex Martins, David Walsh and William Yeargin were also present. Trustees Joseph Conte, Danny Gaekwad, and John Sprouls attended via teleconference.

**MEETING MINUTES**

The March 21, 2019, meeting minutes were submitted for approval, motion to approve was made by Trustee Kenneth Bradley, and Trustee William Self seconded. The committee unanimously approved the minutes as submitted

**NEW BUSINESS**

Tenure Recommendations (EPC-1)

Provost Elizabeth Dooley presented 29 faculty members for consideration of tenure. Tenure process at UCF requires that tenure-earning faculty members seek tenure by the end of their sixth year of employment; those in College of Medicine must seek tenure by the end of their eighth year. The procedure is reviewed by the department promotion and tenure committee, department chair and the college dean. Motion to approve was made by Trustee Self, and Trustee Bradley seconded. The committee unanimously approved Tenure Recommendations.

Tenure with Hire (EPC-2)

Provost Dooley submitted five 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.

New Degree Program – Master of Public Policy (EPC-3)

Dr. Elizabeth Klonoff, Dean of the College of Graduate Studies submitted the New Degree Program, Master of Public Policy in the College of Community Innovation and Education for approval. The proposed 36-credit hour degree is a full-time, cohort-based research program enabling students to apply evidence-based public policy formulation, implementation, and framework evaluation in a range of policy domains. The program anticipates an initial enrollment of 25 students growing to 70 students by year five. Motion to approve was made by Trustee Bradley, and Trustee Beverly Seay seconded. The committee unanimously approved the Master of Public Policy new degree program.

Degree Program Termination – Bachelor of Science in Athletic Training (EPC-4)

Provost Elizabeth Dooley submitted the Academic Degree Program Termination for Bachelor of Science in Athletic Training. As mandated by the Commission on Accreditation of Athletic Training Education (CAATE), all professional athletic training degrees must be delivered at the graduate level. Students will no longer be admitted into Baccalaureate level programs after the start of the fall term 2022. In response to this change by CAATE, UCF created a new and challenging Master of Athletic Training degree program which was approved by the board in July 2017. Motion to approve was made by Trustee Bradley, and Trustee Self seconded. The committee unanimously approved terminating the Bachelor of Science in Athletic Training.

Agreement between Department of the Air Force 159<sup>th</sup> AFROTC Cadet Wing and University of Central Florida (EPC-5)

Provost Dooley submitted the Agreement between Department of the Air Force 159<sup>th</sup> AFROTC Cadet Wing and UCF for approval. The Secretary of Defense directed all military services to standardize and update their ROTC contract with host universities. This new contract continues our existing agreement, previously signed in 1995. Motion to approve was made by Trustee Seay, and Trustee Self seconded. The committee unanimously approved the signing of the Agreement between Department of the Air Force and University of Central Florida.

Florida Department of Education – Notices of Intent (INFO-1)

Provost Dooley presented the formal Notice of Intent for six bachelor’s degree programs under final development at state colleges. Under Florida Statute, universities are allowed 60 days to inform their Board of Trustees, to either submit objections or provide an alternative proposal. After review of these notices by the colleges and Academic Affairs, Dooley informed the board that UCF does not object to these plans.

**Provost’s Update – Academic Spotlight:**

Dooley also updated the board on the new educational site at UCF’s community partner Lockheed Martin Sand Lake location. Lockheed and the College of Optics and Photonics initiated a new off-campus instructional site, which will offer a full slate of master’s degree courses in optics and photonics for company employees starting 2020.

Research at UCF (INFO-2)

Dr. Elizabeth Klonoff presented information to the board that included success in recruiting post-doctoral fellows and growth in research funding at University of Central Florida. Klonoff also benchmarked performance in research-related preeminent metrics.

REAL Courses (INFO-3)

This agenda item was not heard at this meeting. The committee tabled this presentation for a later meeting.

Chair Garvy adjourned the Educational Programs Committee meeting at 9:30 a.m.

Reviewed by:

\_\_\_\_\_  
Robert A. Garvy  
Chair, Educational Programs Committee

\_\_\_\_\_  
Date

Submitted by:

\_\_\_\_\_  
Grant J. Heston  
Associate Corporate Secretary

\_\_\_\_\_  
Date

**ITEM: EPC-1**

**UCF BOARD OF TRUSTEES  
EDUCATIONAL PROGRAMS COMMITTEE  
July 18, 2019**

**Title:** Conferral of Degrees for Summer 2019 Commencement Ceremonies

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**Background:**

UCF expects to award the following degrees at the Summer 2019 Commencement on August 3, 2019.

Baccalaureate Degrees:	3,234
Master's Degrees:	606
<u>Doctoral and Specialist:</u>	<u>152</u>
Total:	3,992

**Issues to be Considered:**

2019 Summer 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 Summer 2019 Commencement.

**Authority for Board of Trustees Action:**

BOG 1.001 (4)(a)

UCF BOT EPC Charter 2.1

**Committee Chair or Chairman of the Board approval:**

EPC Chairman Garvy approved this agenda item and all supporting documentation.

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**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 Summer 2019 Commencement**

<b>College</b>	<b>Bachelor</b>	<b>Master</b>	<b>Doctorate</b>	<b>College Totals</b>
College of Arts and Humanities	256	12	2	270
College of Business Administration	356	86	4	446
College of Community Innovation and Education	430	206	39	675
College of Engineering and Computer Science	242	64	50	356
College of Graduate Studies	0	11	0	11
College of Health Professions and Sciences	415	94	0	509
College of Medicine	95	26	6	127
College of Nursing	318	29	6	353
College of Optics and Photonics	3	5	12	20
College of Sciences	685	63	27	775
College of Undergraduate Studies	227	0	0	227
Rosen College of Hospitality Management	207	10	6	223
<b>Degree level totals:</b>	<b>3,234</b>	<b>606</b>	<b>152</b>	<b>3,992</b>

ITEM: EPC-2

**UCF BOARD OF TRUSTEES  
EDUCATIONAL PROGRAMS COMMITTEE  
July 18, 2019**

**Title: Tenure with Hire**

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**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 or Chairman of the Board approval:**

EPC Chairman Garvy approved this agenda item and all supporting documentation.

