Educational Programs Committee Meeting

Nov 18, 2020 3:00 PM EST

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Board of Trustees
Educational Programs Committee
Virtual Meeting
November 18, 2020, 3:00 – 5:00 p.m.

Livestream:
https://ucf.webex.com/ucf/onstage/g.php?MTID=e0d5100e63ab1d29265a1d982f4378263
Conference call number: 1-408-418-9388, access code: 132 633 1432

REVISED AGENDA

1.	Call to order	Kenneth Bradley, *Chair, Educational Programs Committee*
2.	Roll Call	Gwen Ransom, *Executive Assistant Office of the Provost*
3.	Minutes of the October 14, 2020 meeting	Chair Bradley
4.	Reports	Chair Bradley
	Discussion	Inspirational Spotlight Maribeth Ehasz, *Vice President, Student Development and Enrollment Services*
	Discussion	Provost Update Michael D. Johnson, *Interim Provost and Vice President for Academic Affairs*
5.	New Business	Chair Bradley
	EPC-1	Conferral of Degrees Michael D. Johnson
	EPC-2	New Degree Program – Master of Science in Cyber Security and Privacy Timothy Letzring, *Senior Associate Provost for Academic Affairs*

INFO-1		Accountability Plan – Mid-Cycle Metric Review M. Paige Borden, *Associate Provost and Chief Analytics Officer, Analytics and Integrated Planning*
INFO-2		Amendment to University Regulation 2.036 College Credit for Nontraditional Course Prior to Initial Enrollment Michael D. Johnson Timothy Letzring
INFO-3		Emerging Issue – Faculty Mix Michael D. Johnson Jana L. Jasinski, *Vice Provost, Faculty Excellence* M. Paige Borden

6. Adjournment   Chair Bradley

Board of Trustees
Educational Programs Committee
October 14, 2020
Virtual Meeting
MINUTES

CALL TO ORDER
Trustee Kenneth Bradley, chair of the Educational Programs Committee, called the meeting to order at 9:01 a.m. Committee members Vice-Chair Caryl McAlpin, Trustee Sabrina La Rosa and Trustee Harold Mills were present. Committee members Trustee Joseph Harrington and David Walsh join the meeting in session. Board of Trustee Chair Beverly Seay was also in attendance.

MEETING MINUTES
Educational Programs Committee August 12, 2020, meeting minutes were submitted for approval. Vice-Chair McAlpin made the motion to approve, and Trustee LaRosa seconded. The committee unanimously approved the minutes as written.

REPORTS
Provost Update
Interim Provost Michael Johnson provided the provost update, beginning with the status of the Fall 2020 semester. He stated that both face-to-face and remote education have both worked effectively. Provost Johnson praised the campus community for working together to comply with COVID-19 policies and promote a culture of safety and consideration for others. While also updating the committee on tracing the spike in positive COVID-19 cases to activity at bars and other social gatherings around UCF campus, and continuing to emphasize to students the need for continued safe practices. Johnson was happy to report that the school's safety measures have prevented transmission within classrooms.

Provost Johnson also outlined fall academics, beginning with the 3.9 percent increase in enrollment due to an early summer decision to admit more FTIC students. He indicated that polls and forecasts suggested a steep drop in fall enrollment. That did not materialize for UCF, although it did for many other institutions. UCF returning first-year students has a preliminary 92.3 percent retention rate, our highest ever, and an increase in headcount. Johnson outlined academic indicators and student success during the pandemic.

Despite the unprecedented stress for students, the provost outlined student successes, as they faced challenges involving health, family care, income loss, and disruptions to their regular class routines.

Johnson outlined some academic gains:

- Overall, our students have adapted well academically despite challenges caused by the pandemic.

- Student Course Outcomes comparison for summer 2020 with the previous summer

  - Despite severe disruptions, remote learning, and the many personal stressors students encountered, we saw a slight increase in the percentage of students with passing grades and a slight decrease in the rate of students who withdrew from classes. That's encouraging and rather remarkable.

  - Undergraduate students' successful completion of credit hours went up slightly this summer (the top item) with slightly improved GPA

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- We saw a small increase in the number of students who successfully moved off probation after entering the summer on probation. We saw a rather substantial 27 percent decrease in the number of students who entered probation during summer.

None of this is a direct measure of student learning, but it is encouraging to see this level of success. Also, faculty have worked very hard to make courses accessible and flexible; this semester, providing support to all students, including those who needed to be isolated or fell ill. Supporting students has taken much more time than usual. We have a deeply dedicated faculty, and I am very grateful for their effort.

Provost Johnson also shared a layout for Spring 2021 planning:

- During the Fall 2020 semester, about a fourth of class sections, were on campus, Also, about a fourth of students have at least one on-campus class. In a typical semester, approximately 80 percent of students would attend in-person on campus.

- Our goal for Spring 2021 is to substantially increase the number of face-to-face classes, beginning with subjects that would ordinarily be on campus. We know that the campus experience is vital for student success; we must do our best to provide it.

- We are comfortable with this path for several reasons: We know much more than we did in the summer about how to have a safe campus; our policies are well developed, as are our testing and tracing protocols; and, above all, this approach has worked, with no evidence of classroom transmission – at UCF or across the SUS.

- There are two significant limitations to our ability to offer face-to-face classes.

  - First, space must be available, continuing our COVID policies, including masks, physical distancing, and extra cleaning. Many sessions, however, will need to be offered remotely, simply because we can't fit them in the available space when distancing at issue. For example, we have 40 rooms that will accommodate COVID capacity and only seat 14 or fewer students, but we do not offer a considerable number of such small classes.

  - Secondly, faculty members at higher risk should not teach face-to-face. We have developed a process to document high-risk conditions, a more formal process than we used in planning for the fall semester.

- It is difficult for me to predict the outcome of this planning. But in a regular semester, we have around 2,500 sessions on campus. This fall the number was about 600. We will seek to get as close to the typical number as possible, given the constraints of space, class size, and faculty availability.

- We seek to publish the results for students by early November, so they have time to finalize spring schedules and factor in travel and housing.

Johnson emphasized that this plan can be changed if necessary. If conditions deteriorate as the next semester approaches, we will pivot towards remote teaching. He also stated plans for spring break are yet to be determined but expect a decision very soon.

Provost Johnson summarized the academic discussion emphasizing the commitment to provide a robust campus experience. All of us know that the college experience is about more than academics. Students want to engage in activities and be with other students. Belonging to a campus community is a crucial ingredient of retention and eventual graduation.

There are many offices and groups to provide these experiences — safely, in a time of COVID.

Some examples:

- More than 450 new UCF students came out for the physically distanced Knighting welcome event on Memory Mall.
- Students made approximately 18,000 visits to Recreation and Wellness facilities in one month.
- More than 700 students participated in a virtual registered student organization fair.
- And more than 670 students rushed a fraternity or sorority.

He commended the thoughtful work of Dr. Maribeth Ehasz, our vice president for Student Development and Enrollment Services, her team, and others whose creativity and determination help to provide students with a well-rounded campus experience despite the challenges posed by the pandemic.

Regarding Dr. Ehasz; she has announced that she will retire in February 2021 after 26 years at UCF, 15 years as vice president, bittersweet news. Maribeth is a champion for student success who has influenced thousands of her students during her amazing tenure. She is a major reason why our university is a leading choice for aspiring college students in Florida and beyond. We will miss her deeply, but she has earned this next step, along with our gratitude. He stated that Maribeth is a champion to our students.

Provost Johnson announced the preparation for three dean searches, and good news around campus:
- College of Optics and Photonics
- College of Sciences, and
- Library
- Pegasus Professor Peter Delfyett has earned the 2021 Arthur L. Schawlow Prize in Laser Science from the American Physical Society. The society selects one scientist each year who has made outstanding research contributions in laser science. Dr. Delfyett was recognized for "pioneering contributions to the development of ultrafast mode-locked semiconductor diode lasers, including the scientific understanding of the underlying physical processes, and their application in ultra-wide bandwidth optical communications and signal processing. Including the application of semiconductor lasers to fiber optic communications – the backbone of the internet." As you can see, national awards of this sort are a huge deal. Congratulations to Professor Delfyett.

- Rankings recently released by U.S. *News & World Report* shows UCF improved to 77th as a public national university. We are only one of three public universities in the nation to have improved our ranking in each of the last four years.

- A more in-depth look into their rating algorithm is telling. Our outcomes are in the top 50 among public universities. That includes measures of student success, including graduation and retention, social mobility, graduate indebtedness, and student excellence. But as all of us are painfully aware, our financial resources and our student-faculty ratio are far from the top 50. Insufficient resources hold us back in the rankings and reality.

- We should be proud of performing well. But I know very well that the constant burden of doing more with less weighs heavily on faculty and advisors and administrative staff across UCF. We are an excellent investment – the ROI is tremendous. We need to help others understand what a significant investment we are.

Chair Bradley recognized trustee David Walsh; who added that contributions made by Dr. Ehasz as immeasurable and exhalatory. She has been a great representative of this school across the country and region; it has been a blessing to have her here.

Chair Bradley stated agreement; and commented that we would all have the upcoming opportunity to bid farewell to her as she heads into retirement. By acclamation, we appreciate you and thank you abundantly for all that you have done.

Bradley continued with additional comments on the provost update:

- Recognizing Pegasus Professor Peter Delfyett for his prestigious award win. He stated that the professor probably did not seek to win an award but instead focused on teaching well and do good research. Bradley noted that those of this statue should be recognized and praised.

- Touting the remarkable growth of numbers for the fall semester, stating UCF grew the equivalent of a small university; which is remarkable.

- Reminding the Educational Programs Committee of the charge by chair Seay to study the student-faculty ratio. An upcoming discussion on the university's research function will inform our findings and work related to the student-faculty ratio. Educational programs leadership staff will soon present to the committee on the student-faculty issue. We need the background of the research discussion before we attempt to tackle this issue.

The final comment from chair Bradley was Kudos and Thank you to UCF faculty; they have been incredibly flexible over the past six months.

The record indicates Trustee Joseph Harrington has joined the meeting and is called on by chair Bradley to deliver the inspirational spotlight.

Inspirational Spotlight
Trustee Harrington recognized two people who put him on his career path, recognizing and entirely appreciative of the circumstances in which he was born. Both parents have a Ph.D., and the town he grew up in had a great public school. Harrington spoke about their love of science, being influenced by his parents' careers; his father worked as a power company, a nuclear engineer, and an environmentalist. Harrington stated that because of his father's influence and inspiration, he was able to get an early start in science and put him on the path to becoming a scientist.

Trustee Harrington speaking of his mother stated that she learned about the sky because of a subscription to an astronomy magazine. She would point out and describe stars to him from the night sky, which is how he got his astronomy interest.

In closing, Harrington stated inspiration from both parents spurred his curiosity in science and put him in the direction that he lives today.

NEW BUSINESS
2021-22 Undergraduate Admissions Tests (INFO-1)
Chair Bradley introduced Provost Johnson and Dr. Gordon Chavis, Associate Vice President for Enrollment Services, to present this information item, which outlines data on UCF applications and future test submissions.

The impact of COVID-19 has caused many test centers across Florida and the nation to cancel test administrations due to students' and parents' safety concerns. Over one million fewer students nationally, and nearly 44,000 fewer students in the state of Florida, have been able to take the SAT this year versus this time last year. SAT or ACT for admissions required by the Board of Governors Regulation 6.002. Given the lack of ability for a significant number of students to take a test this year, on August 4, a recommendation was made by the SUS Admissions Deans, requesting a one-year temporary relief from the BOG admissions requirement.

Chavis went on to explain that due to the lack of access to safe test environments. It is impacting all new student applications and test receipt trends. Information presented shows receipt of applications and test scores for the first few weeks of the new admission cycle, 2020-2021. A similar report is shared weekly with campus leadership, and there is a concern about what the report shows.

