

Board of Trustees Meeting
Board of Trustees
UCF FAIRWINDS Alumni Center
Aug 19, 2021 8:30 AM - 11:00 AM EDT

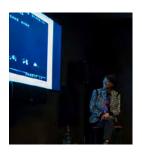
Table of Contents

I. Five Things to Know2
II. REVISED Agenda4
III. Minutes of the June 17, 2021 meeting and June 30, 2021 special meeting6
IV. Remarks
A. President's Update
V. Discussion
A. DISC-1 Fall 2021 Operations17
B. DISC-2 UCF's Next Strategic Plan36
VI. New Business
A. DISC-3 The Future of UCF Athletics
B. BOT-1 Use of the Football Stadium to host an event with potential attendance in excess of 10,000140
VII. Information
A. FY22 Board of Trustees Meeting Calendar and Work Plan142
VIII. Announcements
IX. Adjournment



Providing PTSD Treatment

Faculty members of UCF RESTORES spent days on site in Miami supporting the mental health of more than 300 first responders who worked to recover bodies buried in the rubble from the collapse of the Champlain Towers South condo building. RESTORES started a decade ago with a mission to help veterans living with PTSD and has since expanded their efforts to help first responders, essential workers during the pandemic, and survivors of sexual assault and mass shootings. The organization's unique approach to treatment has resulted in 66% of participants with combat-related trauma and 76% of first responders no longer meeting the diagnostic criteria for PTSD following three weeks of intensive treatment.



UCF and EA Levels Up Inclusion in Gaming
UCF's longstanding reputation as one of the best producers of talent in the video game industry
just got even stronger thanks to a \$100,000 gift from industry partner Electronic Arts (EA).
One of many initiatives in a multifaceted strategy to empower students from diverse backgrounds
to explore successful careers in fields of art and technology, the EA Inclusion in Gaming Endowed

to explore successful careers in fields of art and technology, the EA Inclusion in Gaming Endowed Scholarship will encourage the pursuit of video game industry careers for students in interactive entertainment and gaming programs at UCF. UCF's Florida Interactive Entertainment Academy was recognized as the top graduate game design program in the world in March.



Breaking: UCF Grad Wins Pulitzer

A UCF graduate was part of the data collection team that helped *The New York Times* win the 2021 Pulitzer Prize in Public Service. **Bianca Fortis '10**, who graduated with a bachelor's degree in journalism from UCF and went on to pursue a graduate degree at Columbia University, was part of the daily data journalism team that created the *Times*' award-winning COVID-19 database.



5 UCF Alums Among OBJ's Top CEOs

UCF has long supported the spirit of entrepreneurship with degree programs, courses and resources dedicated to molding the nation's next great business leaders. And now five Knights, who are trailblazers in their industries, have been recognized among the *Orlando Business Journal's* top 20 CEOS of the Year. The UCF honorees include: **Sergie Albino '03**, CEO and cofounder of ecoSPEARS; **Clint Bullock '95**, CEO and general manager of the Orlando Utilities Company; **Kaleb Harrell '04**, CEO of Hawkers Asian Street Food; **Tim Keating '95MBA**, president of R.C. Stevens Construction Co.; and **Terry Shaw '90MBA**, CEO and president of AdventHealth.



Knights at the Tokyo Olympics

Seven UCF alumni are representing their alma mater and countries at the Tokyo Olympics and Paralympics this summer. Among the group include gold medalist beach volleyballer **Phil Dalhausser '92**, who at age 41 is competing in his fourth Olympic games; **Kristen Thomas '16**, a co-captain of the rugby sevens team who never played a down of rugby until she enrolled at UCF and joined the club team; and **Kyle Coon '13**, a blind paratriathlete who will be competing in his first Paralympics Aug. 28-29.



*KNIGHTS



Cybersecurity team in the nation — for the fourth time (National Collegiate Cyber **Defense Competition)**



Graduate video game design program in the world (The **Princeton Review** and PC Gamer)



Hospitality and tourism programs in the nation (ShanghaiRanking)

Student-designed

remote-controlled

aircraft in the world

(American Institute

of Aeronautics and

Astronautics)



Boren Scholar



Hospitality and hotel management school in the world (CEOWorld)

Emergency and crisis management graduate program in the nation (U.S. News & World Report)







Transportation science and technology programs in the nation (ShanghaiRanking)



Nonprofit management graduate program in the nation (U.S. News & World Report)



Optical physics graduate program in the nation (U.S. News & World Report)



National Science Foundation **Graduate Research Fellows**



Local government management graduate program in the nation (U.S. News & World Report)

America's Best **Employers for Diversity** (Forbes)

Best Value College in the nation (The Princeton Review)

ucf.edu



National Science Foundation CAREER grant recipients

Meeting Agenda

Board of Trustees Meeting August 19, 2021 FAIRWINDS Alumni Center 8:30 a.m. – 11:00 a.m.

Livestream: https://youtu.be/DlqQRvCt-k8

REVISED AGENDA

1. Call to Order and Welcome Alex Martins, Chair, UCF Board of Trustees

2. Roll Call Karen Monteleone, Assistant Vice President,

Board Relations

3. Public Comment Karen Monteleone

4. Minutes of the June 17, 2021 meeting and June 30, 2021 special meeting

Chair Martins

5. Remarks Chair Martins

President's Update

Alexander Cartwright, President

6. Discussion Chair Martins

DISC-1 Fall 2021 Operations

President Cartwright

Michael Johnson, Interim Provost and Vice

President of Academic Affairs

Gerald Hector, Senior Vice President for

Administration and Finance

Rhonda Bishop, Vice President for Compliance

and Risk

Patrick Burt, Associate Vice President for

Communications and Marketing

DISC-2 UCF's Next Strategic Plan

President Cartwright

Ron Piccolo, Special Assistant to the President for Strategic Planning and Galloway Professor of

Management

Board of Trustees

Meeting Agenda

7. New Business

DISC-3 The Future of UCF Athletics

President Cartwright

Terry Mohajir, Vice President and Director of

Athletics

BOT – 1 Use of UCF Football Stadium to host an event

with potential attendance in excess of 10,000 Terry Mohajir, *Vice President and Director of*

Athletics

8. Information

INFO – 1 FY22 Board of Trustees Meeting Calendar and

Work Plan

Mike Kilbride, Executive Chief of Staff

Karen Monteleone, Assistant Vice President,

Board Relations

9. Announcements

August 24, 2021 Audit and Compliance Committee Meeting

(President's Boardroom, Millican Hall)

August 31 – September 1, 2021 Board of Governors Meeting

(Florida International University, Miami)

September 16, 2021 Board of Trustees Virtual Meeting

(as needed)

September 22, 2021 Board of Trustees Committee Day

Live Oak Ballroom, Main Campus

September 23, 2021 Board of Trustees Meeting

Live Oak Ballroom, Main Campus

10. Adjournment Chair Martins

11. Tour of the Kenneth G. Dixon

Athletics Village

Starting Location: Roth Tower

Time: 12:30 p.m.

Minutes Board of Trustees Meeting University of Central Florida June 17, 2021

Chair Beverly Seay called the Board of Trustees Meeting to order at 8:31 a.m.

She reminded the board that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend.

Karen Monteleone, Assistant Vice President for Board Relations, called the roll and determined a quorum was present.

The following board members attended the meeting in person: Chair Beverly Seay, Vice Chair Harold Mills and Trustees Tiffany Altizer, Bill Christy, Joseph Conte, Danny Gaekwad, Meg Hall, Joseph Harrington, Caryl McAlpin, John Miklos and Michael Okaty.

Trustees Jeff Condello and Alex Martins attended the meeting virtually.