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**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  
July 18, 2019**

**Alison Cares, Associate Professor  
College of Sciences, Department of Sociology**

Dr. Alison Cares received her Ph.D. in sociology from The Pennsylvania State University. She comes to UCF from Assumption College in Worcester, Massachusetts, where she was a tenured associate professor and chair of the Department of Sociology and Criminology. While at Assumption College, she served as a visiting scholar at the Wellesley Centers for Women Justice and Gender-Based Violence Research Initiative. Dr. Cares has been awarded over \$2.2 million in external funding as PI or Co-PI, from federal agencies such as National Institute of Justice, the Office for Victims of Crime, and the Center for Disease Control. She has published in top journals in criminology and sociology. Dr. Cares has taught courses in criminology, family violence, criminal courts and society, intimate partner violence and victimology. She has supervised undergraduate and graduate thesis committees, and regularly publishes with students. She is the recipient of *Professor of the Year*, *Teacher of the Year* and the *Teaching Excellence Award* at her previous institutions. She has a strong record of service to her department, university and profession, including Title IX Implementation Committee, member and chair of the Institutional Review Board, Curriculum Review Work Group, and the Editorial Boards of *Journal of Family Violence* and *Victims & Offenders*. The Department of Sociology and the College of Sciences support the recommendation for tenure with hire.

**Carmen Giurgescu, Professor  
College of Nursing, Department of Nursing Systems**

Dr. Carmen Giurgescu received her Ph.D. in nursing from Loyola University of Chicago. She comes to UCF from The Ohio State University, where she served as a tenured associate professor at the Martha S. Pitzer Center for Women, Children and Youth, College of Nursing. At UCF, she will serve as associate dean for research in the College of Nursing. Dr. Giurgescu fully meets UCF College of Nursing criteria for professor with tenure. She is nationally and internationally known as an expert in women's health, particularly related to pre-term birth. She brings experience in development, implementation and evaluation of courses that will add depth to faculty expertise, especially in the areas women's health and research methodology. Examples include Master of Science in Nursing (MSN) courses in advanced family nursing, evidence-based practice and clinical decision-making; Doctor of Nursing Practice (DNP) courses such as analytics and data management and statistical analysis; and Doctor of Philosophy in Nursing (Ph.D.) courses such as measurement in health research, research practicum and advanced special topics seminars. She offers extensive experience in advising and mentoring Ph.D. students in dissertation as a committee chair or member, and in advising and mentoring both DNP and MSN students in projects or research. Dr. Giurgescu's research focuses on preventing and improving outcomes in



pre-term birth, with special emphasis on at-risk minority populations and refugees. She has received consistent funding from the National Institutes of Health (NIH) since 2007, with a current active role as principal investigator or co-principal investigator on three NIH grants totaling over \$6 million. Dr. Giurgescu has 46 peer-reviewed publications, 54 peer-reviewed presentations, and 14 invited presentations. She has a strong record of including doctoral students and junior faculty in her research, manuscripts and grant proposals. The Department of Nursing Systems and the College of Nursing support the recommendation for tenure with hire.

**Christopher D. Ingersoll, Professor**  
**College of Health Professions and Sciences, School of Kinesiology and Physical Therapy**

Dr. Christopher D. Ingersoll received his Ph.D. in human performance (biomechanics) from the University of Toledo. He comes to UCF from the University of Toledo, where he was a tenured professor, as well as vice provost for health science affairs. At UCF, he will serve as the dean of the College of Health Professions and Sciences. Dr. Ingersoll has tremendous experience in higher education leadership, including dean of the College of Health and Human Services at the University of Toledo and dean of the Herbert H. and Grace A. Dow College of Health Professions at Central Michigan University. His research focuses on neurophysiological and neuromechanical consequences of injury. Dr. Ingersoll has numerous research publications in highly ranked journals in his field, including *Journal of Athletic Training* and *Athletic Training and Sports Health Care*, several textbooks and textbook chapters, and many invited/symposium presentations and other conference presentations regionally, nationally, and internationally. He has extensive undergraduate and graduate teaching experience and has developed and implemented a number of graduate and undergraduate courses. He has served on dissertation, thesis, project and mentoring committees. Dr. Ingersoll has served his profession through editorships, editorial boards and manuscript/grant reviews and currently serves on the Commission on Accreditation of Athletic Training Education (CAATE) Board of Directors (Administrator Member). The School of Kinesiology and Physical Therapy and College of Health Professions and Sciences support the recommendation for tenure with hire.

**Timothy Letzring, Professor**  
**College of Community Innovation and Education, Department of Educational Leadership and Higher Education**

Dr. Timothy Letzring received his Ph.D. in higher education from the University of Georgia and a J.D. from Stetson University College of Law. He comes to UCF from Texas A&M University-Commerce, where he was a tenured professor, as well as dean of the College of Education and Human Services. At UCF, he will serve as senior associate provost for Academic Affairs. Dr. Letzring, a legal expert in the field of higher education, has national prominence with understanding the intersections of law, policy, and administration of K-12 and post-secondary institutions. He has published widely within higher education law and has peer-reviewed articles in journals such as *School Leadership Review* and *New Directions in Institutional Research*. He has presented at numerous regional, national and international conferences and workshops. Dr. Letzring has extensive undergraduate and graduate teaching experience, having taught undergraduate courses in organization law and leading change, and graduate courses in law of higher education and organization and governance of higher education. He has served on multiple

doctoral dissertation committees. Dr. Letzring's professional experiences within the broader field of higher education, accreditation, assessment, and related areas provide further unique opportunities for the Educational Leadership and Higher Education Department to expand the delivery of instruction that would more effectively generate outcomes aligned with the department, college, and UCF. The Department of Educational Leadership and Higher Education and the College of Community Innovation and Education support the recommendation for tenure with hire.

