Board of Trustees Meeting
Educational Programs Committee
June 17, 2020 – 2:00-4:00 p.m.
FAIRWINDS **Alumni Center**
Conference call in phone number 1-408-418-9388, Access Code 132 432 6474#
Livestream https://ucf.webex.com/ucf/onstage/g.php?MTID=e287ebfdaff3c33ede04c4f2a6c53bdfc

AGENDA

I. CALL TO ORDER

Kenneth Bradley
Chair, Educational Programs Committee

II. ROLL CALL

Gwen Ransom
Executive Assistant
Office of the Provost

III. MEETING MINUTES

Chair Bradley

- Approval of April 9, 2020 Educational Programs Committee meeting minutes

IV. REPORTS

- Provost Update

  Discussion

  COVID-19 and academic enterprise
  Michael D. Johnson
  Interim Provost and
  Vice President for Academic Affairs

V. NEW BUSINESS

- Proclamation

  Chair Bradley

- New Degree Program (EPC-1)
  Master of Science in Themed Experience

  Timothy Letzring
  Senior Associate Provost for Academic Affairs

- Conferral of Degrees (EPC-2)

  Michael D. Johnson

- Tenure with Hire (EPC-3)

  Michael D. Johnson

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- Second Amended and Restated
  Educational Programs Committee Charter   Michael D. Johnson
  (EPC-4)

- Digital Learning Course Redesign Initiative   Thomas Cavanagh
  Project Update (INFO-1)   *Vice Provost for Digital Learning*

- Amendment to 2020-21 and 2021-22   Timothy Letzring
  Academic Calendar (INFO-2)

VI. OTHER BUSINESS

VII. CLOSING COMMENTS

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UNIVERSITY OF CENTRAL FLORIDA

Board of Trustees
Educational Programs Committee
April 9, 2020
WebEx Virtual Meeting

MINUTES

CALL TO ORDER

Trustee Kenneth Bradley, chair of the Educational Programs Committee, called the meeting to order at 2:00 p.m. Committee members Vice-Chair Caryl McAlpin, Trustee Kyler Gray, Trustee Harold Mills, and Trustee William Self were present. Board Chair Beverly Seay and Trustee David Walsh were also in attendance.

Chair Bradley bid farewell to Trustee Kyler Gray and Interim President Thaddeus Seymour. Bradley thanked them both for their service to the board and University of Central Florida.

MEETING MINUTES

February 6, 2020, meeting minutes were submitted for approval, motion to approve was made by Trustee Gray, and Trustee Self seconded. The committee unanimously approved the minutes as written.

NEW BUSINESS

Chair Bradley introduced Interim Provost Johnson to present the next three agenda items.

Conferral of Degrees (EPC-1)
Interim Provost Michael Johnson requested approval for conferral of degrees with over 8,000 graduates for Spring 2019.

Trustee Gray motioned to approve, and Trustee McAlpin seconded.

Provost Johnson provided information related to options for commencement ceremonies, due to postponement related to Covid-19. Johnson provided two options that are being considered for graduates; a virtual ceremony for each individual college; or a face-to-face commencement ceremony on a date to be announced.

The committee unanimously approved Conferral of Degrees with affirmation.

Tenure with Hire (EPC-2)
Provost Johnson also presented Tenure with Hire for one newly hired faculty member, who has been deemed eligible for tenure based on UCF requirements. Department faculty and the university administrative officers have approved granting tenure to this faculty member.

Trustee Self motioned to approve, and Trustee McAlpin seconded.

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Chair Bradley commented and made reference to this faculty member also being UCF's new president. Adding that this tenure recommendation is a separate issue.

The committee unanimously approved Tenure with Hire for this faculty member.

2020 Tenure Recommendations (EPC-3)
Provost Johnson presented 43 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. Department faculty members and the university's administrative officers have approved granting tenure to this faculty member.

Trustee Walsh was recognized. While he supports tenure, he questioned the timing of this decision in the light of the financial changes the University will need to make due to the COVID-19 pandemic. The Provost discussed the process for tenure approval; along with the Human Resources and financial implications of this decision. Trustee Self commented a delay in this decision could have a deleterious impact on current faculty morale and future faculty hiring. Committee discussion ensued.

Trustee Self motioned to approve, and Trustee Gray seconded.

The committee unanimously approved 2020 Tenure Recommendations.

2020 Accountability Plan (EPC-4)
Paige Borden, Associate Provost and Chief Analytics Officer, Division of Analytics and Integrated Planning, presented the Accountability Plan by outlining the various sections of the plan, Performance-Based Funding Metrics, and Preeminent Metrics. Borden went on to explain that corrections and adjustments based on Covid-19 may be added prior to approval by Board of Trustees and submission to Board of Governors.

Trustee McAlpin motioned to approve, and Trustee Gray seconded.

The committee unanimously approved the 2020 Accountability Plan with future adjustments.

New Degree Program - Bachelor of Science in Data Science (EPC-5)
Timothy Letzring, Senior Associate Provost for Academic Affairs presented the new degree program proposal, BS in Data Science. Letzring explained that this degree program is an emerging discipline that seeks to infer insights from large amounts of 'big data'. The discipline is concerned with both statistical techniques that measure the validity of such insights and with computational techniques for managing data and resources efficiently.

Trustee McAlpin motioned to approve, and Trustee Self seconded.

The committee unanimously approved the Bachelor of Science in Data Science degree program.

Provost's Update
Interim Provost Michael Johnson began his update highlighting UCF faculty members and their adapting to remote instruction; touting thrives that have been made in a very short period.

Michael Johnson went on to speak about the Division of Digital Learning led by Vice Provost Thomas Cavanagh as the key reason teaching online courses is successful. The Division of Digital Learning instructional designers have prepared clear instructions online for faculty members and students. In the first week the Digital Learning team assisted with moving nearly 5,000 face-to-face course sections and over 700 blended sections to remote delivery. Which resulted in over 700,000 credit hours being taught fully online, up from over 200,000 prior to March 18, 2020; with relatively few issues.