PUBLIC COMMENT

There were four requests for public comment.

Terri Walsh commented on undergraduate programs. Comments by Susan Finch were related to UCF Health. Comments by Kathleen Hass were related COBRA and Al Hamman commented on dual enrollment.

MINUTES

Seay called for approval of the meeting minutes of the April 22, 2021 meeting. Trustee Christy moved to approve the minutes with Trustee Mills providing the second. The motion passed.

REMARKS

Seay recognized new Trustees Meg Hall and John Miklos. She thanked John Sprouls for his service to the Board and noted that he would be invited to be recognized at a future meeting. Seay congratulated Trustee Harrington on being re-elected as Faculty Senate Chair and Trustee Gaekwad on his recent election as Chairman of the Visit Florida Board of Directors.

Seay outlined the university's recent accomplishments in cybersecurity and computer programming:

- UCF Collegiate Cybersecurity Competition Team won its fourth national championship at the National Collegiate Cyber Defense Competition.
- UCF computer programming team won its divisional competition to advance to the North

American Championship round of the 2021 International Collegiate Programming Contest, which will be hosted on UCF's main campus on August 14, 2021.

Seay said UCF would like to become one of the first public universities in the nation to offer a master's degree in financial technology, or FinTech, noting that this new degree program is on the Board's agenda for approval later today.

Seay said that at next Board of Governor's meeting, the Task Force on Academic and Workforce Alignment will hear from leaders from Florida's IT/cybersecurity and financial services sectors regarding future talent needs and how the State University System can address those needs.

REPORTS

President's Action Report

President Alexander Cartwright said philanthropist and author MacKenzie Scott and her husband, Dan Jewett, announced a \$40 million unrestricted gift to the university that will strengthen the proven pathways to opportunity offered to students of all backgrounds.

Cartwright's Action Report also:

- Joined in congratulations to the UCF Collegiate Cybersecurity Competition Team and to student-athletes for their accomplishments on and off the field, noting Rayniah Jones who is competing to qualify for the 2021 Tokyo Olympics.
- Invited Rhonda Bishop, Vice President for Compliance and Risk, and leader of the university's Emerging Issues and Crisis Response Team to provide an update on returning to more traditional operations this fall. Bishop highlighted:
 - The university will no longer require facial coverings or social distancing markers. Building, classroom, and office capacity limits were lifted.
 - The Clinical Oversight and Surveillance Committee, random testing, wastewater testing, and contact tracing will continue.
 - o Approximately 18,500 vaccine doses have been given on the campus and the vaccine is available to one hundred people daily at the Student Health Center.
- Highlighted Kognito, a mental health literacy program introduced by the Board of Governors in 2019 as a strategy for preparing faculty and staff to address student mental health. He said this training is a component of the university's overall focus on student health and well-being. He welcomed Dr. Adrienne Frame, Karen Hoffman, and Dana Juntunen from the Student Development and Enrollment Services leadership team to present an overview on the university's focus on building a campus community of care and well-being and the continuum of care provided for students. The presentation highlighted:
 - o The mission of Student Care Services.
 - The number of student-of-concern referrals from 2013 to 2021.
 - The breakdown of the campus and community referral sources and the types of referral.
 - o Counseling and Psychological Services (CAPS) Stepped Care Model and the data on the increased percentage of need of mental health services for students.
 - o The 98.8% completion rate of Kognito that has led to an increase in faculty and

staff abilities to help refer students to the resources they need.

• Leadership updates including the selection of Andrea Guzman as Vice President for Diversity, Equity and Inclusion.

The trustees had the following comments:

- Mills recognized the accomplishments highlighted by the Chair and President.
- Gaekwad asked that the trustees be provided with a breakdown on how the university spends the \$40 million gift.
- Christy asked that the gift also be reviewed as part of the Finance and Facilities Subcommittee on evaluating the university investment policies.
- Harrington raised the need for additional voluntary training of faculty. He requested that CAPS resources be shared with faculty as they interact with students on a consistent basis.

COMMITTEE REPORTS

Seay called on Youndy Cook, Interim Vice President and General Counsel, to read any disclosures of conflict of interest from the trustees. There were no disclosures.

ADVANCEMENT COMMITTEE REPORT

Condello, Chair of the Advancement Committee, reported highlights from the committee meeting held on June 16, 2021.

AUDIT AND COMPLIANCE COMMITTEE REPORT

Christy, Chair of the Audit and Compliance Committee, stated that the committee had not met since the last Board meeting.

COMPENSATION AND LABOR COMMITTEE REPORT

Conte, Chair of the Compensation and Labor Committee, reported highlights from the committee meeting held on June 16, 2021.

CL-1 Presidential Assessment and Incentive Plan

Conte moved to approve CL-1 with Harrington providing the second. The motion passed.

EDUCATIONAL PROGRAMS COMMITTEE REPORT

Martins, Chair of the Educational Programs Committee, reported highlights from the committee meeting held on June 16, 2021.

EP-1 Tenure with Hire

Martins moved to approve EP-1 with McAlpin providing the second. The motion passed.

Martins reported that EP-2 and EP-3 were unanimously approved by the committee and placed on the Board's consent agenda.

EXECUTIVE COMMITTEE REPORT

Seay, Chair of the Executive Committee, reported highlights from the committee meeting held on May 4, 2021.

FINANCE AND FACILITIES COMMITTEE REPORT

Mills, Chair of the Finance and Facilities Committee, reported on highlights from the meeting held on June 16, 2021.

FF-1 Five-Year Capital Improvement Plan

Mills moved to approve FF-1 with Altizer providing the second. The motion passed.

FF-2 Proposed 2021-22 University Operating Budget

Mills moved to approve FF-2 with McAlpin providing the second. The motion passed.

Mills reported that FF-3 through FF-7 were unanimously approved by the committee and placed on the Board's consent agenda.

GOVERNANCE COMMITTEE REPORT

Okaty, Chair of the Governance Committee, reported highlights from the committee meeting held on June 16, 2021.

GOV-1 New Board Committee Structure

Prior to the motion, Gaekwad questioned the appointments, asking why the appointments were coming to the Board when there will soon be a transition of the Board Chair. It was clarified by Okaty that the approvals on the consent agenda are the DSO Board appointments, and not appointments associated with the Board's committee restructuring. It was further clarified that the Governance Committee was making recommendations for the new committee structure and charters, but the new Board Chair would appoint the committee chairs and membership.

Okaty outlined the process for reaching the proposed committee restructuring recommendation, noting the Board's approval would include dissolving the current committee structure and adopting the new charters. The exception to this is the Audit and Compliance Committee's charter. The changes would be effective July 1. He also summarized the proposed changes to the committee structure, including splitting the Finance and Facilities Committee and folding responsibilities of the Compensation and Labor Committee into the Governance Committee.

Okaty then summarized the comments that were received during committee, including the timing of restructuring and concern over the composition of the Executive Committee not including the Faculty Senate Chair and Student Government President.

Okaty moved to approve GOV-1.

The trustees had the following comments:

- Gaekwad expressed concern with having an Executive Committee, as he personally
 believes it excludes the trustees who are not serving as committee chairs. It was clarified
 that all trustees have been invited and are encouraged to attend Executive Committee
 meetings. Gaekwad requested that the incoming Chair or Vice Chair consider dissolving the
 Executive Committee.
- Seay commented that the Executive Committee was set up with the committee chairs to ensure the Board was covering and understanding the issues the Board was responsible for addressing. She clarified that it was not the Chair's position to establish or eliminate a committee. It was a recommendation that came to the full Board for a vote.
- Harrington voiced concerns over having the topics of strategic planning, culture and climate, and diversity, equity and inclusion, in the Executive Committee charter, since he believes these are specifically the issues the faculty and student are on the board for and should be part of those discussions at the beginning.