**Audra Skukauskaite, Associate Professor  
College of Community Innovation and Education, Department of Learning Sciences and  
Education Research**

Dr. Audra Skukauskaite received her Ph.D. from Gevirtz Graduate School of Education, University of California, Santa Barbara, with emphasis on qualitative and interpretive research methodology and cultural perspectives and comparative education. She has previously maintained the rank of professor at the University of the Incarnate Word in San Antonio, Texas, as well as associate professor at the University of the Incarnate Word and the University of Texas-Brownsville. She has also worked as a research consultant and researcher at the Massachusetts Institute of Technology, and as a research scientist at Klaipeda University in Lithuania. Dr. Skukauskaite has published extensively in top- and mid-tier journals, and contributed to books published by good academic publishers. Her research and scholarly contributions are wide-ranging, with publications on several varieties of ethnographic methodologies, technical aspects of interviewing and transcription, and epistemological issues, and she has presented at numerous regional, national, and international conferences. Dr. Skukauskaite has extensive teaching experience at the undergraduate, masters, and doctoral levels, and has taught courses in advanced research in education and qualitative research methodology. She has served on multiple dissertation committees, including as chair and co-chair. Dr. Skukauskaite is well-positioned to collaborate with faculty and students across CCIE and other colleges interested in qualitative research. The Department of Learning Sciences and Educational Research and the College of Community Innovation and Education support the recommendation for tenure with hire.

**Liansheng Larry Tang, Associate Professor  
College of Sciences, Department of Statistics**

Dr. Liansheng Larry Tang received his Ph.D. in statistics from Southern Methodist University. He comes to UCF from George Mason University where he was a tenured associate professor of statistics. While at George Mason University, Dr. Tang served as the graduate program coordinator for the M.S. program in biostatistics and was a lead faculty in the development of the M.S. program in biostatistics. He has advised multiple doctoral students. Dr. Tang's research interests include statistical methods in diagnostic medicine, forensic statistics, clinical trial design, statistics in criminology, and nonparametric methodology in high dimensional settings. He is the author of numerous research papers, some of which have been published in top journals in the field of statistics, including *Statistics in Medicine*, *Computational and Mathematical Methods in Medicine*, and *Journal of Applied Statistics*. He has been very successful in securing external funding from federal agencies such as the National Institute of Justice and National Cancer Institute. Dr. Tang also serves on the Fire Debris and Explosives Laboratory Analysis Committee

of the Organization of Scientific Area Committees (OSAC), which is a national standards review and harmonization group under the auspices of the National Institute of Standards and Technology. It is expected that Dr. Tang will enhance the teaching of statistics courses related to forensic science. He will also bring his expertise, as well as national and international recognition in statistical applications to forensic science, to the National Center for Forensic Science (NCFS) at UCF. The Department of Statistics and the College of Sciences support the recommendation for tenure with hire.

**ITEM: EPC-3**

**UCF BOARD OF TRUSTEES  
EDUCATIONAL PROGRAMS COMMITTEE  
July 18, 2019**

**Title: Approval of New Degree Program – Doctorate in Sustainable Coastal Systems**

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**Background:**

All graduate degree programs utilizing a new CIP Code are required to be reviewed and approved by the Board of Trustees. The College of Community Innovation and Education is proposing a new degree program for CIP Code 44.0501 (Public Policy Analysis, General).

**Issues to be Considered:**

- **Program Description:**  
The proposed Doctorate in Sustainable Coastal Systems is intended to address the need for well-trained professionals in a field that is by its nature interdisciplinary. As the transition zone between the land and the sea, the coast gives rise to complex issues in science, technology and policy. Individuals involved in coastal research, management and policy-making need to be well versed in wide range of disciplines. The proposed program will provide them with the knowledge and experience for working with coastal professionals in a variety of fields.
- **Benefits:**  
Coastal areas are the most heavily populated and economically vibrant regions of the world; however, these regions are uniquely threatened by climate change and associated impacts. The state of Florida is already experiencing these impacts, as evidenced by increasingly common sunny-day coastal flooding, chronic harmful algae blooms, and the devastation brought by storms such as the recent Hurricanes Irma and Michael. The central objective of the interdisciplinary doctorate in Sustainable Coastal Systems is to train the next generation of students who combine a rigorous disciplinary depth with the ability to reach out to other disciplines and work in interdisciplinary teams.
- **Career/Workforce Needs:**  
The degree program will focus on advanced education in the human and natural processes and components that comprise, affect, and modify coastal systems. It will provide students with rigorous quantitative training in the methods employed by professionals in these fields, along with expertise in broader social and scientific theory. Students will enter with degrees in the physical, natural, or social sciences, or engineering, and will be prepared for careers in academia, government, NGOs and private industry. Like the National Center for Integrated Coastal Research (NCICR) (UCF Coastal), the Ph.D. will foster world-class scientific research into the natural and human-related impacts to the health, restoration and sustainability of coastal systems through long-term, interdisciplinary research. The research conducted at the NCICR has already been published in some of the most important scientific journals, and Ph.D. students will participate in this research, which will also prepare them for the workforce.

**Alternatives to Decision:**

There is no obvious alternative if this degree program is not approved.

**Fiscal Impact and Source of Funding:**

No new funds are requested. E&G reallocation is from within the UCF School of Public Administration.

**Recommended Action:**

The Provost's office recommends Board of Trustees approval of the new degree program. It meets six of the eight BOG criteria with strength and meets the expectations of the remaining criteria.

**Authority for Board of Trustees Action:**

BOG Regulation 8.011 – Authorization of 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.