Provost Johnson also presented information on the addition of grading options for students as they navigate this challenging time. Students may opt to change from a letter grade to a Satisfactory/Unsatisfactory mark in their classes. They can make the choice class by class. For undergraduates, "satisfactory" maps to A+ through C, and "unsatisfactory" means C- and below. For graduate students, "satisfactory" is A through B-. Transcripts will indicate that the S/U option was provided because of the Covid-19 pandemic; this option does not affect GPA.

Johnson continued with UCF's focus on health and measures taken to protect people, while continuing to offer quality teaching. He also, spoke about the yet unknown financial impact for UCF in the coming year; including Florida's economy and reliance on tourism and related service industries. Johnson explained that the budget unknowns and possible adjustments by the Legislature has led to directing the university to enter a period of frugality by implementing a hiring freeze and spending caps for the remainder of the fiscal year.

Johnson went on to highlight donations by the university to Orlando Health; goggles and other available face protection equipment. Theatre department costumers created face masks, as have various staff members; Limbitless Solutions, acclaimed for making personalized bionic arms for children provided 3D printing face shields for healthcare workers and first responders.

In added news, Johnson highlighted UCF's graduate video game design program being No. 1 in North America. He spoke of Rosen College of Hospitality Management named in the top five of best hospitality and hotel management schools in the world; also recognizing 2020 Pegasus Professor honorees.

Interim provost Johnson closed with announcing former provost Elizabeth Dooley's decision to return to faculty, and himself continuing as interim provost until a new provost is selected.

ADJOURNMENT

Chair Bradley adjourned the Educational Programs Committee meeting on April 9, 2020, at 3:45 p.m.

Reviewed by: _____   _____
             Kenneth Bradley   Date
             Chair, Educational Programs Committee

Submitted by: _____   _____
             Janet Owen   Date
             Associate Corporate Secretary

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Student Course Outcome Comparisons

Spring 2019 to Spring 2020

Increased Credit Hours (UGRD)

10.4 to **10.5**

More Passing Grades

89.4% to **91.3%**

Improved GPA (UGRD)

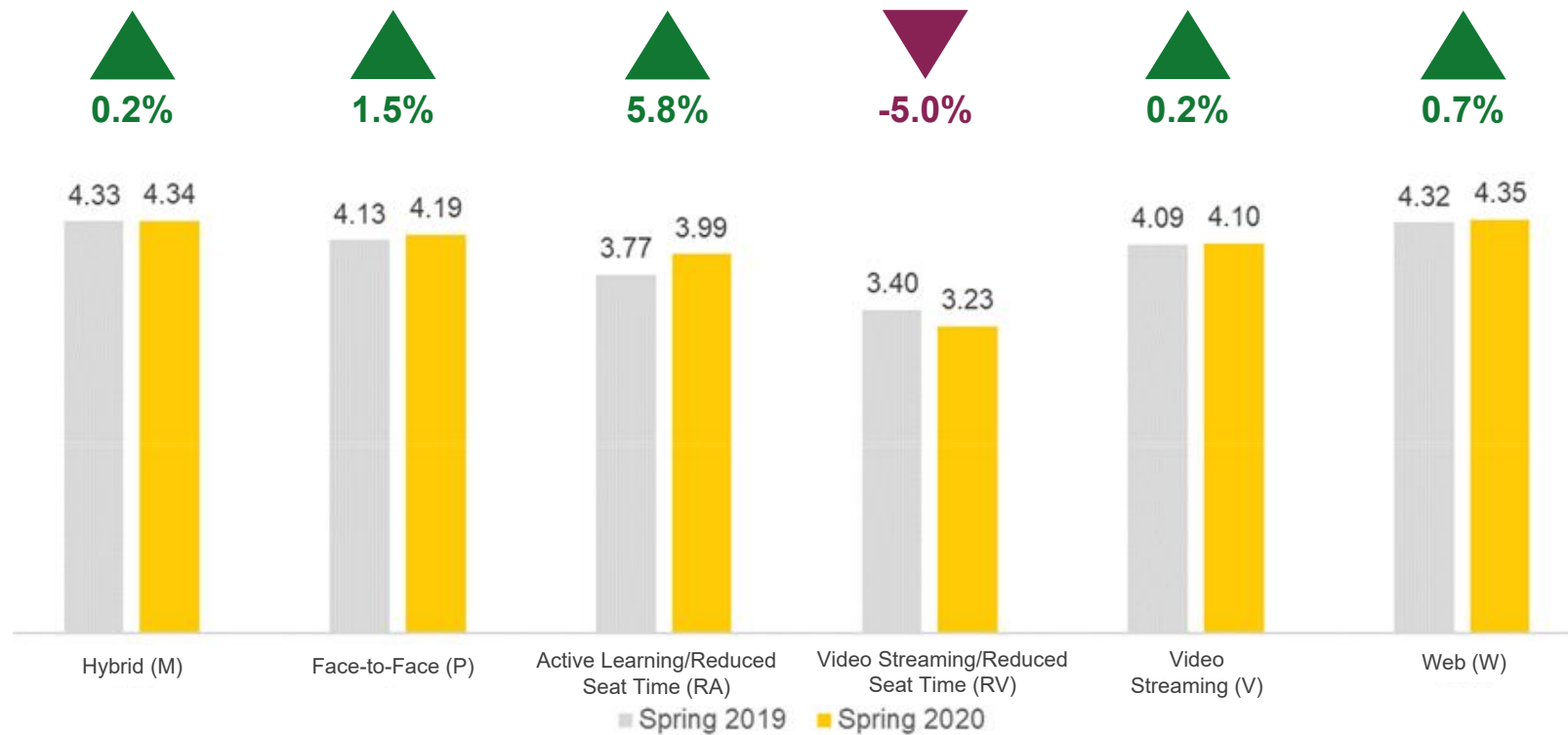**3.12** to **3.44**

Withdrawals

4.1% to **4.3%**

Academic Standing (Probation)