Harrington made a motion to amend GOV-1 to add to the proposed Executive Committee charter's Membership section, "The Chair may add members of the committee."

Okaty noted that the original motion had not yet been seconded. Martins then seconded the original motion made by Okaty.

• Hall expressed her further consideration of the committee restructuring following the Governance Committee meeting and echoed trustees Harrington's statement. She feels it is imperative not just to allow, but to ensure that student and faculty voices are heard in all capacities.

Mills asked Okaty to restate the original motion. Okaty restated the original motion as moving approval of GOV-1, the new committee structure and charters, resulting in all existing committees being dissolved and the new committee structure being effective July 1, with the exception of the Audit and Compliance Committee charter that will remain unchanged.

Seay asked President Cartwright to share his opinion on the Executive Committee's purpose. Cartwright commented that when considering the structure, the items in question - strategic planning, culture and climate and diversity, equity, and inclusion - touch every committee. The purpose of having the topics in the Executive Committee as a coordinating body ensures coordination amongst all the committees about the different topics. The intent is that everyone would be involved in the strategic planning process. He further articulated the need for a Strategic Planning Committee at the University that will be the operational committee to determine process. This committee will include students and faculty.

Following further clarification of Harrington's amended motion, Hall provided the second.

Following further discussion and clarification to the process for approving the amended motion, Okaty restated the amended motion as follows:

Amend GOV-1, which would amend the Executive Committee Charter to provide that the membership not only include the Chair, Vice Chair and committee chairs, but also additional members at the discretion of the Board Chair.

The amended motion to GOV-1 passed with Okaty, Conte, and Seay opposing.

The GOV-1 motion, as amended, passed unanimously.

GOV-2 Tenth Amended and Restated Bylaws of the University of Central Florida Board of Trustees

Okaty moved to approve GOV-2 including the full slate of bylaws revisions presented, as well as waive the 10-day notice requirement. Christy provided the second.

Harrington moved to amend Section 6.3 of the bylaws to be consistent with the amended Executive Committee charter language adopted as part of amended GOV-1. Hall provided the second.

The amended motion passed unanimously.

GOV-2, as amended, passed unanimously.

CONSENT AGENDA

Mills moved to approve the consent agenda with Harrington providing the second. The motion passed.

DISCUSSION

INFO -1 Academic Health Sciences Center Update

Seay said the success of the Academic Health Sciences Center (AHSC) is critical for both the university and our community. Cartwright said the university engaged Manatt Health Strategies to work with AHSC and university leadership to develop options and solutions to address the critical issues for building the AHSC for the future.

Cartwright said Deborah German, Vice President for Health Affairs and Dean, College of Medicine, and Manatt Health Strategies consultants will provide an update on the strategic planning process and allow trustee conversation around the process. He said as work continues to finalize the AHSC strategic plan by October of this year, additional work sessions with the Board will be scheduled that include deeper dives into the finances of the university's health enterprise.

Cartwright recognized German who introduced Manatt consultants Dr. Darrell Kirch and Shannon Lorbiecki.

The presentation included an overview of the AHSC and highlighted:

- The value of an AHSC in a major research university and the value and benefits of an integrated AHSC.
- The timeline for the university and its AHSC as well as the overview of the UCF AHSC College as of Fall 2020.
- Overview of the strategic process, timeline, planning structure, and framework.

The trustees had the following comments:

- Conte discussed how important the College of Medicine and AHSC are to the university's goal of becoming a top fifty research university and encouraged the trustees to remember that especially when it comes to funding. He also discussed looking into the future of what it will mean for the community.
- Gaekwad discussed how tourism can play a part in the advancement of the program and suggests that businesses and trustees be part of the shareholder discussions. He also said they should consider partnerships, including partnerships with more than one hospital.
- Seay noted how Orlando is the center for simulation and how it can be a benefit in the medical field.
- Mills discussed how essential the medical campus and UCF's medical work is to the community of Orlando. He also asked Dr. German about the trustees being invited to the Lake Nona Health Care forum.
- Conte asked German about a tour of the nurse simulation program once open.
- Altizer discussed how impressed she was with the medical city and requests suggestions
 from leadership on how trustees and the university can spread the word about what is being
 done at Lake Nona.

NEW BUSINESS

Seay said there was one item of new business.

BOT-1 Election of Chair and Vice Chair of the UCF Board of Trustees

Seay asked Okaty to moderate this discussion. Okaty said that the Governance Committee was putting forth two candidates: Alex Martins as Chair and Harold Mills as Vice Chair.

Okaty moved to approve BOT-1 with Gaekwad providing the second.

The trustees had the following comments:

- Gaekwad suggests the incoming Chair consider dissolving the Executive Committee.
- Christy recommends that the Governance Committee review their process regarding sharing the number of nominations received for each candidate. Gaekwad concurred.

The motion passed unanimously.

Seay recognized Chair Elect Martins, Vice Chair Elect Mills and President Cartwright for remarks.

Seay asked if there was any other new business to come before the Board and no new business was brought forward.

Seay said the working lunch discussion of University Decision Making and Shared Governance would be postponed to a later meeting.

ANNOUNCEMENTS

Seay made several announcements regarding upcoming meetings.

ADJOURNMENT

Seay adjourned the board meeting at 12:30 p.m.	
Reviewed by:	Date:
Beverly Seay, Chair UCF Board	of Trustees
Respectfully submitted:	Date:
Mike Kilbride, Associa	te Corporate Secretary

Minutes

Board of Trustees Special Meeting University of Central Florida June 30, 2021

Chair Beverly Seay called the special meeting of the Board of Trustees to order at 9:00 a.m.

Seay reminded the board that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend.

WELCOME

Seay welcomed the board members and called on Karen Monteleone, Assistant Vice President, Board Relations, to call the roll. Monteleone confirmed that a quorum was present.

The following board members attended the meeting virtually: Chair Beverly Seay, Vice Chair Harold Mills, and Trustees Bill Christy, Jeff Condello, Meg Hall, Joseph Harrington, Caryl McAlpin, John Miklos and Michael Okaty. Trustee Meg Hall attended via teleconference.

Trustees Joseph Conte and Alex Martins attended the meeting in person.

Trustees Tiffany Altizer and Danny Gaekwad were not in attendance.

PUBLIC COMMENT

There was one request for public comment. Al Hamman commented on his perspective of dual enrollment.

NEW BUSINESS

BOT – 1 UCF Legislative Budget Requests

Seay said that Legislative Budget Requests (LBR) are required to be submitted to the Board of Governors by July 9, 2021.

She called on Michael Johnson, Interim Provost and Vice President for Academic Affairs, to address the Board.

Johnson summarized the four proposed LBRs. The first proposal outlined was the mandated University of Distinction LBR, 'UCF Powering-Up Florida's High-Tech Economy,' (\$21,811,200).

Johnson said the next three LBR proposals are for university priorities:

- Advancing Medical Education and Healthcare in Central Florida, (\$5,000,000)
- UCF PTSD Clinic, known as RESTORES, for Florida Veterans and First Responders, (\$515, 000)
- Lou Frey Institute, (\$976,000)

Martins made a motion to approve BOT-1 with McAlpin providing the second.