Chair Bradley questioned if there has been any response from SUS to the request. Chavis indicated none has been received to date. However, work continues to provide additional test opportunities for students; the situation should gradually improve.

Trustee Harrington was recognized. He wanted to make clear the distinction between SAT and ACT.

Gordon Chavis continued by highlighting summer and fall FTIC application trends for the same period and student submissions of SAT and ACT. However, several trends are negative, but positive areas do exist:

- Fall trends are promising and moving in the right direction.
- The number of prospects for this increased compared to last year
- UCF continues to be the number one university in the state where high school seniors send their test scores

Chavis shared two other points with the committee:

- Trends in applications this year are inconsistent with applications and test trends that we have seen in the past five years, which were positive. Therefore, we believe that COVID-19, family economics, safety concerns, and the inability to get a test administered are impacting not only UCF application trends but also those throughout the SUS.

- ACT administration shared their practices for increasing test opportunities for students coupled with college board efforts for the SAT administration and UCF adopting recruitment and marketing practices that show positive signs during this COVID environment. There is a reason for optimism for the future.

Chair Bradley recognized trustee Harold Mills; he asked about these tests' role in the admissions process? Chavis answered that the approach is holistic and a combination of the high school curriculum's strength, along with high school performance being better indicators of success than a test. Also, other factors like letters of recommendation, student writing, and previous employers.

Trustee Walsh was recognized and shared that the University of Chicago has abandoned these tests as a requirement for applicants and would hope that UCF is not moving in that direction. He asked, what is the long term thinking about these tests? Dr. Chavis answered that UCF is not headed in that direction and reiterated the importance of all the admissions process components in determining if a student is the right fit or can be successful. There are many indicators of future academic success. We need to continue to think about all pathways.

Chair Bradley recognized Board of Trustees chair Beverly Seay; she asked what is the impact of ACT | SAT testing to scholarship opportunities? Will there be an additional burden on the university to provide scholarship resources from other areas that do not have ACT | SAT requirement? Chavis stated it would be important to carefully evaluate candidates for merit scholarships, resulting from

high school GPA and test scores. If students do not have the opportunity to retake tests, they do not have the chance to increase scores, which could be the difference in obtaining a scholarship or not. The process will need careful review.

Chair Seay asked the question: could Cares Act Funds use for scholarships?

Chavis replied that the funds have also been exhausted, helping 20,000 students with various needs. There were time constraints for using these funds.

Trustee Harrington was recognized and stated that standardized testing discussions continue among faculty.

Chair Bradley closed this discussion by asking Provost Johnson to the EPC informed and updated at future meetings. Also, what are the admission deadlines for summer and fall of next year. Gordon Chavis stated that these deadlines are in the spring, and we will have a better picture of the admission direction in December or January.

Graduate Admissions Tests – Regulation Update (INFO-2)
Chair Bradley introduced Dr. Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies, to present this information item, which represents the graduate level admissions exams, similar issues to the previous, such as the availability of testing sites.

Dr. Klonoff begins by noting the request to modify UCF Regulation 2.003, which currently requires anyone that is entering a doctoral program and does not have a master's degree, take some form of a standardized test. With the

modification, we ask to make this test-optional for spring, summer, and fall 2021, based on department and program, giving the program the option to decide.

UCF local regulations require the GRE of all incoming doctoral students; it is at the program discretion for incoming master seeking students. In response to stated concerns, many universities have elected to waive requirements to take the GRE.

This request for approval has been reviewed and approved by the Graduate Policy Committee at UCF and is on October 22, 2020, Governance Committee's agenda for approval.

Klonoff stated it makes sense to waive the GRE testing requirement of graduate programs due to the difficulty in applicants being able to take the GRE in the COVID environment.

Chair Bradley questioned how we use the GRE for admissions at the graduate level?

Dr. Klonoff submitted that admissions at the graduate level are very different from undergraduate admissions programs have an idea of what they are looking for in a student, a better sense of what the student has done in the past; there is a record of research, performance and work experience. Very different from coming from high school and being the first time in college.

She also indicated that the Graduate Policy Committee is currently meeting to discuss if the waiver request should extend beyond 2021.

Digital Learning Course Redesign Initiative (INFO-3
Dr. Tom Cavanagh presented an update on the DLCRI project, a three-year project authorized and funded by the Board of Trustees, which began in January 2018. Cavanagh explained that periodic updates were a requirement for funding this strategic initiative; the project will conclude at the end of the year,

This update will include plans as we advance and the following projected goals for FY 20-21:

- transform 100 courses, 96 are complete, and on track to deliver 154
- train 120 faculty, 75 trained and expect 80 by the end of the fiscal year.
  - found the need did not require 120, on track to end with 80 trained.
- impact 50,000 enrollments, 81,305 are complete; on track for 90,000
- partner with five colleges, with 9 engaged to date
- transform eight classrooms into technology-enhanced active learning spaces, and have completed eight,

Cavanagh also delivered a spring 2020 evaluation overview on migration to remote instruction, which included redesigned and adaptive courses to maintain or gain student success and all courses' success rate.

In closing, Tom Cavanagh indicated the project is running under budget according to accomplished objectives. The plan is to continue with the project until funds deplete while laying out a new focus of strategically recruited team projects.

ADJOURNMENT
Chair Bradley adjourned the Educational Programs Committee meeting on October 14, 2020, at 10:01 a.m.

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

Submitted by: _____   _____
                 Janet Owen   Date
                 Associate Corporate Secretary

UCF BOARD OF TRUSTEES
Agenda Item Summary
EDUCATIONAL PROGRAMS COMMITTEE
November 18, 2020

Title: Conferral of Degrees

☐ **Information** ☐ **Information for upcoming action** ☒ **Action**

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:
Approval for Fall 2020 Commencement dates and number of graduates.

Background Information:
UCF expects to award the following degrees during the Fall 2020 virtual commencement ceremonies on December 19, 2020.

Baccalaureate Degrees:	5310
Master's Degrees:	850
Doctoral and Specialist:	110
Total:	6,270

Recommended Action:
Recommend approval of the conferral of degrees during the Fall 2020 Commencement.

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

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 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

UCF Fall 2020 Commencement

College	Bachelor	Master	Doctorate	CollegeTotals
College of Arts and Humanities	305	25	1	331
College of Business Administration	792	66	1	859
College of Community Innovation and Education	632	313	13	958
College of Engineering and Computer Science	662	137	57	856
College of Graduate Studies	0	15	0	15
College of Health Professions and Sciences	523	122	0	645
College of Medicine	196	13	3	212
College of Nursing	186	21	10	217
College of Optics and Photonics	8	6	7	21
College of Sciences	1,284	101	18	1,403
College of Undergraduate Studies	397	0	0	397
Rosen College of Hospitality Management	325	31	0	356
Degree level totals:	5,310	850	110	6,270

UCF BOARD OF TRUSTEES
Agenda Item Summary
Educational Program Committee
November 18, 2020

Title: Approval of New Degree Program – Master of Science in Cyber Security and Privacy

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☐ **Information**   ☐ **Information for upcoming action**   ☒ **Action**
Meeting Date for Upcoming
Action: _____

Purpose and Issues to be Considered:
The College of Engineering and Computer Science (CECS) (Department of Computer Science); College of Business Administration; the College of Graduate Studies (School of Modeling, Simulation & Training (SMST); College of Sciences (Department of Psychology); and College of Community Innovation and Education (Department of Criminal Justice) have designed a new M.S. degree program in Cyber Security and Privacy for the Board of Trustees' consideration of approval. Due to its requirement for students with primarily STEM backgrounds, this degree program will be housed in CECS. UCF is designated as both the National Centers of Academic Excellence in Cyber Defense (CAE-CD) since 2016 and National Centers of Academic Excellence in Research (CAE-R) since 2017. The proposed M.S. degree program will build upon this reputation and provide a broader in-depth education in Cyber Security and Privacy, providing an even more significant impact on the region.

Background Information:
The scale and quantity of cybercrimes have been increasing over the years. Fighting cybercrimes is among the FBI's top three priorities behind terrorism and counterintelligence. For example, *Forbes* reported four significant breaches in 2018, and Facebook suffered several breaches in 2018, the worst affecting at least 50 million users. In November 2018, Marriott admitted that they leaked the records of up to 500 million customers. In December 2018, Quora leaked up to 100 million users' information, including their names, email addresses, IP addresses, user IDs, encrypted passwords, personalization data, and others. On September 6, 2018, British Airways announced that around 380,000 booking transactions had leaked, including customer bank card numbers, expiration dates, and security codes. According to Symantec, a global leader in cyber security, credit cards can be sold for up to $45 each on black markets. The extensive data leaks have affected all sectors of society.

The ever-evolving cyber-attacks are now demanding highly skilled cyber security workforce than ever. There is a vast and growing shortage in cyber security talent. According to (ISC)2, there are 3 million shortages in cyber security specialists around the globe. According to ESG, in 2018, 53% of organizations reported a problematic shortage of cyber security skills, with a 42% growth in 2015. U.S. employers posted 313,735 job openings between September 2017 and August 2018, according to the U.S. Department of Commerce's National Institute of Standards and Technology

(NIST), Burning Glass, and CompTIA.. The M.S. in Cyber Security and Privacy is part of UCF's initiative to train advanced cyber security professionals.

Recommended Action:
Approve the proposed Master of Science in Cyber Security and Privacy.

Alternatives to Decision:
Not approve the proposed Master of Science in Cyber Security and Privacy or make alternative recommendations.

Fiscal Impact and Source of Funding:
The fiscal impact is minimal for a STEM graduate program as all but two elective courses in the program already exist and are being taught regularly now. This program's enrollment potential is demonstrated in the cover page table, and three departments have re-allocated funds for this program based on these estimates, as illustrated in Appendix A.

Authority for Board of Trustees Action:
UCF Regulation 2.040 Development, Approval, Termination, and Suspension of Degree Programs

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

Submitted by: Michael D. Johnson, Interim Provost and Vice President of Academic Affairs

Supporting Documentation: Attachment A: Analysis Summary for New Degree Authorization M.S. in Cyber Security and Privacy
Please click the link below to view the full proposal:
https://bot.ucf.edu/files/2020/11/New-Degree-Proposal-MS-Cybersecurity-and-Priviacy.pdf

Facilitators/ Presenters: Timothy D. Letzring, Senior Associate Provost for Academic Affairs
Gary Leavens, Professor, Computer Science
Changchun Zou, Associate Professor, Computer Science

Analysis Summary for New Degree Authorization
Program Name: Cybersecurity and Privacy 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 field of Cybersecurity is a strength of UCF – UCF has been designated as a National Center of Academic Excellence in both Cyber Defense (CAE-CD) and in Research (CAE-R). The University has established a strong interdisciplinary faculty cluster in this field as part of its Faculty Cluster Initiative (FCI). The proposed program will enable UCF to meet the high regional demand in Cybersecurity, providing highly trained graduates that address the increased workforce need in the cybersecurity industry. This program will further enhance UCF's goals of international prominence in research and graduate study and to become a leading partnership university.
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** There are currently no accrediting bodies for complimentary graduate programs at UCF. The undergraduate programs are accredited by ABET and have been responsive to accreditor feedback. Program reviews of related graduate programs in 2018-2019 were strong. One suggestion from the review was that more support staff was needed. The program has put forth efforts to address this concern, despite the added complications from the pandemic. Also, in response to the program reviews, the CS department is pursuing an accelerated BS to MS pathway for Computer Science undergraduates.
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** All courses listed in the program curriculum currently exist. The program offers numerous elective options to allow students flexibility and includes two tracks with a thesis option. The program proposal has outlined a detailed sequenced course of study for both proposed tracks that will allow full-time and part-time students to complete the program within a reasonable time to degree. The program has obtained letters of support from interdisciplinary units that will participate in the program. Related undergraduate programs at UCF have been successful and are ABET accredited.
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 with Strength** The program leverages the success and strength of the existing Faculty Cluster in the area of Cybersecurity. A strong critical mass of experienced faculty members is already in place with all courses in the curriculum currently being taught by existing faculty. The program has included letters of support from the deans of collaborating colleges to verify their participation.