Positive: **+3.7%**

Negative: **-55.0%**

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UCF

Student Perceptions of Instruction

Spring 2019 vs. Spring 2020

Faculty Experience: End of Semester Reactions to Remote Instruction

Spring 2020

Top 5 Challenges to Remote Instruction

1. Student's challenges/stress
2. Faculty preference for F2F
3. Ensuring academic honesty
4. Keeping students engaged while remote
5. Assessing student learning

Top 5 Accommodations for Remote Instruction

1. Using Zoom Lectures
2. Added materials online for student access
3. Adjusted "hands-on" assignments to virtual
4. Adjusted and expanded office hours to online
5. Adjusted exams/quizzes/tests

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Student Experience: How Well Students Perceived They and Their Faculty Adapted to Remote Instruction

Extremely to Moderately Well
Faculty – 67%   **Students – 65%**

Legend: ■ Faculty ■ Students

Category	Faculty	Students
Extremely Well	16%	19%
Very Well	21%	19%
Moderately Well	30%	27%
With Some Difficulty	23%	23%
With Extreme Difficulty	10%	12%
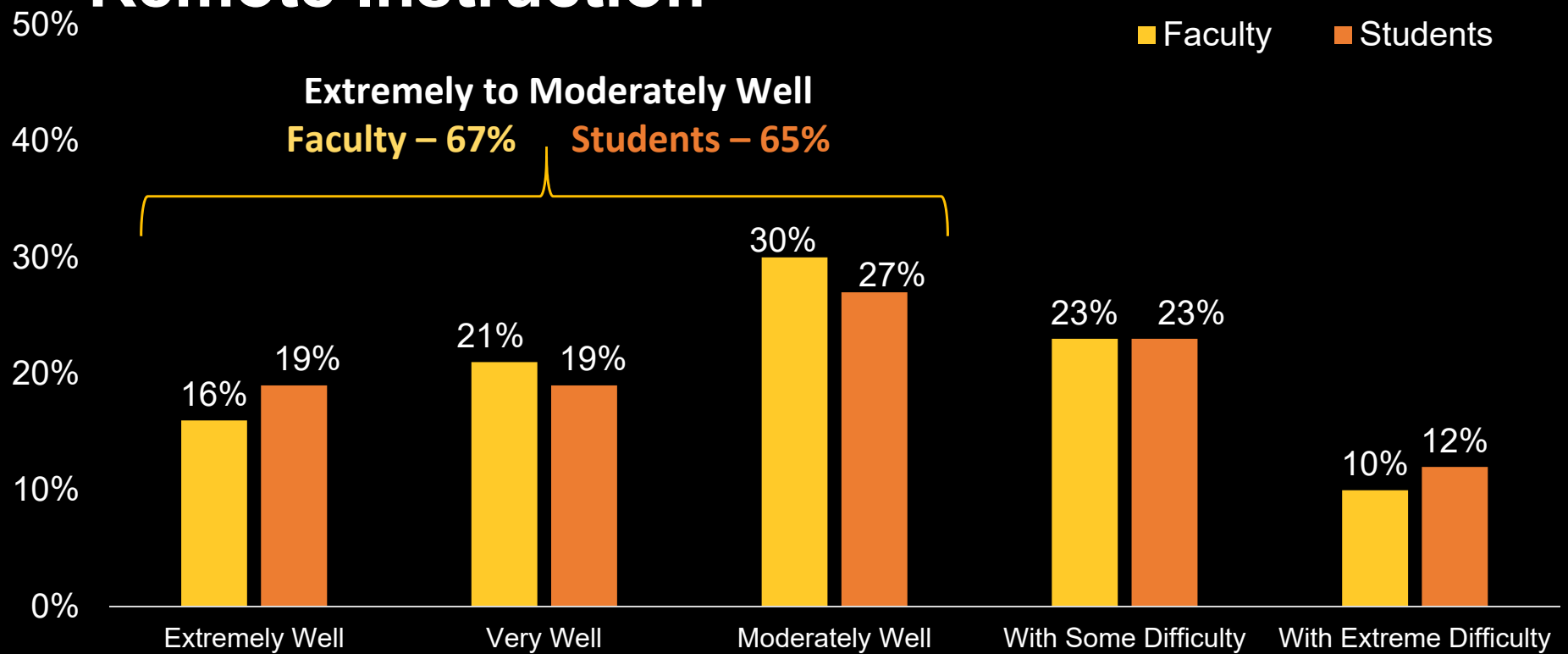
Student Experience: End of Semester Reactions to Remote Instruction

Spring 2020

Top 6 Challenges to Remote Instruction

1. Lack of motivation/focus or difficulty concentrating
2. More difficult to learn online
3. Lack of necessary technology/materials
4. Lack of adequate instruction by professor
5. Difficulty communicating with professor
6. Personal obligations/issues (work, childcare, etc.)