The trustees had the following comments:

- Martins asked Johnson to outline the process by which the university identifies and strategically prioritizes the programs submitted as LBRs.
- Condello expressed concern about the hires and new hires outlined in the LBR proposals, requesting clarification on who prepares the organizational charts in the LBR proposals and how the university holds those authors accountable. He suggested that going forward the Board be given the data and background process in determining the LBR organizational charts. McAlpin concurred.
- Seay clarified the LBR submissions presented to the Board in 2019 and the modifications made since President Cartwright's arrival.
- Okaty asked Johnson how many LBRs were received and what the process is for selecting which come before the Board.
- Condello asked Johnson if the university's leadership team modified the LBR submissions before the submissions came before the Board.
- Seay suggested the Educational Programs Committee take a stronger review of the LBR submissions, since that committee has the best understanding of program and staffing needs.
- Conte made supporting comments regarding the College of Medicine LBR stating the proposed budget request would help to bring the College of Medicine closer to par with the other six medical schools in the state. Condello disagreed with this perspective.

The motion passed unanimously.

Seay stated that BOT-2 and BOT-3 were added to the Special Meeting agenda following written notice of the meeting. She said that the bylaws require an affirmative vote of not less than two-thirds of the trustees participating in the Special Meeting to consider items not included in the written notice. Seay asked for a motion to consider BOT-2 and BOT-3.

Harrington made a motion to consider BOT-2 and BOT-3 with McAlpin providing the second.

The motion passed unanimously.

BOT – 2 Heating, Ventilation and Air Conditioning (HVAC) Renovation Projects

Seay called on Gerald Hector, Senior Vice President for Administration and Finance, to address the Board.

Hector outlined the HVAC Renovation Projects allowed under federal guidance to utilize Higher Educational Emergency Relief Funds (HEERF).

Martins made a motion to approve BOT-2 with Harrington providing the second.

The trustees had the following comments:

- Condello asked Hector how the work will be awarded.
- Martins asked Hector for confirmation that the contractors being utilized had been competitively bid in the past.
- Seay noted the importance of a strategic plan in addressing the university's deferred maintenance needs.

The motion passed unanimously.

BOT – 3 Amended Five-Year Capital Improvement Plan

Seay called on Hector to address the Board.

At this point, Christy left the meeting and was not present for the discussion or vote.

Hector discussed amendments to the Capital Improvement Plan (CIP) approved by the Board at the June 17, 2021 meeting. He said the amended CIP prioritizes renovation and remodeling projects and discussed the renovation priorities being proposed.

McAlpin made a motion to approve BOT-3 with Mills providing the second.

The trustees had the following comments:

- McAlpin asked Hector for clarification on the process for selecting a committee [to review proposals] for larger renovation projects, including who decides the committees' membership.
- Mills asked Hector for a time frame for the comprehensive list of the university's existing assets. Hector stated the deliverable would be complete in the Fall.

The motion passed unanimously.

Seay asked if there was any new business to come before the Board. No new business was brought forward.

ADJOURNMENT

Seay adjourned the board meeting at 10	:06 a.m.
Reviewed by:	Date:
Beverly Seay, Chair UCI	F Board of Trustees
Respectfully submitted:	Date:
Mike Kilbride,	Associate Corporate Secretary



Board of Trustees Regular Meeting | August 19, 2021

DISC-1: Fall 2021 Operations ☐ Information ☐ Action **⊠** Discussion **Meeting Date for Upcoming Action:**

Purpose and Issues to be Considered:

President Cartwright, Provost Johnson, Senior Vice President Hector, and Vice President Bishop will provide the Board an informational update and facilitate discussion regarding Fall 2021 Operations.

The presentation will include updates regarding:

- Fall operations, including enrollment, campus environment, student life and housing
- COVID-19 procedures and guidance
- CARES Act funds received and allocated uses

Background Information:

In August 2020, the President's Action Report was focused on UCF's return to Fall 2020 semester, including updates on enrollment, campus environment, student life and housing, student engagement, health and well-being, and the academic experience. The update was centered around UCF's Return to Campus Reopening Plan that was approved by the Board of Trustees on June 18, 2020 and subsequently approved by the Board of Governors.

The president has continued to update the Board as campus operations have evolved over the course of the 2020-21 academic year in alignment with guidance from the State of Florida and Florida's State University System. On August 6, 2021, the State University system released a statement regarding Health Policies for the 2021-22 Academic year.

On August 10, 2021, UCF shared an Update on Fall Plans and Precautions that was sent to all faculty and staff, outlining precautions and actions to help protect the UCF community. The message included the following reminders and expectations:

- Protect Yourself, Get Vaccinated: If you have not been vaccinated and are able to, get vaccinated. There is a vaccine waiting for you. Vaccines are safe, effective and readily available at no cost and by appointment or walk-up at Student Health Services or a location in your community or close to home. Get Vacci-Knighted and protect yourself and those around you.
- Wear Masks Indoors: We expect you to wear masks indoors even if you are fully vaccinated in accordance with CDC guidelines. Masks are an additional layer of protection and reduce the spread of the virus.



Board of Trustees

- If You Develop Symptoms, Get Tested: Free testing for COVID-19 is available at Garage A
 for employees when you show your UCF ID. No appointment is needed and walk- or drive-ups
 are welcome. Additionally, genomic surveillance and wastewater testing will continue to be used
 to monitor for the presence of the coronavirus, helping to detect possible outbreaks and
 intervene to prevent further spread.
- Increased Cleaning and Campus HVAC Enhancements: Increased cleaning and daily
 classroom disinfections will continue, along with access to hand-sanitizing stations. During the
 pandemic, many touchless faucets, paper-towel dispensers and step-and-pull door openers
 were installed in high-touch areas. Additionally, HVAC systems across UCF's campuses also
 have been upgraded over the past year to mitigate the spread of pathogens through the air.
- COVID Self-Checker and Reporting Positive Cases: The COVID self-checker remains available in the UCF Mobile app and online and is strongly encouraged as a tool for symptom screening. To report that you or someone with whom you've had close contact has tested positive for COVID, stay home, avoid others and call the UCF COVID Line (407-823-2509).
- Quarantine and Isolation Procedures: Those who test positive for COVID-19 will be asked to isolate, and those who are unvaccinated and are exposed to someone who has tested positive will be asked to quarantine away from UCF. A very limited number of isolation rooms has been reserved for students who have no other place to go. Students in quarantine or isolation will be expected to make up classwork, the same as a student who falls ill from the flu or other illness. Employees who quarantine are expected to work remotely, take sick or annual leave, or apply for Knights Care Leave Share emergency paid leave. Vaccinated persons who are asymptomatic will not need to quarantine but will need to continue to wear a mask and monitor their symptoms.
- In-Person Classes: Any decisions about changing the format of a class must be approved by Academic Affairs. Faculty will be notified if a student will be unable to attend class due to COVID or whether other steps are necessary. Additional information from Academic Affairs is forthcoming.
- **In-Person Meetings:** In-person meetings and <u>events</u> are allowed at this time, though individual supervisors and organizers have discretion as to the best format for their meeting, including hybrid meetings with an online option.