	Criteria	Proposal Response to Criteria
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	**Met with Strength** All resources required for the program are in place and no new physical space is needed. Existing library resources are strong, and funding for new library resources to support the program has been budgeted annually. Recurring fellowship support ($30k annually) for students has been included. The program anticipates strong interaction with local industry partners to provide opportunities for students to complete research and capstone projects.
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	**Met with Strength** In 2019, the Bureau of Labor Statistics predicted that the information security analyst jobs will grow by 31% by 2029, which is much faster than average job growth (4%), and the 2019 median pay in this field is $99,730 per year. A survey of UCF CS and IT undergraduate in 2019 demonstrated strong interest among undergraduates in pursuing an MS degree in cybersecurity, with > 60% very/somewhat interested. The program is differentiated from similar programs within the state by focusing on hardware and software elements rather than the communication aspect of Cybersecurity. The proposal contained a very detailed description of the differentiation of the proposed program from existing similar SUS programs. The program is projecting a diverse student body – existing complimentary programs, such as the current computer science program, include a high percentage of minority and underrepresented students.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	**Met with Strength** The budget is realistic and aligns with those of the existing successful MS programs in Computer Science and Digital Forensics. The necessary infrastructure for the proposed program is in place and there are no anticipated negative effects on existing programs. Participating units have provided letters of support to demonstrate their planned participation and resource allocation to the proposed degree program.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	**Met with Strength** The program has received strong support from associated academic units across campus including CECS (Computer Science), CoB (Management), SMST, CoS (Psychology), CCIE (Criminal Justice). The proposal provides a detailed description of the productivity and quality of these academic units and their associated faculty in teaching, research, and service (see Section IX.D).

UCF BOARD OF TRUSTEES
Agenda Item Summary
Educational Programs Committee
November 18, 2020

Title: Accountability Plan – Mid-Cycle Metric Review

⊠ **Information**   ☐ **Information for upcoming action**   ☐ **Action**

Meeting Date for Upcoming Action:

_____

Purpose and Issues to be Considered:

A briefing related to UCF's performance on Accountability Plan metrics will be provided. The mid-cycle metric review will include 2020 benchmark comparisons, detail adjustments to 2021 performance-based funding metrics, and present available early, unofficial 2021 achievements.

Background Information:

Each April, UCF submits an annual Accountability Plan to the Board of Governors in accordance with BOG 2.002(3). The plan details the university's strategic direction, key metric performance, enrollment plan, and potential academic program development.

Recommended Action:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
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 has approved adding this item to the agenda ⊠

Submitted by: M. Paige Borden, Associate Provost and Chief Analytics Officer
                          Analytics and Integrated Planning

Supporting Documentation: Attachment A: Accountability Plan - Mid-Cycle Review Presentation

Presenter: M. Paige Borden

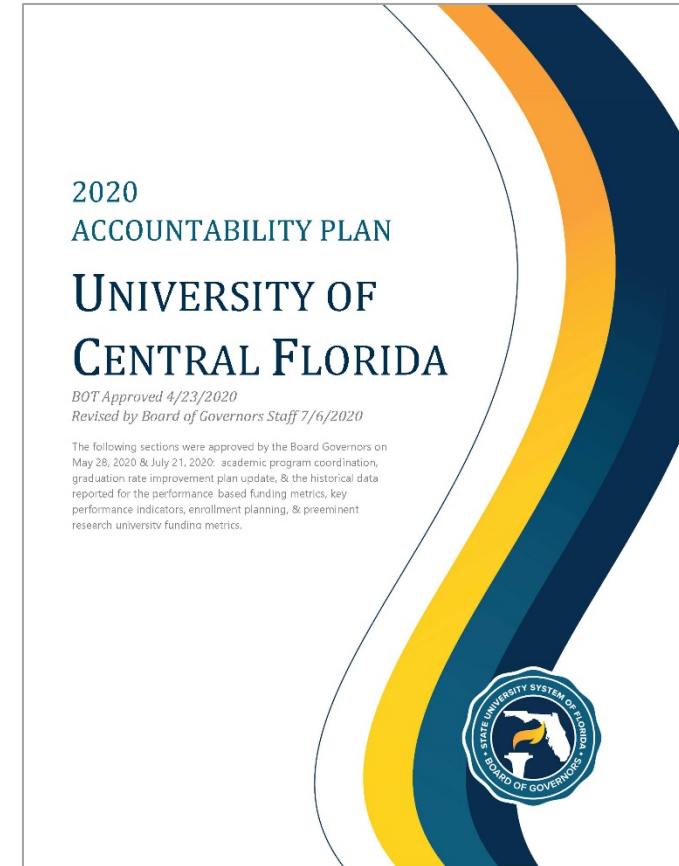# 2020 and 2021 Accountability Plans Mid-Cycle Review

Educational Programs Committee

November 18, 2020

Accountability Plans 2020 and 2021

- Reminder: 2020 plan partially approved

- Performance-based Metrics
  - UCF 2020 performance benchmarks
  - Adjustments for 2021
  - Early, draft 2021 results

- Preeminent Research University Metrics
  - UCF 2020 performance benchmarks
  - Early, draft 2021 results

2020
ACCOUNTABILITY PLAN

UNIVERSITY OF CENTRAL FLORIDA

BOT Approved 4/23/2020
Revised by Board of Governors Staff 7/6/2020

The following sections were approved by the Board Governors on May 28, 2020 & July 21, 2020: academic program coordination, graduation rate improvement plan update, & the historical data reported for the performance based funding metrics, key performance indicators, enrollment planning, & preeminent research university funding metrics.

	Performance-Based Funding Metrics	2020 Points Result	SUS 2020 Rank	2016 Actuals	2020 Actuals	2021 DRAFT (2019-20 Data)	Trend	2021 Approved Goal (Proposed Goal)	2023 Approved Goal (Proposed Goal)
1	Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation	8, +1	7th	65.1%	69.1%			69.5%	70.1%
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	9	T-4th	$37,000	$40,000			$40,600	$41,300
3	Net Tuition and Fees per 120 Credit Hours	10	7th (max pts)	$15,330	$7,580			$11,950 ($7,580)	$11,850 ($7,480)
4	FTIC 4-year Graduation Rate (Full-time students)	7, +1	5th	40.4%	46.3%	47.4%		48.0%	50.7%
5	Academic Progress Rate (FTIC 2-year Retention Rate with GPA > 2.0)	10, +2	3rd (max pts)	86.6%	90.1%	91.5%		89.5% (90.3%)	90.2% (90.6%)
6	Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	10	9th (max pts)	49.7%	51.2%	52.8%		53.4%	54.0%
7	University Access Rate (Percent of Fall Undergraduates with a Pell grant)	9	5th	39.0%	39.2%			41.8%	42.8%
8	Graduate Degrees Awarded Within Programs of Strategic Emphasis	10	5th (max pts)	61.7%	61.2%	60.4%		63.4%	64.0%
9	Percent of Bachelor's Degrees Without Excess Hours **REPLACED**	9	9th	69.2%	79.0%				
9A	AA Xfer 2-year Graduation Rate (Sum-Fall FT FCS AA Xfer students) **NEW**		n/a	31.8%	33.0%	31.8%		n/a	n/a
9B	Pell 6-year Graduation Rate (Sum-Fall All FTIC students with Pell) **NEW**		n/a		69.6%	71.2%		n/a	n/a
10	NEW: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students	7, -3*	n/a	31.5%	37.9%	39.0%		38% (39%)	39% (40%)
		89 Points							

*New BOT Choice metric designed to have a max of 7 points. Replaced total degrees awarded metric.

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UCF

Preeminent University Metrics	**Benchmark**	**2020 Result**	**SUS* 2020 Comparison**	**UCF 2016**	**UCF 2020**	**UCF 2021 DRAFT**	**TREND**
A **Average GPA and SAT Score** (for incoming freshman in Fall semester)	**4.0 GPA/1200 SAT**	✓	T-2nd	4	**4.2**	**4.2**	
	1200 SAT		2nd	1261	**1332**	**1320**	
B **Public University Ranking** (in more than one national ranking)	**Top 50** in 2 or more publications	✓	4th	1	**2**		
C **Freshman Retention Rate** (Summer-Fall Full-time FTIC)	**90%**	✓	T-3rd	89%	**91.5%**	**92.3%**	
D **4-year Graduation Rate** (Summer-Fall Full-time FTIC)	**60%**		4th	40.4%	**46.3%**	**47.4%**	
E **National Academy Memberships**	**>= 6**	✓	T-4th	1	**7**		
F **Total Annual Research Expenditures** (Science & Engineering only)	**>= $200M**		5th	$170	**$186**		
G **Total Annual Research Expenditures in Non-Medical Sciences** (S&E only)	**$150M**	✓	5th	$168	**$169**		
H **National Ranking in Research Expenditures**	**5 in Top 100**	✓	T-4th	7	**6**		
I **Patents Awarded** (over 3-year period)	**100**	✓	4th	177	**138**		
J **Doctoral Degrees Awarded Annually**	**400**	✓	5th	423	**415**	**466**	
K **Number of Post-Doctoral Appointees**	**200**		5th	47	**146**		
L **Endowment Size**	**$500M**		5th	$151	**$165**		
	Metrics Met:			**5**	**8**		

*: Only ranked among UF, FSU, USF, UCF, and FIU

Discussion

Title: Amendment to University Regulation UCF-2.036 (College Credit for Nontraditional Courses Prior to Initial Enrollment)

☒   **Information**   ☐   **Information for upcoming action**   ☐   **Action**
Meeting Date for Upcoming
Action: _____

Purpose and Issues to be Considered:
The university proposes to amend Regulation UCF-2.036 (College Credit for Nontraditional Courses Prior to Initial Enrollment) to clarify the authority, responsibility and roles, and standards for determining UCF credit equivalency for non-traditional courses completed prior to the initial term of enrollment. Amendments are also made to restrict the number and types of entities from which UCF will consider awarding credit for non-traditional courses. Credits completed at institutions with appropriate accreditation or other entities with whom the university enters into an articulation agreement will be accepted.

Background Information:
This regulation revision is on the November 19, 2020, agenda of the Governance Committee and it is being presented to EPC as an information item as it relates to academic issues. Florida Board of Governors Regulation 1.001 provides that "Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors." This regulation also relates to BOG Regulation 6.020.

Recommended Action:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Authority for Board of Trustees Action:
Board of Governors Regulation 1.001

Contract Reviewed/Approved by General Counsel   ☐   **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

Submitted by: Michael D. Johnson, Interim Provost and Vice President of Academic Affairs

Supporting Documentation: Attachment A: Proposed Amended Regulation UCF 2.036 (redline)

Facilitator: Timothy D. Letzring, Senior Associate Provost for Academic Affair

UCF-2.036 College Credit for Nontraditional Courses Prior to Initial Enrollment

(1)   Undergraduate students who are admitted to the university and who have completed non-traditional courses delivered by eligible institutions of higher education or other entities with which the university has entered into an articulation agreement, including online and short college level courses, prior to initial enrollment in undergraduate education may request that the university evaluate that work to determine if credit might be awarded. Sufficient time must be allowed for the university to evaluate the course material for transferability or prior learning credit.