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UCF

Student Experience: End of Semester Reactions to Remote Instruction

Spring 2020

Things to Increase Student Comfort for a Fall Return

- Significant decrease in COVID cases
- Nothing: I want to return
- Access to dorms
- Ensuring building sanitation/clean campus
- Limit number of students in class/buildings

- Social distancing
- Vaccine
- Everyone wears masks correctly
- Precautions strictly enforced

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UCF

UCF RETURN
TO CAMPUS
PLAN

FALL 2020

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Discussion

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A Proclamation Honoring UCF's Faculty and Staff for Their Valiant Response to the Extraordinary Challenges from COVID-19

WHEREAS, the University of Central Florida is a vibrant and diverse community of more than 83,000 students, faculty and staff; a leading talent producer nationally among public universities; a vital force for lifting lives and livelihoods in Central Florida; and a game changer in making the world a better place through teaching, research, and service;

WHEREAS, great universities and communities are built upon great faculties and the staff that support their essential efforts to advance student success, innovation, and the cultivation and dissemination of new knowledge for global impact;

WHEREAS, the COVID-19 pandemic presented unprecedented professional and personal challenges for UCF faculty and staff in the middle of spring semester 2020 and required an immediate shift of all courses to online instruction amid severe stressors, including personal health and safety, family care, food and household supplies, and much more;

WHEREAS, UCF is a national leader in online learning and the Division of Digital Learning performed magnificently in short order to transition faculty and students to an all-remote learning environment of outstanding quality;

WHEREAS, UCF further distinguished itself as a pacesetter in higher education for creative, innovative and successful approaches to online learning in navigating well the most extraordinary and difficult of pandemic times; and

WHEREAS, the remarkable efforts of UCF's faculty and staff assured that teaching, learning, and service at the state's largest university by enrollment would charge on at the highest levels possible for the benefit of the deserving students, communities, and employers we serve;

THEREFORE, the UCF Board of Trustees' Educational Programs Committee hereby proudly applauds and commends the university's faculty and staff for their dedication, professionalism, resiliency, and creativity in continuing to move our university forward to an even greater future of impact for Central Florida, the Sunshine State, and the world. You have our deepest appreciation. Thank you.

_____   _____

Ken Bradley   Date
Chair

<div align="right">ITEM: <u>EPC-1</u></div>

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UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
June 17, 2020

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Title: New Degree Program Proposal – Master of Science in Themed Experience

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

Issues to be Considered:

- **Program Description**:
  The M.S. in Themed Experience is a professionally focused, 33-credit degree program dedicated to the design and production of themed environments. By definition, a themed experience is any environment that is designed to convey a narrative allowing participants opportunities for interaction and immersion. Such spaces include theme parks, zoos, museums, virtual worlds, exhibitions, aquariums, escape rooms, interactive theatre, immersive hotels and themed retail and dining. The program is designed to build upon the strength and diversity of UCF's theater, art, and design programs as well as its ideal location in Orlando, the international hub of the themed entertainment industry. Students graduating from this program will be prepared for creative careers in the themed experience industry with a thorough background in collaboration, production, and integral industry practices.

- **Benefits**:
  Given its proximity to the local themed experience industry, UCF is uniquely positioned to be an important partner to deliver the premier program of its kind. Not only would UCF be the first public institution with a dedicated M.S. in this discipline, it would also be the only institution with the vast collaborative resources located in the center of this industry. The central Florida area supports five (and soon six) of the largest and most successful theme parks in the world and is also home to over 100 firms employing artists, designers and producers working within the industry. This geographical concentration of talent and expertise provides multiple opportunities for mentoring, internships and employment for themed experience graduates as well as potential resources for program sponsorship and support. The M.S. will attract young individuals who have successfully completed undergraduate degrees in creative fields as well as industry professionals looking to hone their skills and develop world-class creative portfolios.

- **Career/Workforce Needs**:
  There is a great need in the Orlando area for highly skilled and trained individuals who can design and produce themed entertainment. While local institutions currently provide diverse offerings in hospitality and tourism, none specifically address the production, design and development needs of the themed experience industry. Orlando's job market in this area continues to grow: the region has been ranked #1 in the nation for job growth, with the Walt Disney World Resort and Universal Orlando Resort as the #1 and #2 employers in the region. *The Orlando Economic Partnership 2030: Insight into Orlando's Future* report forecasts a growth of nearly 15,000 jobs by 2030. The proposal contains letters of support from industry leaders, including Disney, Universal and local themed entertainment firms, as well as letters from the mayor of Orlando and IAAPA, the leading themed experience trade organization. These letters attest to the fact that there is a great need for the next generation of creative talent to support continued growth and innovation in the industry. Currently, the themed entertainment industry recruits talent from multiple,

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related disciplines but spends a disproportionate amount of effort and funding training individuals in the standard craft, skills and knowledge required in the industry. UCF's proximity to the regional themed experience industry, coupled with an internship program supported by local industry partners, supports our expectation that our graduates will find employment locally in their fields of expertise.

A note regarding the current situation, the themed entertainment industry has proven to be relatively resilient to economic downturns and demonstrated a pattern of steady growth over the last twenty years, including the period during the Great Recession. With the construction of an additional Universal park, and the expansion and remodeling of Disney's EPCOT underway, we anticipate continued growth and the continuing need for skilled and knowledgeable creative individuals. While the current situation will have an impact on the entertainment industry, we expect the industry to rebound sooner than others. International industry recovery is already in progress. Shanghai Disneyland has reopened to guests as of May 2020, and Disney World has announced intentions to use a similar model to rebound. Slated to enroll its first cohort of students fall 2021, this program will graduate its first class three years later, well after the expected economic recovery.

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

Fiscal Impact and Source of Funding:
The program tuition is set at regular tuition rates and funded as an E&G program.

Recommended Action:
The Provost's office recommends approval of the new degree program.