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**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

**Facilitator:**

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

**Attachment A**

**Analysis Summary for New Degree Authorization  
Program Name: Sustainable Coastal Systems PhD**

	<b>Criteria</b>	<b>Proposal Response to Criteria</b>
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	<p><b>Met with Strength</b></p> <p>The program will be affiliated with the National Center for Integrated Coastal Research and administered out of the College of Graduate Studies. The program supports UCF's interdisciplinary approach to solve societal problems; it incorporates seven colleges and 12 departments and schools. Admitted students are expected to have diverse academic backgrounds to build interdisciplinary teams. The Center has developed partnerships with private industry, NGOs, and both local, state, and federal government agencies. The program will focus in part on global climate change and sea level rise which is a topic of increasing importance for Florida and globally. This program is an academic component of the Sustainable Coastal Systems Cluster which was part of UCF's Faculty Cluster Initiative.</p>
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.	<p><b>N/A</b></p> <p>The proposed program is unique and interdisciplinary; thus, there is not an accrediting organization. Existing graduate degree programs in departments affiliated with the proposed program have undergone regular reviews as part of the 7-year cycle.</p>
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.	<p><b>Met with Strength</b></p> <p>A detailed list and sequence of courses is provided to outline the program's curriculum. The 72 credit hour program includes 12 credit hours representing five new core courses. These have been approved by the Graduate Council Curriculum Committee. The proposal includes detailed syllabi for the core courses. The students can choose their curricular path a variety of elective courses. These include specializations in Anthropology, Biology, Civil Engineering, Economics, Political Science, Public Administration, Technical Communication, and Tourism.</p>
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.	<p><b>Met with Strength</b></p> <p>A total of 24 UCF faculty members, all with graduate faculty status, will be associated with the program. These faculty can serve as dissertation committee members and chairs. Six core faculty will be the primary instructors for the core courses (plus the Center Director and Graduate Program Coordinator). An extensive list of the faculty's acquired funding and research experience is included with the proposal and is indicative of successful grantsmanship.</p>

	<b>Criteria</b>	<b>Proposal Response to Criteria</b>
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.	<p><b>Met with Strength</b></p> <p>The library review states that current resources are adequate to meet the needs of students in the program. The Center has the appropriate physical resources in place for research and laboratory space. There is a possibility of future expansion to a handful of partnering field stations/educational facilities around the state. Graduate Research Assistantships will primarily be used to fund students; however, the program is seeking endowed scholarships and fellowships through the foundation to augment student support.</p>
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.	<p><b>Met with Strength</b></p> <p>The proposal demonstrated that there is a need for graduates in this field. The Bureau of Labor Statistics projects an increased demand of environmental scientists for the foreseeable future. The committee indicated that more documentation is needed to strengthen this area of the proposal. The committee suggests more letters of support from industry partners/potential employers should be added to the proposal. These partners could provide a source of internships.</p>
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.	<p><b>Met</b></p> <p>The committee suggests that the overhead return FCI monies be considered to support students who will not have the opportunity to serve as Graduate Teaching Assistants, or are experiencing a funding gap, or where there is no Graduate Research Assistant funding available. The proposal should show evidence that Graduate Research Assistant funding will support the projected number of graduate students to be enrolled in the program. The program should explore opportunities for paid internships with state, local, and federal government agencies and partnering industries.</p>
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<p><b>Met with Strength</b></p> <p>The associated faculty have been very productive in teaching, research, and service. Detailed information of their accomplishments is listed in the proposal. The faculty have a successful track record of mentoring PhD students and acquiring external funding.</p>

**ITEM: INFO-1**

**UCF BOARD OF TRUSTEES  
EDUCATIONAL PROGRAMS COMMITTEE  
July 18, 2019**

**Title: REAL Courses**

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**Background:**

In 2018, the College of Business began converting its core courses from a lecture capture (Reduced Seat/Video) format to a blended active learning format – Relevant Engaged Active Learning (REAL) – to increase student success and engagement in very large course sections and to enhance workplace soft skills.

For additional background on the REAL course format, two short videos are linked below:

1. Intro to REAL Courses video (6 min):  
<https://vimeo.com/cdlvideo/review/306325361/8ea0b9b661>
2. Developing Skills Employers Need video: <https://youtu.be/nsv9CLx4r50>