(2)   For purposes of this process, Eeligible institutions of higher education shall include those accredited by one of the following accrediting bodies:

   (a)   Accrediting Commission for Community and Junior Colleges (ACCJC)

   (b)   New England Commission of Higher Education (NECHE)

   (c)   Higher Learning Commission (HLC)

   (d)   Middle States Commission on Higher Education (MSCHE)

   (e)   Northwest Commission on Colleges and Universities (NWCCU)

   (f)   Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

   (g)   WASC Senior College and University Commission

(3)   Award of credit for that nontraditional work prior to initial enrollment must meet the following conditions:

   (a)   The request for credit review wasis made as soon as practicable but prior to the start of the initial term of enrollment and all required documentation was provided sufficiently in advance of the initial term of enrollment to allow review (see further information in paragraphs (4) and (5), below) and as soon as practicable.

   (b)   University faculty members with appropriate disciplinary expertise determine the nontraditional course content and learning outcomes to be comparable to a course offered at the institution or general elective credit;

   (c)   The Nnontraditional courses for which credit is requested meet the quality and accreditation standards intended for a transfer course or the equivalent thereof as determined by the CollegeDean of Undergraduate Studies in consultation with the institutional accreditation liaison or designee and other units, as appropriate; and

(d) If the course is intended to meet a specific requirement for the student's degree program, the department or college offering the program determines that the nontraditional course is relevant to the student's ~~intended~~ program of study; ~~and~~

(e) ~~If the coursework was delivered by a foreign institution, the coursework and accreditation status of the institution must be evaluated by an appropriate service provider acceptable to the university.~~

(~~3~~4) ~~Students wishing to have such nontraditional coursework evaluated for the purpose of receiving credit should inform the UCF Office of Undergraduate Admissions as soon as practicable.~~ If credit for the nontraditional coursework was awarded by another accredited institution of higher education meeting university transfer eligibility requirements, the student must submit an official transcript reflecting the award of credit and the transferability of that work will be determined with the same processes and criteria for other transferred courses. The decision to award UCF credit for nontraditional coursework or not lies solely with UCF, regardless of whether or not another institution of higher education previously awarded credit. The university reserves the right to request additional information from the student, such as that covered in (5) below, to assist in rendering an informed decision that assures the integrity of UCF awarded credit.

(~~4~~5) If the nontraditional coursework did not result in credit awarded by a previous institution, the student may request a review for the awarding of credit by providing the following information to the College of Undergraduate Studies to facilitate review as noted in (3)(c) above and if determined appropriate, by ~~directly to~~ the academic department that is qualified to evaluate the subject matter:

(a) A syllabus for the course;

(b) Credentials of the faculty member(s) teaching the course;

(c) Course objectives and learning outcomes for the course;

(d) Confirmation that the course was satisfactorily completed; and

(e) Other information requested by the subject area faculty member(s) in order to determine demonstrated mastery of course learning outcomes. This may include a proctored testing requirement.

To ensure there is sufficient time for review, all required documentation must be submitted ~~no later than three months~~ prior to the start of the initial term of enrollment. Assuming all requested information is provided, normally a decision regarding the awarding of credit shall be made within the first term of enrollment.

(~~5~~6) To be eligible for credit, both short courses ~~for credit shall have the same number of contact hours as do~~and regularly scheduled courses must include an amount of student work equivalent to that expected in the institution's credit hour definition. ~~Other nontraditional courses must have an appropriate substitute(s) for the associated contact hours.~~ The review of nontraditional course(s) must document equivalency with traditional course(s) when such traditional courses exist, or if more appropriate, general elective credit.

(~~6~~7) Courses may be evaluated on the basis of the recommendations of the American Council of Education (ACE) when official credentials have been properly presented. While credit may be granted when courses are equivalent to those offered by the University, recommendations by ACE are not binding upon the University. Even though records may have been evaluated by another accredited institution, it is important to have official credentials sent to UCF for evaluation.

(~~7~~8) Credit for coursework taken prior to the initial term of enrollment will be noted on the student's transcript.

(~~8~~9) An undergraduate student wishing to appeal the university's denial of credit for nontraditional courses may submit an appeal, in writing, to the College of Undergraduate Studies within 30 days of the date that the denial is sent to the student.

Authority: BOG Regulations 1.001, and 6.020. History - New 12-21-15, Amended 4-23-20, Amended _____-20.

UCF BOARD OF TRUSTEES
Agenda Item Summary
Educational Programs Committee
November 18, 2020

Title: Emerging Issue – Faculty Mix

☒ **Information**   ☐ **Information for upcoming action**   ☐ **Action**

Meeting Date for Upcoming
Action: _____

Purpose and Issues to be Considered:

The Phase II discussion of Faculty Mix will include the following topics:
- faculty mix: a breakdown of tenured, tenure-earning, and non-tenured
- trends and benchmarks of UCF's faculty mix
- introduce Common Data Set's Faculty-to-Student Ratio calculation and benchmarks

Background Information:

The Educational Programs Committee was charged in July with deeper consideration of an emerging issue regarding faculty mix, student-to-faculty ratio, and faculty tenure. A series of related discussions and presentations will present UCF's current status, impacts of various options, and formulate a strategic direction for the emerging issue.

Phase I – A research workshop at the October 22 Board of Trustees meeting focused on the mission of an R1 institution, research awards and expenditures, and the centrality of tenure-earning faculty to the research enterprise.

Recommended Action:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
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 has approved adding this item to the agenda ☒

Submitted by: Jana L. Jasinski, Vice Provost for Faculty Excellence
M. Paige Borden, Associate Provost and Chief Analytics Officer
Analytics and Integrated Planning

**Supporting
Documentation:**   Attachment A: Emerging Issue – Faculty Mix - Presentation

**Facilitators/
Presenters:**   Michael D. Johnson, Interim Provost and Vice President for Academic Affairs
Jana L. Jasinski
M. Paige Borden

Faculty Mix – Phase II

Educational Programs Committee

November 18, 2020

Today's Topics

- Recap Research (Phase I) discussion
- UCF Faculty Types, Trends, and Mix
- Partial SUS Benchmarks
- Student-to-Faculty Ratio Definition
- Additional Benchmarks to Peers
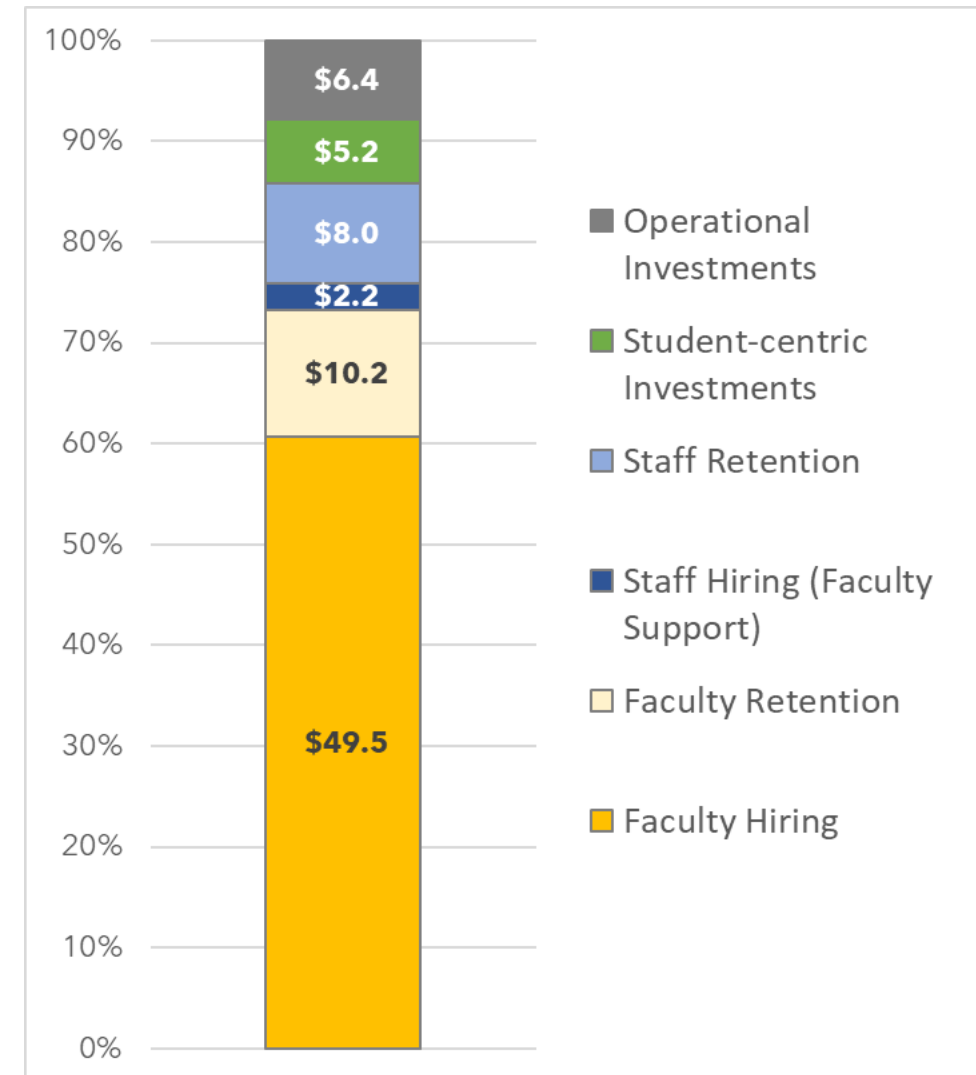
Research Presentation to BOT 10/2020

- UCF is an **R1 university** – Carnegie Classification held by only **94** public universities
- Tenured and Tenure-earning faculty drive research and scholarship
- Research Awards increased **+53%** in 10 years; $204.5 (2020)
- Next Steps for Research at UCF
  - Research Impact Study and External Expert consultations
  - Develop an Action Plan

UCF

UCF Faculty Types, Mix, and Trends

Faculty Focused Investments

- $81.6 million in new allocation funding* since 2015
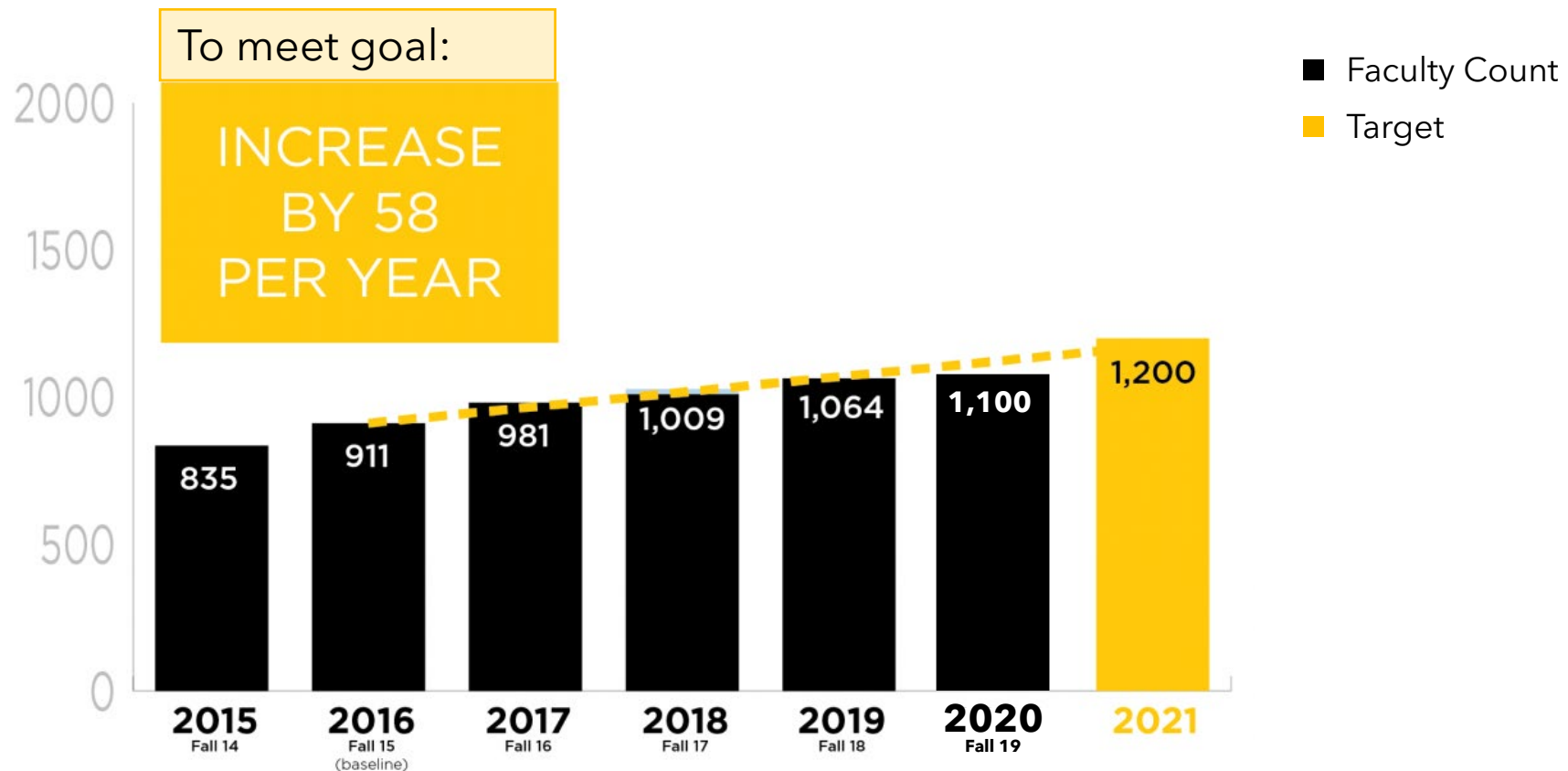- Over **73%** invested in Faculty Hiring and Retention