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 🖂

Agenda Memo



Submitted by:

Mike Kilbride, Executive Chief of Staff

Supporting Documentation:

Attachment A: Presentation - Fall 2021 Operations

Facilitators/Presenters:

President Cartwright

Michael Johnson, Interim Provost and Vice President for Academic Affairs Gerald Hector, Senior Vice President for Administration and Finance Rhonda Bishop, Vice President for Compliance and Risk Patrick Burt, Associate Vice President for Communications and Marketing



Health Measures

2021 COVID-19 Update

RHONDA BISHOP

VICE PRESIDENT FOR COMPLIANCE AND RISK

Leadership Prepared for the Fall Semester

Health Measures



Vaccines expected and available daily at Student Health Services and pop-up events as scheduled



Masks are expected and available at various locations on campus



Free COVID-19 testing for employees and students



Leveraging housing move-in health screening to identify potential positive cases

Campus Cleaning and Infrastructure



Increased cleaning and daily classroom disinfections will continue through the fall



Touchless faucets, paper-towel dispensers and door openers installed in high-touch areas remain in place



Upgrades to HVAC systems improve filtration and mitigate the spread of pathogens through the air



Monitoring of the Pandemic Continues

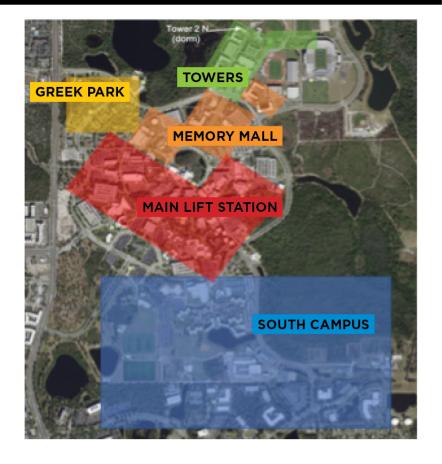
Oversight

- EICRT continues to meet on a regular basis
- Clinical Oversight and Surveillance
 Committee remains in place

Surveillance

- Random sampling of students to gauge vaccination rates on campus
- Genomic sequencing of test results identify variants present on campus
- Wastewater testing continuing throughout the fall to identify hotspots

UCF Wastewater Surveillance Report Map





Monitoring of the Pandemic Continues



Vaccination and mask use indoors expected in line with recommendation from CDC



Event protocols revisited and modified based on current conditions

- > Review criticality and timing
- > Establish protocols to reduce risk



UCF decision triggers developed in 2020 to advise leadership regarding when to make changes to campus operations

Updated based on evidence-based science and expert opinions



Monitoring of the Pandemic Continues

UCF COVID Dashboard					
Week	Student Health Total Tests	Student Health Positive Tests	Student Self Reporting	Faculty/Staff Self Reporting	Total Positives
07/18/2021 - 07/24/2021	113	7	19	17	43
07/25/2021 - 07/31/2021	203	25	20	20	65
08/01/2021 - 08/07/2021	345	41	11	26	78
08/08/2021 - 08/14/2021	315	22	8	17	47







Messaging

2021 COVID-19 Update

PATRICK BURT

ASSOCIATE VICE PRESIDENT FOR COMMUNICATIONS AND MARKETING

ALL STUDENTS, FACULTY AND STAFF
ARE STRONGLY ENCOURAGED TO GET
VACCINATED. SCHEDULE YOUR SHOT
AT UCF STUDENT HEALTH SERVICES.

SCHEDULE YOUR SHOT











PLEASE WEAR A MASK IT'S WHAT KNIGHTS DO.



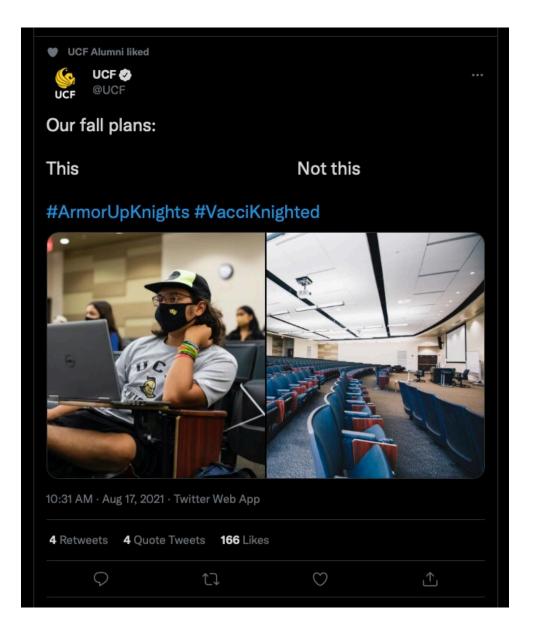
STICKER/BUTTONS













Instructional Delivery and Campus Life

2021 COVID-19 Update

MICHAEL D. JOHNSON, PHD

INTERIM PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS



HERFF Updates

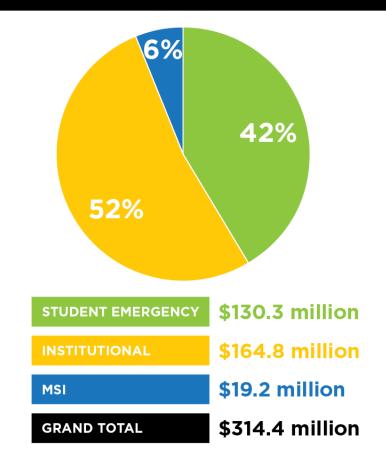
2021 COVID-19 Update

GERALD HECTOR

SENIOR VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

CARES Act Program — UCF

Description	HEERF I	HEERF II	HEERF III	Total
Student Emergency	\$25,535,625	\$25,535,625	\$79,272,544	\$130,343,794
Institutional	\$25,535,625	\$63,250,367	\$76,025,463	\$164,811,455
MSI	\$3,752,081	5,749,718	\$9,733,887	\$19,235,686
Grand Total	\$54,823,331	\$94,535,710	\$165,031,894	\$314,390,935





CARES Act Program — Spend by Category

Description	Student Emergency	Institutional Support	MSI/HSI	Total
Total Allotment	\$130,343,794	\$164,811,455	\$19,235,686	\$314,390,935
Student financial assistance and non-financial support total	(52,385,938)	(14,252,656)	(159,625)	(66,798,219)
Remote instruction and academic/ course delivery support total	_	(2,175,047)	-	(2,175,047)
COVID-19 response and campus preparedness total	_	(5,579,748)	(204,038)	(5,783,786)
Technology total	_	(1,636,200)	-	(1,636,200)
Other Approved Uses total	_	(19,955,705)	(9,138,135)	(29,093,840)
Total as of August 10, 2021	\$77,957,856	\$121,212,099	\$9,733,888	\$208,903,843
Ongoing Allocations for Third Tranche	(77,957,856)	(56,075,163)	_	(134,033,019)
Adjusted Total	_	\$65,136,936	\$9,733,888	\$74,870,824







Board of Trustees Regular Meeting | August 19, 2021

DISC-2: UCF's Next Strategic Plan				
☐ Information	□ Discussion	☐ Action		
Meeting [Date for Upcoming Action:			

Purpose and Issues to be Considered:

President Cartwright will discuss the attributes and distinct advantages of the Public Metropolitan Research University of the Future. He will share how UCF is uniquely positioned to become the leading metropolitan research university and the steps the University is taking to focus on excellence and build a foundation for success.

Ron Piccolo, special assistant to the president for strategic planning and Galloway Professor of Management, will provide the Board with a summary of a strategic planning process that outlines expectations, roles, responsibilities, and a timeline that will be guided by the president's framework for Building the University for the Future.

The presentation should facilitate discussion with the Board regarding the strategic planning framework and process prior to a formal launch of the process in September.

Background Information:

The Board is responsible for adopting a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the University's mission.

At the April 22, 2021 Board of Trustees meeting, the Board engaged in a discussion with President Cartwright around his goal for UCF to become a Top 50 Public Metropolitan Research University and the process for beginning the strategic planning process during the 2021-22 fiscal year. President Cartwright committed to reviewing the previous Collective Impact Strategic Plan with University leadership and presenting a process and timeline for the Board's review.

UCF's Collective Impact Strategic Plan

UCF's last strategic planning process was launched in Fall 2015, and the final plan was approved by the Board of Trustees on May 31, 2016. The Collective Impact Strategic Plan included five goals and priority metrics focused on the first five-year period since the plan's initial approval in May 2016. The five goals of the Collective Impact Strategic Plan included: Increasing Student Access, Success, and Prominence, Strengthening Our Faculty and Staff, Growing Our Research and Graduate Programs, Creating Community Impacts Through Partnerships and Leading Innovation in Higher Education.