**Issues to be Considered:**

N/A

**Alternatives to Decision:**

N/A

**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.

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**Submitted by:**

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

**Supporting Documentation:**

**Attachment A:** Presentation – College of Business Core Course Makeover

**Facilitator:**

Paul Jarley, Dean of the College of Business



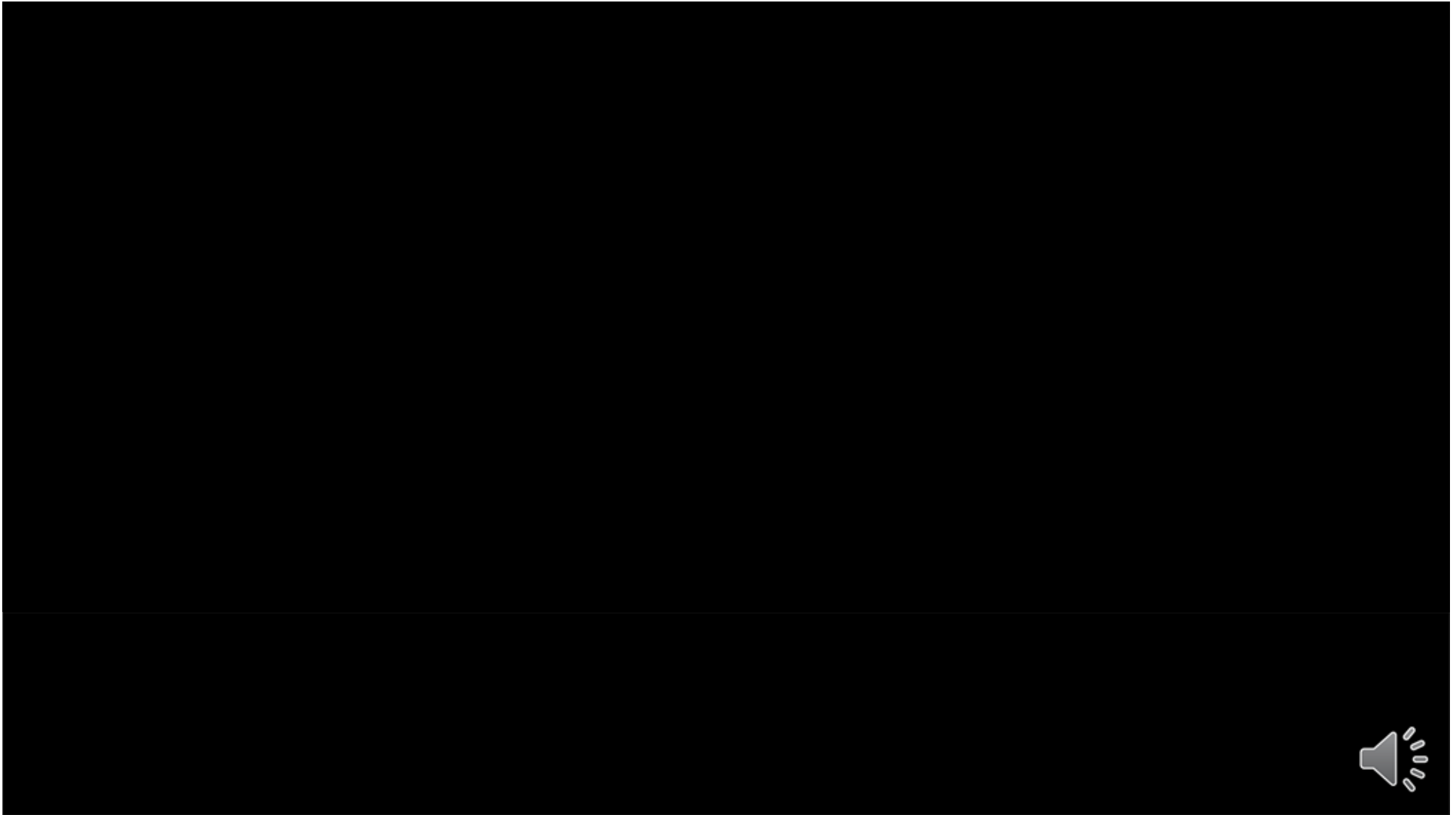
Attachment A

# UCF College of Business: Core Course Makeover

July 2019

**Paul Jarley**  
Dean of the College of Business







## Student Flow Through The College 2000-2013

**College Majors: Multiple Face-to-Face Sections per course  
(Avg. class size 50-70)**

**Accounting, BABA, Economics, Finance, Management,  
General Business, Marketing, Real Estate**



**College Core: 36 Credit Hours, 1 Blended Learning Course  
(Strategy), 8 Lecture Capture courses at 4 credit hours each  
(Avg. class size 800-2,000)**



**Pre-Core: 15 Credit Hours, Lecture Capture-1 section per course  
(Avg. class size 800-1,500)  
2 ACCTG Courses, 2 ECON Courses, 1 Quant Course**

## Challenges of Lecture Capture



- Very few students came to class <50
- Many students didn't watch the lectures or binge-watched them just before exams
- No ability to develop soft skills or engage in deep problem-solving
- Industry Demand – There's a particularly high demand for employees with soft skills

## What Employers Say They Want Most (NACE)\*

- Critical thinking/problem solving
- Oral/written communication
- Teamwork/collaboration
- Digital technology
- Leadership
- Professionalism/work ethic
- Career management

*\*SOURCE: National Association of Colleges and Employers*

## A 6-Year Journey

To improve these career-ready outcomes through programs that include...

YEAR	INITIATIVE	TRAIT
2013	<ul style="list-style-type: none"> <li>Ambassadors Program</li> <li>Changed Core Courses to 3 credit hours</li> </ul>	Leadership
2014	<ul style="list-style-type: none"> <li>Welcome to the Majors</li> </ul>	Career Management, Professionalism
2014	<ul style="list-style-type: none"> <li>Office of Professional Development</li> <li>Professionalism Development Courses</li> </ul>	Career Management, Work Ethic, Professionalism
2015	<ul style="list-style-type: none"> <li>Enrollment Management Program</li> </ul>	Work Ethic, Career Management

YEAR	INITIATIVE	TRAIT
2015	<ul style="list-style-type: none"> <li>The EXCHANGE</li> </ul>	Career Management
2015	<ul style="list-style-type: none"> <li>Integrated Business</li> </ul>	Critical Thinking, Problem Solving, Communication, Teamwork
2016	<ul style="list-style-type: none"> <li>Internship Invitational</li> <li>Mentoring Network</li> </ul>	Career Management, Work Ethic, Professionalism
2017-18	<ul style="list-style-type: none"> <li>Transformation of Teaching Method in College Core</li> </ul>	Critical Thinking, Problem Solving, Communication, Teamwork

## Business Pedagogy Redesign Project

- Increase **engagement** and **success** in very large sections – *no more anonymous students*
- Require **attendance** on campus
- Enhance **workplace soft skills** – *communication, teamwork, critical thinking, problem solving*
- Reduce **reliance on passive** Lecture Capture
- Build upon **success in blended learning** with Integrated Business
- Informed by success in **adaptive and active** learning

## Investments & Rollout of REAL Courses

### RELEVANT – ENGAGED – ACTIVE – LEARNING

- Provided Faculty Development Grants to redesign courses
- Each faculty member worked with Instructional Design staff
- Increased TAs for each section – up to 6 per course
- Created Chief Learning Officer position to oversee project
- Redesigned 2 large rooms to accommodate student group sessions
- Rollouts:
  - **Fall 2017 – 3 courses** (2 pre-core, 1 elective)
  - **Spring 2018 – 5 courses**
  - **Fall 2018 – 5 courses**
  - **Spring 2019- 13 courses where all have been taught at least twice.**
- Various evaluations conducted at each step including student surveys
- Regularly scheduled meetings held with REAL Instructors