Chart legend:
- Operational Investments: $6.4
- Student-centric Investments: $5.2
- Staff Retention: $8.0
- Staff Hiring (Faculty Support): $2.2
- Faculty Retention: $10.2
- Faculty Hiring: $49.5

* Consolidated Expenditures of new dollars from Performance-based Funding, Emerging Preeminence funding, World Class Scholars funding, Professional and Graduate Degree Program Excellence funding, and partial tuition revenues.

UCF

Tenured and Tenure-Earning Focus
Collective Impact Strategic Plan

Tenured and Tenure-Earning Faculty

Reach 1,200 full-time tenured and tenure-track faculty members by 2020.

To meet goal:

INCREASE BY 58 PER YEAR

- Faculty Count
- Target

Year	Faculty Count
2015 (Fall 14)	835
2016 (Fall 15) (baseline)	911
2017 (Fall 16)	981
2018 (Fall 17)	1,009
2019 (Fall 18)	1,064
2020 (Fall 19)	1,100
2021	1,200

Collective Impact used all Tenured and Tenure-Earning Faculty members, not just Instructional Faculty (used in all other slides).
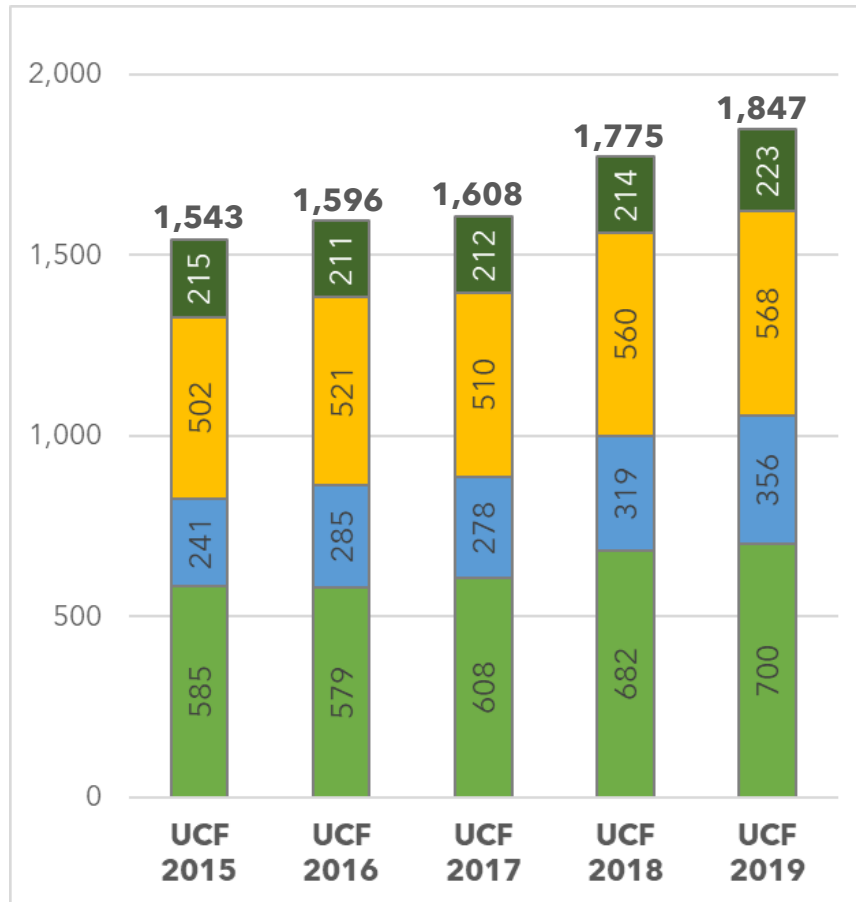
UCF Faculty Types

- Instructional Faculty
  - Tenured
  - Tenure-Earning
  - Not Tenure Track – Instructors and Lecturers
  - Adjuncts – converted to FTE (1/3 calculation)

- Other Non-Instructional Faculty Types
  - Librarians, Instructional Designers, Scholars, Research Associates and more
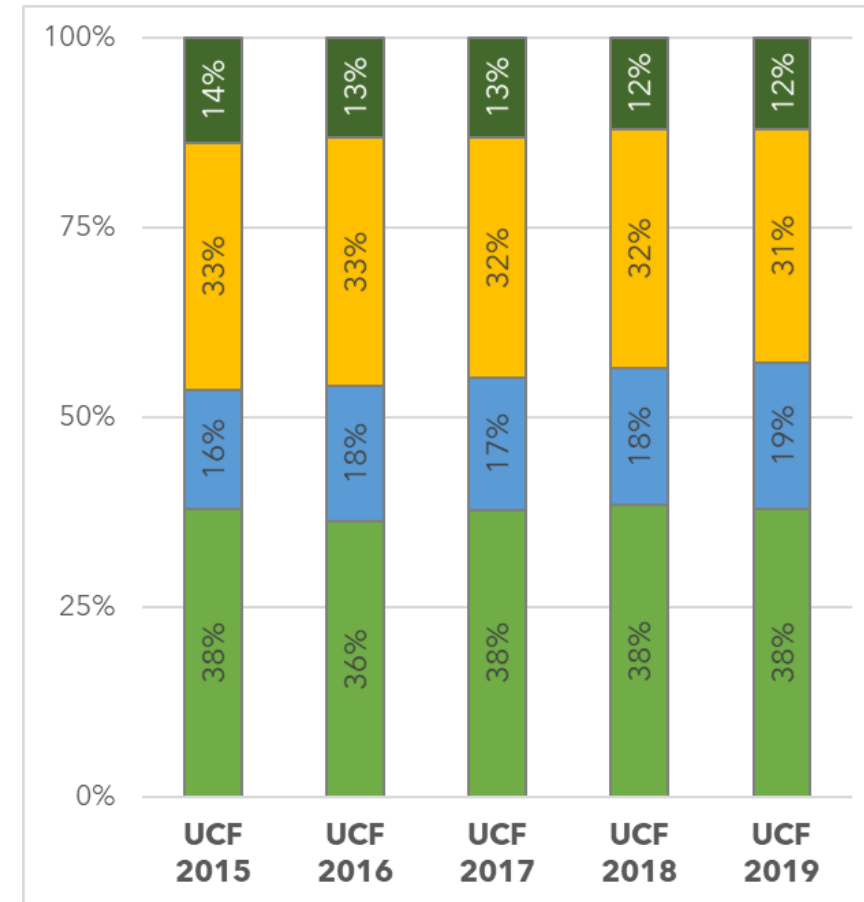
UCF

Faculty Mix UCF Trends
Faculty Overall +20%, Tenured and Tenure-Earning +28%

Legend:
- Tenured (green)
- Ten-Earning (blue)
- Instr/Lec (yellow)
- Adjunct FTE (dark green)

UCF Faculty Type Counts

	UCF 2015	UCF 2016	UCF 2017	UCF 2018	UCF 2019
Total	1,543	1,596	1,608	1,775	1,847
Adjunct FTE	215	211	212	214	223
Instr/Lec	502	521	510	560	568
Ten-Earning	241	285	278	319	356
Tenured	585	579	608	682	700

UCF Faculty Type Mix

	UCF 2015	UCF 2016	UCF 2017	UCF 2018	UCF 2019
Adjunct FTE	14%	13%	13%	12%	12%
Instr/Lec	33%	33%	32%	32%	31%
Ten-Earning	16%	18%	17%	18%	19%
Tenured	38%	36%	38%	38%	38%

Source: UCF IPEDS Response

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Faculty Mix UCF Gender Trends

2015

Females 679					Males 864
	167	Tenured		418	
	108	Ten-Earning	133		
282		Instr/Lec		220	
	122	Adjunct FTE	93		

2019

Females 818					Males 1,029
	222	Tenured		478	
	151	Ten-Earning	205		
318		Instr/Lec		250	
	127	Adjunct FTE	96		
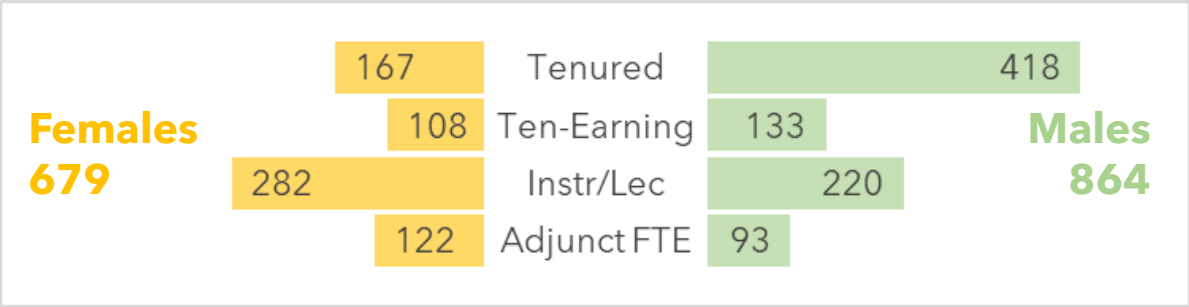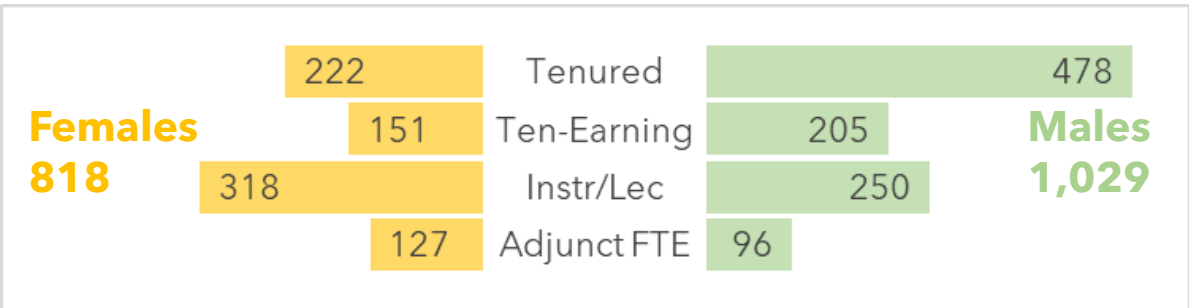
	Increase in Females	Increase in Males
Tenured	**+55** (+33%)	**+60** (+14%)
Ten-Earning	**+43** (+40%)	**+72** (+54%)
Instr/Lec	**+36** (+13%)	**+30** (+14%)
Adjunct FTE	**+5** (+4%)	**+3** (+3%)
Gender Overall Growth	**+139** (+20%)	**+165** (+19%)