UCF's Current Mission Statement

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs by providing high-quality, broad based education and experienced-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

The institutional mission statement above was last approved by the Board on May 21, 2009. At the February 20, 2020 Board of Trustees meeting, the Board discussed and agreed that the next president would lead the development of a proposed new strategic plan, to be reviewed and ultimately approved by the Board of Trustees. The Board's expectation was that this process will include a comprehensive review of the institutional mission with broad-based input from stakeholder groups that should consider how the mission statement most accurately describes the institution's current character and is consistent with the mission and purpose of the State University System as defined by the Board of Governors.

The Florida Board of Governors' (BOG) 2025 System Strategic Plan (Attachment B) and UCF

Submitted by: Mike Kilbride, Executive Chief of Staff
Committee Chair or Chair of the Board has approved adding this item to the agenda $igtigtigtigtigtigtigtigtarrow$
Contract Reviewed/Approved by General Counsel ☐ N/A ⊠
Authority for Board of Trustees Action: As outlined on Board of Governors Regulation 1.001(3)(c), Each board of trustees shall adopt a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the university's mission. University strategic plans shall be submitted to the Board of Governors for approval.
Fiscal Impact and Source of Funding: N/A
Alternatives to Decision: N/A
Recommended Action: N/A
Collective Strategic Plan (Attachment C) are included as attachments for trustees to review prior to the meeting.

Agenda Memo



Supporting Documentation:

Attachment A: Presentation: Building the University for the Future

Attachment B: BOG 2025 System Strategic Plan (Amended October 2019) Attachment C: UCF Collective Impact Strategic Plan (Amended July 2017)

Facilitators/Presenters:

President Cartwright

Ronald F. Piccolo, Special Assistant to the President for Strategic Planning and Galloway Professor of

Management





A University for the Future

UNIVERSITY OF CENTRAL FLORIDA

the **UNIVERSITY OF THE FUTURE** must be committed to:

Integration within its community and beyond

Excellence and access

Faculty who are exceptional in research, creative works and teaching

Industry and academia working side by side to solve society's grand challenges

Operational excellence and financial transparency to drive return on investment of every dollar









impacting PEOPLE





the UNIVERSITY OF THE FUTURE in a metropolitan location must:

Leverage location to help solve a myriad of societal problems with impact locally and globally

Provide high-impact experiences that enhance practical learning

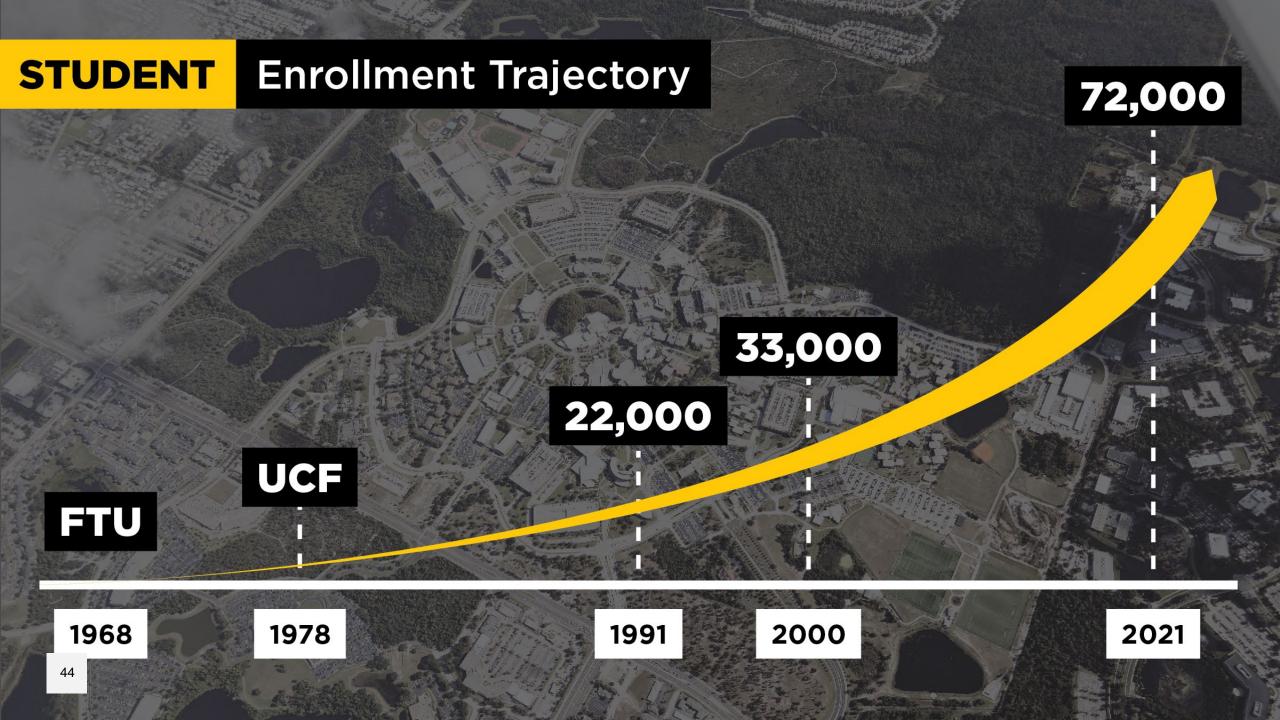
Provide access to excellence resulting in earned success

Provide a culturally competent and skilled workforce pipeline to fuel sustained economic prosperity

Strategically partner with regional organizations to amplify societal impact

3e a part of the community through sports, arts and more







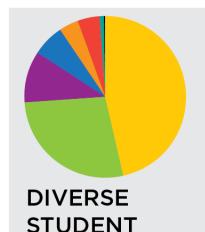
Quick Facts

71,948
STUDENTS ENROLLED
FALL 2020

1320
AVERAGE SAT
INCOMING 2020 FALL FRESHMEN CLASS

364,194
DEGREES CONFERRED
AS OF AUGUST 2020

4.18
AVERAGE GPA
INCOMING 2020 FALL FRESHMEN CLASS



OPULATION

White	33,307	46.3%
Hispanic/Latino	19,818	27.5%
Black	7,418	10.3%
Asian	4,622	6.4%
International	3,069	3.9%
Multiracial	2,817	4.3%
Not Specified	698	1%
Native Hawaiian /Other Pacific Islander	107	0.1%
American Indian /Alaska Native	92	0.1%

GRADUATE VIDEO GAME DESIGN PROGRAM IN THE WORLD THE PRINCETON REVIEW AND PC GAMER MAGAZINE COLLEGIATE CYBERSECURITY TEAM IN THE COUNTRY NATIONAL COLLEGIATE CYBER DEFENSE COMPETITION SPONSORED BY RAYTHEON, 2021