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

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by:	Michael D. Johnson
	Interim Provost and Vice President for Academic Affairs
Supporting Documentation:	Attachment A: Analysis Summary for New Degree Authorization – Themed Experience
	Please click the link below to view the full proposal:
	https://bot.ucf.edu/files/2020/05/Master-of-Science-in-Themed-Experience.pdf
Facilitator:	Timothy Letzring, Senior Associate Provost for Academic Affairs

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Attachment A   **Analysis Summary for New Degree Authorization**
                                    Program Name: Themed Experience MS

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	**Met with Strength** The Themed Experience MS draws on existing strengths in related fields across the university and promises to increase the university's engagement with one of its most prominent and distinctive local industries, strengthening existing partnerships with the theme park industry as well as developing new initiatives. The program will provide a STEAM education and is interdisciplinary in nature incorporating knowledge and coursework from Theatre, Hospitality Management, Architecture and Gaming & Interactive Media. The program will graduate students with specific experience in the entertainment industry which plays a key role in Florida's economy. It leverages the courses and success of UCF's existing Theatre MFA, Themed Experience Track.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	**Met** Themed Experience is a unique, emerging discipline with no specific accrediting entity. Other UCF programs in the discipline are accredited and successful.
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited, or a rationale is provided as to the lack of accreditation.	**Met with Strength** Admission requirements are broad which speaks to the interdisciplinarity of the program. The proposal clearly lists 7 required courses (21 credit hours) and provides a list of restricted electives students chose from for the remaining 4 courses (12 credit hours). The curriculum gives students a base knowledge with core courses and a broad choice of electives which helps the students to narrow down their focus in a way that best suits their needs and goals. The core courses are well aligned with the requirements in the industry. The overall curriculum is interdisciplinary which mirrors the nature and needs of the industry. The curriculum is designed to accommodate students with existing industry jobs, ensuring timely progress to graduation, and represents an ideal opportunity for employees to pursue career advancement.
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	**Met** The program will be taught using existing faculty and by adjuncts who are experts in the industry. In year two, an instructor/lecturer hire will join the program's tenured director. The program has gained strong support by College Deans and Associate deans in the Rosen College of Hospitality Management and the College of Engineering and Computer Science.

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	Criteria	Proposal Response to Criteria
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	**Met** Existing Library resources for this program are ample. The resources needed for this program are interdisciplinary. Finding funding to support software resources as the program progresses may be challenging. Internship opportunities are expected to be available given Orlando's location as the industry hub for themed entertainment. Thanks to the confirmed partners represented in the provided letters of support and advisory council membership, partnerships and opportunities for students will continue to strengthen. It is anticipated that this program will become part of the Disney Aspire program, providing students with external funding to support their continued education.
6.	Evidence suggests a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	**Met** The program conducted two surveys, demonstrating an interest among potential applicants. Similarly, the existing Theatre MFA, Themed Experience Track has received strong interest. This suggests the anticipated FTE and headcount for the program are realistic. The program is unique in Florida - there are no other institutions within the State University System offering a graduate degree in Themed Experience - and is well-positioned to prepare and produce graduates to meet much-needed local workforce demand. External support letters are provided and speak to the solid connection with industry partners. The program's advisory council further supports the industry connection and partnerships that will benefit the program.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	**Met** The budget is reasonable, leveraging existing faculty and includes a commitment to hire one additional instructor/lecturer in year two. The program plans to utilize adjunct faculty who are industry experts to teach courses. Adjunct faculty can provide the program flexibility in the future as expertise in a variety of topics will be needed to stay current.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	**Met** The program leverages existing courses. The faculty have been productive in teaching and research. Furthermore, the existing Theatre MFA, Themed Experience track has been productive and successful.

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ITEM: <u>EPC-2</u>

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
June 17, 2020

Title: Conferral of Degrees for Summer 2020 Commencement Ceremonies

Background:
UCF expects to award the following degrees in Summer 2020

Baccalaureate Degrees:	3,039
Master's Degrees:	629
<u>Doctoral and Specialist:</u>	190
Total:	3,858

Issues to be Considered:
Summer 2020 conferral for 3,858 graduates.

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
Recommend approval of the conferral of Degrees during for Summer 2020.

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

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by:	Brian Boyd
	University Registrar
Supporting Documentation:	Attachment A: Graduation Count
Facilitator:	Michael D. Johnson
	Interim Provost and Vice President for Academic Affairs

Attachment A

UCF Summer 2020 Commencement

College	Bachelor	Master	Doctorate	CollegeTotals
College of Arts and Humanities	196	17	2	215
College of Business Administration	391	132	3	526
College of Community Innovation and Education	379	216	49	644
College of Engineering and Computer Science	248	49	62	359
College of Graduate Studies	0	15	0	15
College of Health Professions and Sciences	355	103	1	459
College of Medicine	125	13	5	143
College of Nursing	200	12	27	239
College of Optics and Photonics	0	1	8	9
College of Sciences	702	51	31	784
College of Undergraduate Studies	231	0	0	231
Rosen College of Hospitality Management	212	20	2	234
Degree level totals:	3,039	629	190	3,858

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ITEM: <u>EPC-3</u>

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UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
June 17, 2020

Title: Tenure with Hire

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

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

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

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

Alternatives to Decision:
N/A

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

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

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

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by:	Jana L. Jasinski Vice Provost for Faculty Excellence and Pegasus Professor of Sociology
Supporting Documentation:	Attachment A: Tenure with Hire Justification
Facilitator:	Michael D. Johnson Interim Provost and Vice President for Academic Affairs

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Attachment A

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Tenure with Hire Justification

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Douglas Goodman, Professor
College of Community Innovation and Education, School of Public Administration

Dr. Douglas Goodman received his Ph.D. in political science from the University of Utah. He comes to UCF from the University of Texas at Dallas, where he was a tenured professor of public and nonprofit management. At UCF, he will serve as Director in the School of Public Administration. While at the University of Texas, Dr. Goodman served as Program Head of the Public and Nonprofit Management program, and as Master of Public Affairs (MPA) Director in the School of Economic, Political, and Policy Sciences. He is a well-recognized scholar in the field of Public Management, with numerous peer-reviewed publications, books, and book chapters, and has presented at many regional, national, and international conferences and invited lectures. Dr. Goodman has extensive teaching experience at the undergraduate and graduate levels having taught courses in administration of public human resource management, scope of public administration, and negotiation for effective management. He has served on many dissertation committees as chair, co-chair, and committee member. He was the inaugural John C. Stennis Fellow and a recipient of the Outstanding Graduate Professor Award. Dr. Goodman serves on editorial boards for *Review of Public Personnel Administration, Journal of Public Affairs Education, and Public Personnel Management*, and has served as reviewer for several national and international peer-reviewed journals, among many other service activities in the profession, college, and university. The School of Public Administration and College of Community Innovation and Education support the recommendation for tenure with hire.