Faculty Mix UCF Race and Ethnicity Trends

2019

2015

Pie chart values: 13.6%, 10.6%, 4.0%, 4.4%, 7.0%, 7.8%, 0.6%, 0.9%, 3.8%, 4.0%, 73.7%, 69.1%
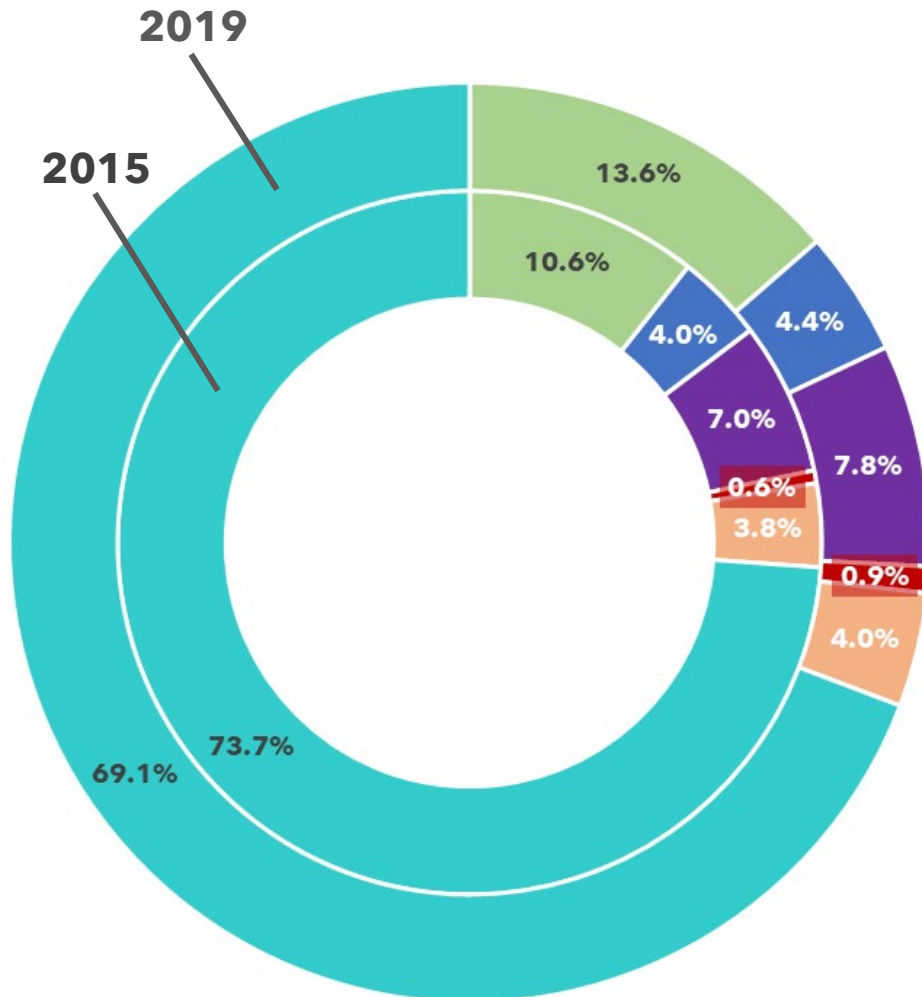
	2015	2019
AIAN* (Not Pictured)	4	4 (0%)
Asian	164	251 (+53%)
Black	62	81 (+31%)
Hispanic	108	144 (+33%)
Multi-Racial	9	17 (+88%)
International	59	74 (+25%)
White	1,137	1,276 (+12%)
Overall	1,543	1,847 (+20%)

* American Indian/Alaskan Native. UCF has 0 Native Hawaiian/Pacific Islander Faculty

Source: UCF IPEDS Response

Benchmarks to FIU, FSU and USF

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Faculty Mix Close Peers

Legend:
- Tenured (green)
- Ten-Earning (blue)
- Instr/Lec (yellow)
- Adjunct FTE (dark green)

Chart values:

	FIU 2015	FIU 2018	FSU 2015	FSU 2018	UCF 2015	UCF 2018	USF 2015	USF 2018
Adjunct FTE	276	292	149	133	215	214	205	207
Instr/Lec	510	657	419	445	502	560	730	851
Ten-Earning	230	202	290	369	241	319	287	261
Tenured	492	510	777	788	585	682	713	710
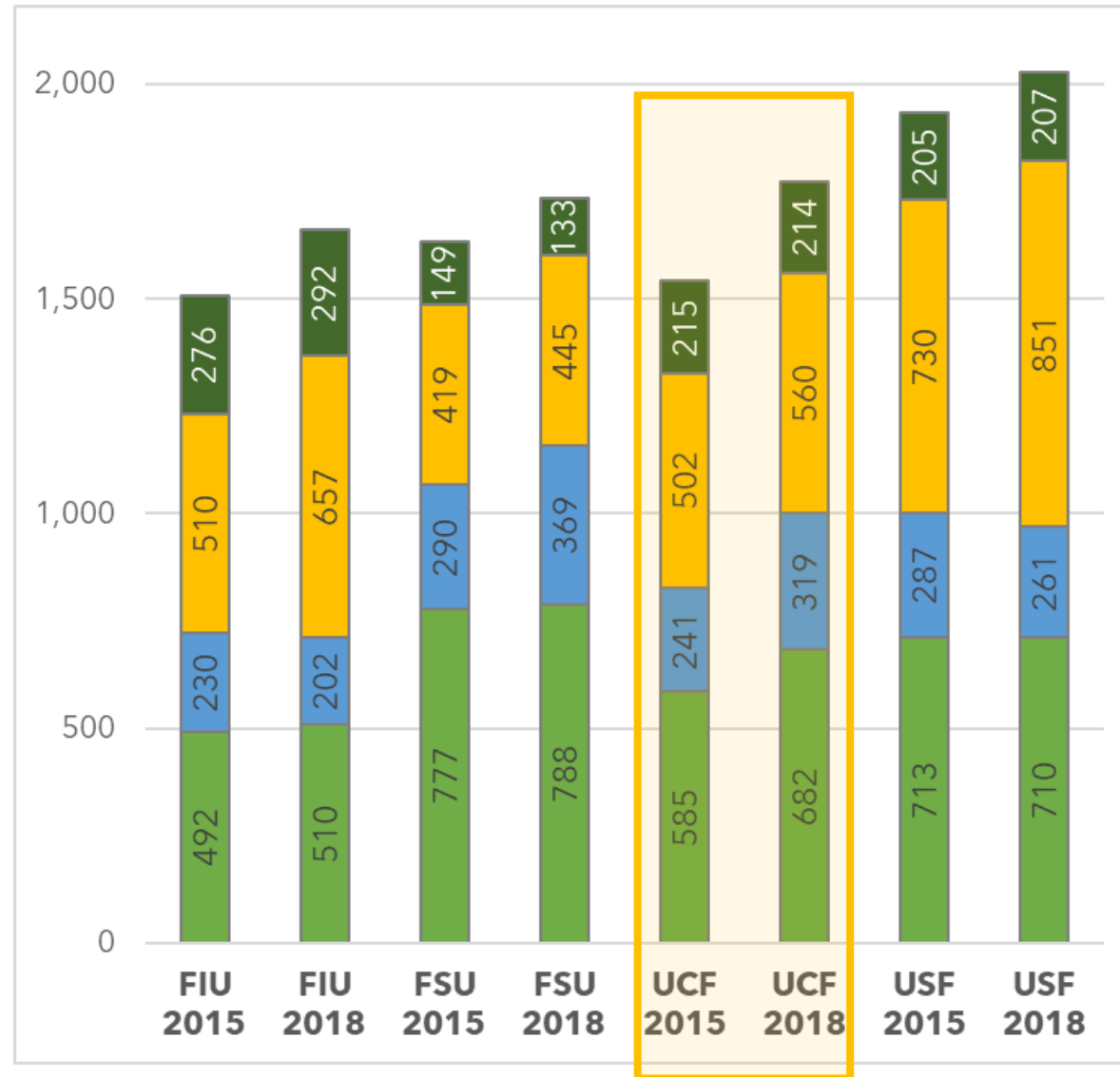
	2018 Instructional Faculty	2018 Enrollment
FIU	1,661	57,942
FSU	1,735	41,005
UCF	1,775	68,475
USF	2,029	43,846

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Faculty Mix Close Peers: 3-Year Change Percent and Increase by Type

	3-Year Overall % Change	Tenured Growth	Ten-Earning Growth	Instr/Lec Growth	Adjunct FTE Growth
FIU	+10%	+18	-28	+147	+16
FSU	+6%	+11	+79	+26	-16
UCF	+15%	+97	+78	+58	-1
USF	+5%	-3	-26	+121	3

Faculty Mix Close Peers

Source: IPEDS Data Center
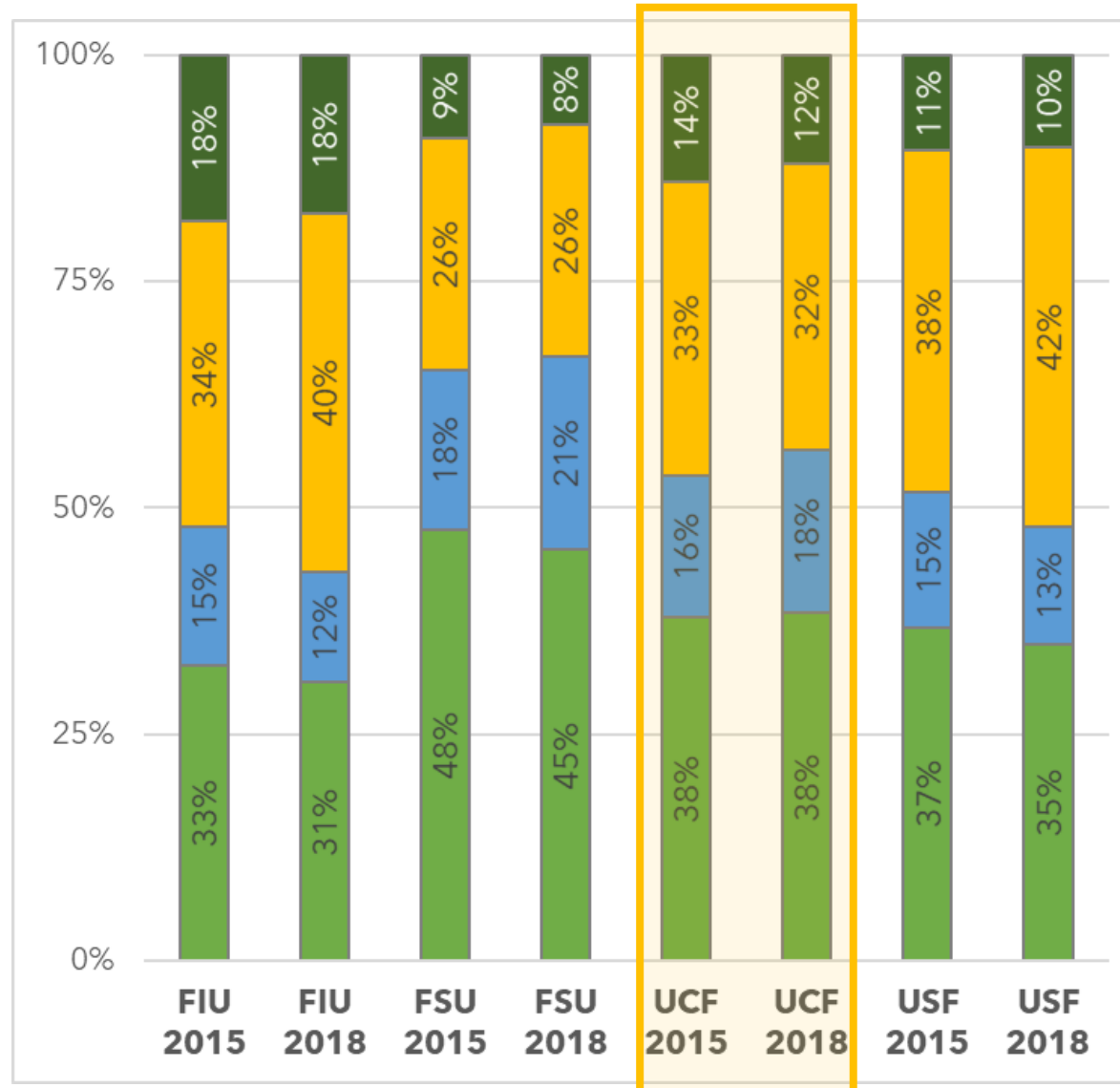
Student-to-Faculty Ratio
Federal Definition