## Student Flow Through The College Then & Now

2000-2013

**COLLEGE MAJORS:** Multiple Face-to-Face Sections per course  
(Avg. size 50-70)

**COLLEGE CORE:** 1 Blended Learning course; 8 Lecture Capture courses  
(Avg. size 800-2,000)

**PRE-CORE:** 5 Lecture Capture courses – 1 section per course  
(Avg. size 800-1,500)

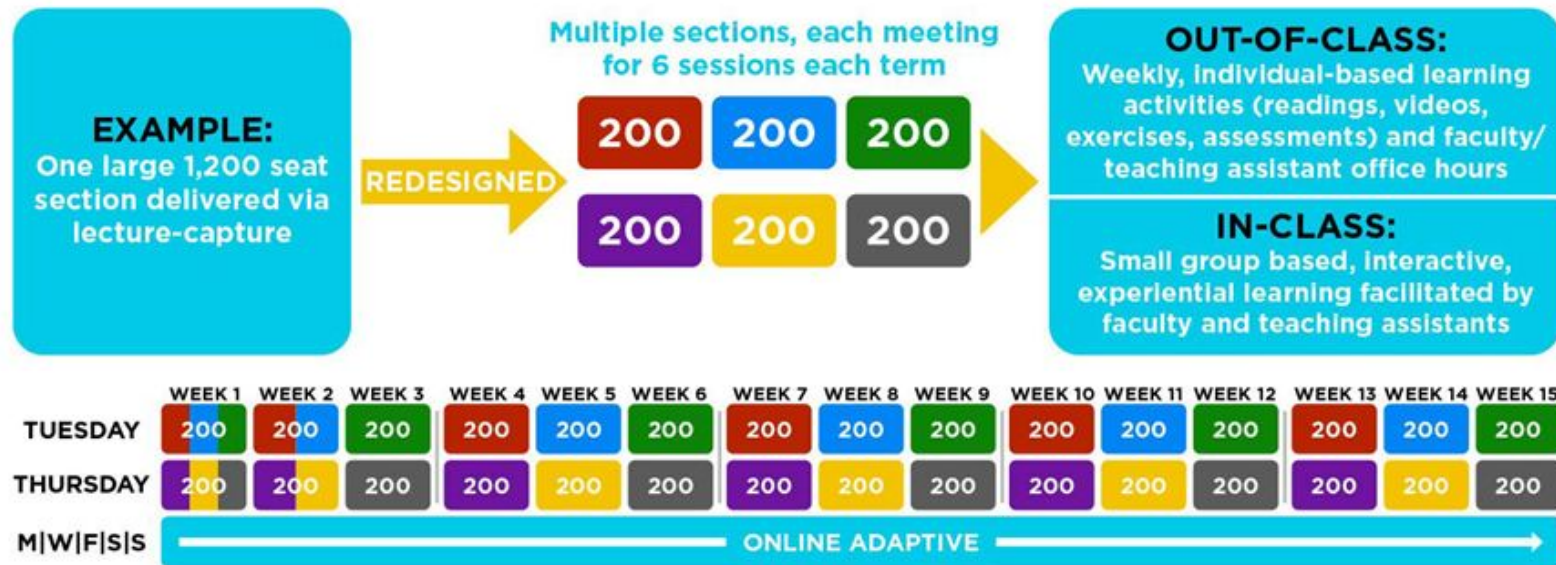
2018-2019

**COLLEGE MAJORS:** Multiple Face-to-Face Sections per course  
(Avg. size 40-70)

**COLLEGE CORE:** 2 Blended Learning courses; 1 Lecture Capture course; 8 REAL courses (Avg. course size 800-1,200; 6 sections – Max. size 200)

**PRE-CORE:** All REAL courses – 6 sections per course  
(Avg. course size 800-1,200; 6 sections - Max. size 200)

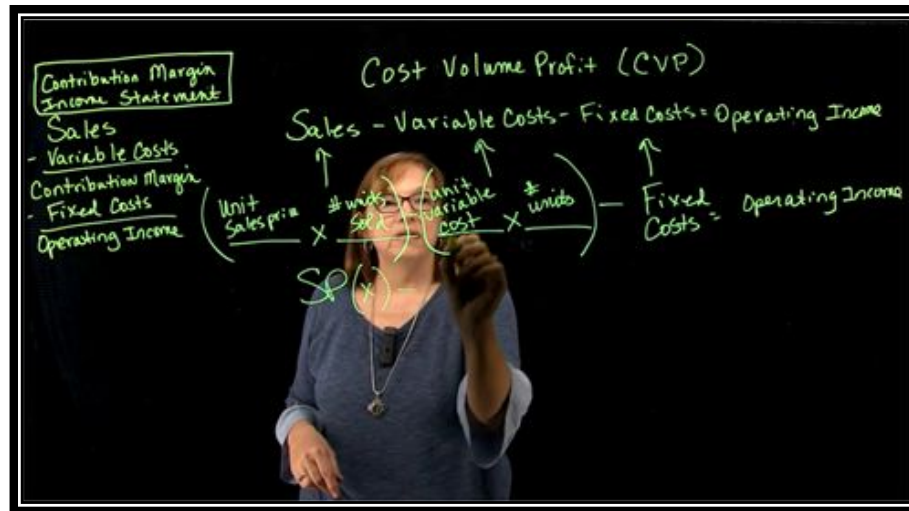
# Inside A REAL Course (Example)