Sherry Rankins-Robertson, Professor
College of Arts and Humanities, Department of Writing and Rhetoric

Dr. Sherry Rankins-Robertson received her Ph.D. in English from Arizona State University with a concentration in rhetoric, composition, and linguistics. She comes to UCF from the University of Arkansas at Little Rock, where she was a tenured associate professor of rhetoric and writing. At UCF, she will serve as chair of the Department of Writing and Rhetoric. While at the University of Arkansas, Dr. Rankins-Robertson held the position of associate vice chancellor of Academic Affairs in Student Success, Retention, and Online Education, and served as director of Composition, and Literacy Coordinator. Dr. Rankins-Robertson has published numerous peer-reviewed journal articles, book chapters, and books. She has presented at many regional and national conferences and invited presentations. Dr. Rankins-Robertson has extensive teaching experience at the undergraduate and graduate levels, having taught courses in technical writing, the personal essay, memoir, and composition theory. She has served on many dissertation and thesis committees as chair and committee member. Dr. Rankins-Robertson is the recipient of the Faculty Achievement Award for Excellence in Curricular Innovation and is an executive committee member of the Conference on College Composition and Communication, among many other service activities in the profession, college, and university. The Department of Writing and Rhetoric and College of Arts and Humanities support the recommendation for tenure with hire.

<div align="right">ITEM: EPC-4</div>

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UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
June 17, 2020

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Title: Second Amended and Restated Educational Programs Committee Charter

Background:
The Educational Programs Committee Charter was last approved by the Board of Trustees on
May 22, 2008.

Issues to be Considered:
The committee should consider the intent and impact of the proposed changes to the charter. The
proposed changes are primarily updates that address the Committee's oversight and purpose.

Alternatives to Decision:
The Committee could elect to maintain the current language or consider additional revisions to
those proposed.

Fiscal Impact and Source of Funding:
There is no fiscal impact to the recommended updates and changes.

Recommended Action:
Approval of proposed changes.

Authority for Board of Trustees Action:
N/A

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by:	Paige Borden
	Associate Provost and Chief Analytics Officer
	Division of Analytics and Integrated Planning
Supporting Documentation:	Attachment A: Educational Programs Committee (Redline)
	Attachment B: Educational Programs Committee (Clean)
Facilitator:	Michael D. Johnson
	Interim Provost and Vice President for Academic Affairs

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Attachment A

Second Amended and Restated
Educational Programs Committee Charter

~~**1. Mission**~~

~~The Educational Programs Committee will provide strategic input and oversight on policies and issues related to the University of Central Florida's academic mission.~~

~~2.~~1. Overall Purpose and Objectives

The Educational Programs Committee ("Committee") is appointed by the University of Central Florida Board of Trustees ("Board") with the responsibility to provide strategic input to the provost and president to ensure that curricular and co-curricular educational programs, student life, support services, faculty tenure~~personnel appointments and promotion systems, academic policies and procedures, academic budget,~~ information technology, library resources, learning resources, and assessment systems are of high-quality and that they support and strengthen the institution's mission, strategies, and academic priorities.

~~2.1~~1.1 ~~In concert with the president and provost, t~~The ~~Educational Programs~~ Committee reviews and, when appropriate, approves and recommends to the ~~University~~ Board ~~of Trustees~~:

- ~~academic mission statements~~
- strategic and long-range academic plans
- ~~academic program reviews~~
- proposals for new bachelor's, master's, and doctoral programs
- proposals for terminating bachelor's, master's, and doctoral programs
- ~~admission, progression, retention, and graduation results~~
- academic year calendar
- ~~the~~ awarding of tenure
- conferral of degrees
- key performance indicator results, including admissions, enrollment, retention, progression, graduation, and research productivity
- ~~policies important to the success of the educational, research, and service missions of the university~~

~~2.2~~1.2 The ~~Educational Programs~~ Committee also works closely with Academic Affairs ~~and marketing, communications, and admissions~~ to help enhance local, national, and international awareness of ~~educational~~ academic, research, and service programs at the university.

~~3.~~2. Authority

The ~~b~~Board authorizes the ~~c~~Committee to:

~~3~~2.1 ~~p~~Perform activities within the scope of its charter.

~~3~~2.2 ~~e~~Engage advisers as it deems necessary to carry out its duties.

2

4.3. Organization (Committee Membership and Meetings)

4.3.1 The chair of the bBoard will appoint the chair and members of the eCommittee.

4.3.2 The eCommittee will consist of at least five members.

4.3.3 Members will serve on the eCommittee until their resignation or replacement by the chair of the bBoard.

4. Meetings

4.41 A majority of eCommittee members will constitute a quorum for the transaction of business.

4.52 Meetings will be held not less than four times per year.

4.63 The eCommittee will maintain written minutes of its meetings.

4.74 The eCommittee may request special reports from members of the university or DSO management on topics that may enhance its understanding of their activities and operations as it relates to the committee's mission.

5. Governance Committee Charter

The eCommittee will:

5.1 evaluate its own performance, both of individual members, and collectively, on a regular basis

5.2 assess the achievement of the committee's duties specified in the charter and report findings to the board

5.3 review the eCommittee charter as necessary at least every three years and discuss any required changes with the bBoard to

5.4 ensure that any changes to the charter are approved by the bBoard

Approved by the UCF Board of Trustees on (date).

Adoption of Charter

I HEREBY CERTIFY that the University of Central Florida Board of Trustees adopted this charter at its regularly scheduled meeting on_____2008.