Student-to-Faculty Ratio

- Defined by Common Data Set (CDS)
  - Initiative by College Board, Peterson's and U.S. News and World Report
  - Improve quality and accuracy for publishers
  - Reduce reporting burden on Institutional Research offices

- Defined Calculation

$$\frac{\text{Full-time Students} + 1/3 \text{ Part-time Students}}{\text{Full-time Instructional Faculty} + 1/3 \text{ Part-time Instructional Faculty}}$$

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Source: commondataset.org

UCF Student-to-Faculty Ratio Trend
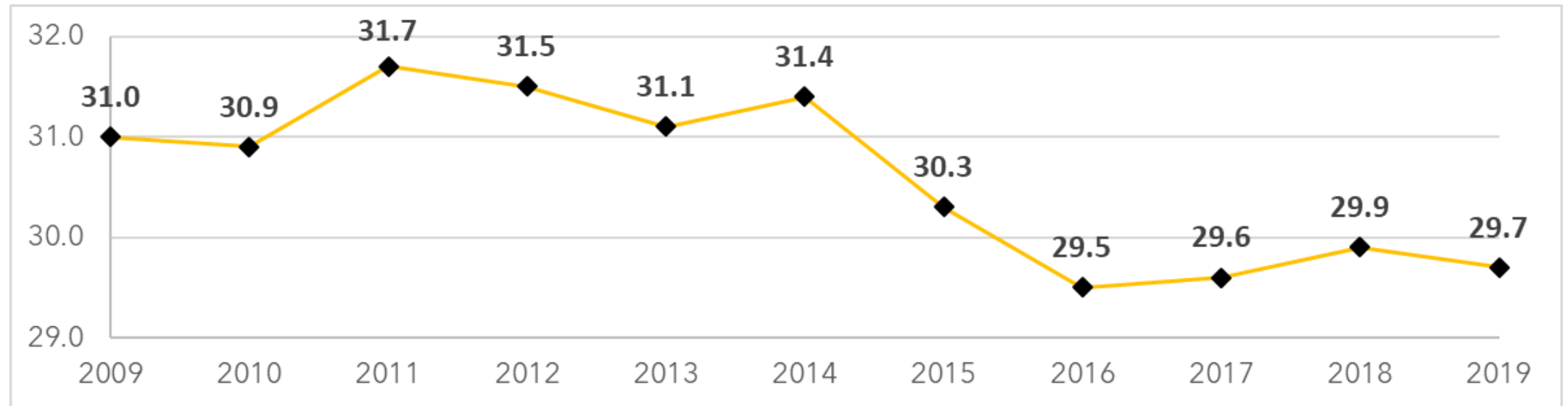
	2009		2011		2014		2016		2019
Student FTE	45,354	**+4%**	46,975	**0%**	46,994	**+5%**	49,551	**+9%**	54,189
Faculty FTE	1,462	**+1%**	1,483	**+1%**	1,494	**+12%**	1,680	**+9%**	1,826

Students +19%, Faculty +25%

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UCF

Student-to-Faculty Ratio Close Peers
3-Year Change

	2015	2018	S-to-F Ratio Change	Faculty Change	Enrollment Change
FIU	25	26	+1	+10%	+15%
FSU	25	21	-4	+6%	0%
UCF	30	30	0	+15%	+9%
USF	24	22	-2	+5%	+4%

Benchmarks to Operational Peers, UIA Peers, and Florida SUS Peers

Peer Listings

Operational Peers

- Arizona State – Tempe
- FIU
- FSU
- George Mason University
- Georgia State University
- Louisiana State University
- NC State
- Portland State
- University of Cincinnati
- University of Houston
- University of Kansas
- University of Missouri – Columbia
- UNC – Charlotte
- University of South Carolina – Columbia
- USF

University Innovation Alliance Peers

- Arizona State – Tempe
- Georgia State
- Iowa State University
- Michigan State University
- Ohio State University
- Oregon State University
- Purdue University
- University of California – Riverside
- University of Kansas
- University of Texas – Austin

FL SUS Peers

- FAMU
- FAU
- FGCU
- FIU
- FPU
- FSU
- NCF
- UF
- UNF
- USF
- UWF

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Operational Peers 2018

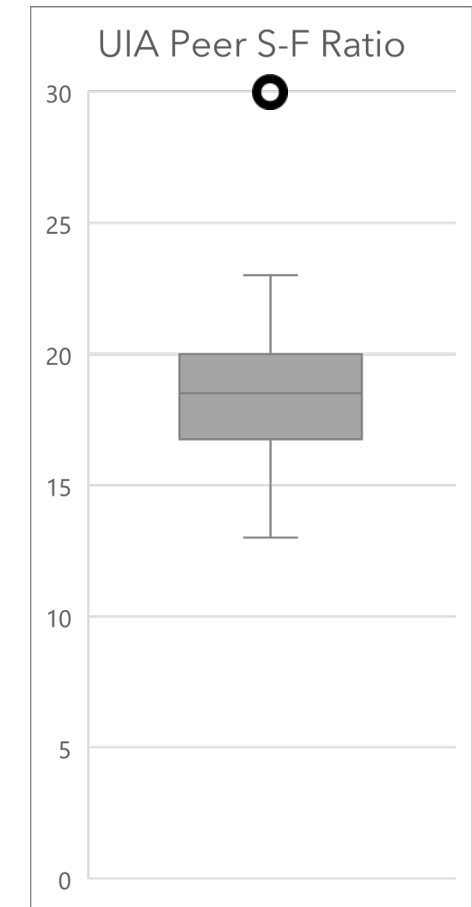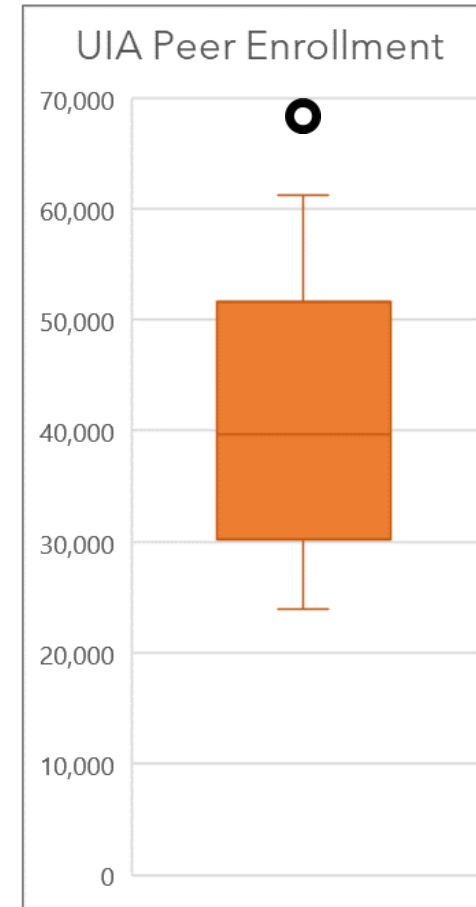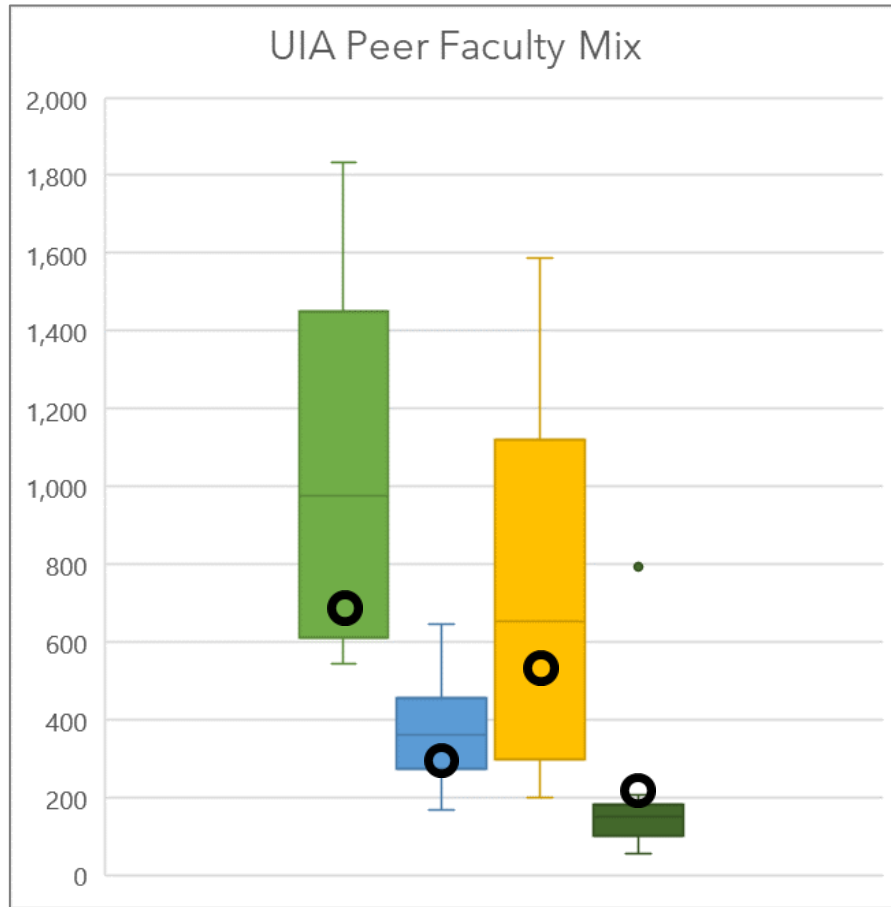**Legend:** Tenured, Ten-Earning, Instr/Lec, Adjunct FTE, Enrollment, S-to-F Ratio