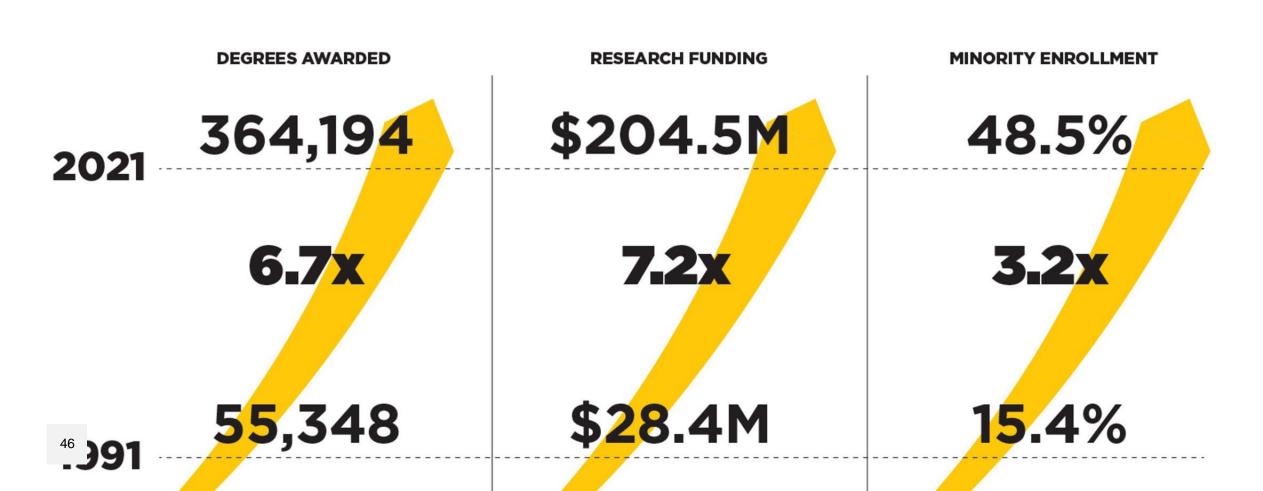
SUPPLIER OF GRADUATES TO U.S. AEROSPACE AND DEFENSE INDUSTRIES AVIATION WEEK

FOR HOSPITALITY AND TOURISM MANAGEMENT IN THE WORLD SHANGHAI RANKING

334,000+

AVERAGE AGE

30 years of **GROWTH**



distinctive advantage of a METROPOLITAN RESEARCH UNIVERSITY

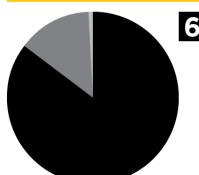
Access to opportunity and partnerships results in earned success

our **STUDENTS**

more than

70,000 STUDENTS

enrolled



61,000 Undergraduate

10,000 Graduate

490 Medical

more than

17,000 STUDENTS

graduate annually

- > 48.5% minority enrollment
- 22,000 Pell-eligible students
- Hispanic Serving Institution with 27.5% Hispanic students
- #2 in Education Reform Now Social Mobility Impact Ranking, graduating more Pell students than all "Ivy Plus" combined

If you're in this lab, you are going to have the skills to be able to change the world.

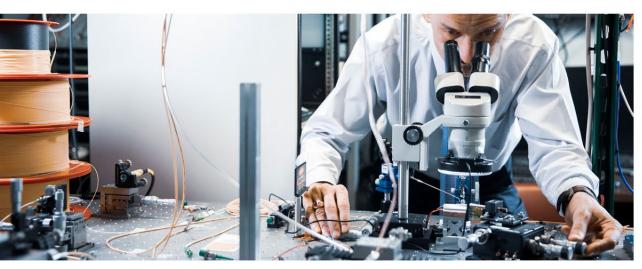
James Hickman, PhD UCF Chemistry Professor

Darin Edwards '97 '10MS '11PhD and Professor James Hickman

distinctive advantage of a METROPOLITAN RESEARCH UNIVERSITY

World-class, research-active faculty shape the future through work in their classrooms and labs, while leveraging local assets