_____
Secretary
University of Central Florida Board of Trustees

3

Attachment B

Second Amended and Restated
UCF Educational Programs Committee Charter

1. Overall Purpose and Objectives

The Educational Programs Committee ("Committee") is appointed by the University of Central Florida Board of Trustees ("Board") with the responsibility to provide strategic input to the provost and president to ensure that curricular and co-curricular educational programs, student life, support services, faculty tenure, information technology, library resources, learning resources, and assessment systems are of high-quality and that they support and strengthen the institution's mission, strategies, and academic priorities.

1.1   The Committee reviews and, when appropriate, approves and recommends to the Board:
  - strategic and long-range academic plans
  - proposals for new bachelor's, master's, and doctoral programs
  - proposals for terminating bachelor's, master's, and doctoral programs
  - academic year calendar
  - awarding of tenure
  - conferral of degrees
  - key performance indicator results, including admission, progression, retention, graduation, and research productivity

1.2   The Committee also works closely with Academic Affairs to help enhance local, national, and international awareness of academic, research, and service ~~programs~~ at the university.

2. Authority

The Board authorizes the Committee to:

2.1   Perform activities within the scope of its charter.

2.2   Engage advisers as it deems necessary to carry out its duties.

3. Committee Membership

3.1   The chair of the Board will appoint the chair and members of the Committee.

3.2   The Committee will consist of at least five members.

3.3   Members will serve on the Committee until their resignation or replacement by the chair of the Board.

4

4. Meetings

4.1   A majority of Committee members will constitute a quorum for the transaction of business.

4.2   Meetings will be held not less than four times per year.

4.3   The Committee will maintain written minutes of its meetings.

4.4   The Committee may request special reports from members of the university or DSO management on topics that may enhance its understanding of their activities and operations as it relates to the committee's mission.

5. Committee Charter

The Committee will review the Committee charter at least every three years and discuss any required changes with the Board ensure that any changes to the charter are approved by the Board

Approved by the UCF Board of Trustees on (date).

5

ITEM: <u>INFO-1</u>

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
June 17, 2020

Title: Digital Learning Course Redesign Initiative (DLCRI) Project Update

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

Issues to be Considered:
N/A

Alternatives to Decision:
Information only

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
N/A

Authority for Board of Trustees Action:
N/A

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted and Facilitated by: Thomas Cavanagh, Vice Provost for Digital Learning

Supporting Documentation: Attachment A – DLCRI Status Update Presentation

1

Attachment A

Digital Learning Course Redesign Initiative

Status Update

Board of Trustees Educational Programs Committee

June 17, 2020

Digital Learning Course Redesign Initiative
(DLCRI)

- Approved in Fall 2017 during the Trustee Summit
- Kicked off in Spring 2018
- 3 year timeline
- $4M total budget
  - $2M university reserves (E&G)
  - $2M DL reserves (auxiliary—restricted)
- Advisory board representing leadership from CECS, COS, CAH, HOSP, SDES, Teaching & Learning, BOT

Digital Learning Course Redesign Initiative
(DLCRI)

Project Goals

- Reduce DFW rates

- Improve student success, retention, and satisfaction

- Increase classroom utilization

- Target key courses such as foundation sections, general education courses, and STEM

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Digital Learning Course Redesign Initiative
(DLCRI)

Project Promises

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

Digital Learning Course Redesign Initiative
Current Status

- **68** of 100 courses are complete
  - **+78** in development
- **25** of 50 Adaptive Learning courses are complete
  - **+31** in development
- **67** of 120 additional faculty have been through training
- **9** Colleges out of a goal of 5 have been engaged
- **78,393** enrollments have been impacted of a goal of 50,000
- **8** Active Learning Classrooms in CB1 in operation

Digital Learning Course Redesign Initiative
Program Level Projects

- Spanish (SPN1120 & 1121)
  - Adaptive with Realizeit and OER
  - 2 sections -> 15 sections Fall 2020
- GEP Cohort
  - Shareable Modules in Obobojo Next
  - 7 faculty
- Thermodynamics
  - Complete Course in Obojobo Next based on Dr. Chen's prerequisite Physics course
  - 3 faculty

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Digital Learning Course Redesign Initiative
Faculty Readiness When Pandemic Hit

"… the fact we did the digital redesign for Bio 2 ended up being a very lucky situation since I was much better trained and primed to be able to continue the course with minimal changes … The fact we already had a lot of online material … made it much easier for the students since they had been doing that all semester anyway … considering the large class size and the potential issues that could have happened going online suddenly, I am very happy about the way things turned out and appreciate having the tools and knowledge for the most part to have that happen as smoothly as possible!"

(Christa Dierckson, Biology)

Discussion

UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
June 17, 2020

Title: Amendment to 2020-21 and 2021-22 Academic Calendars

Background:
Due to a manual process, the deadline to drop courses has historically occurred the day before the add deadline. This manual process has become automated. Therefore, to increase efficiencies, create one deadline, and allow students a full week to attend all courses before dropping, it is proposed to move the drop deadline to the same date as the add deadline.

Issues to be Considered:

- **Change Description**: In the attachments, you will see the edited dates for the drop deadlines that now match the add deadline. For most semesters, this will now be on the Friday of the first week.
- **Benefits**:
  - This would avoid student/faculty confusion which currently exists with different add/drop deadlines (drop ends Thursday midnight, add ends Friday midnight);
  - Allow more students the chance to attend a class at least once before the drop/swap deadline, including the Friday only courses.
  - The current policy stems from a manual waitlist process. At that time, this delay gave students an extra 24 hours after the drop deadline to find available seats. The electronic waitlist process resolves most of that issue.

Alternatives to Decision:
Information Only

Fiscal Impact and Source of Funding:
NA

Recommended Action:
N/A

Authority for President's Action:
General Counsel's office has indicated Presidential Delegation of Authority authorizes the President to approve the university calendar, including this amendment.