○ UCF
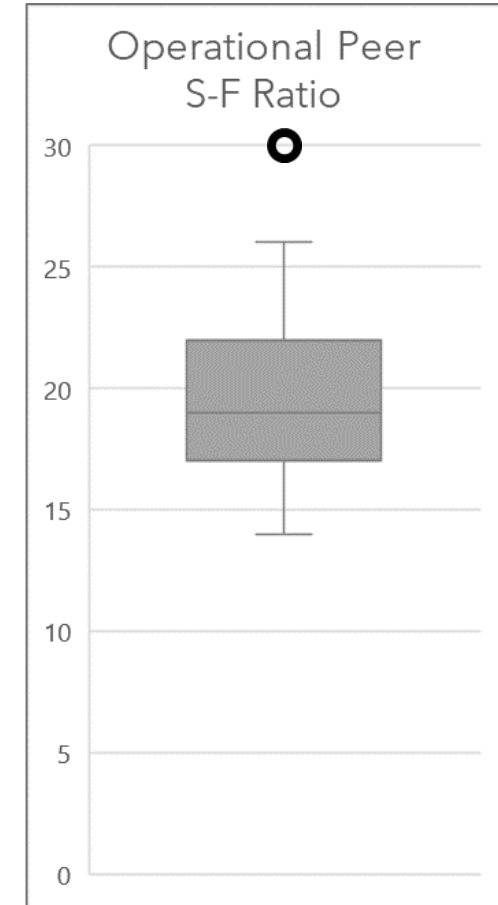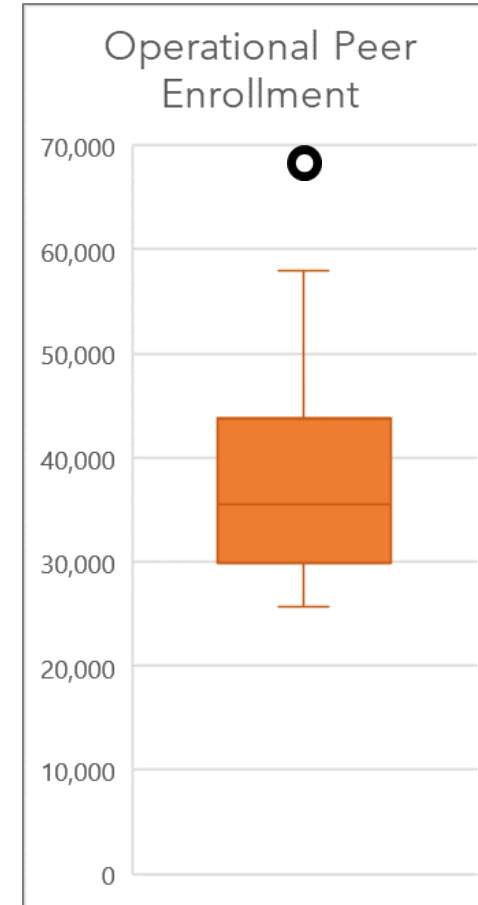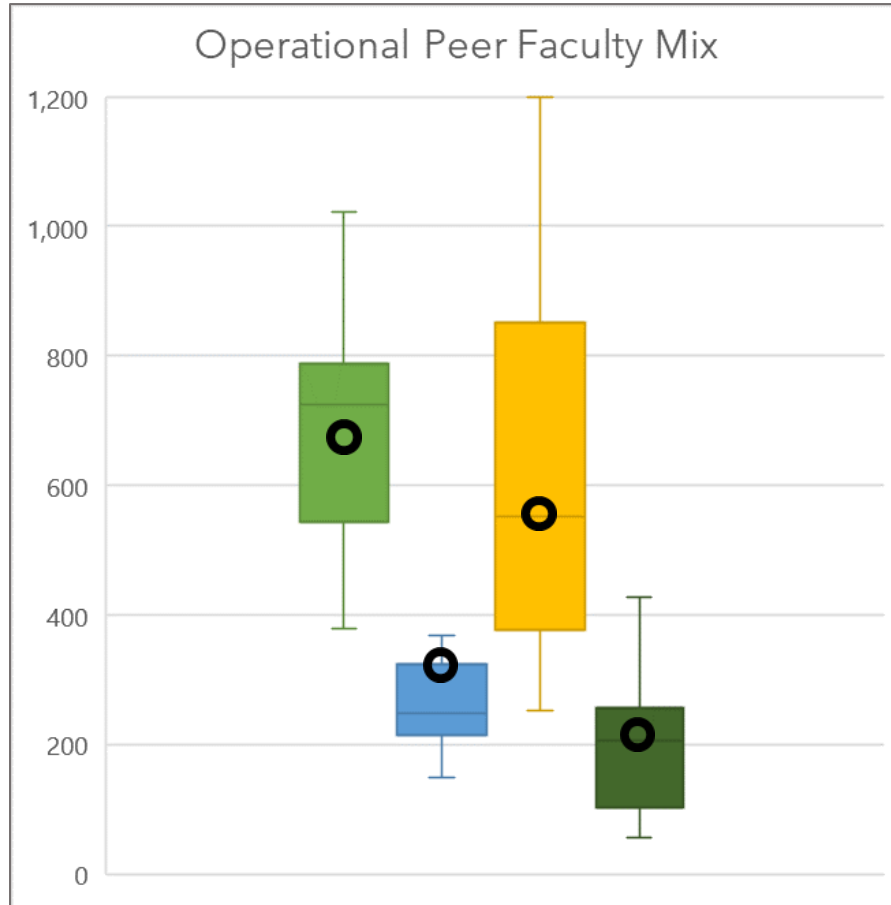
Operational Peer Faculty Mix

Operational Peer Enrollment

Operational Peer S-F Ratio

UIA Peers 2018

O UCF

Legend: Tenured, Ten-Earning, Instr/Lec, Adjunct FTE, Enrollment, S-to-F Ratio

UIA Peer Faculty Mix

UIA Peer Enrollment

UIA Peer S-F Ratio

Source: IPEDS Data Center

SUS Peers 2018

o UCF

Legend: Tenured, Ten-Earning, Instr/Lec, Adjunct FTE, Enrollment, S-to-F Ratio

FL SUS Peer Faculty Mix

FL SUS Peer Enrollment

FL SUS Peer S-F Ratio

Source: IPEDS Data Center

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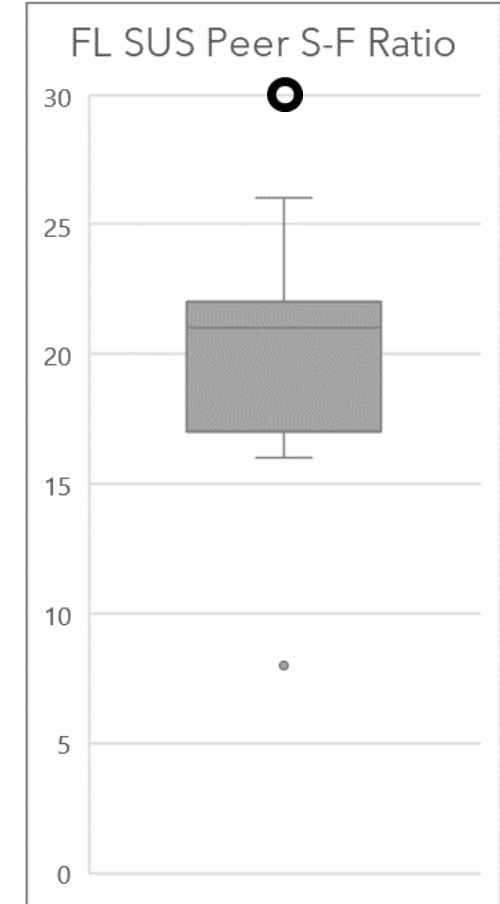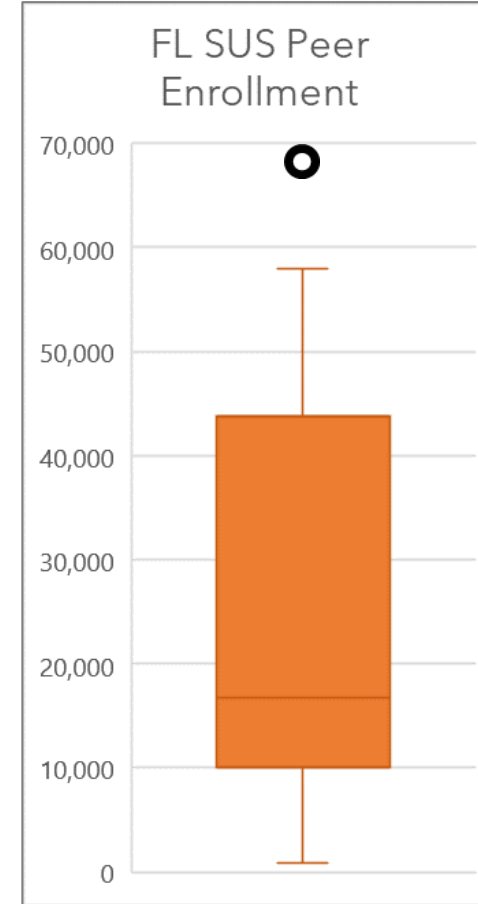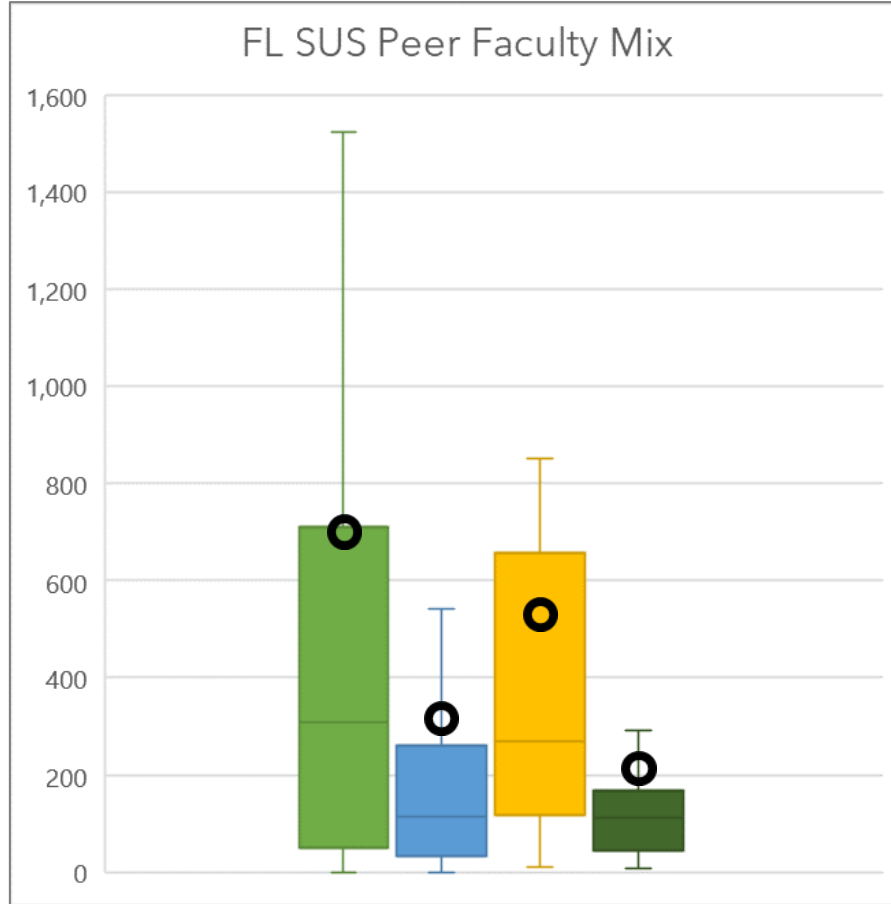
Key Takeaways

- Key Takeaways
  - UCF's recent hiring has focused on tenured and tenure-track hiring
  - UCF has large overall numbers of instructional faculty, but not when normalized for enrollment
- Ongoing Management Analysis
  - Consider appropriate mix of faculty types
  - Develop a multi-stage hiring plan reflecting the identified mix

Additional Deep Dives

- December Board of Trustees Retreat – How faculty metrics align with aspirational goal to become a Top 50 public institution?

- February Education Programs Committee (EPC) meeting
  - Explore Faculty Promotion, Retention and Attrition
  - COACHE Faculty Job Satisfaction survey
  - Class Size and Facility Alignment

- April EPC meeting – Finalize strategic direction