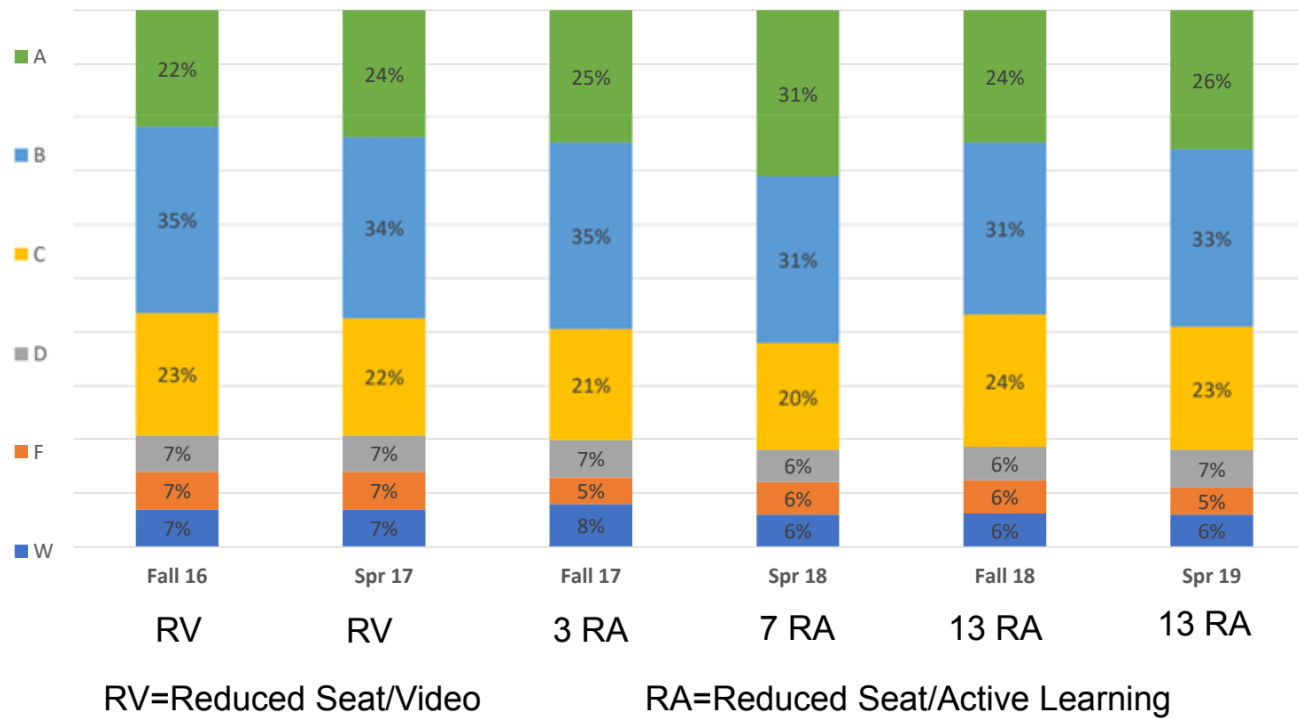
\*Each faculty member is in front of students for the same total time as Lecture Capture