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board Approval
Chair Kenneth Bradley has approved adding this item to the agenda

Submitted and Facilitated by:	Timothy Letzring
	Senior Associate Provost

Supporting Documentation:

Attachment A: Amended 2020-21 Academic Calendar
Attachment B: Amended 2021-22 Academic Calendar

Attachment A 2020-21 Academic Calendar - Proposed Proposed Revision for Downtown

EVENT	Fall 2020	Spring 2021	SU A (6 wks) 2021	B (6 wks) 2021	C (12 wks) 2021	D (8 wks) 2021
Classes Begin	24-Aug	11-Jan	17-May	28-Jun	17-May	17-May
Drop Deadline	28 ~~27~~-Aug	15 ~~14~~-Jan	21 ~~20~~-May	2 ~~1~~-Jul	21 ~~20~~-May	21 ~~20~~-May
Add Deadline	28-Aug	15-Jan	21-May	2-Jul	21-May	21-May
Withdraw Date	30-Oct	26-Mar	11-Jun	23-Jul	7-Jul	25-Jun
Thanksgiving Wednesday - No Classes- Student Holiday Only	25-Nov					
Last Day of Class	4-Dec	26-Apr	26-Jun	7-Aug	7-Aug	17-Jul
Study Day		27-Apr	-	-	-	-
Final Exams	12/7-12/12	4/28-5/4	-	-	-	-
Grades Due	16-Dec	7-May	30-Jun	11-Aug	11-Aug	21-Jul
Degree Conferral Date	18-Dec	6-May	7-Aug	7-Aug	7-Aug	7-Aug
Certifications	18-Dec	10-May	13-Aug	13-Aug	13-Aug	13-Aug
Commencement	12/18-12/19	5/6-5/8	7-Aug	7-Aug	7-Aug	7-Aug
Number of Class Days	76.5	77	31.5	31.5	63	46.5
Number of Final Exam Days	6	6	-	-	-	
Total Number of Instructional Days	82.5	83	31.5	31.5	63	46.5
Grand Total Number of Instructional Days	**228.5**					
Total Instructional Days*	**Fall 2020**	**Spring 2021**	**SU A (6 wks) 2021**	**B (6 wks) 2021**	**C (12 wks) 2021**	**D (8 wks) 2021**
August	6.5	-	-	-	-	-
September	23	-	-	-	-	-
October	24.5	-	-	-	-	-
November	18.5	-	-	-	-	-
December	10	-	-	-	-	-
January	-	15.5	-	-	-	-
February	-	22	-	-	-	-
March	-	19.5	-	-	-	-
April	-	23	-	-	-	-
May	-	3	10.5	-	10.5	10.5
June	-	-	21	3	24	24
July	-	-	-	23	23	12
August	-	-	-	5.5	5.5	0
Totals	82.5	83	31.5	31.5	63.0	46.5

* Does include final exam days

** Does not include final exam days # Saturday is counted as one-half an instructional day

Holidays - University Closed		
Labor Day	Monday	9/7/2020
Veterans Day	Wednesday	11/11/2020
Thanksgiving	Thurs-Sat	11/26-11/28
MLK	Monday	1/18/2021
Spring Break	Mon-Sat	3/7-3/14
Memorial Day	Monday	5/31/2021
4th of July	Monday	7/5/2021

2020-21-Academic Calendar Amended_DTC

2021-22 Academic Calendar - Proposed   Proposal B

Attachment B

EVENT	Fall 2021	Spring 2022	SU A (6 wks) 2022	B (6 wks) 2022	C (12 wks) 2022	D (8 wks) 2022
Classes Begin	23-Aug	10-Jan	16-May	27-Jun	16-May	16-May
Drop Deadline	27 ~~26~~-Aug	14 ~~13~~-Jan	20 ~~19~~-May	1 Jul ~~30-Jun~~	20 ~~19~~-May	20 ~~19~~-May
Add Deadline	27-Aug	14-Jan	20-May	1-Jul	20-May	20-May
Withdraw Date	29-Oct	25-Mar	10-Jun	22-Jul	8-Jul	24-Jun
Thanksgiving Wednesday - No Classes- Student Holiday Only	24-Nov					
Last Day of Class	3-Dec	25-Apr	25-Jun	6-Aug	6-Aug	16-Jul
Study Day		26-Apr	-	-	-	-
Final Exams	12/6/-12/11	4/27-5/3	-	-	-	-
Grades Due	15-Dec	6-May	29-Jun	10-Aug	10-Aug	20-Jul
Degree Conferral Date	17-Dec	5-May	6-Aug	6-Aug	6-Aug	6-Aug
Certifications	17-Dec	9-May	12-Aug	12-Aug	12-Aug	12-Aug
Commencement	12/17-12/18	5/5-5/7	8/5-8/6	8/5-8/6	8/5-8/6	8/5-8/6
Number of Class Days	76	77	32	31	63	47.5
Number of Final Exam Days	6	6	0	0	0	0
Total Number of Instructional Days	82.0	83	32	31	63	47.5
Grand Total Number of Instructional Days	**228**					
Total Instructional Days*	**Fall 2021**	**Spring 2022**	**SU A (6 wks) 2022**	**B (6 wks) 2022**	**C (12 wks) 2022**	**D (8 wks) 2022**
August	7.5	-	-	-	-	-
September	22.5	-	-	-	-	-
October	23.5	-	-	-	-	-
November	19.5	-	-	-	-	-
December	9	-	-	-	-	-
January	-	16.5	-	-	-	-
February	-	22	-	-	-	-
March	-	19.5	-	-	-	-
April	-	23	-	-	-	-
May	-	2	12	-	12	12
June	-	-	20	4	24	24
July	-	-	-	22	22	11.5
August	-	-	-	5	5	0
Totals	82.0	83	32	31	63	47.5

 * Does include final exam days

Saturday is counted as one-half an instructional day

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

Recommended Calendar by Academic Calendar Committee