## Faculty-Designed Video Still A Key Content Delivery Strategy

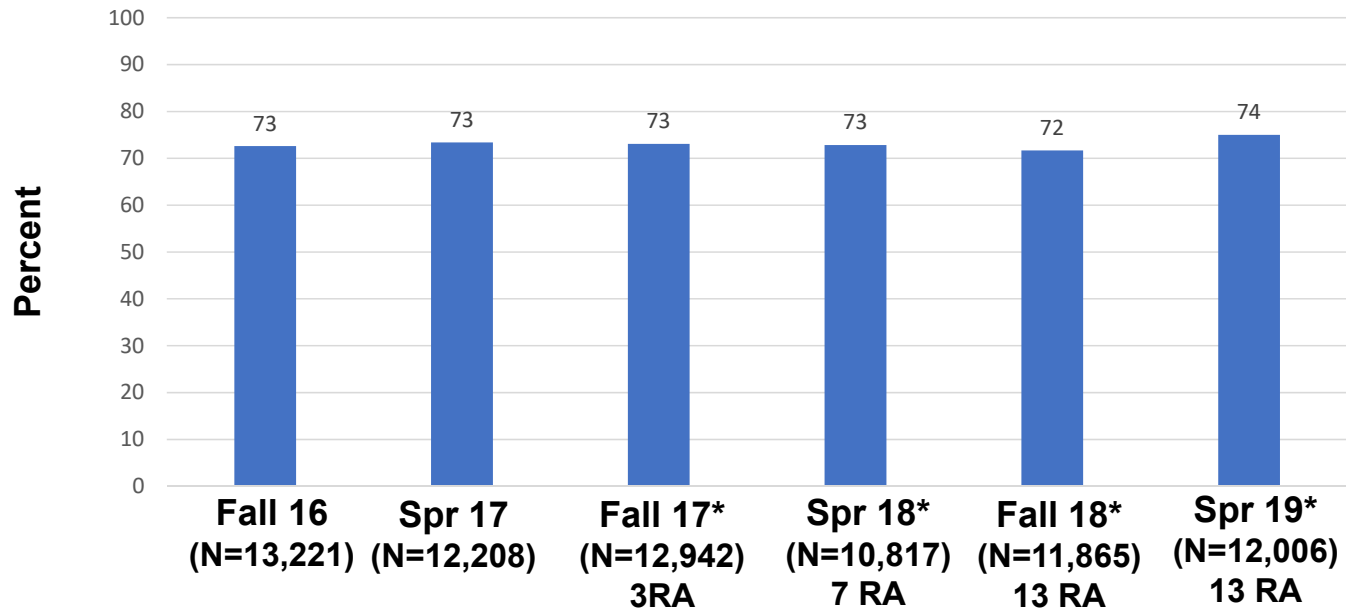
- Smaller chunks
- Lightboard



## Student Grades in 13 Courses that Moved from Lecture Capture to REAL Format

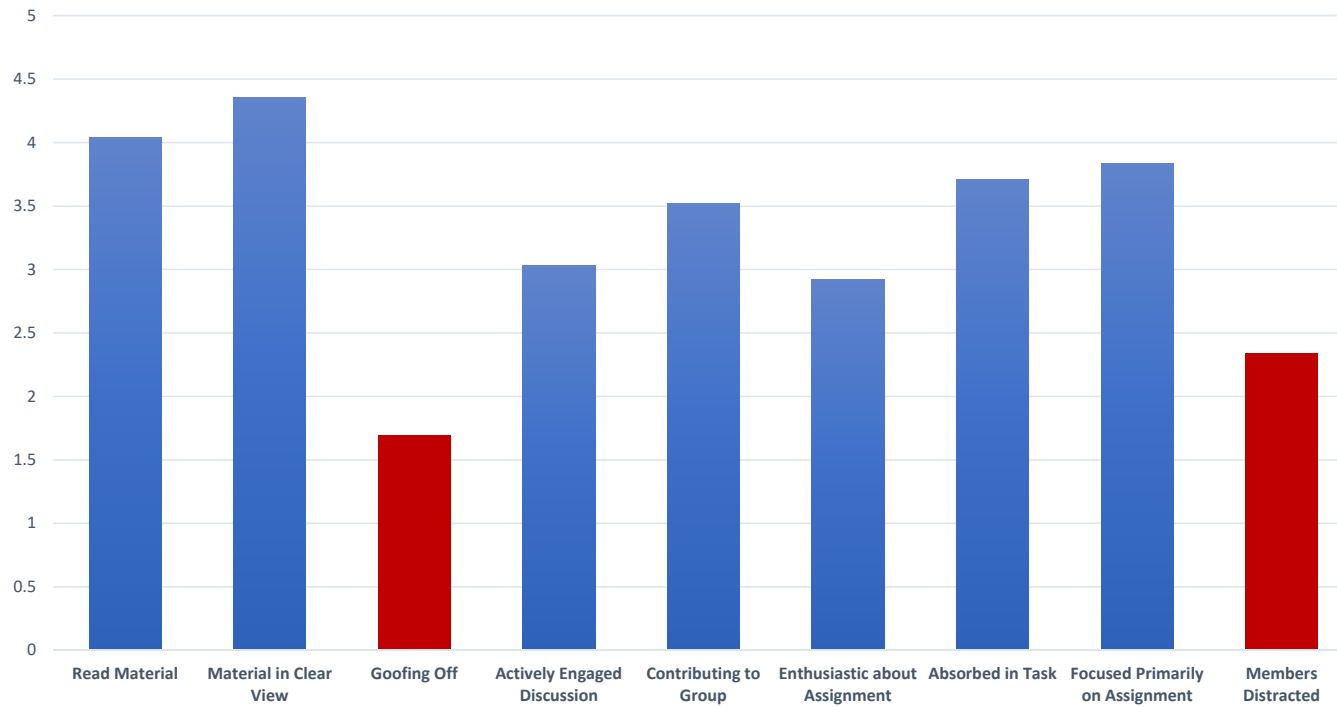


## Average Student Test Scores By Semester in 13 Core Courses



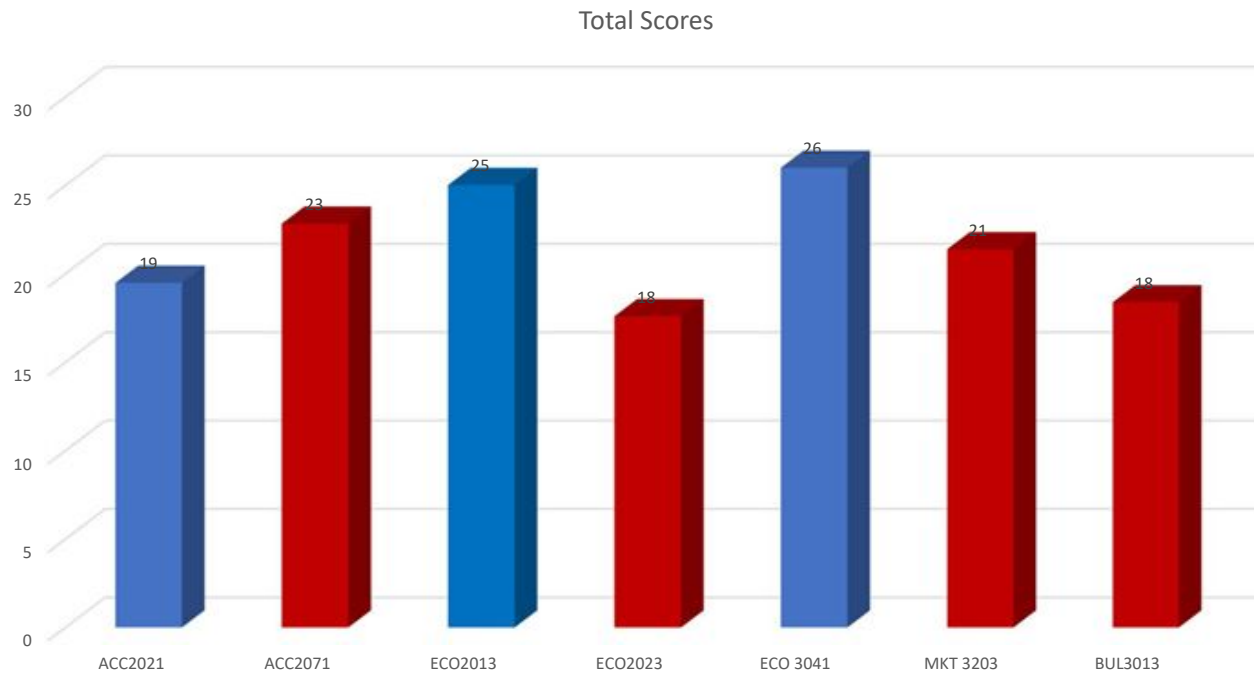
# Engagement and Teamwork

Assessment of Group Behavior (N=545)



Spring 2018

## Engagement and Teamwork



## Student Perceptions of Group Sessions & Overall Course 2018-19

	Excellent A	Very Good B	Average C	Fair D	Poor E	Net Promoter (A+B)-(D+E)	Responses
<b>Live Session</b>	23%	35%	24%	8%	9%	40%	8,251
<b>Overall</b>	28%	37%	21%	7%	7%	51%	8,254

Surveys from Spring 2018, Fall 2018, Spring 2019



## Enhancements and Actions Underway

- Implemented **new orientation module and success strategy videos**
- All courses now meet **Week 1 for an introductory session**
- Engaged **peer review by external expert** – Dr. Norm Vaughan – on the format and redesign
- Continuous **involvement with faculty** to enhance total learning, student engagement and professional development
- Ongoing **engagement and feedback with students** via College of Business Student Ambassadors and student surveys each semester
- Routine **check-ins with business and industry leaders** – locally and nationally
- Developing **common assessment rubrics for evaluating soft skills** in active learning sessions
- Plans to **engage with Direct Connect partners** to better prepare transfer students for success

# Final Observations & Discussion