a climate of INNOVATION FOR ALL















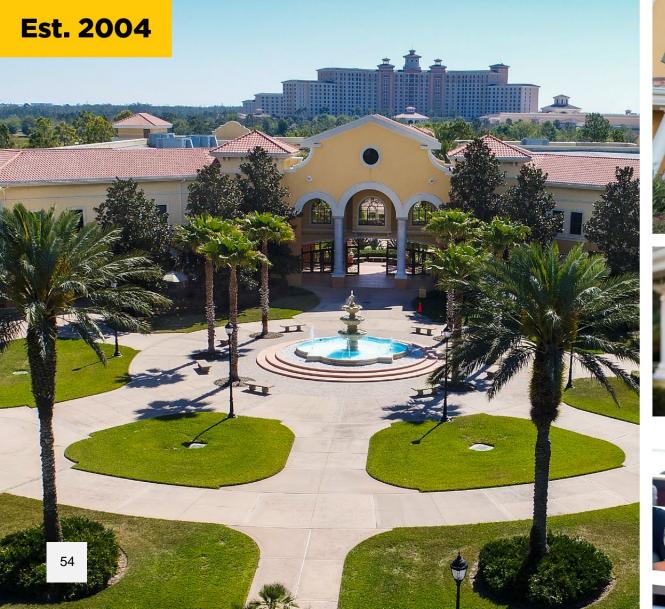








Rosen College of Hospitality Management



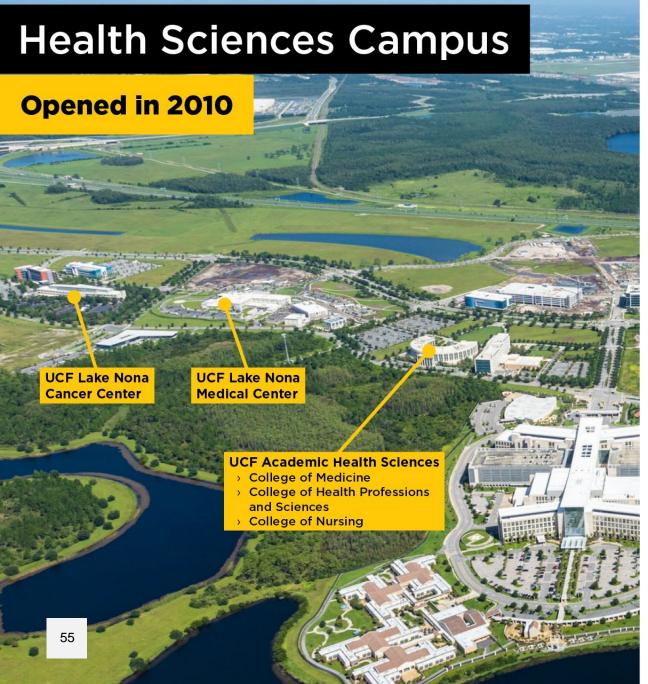


























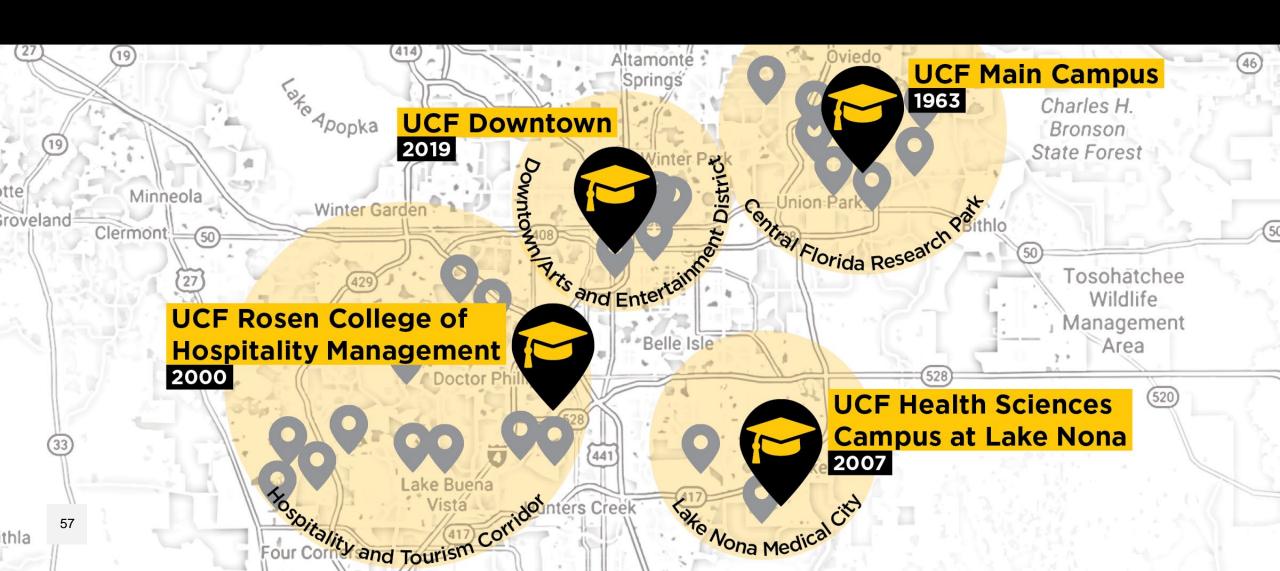




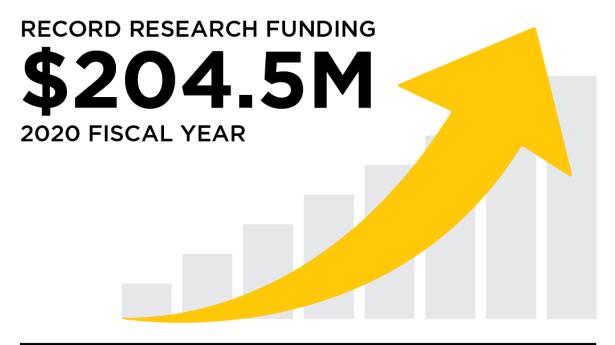




a leading METROPOLITAN RESEARCH UNIVERSITY



world-class RESEARCH



RANKING AMONG PUBLIC UNIVERSITIES IN THE U.S. AND 60TH IN THE WORLD FOR PRODUCING PATENTS

8 NATIONAL ACADEMY
OF ENGINEERING
MEMBERS ON FACULTY

CUTTING-EDGE,
INTERDISCIPLINARY
FACULTY RESEARCH CLUSTERS

50+ AFFILIATED RESEARCH CENTERS AND INSTITUTES



we are **JUST GETTING STARTED**

We will become the partner of choice

We will continue to attract exceptionally talented staff, faculty and students

We will position UCF for public and private investments

We will focus on continuous improvement

We will be a lifelong provider of choice for our students

Our practices will leverage our spirit of entrepreneurship — we will lead higher education and not follow old practices that don't fit us

building a **FUTURE-FOCUSED FOUNDATION**

Emphasizing operational excellence

SET ERP

Prioritizing data-enabled discovery and decision making

DIGITAL UNIVERSITY

Aligning leadership and governance structures to support goals

BOARD ENGAGEMENT AND EXPERTISE

Focused on building a culture of inclusion and a climate of trust and accountability



Focused and strategic decision making with emphasis on execution



STRATEGIC PLANNING

at UCF, WE WILL DEFINE OUR EXCELLENCE, not others

WE WILL BE ELITE, but never elitist

our community deserves a WORLD-CLASS RESEARCH UNIVERSITY













LARGEST GIFT IN UCF'S HISTORY

TRANSFORMATIONAL INVESTMENT

we will

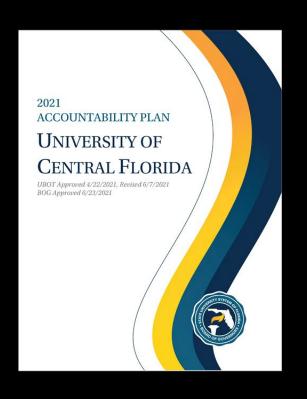
FOCUS ON OUR PEOPLE

and their desire for success in order to achieve our shared goals and to build a

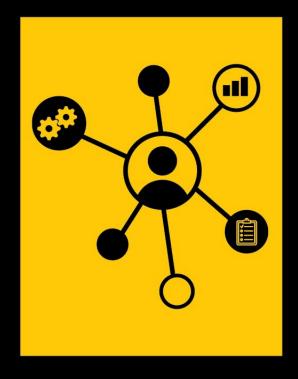
FUTURE-FOCUSED CULTURE











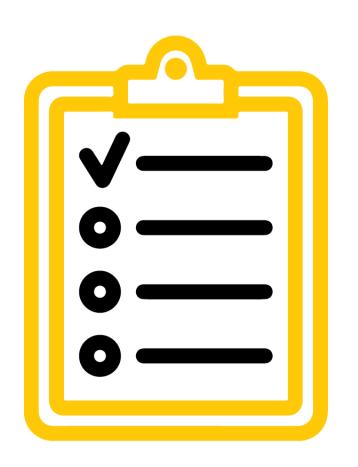
Academic Enterprise Administration and Finance

External Affairs and Advancement

Culture and Effectiveness

PROGRESS to date







guiding PRINCIPLES

- Emphasis on student outcomes, access, opportunity, and social mobility
- Entrepreneurial culture
- Embrace change and improvement
- Recognize resource requirements and alternative sources of revenue

- Evolution from the "Partnership University" to a "Strategic Partnership University"
- Leverage location, culture, and regional assets
- Driven by excellence

next **STEPS**











A University for the Future

UNIVERSITY OF CENTRAL FLORIDA

2025 SYSTEM STRATEGIC PLAN

Amended October 2019



University • Florida Atlantic University • Florida Gulf Coast University • Florida International University • Florida Polytechnic University of South Florida • University • Rorida • University of South Florida • University • Flor



Table of Contents

THE SYSTEM AT A GLANCE	3
INTRODUCTION	4
THE PLANNING CONTEXT	5
MISSION OF THE STATE UNIVERSITY SYSTEM FOR THE 21ST CENTURY	8
2025 VISION	10
2025 GOALS	11
TEACHING AND LEARNING	13
SCHOLARSHIP, RESEARCH, AND INNOVATION	14
COMMUNITY AND BUSINESS ENGAGEMENT	15
2025 GOALS: PERFORMANCE INDICATORS	16
DEFINITIONS & RATIONALE FOR PERFORMANCE INDICATORS	22
TEACHING AND LEARNING	
SCHOLARSHIP, RESEARCH, AND INNOVATION	

The System at a Glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts, and so much more. The State University System of Florida provides access to the teaching, research, and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching; they actually create the knowledge that is shaping society — locally, nationally, and globally.

The Florida Board of Governors — the constitutional body created by voters in 2002 to oversee the State's 12 public universities — is working to build on these institutions' individual strengths and unique missions as each one claims its rightful place on the national and international stage.



Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to "operate, regulate, control, and be fully responsible for the management of the whole university system." The Board, as the governing body for the State University System of Florida (SUS), strongly believes that the future of Florida is dependent upon a high-quality, comprehensive, and efficient system of public universities.

The 12 institutions within the System enhance the state and its many valuable assets by providing high-quality academic degree programs to meet state economic and workforce needs, cutting-edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 400,000 students. State universities collectively offer over 1,700 degree programs at the baccalaureate, graduate, and professional levels and annually award over 91,000 degrees at all levels.



Page 1997

The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. During this time period, the System has also seen huge successes, the most notable being ranked the #1 state for higher education by U.S. News and World Report in 2017, 2018, and 2019. Other noteworthy recent successes include a 10% increase in the four-year graduation rate, an expansion in the System's research profile, and ranking 2nd in the nation for affordability. These achievements along with changes are reflected by the need to periodically revise the State University System Strategic Plan that was originally approved on November 10, 2011.

Among the most notable changes, the System's 12th university - Florida Polytechnic University - was created to focus on the production of graduates in science, technology, engineering, and mathematics. The Board's Access and Attainment Commission conducted a supply-demand study of the State's projected occupations and current degree production and was rewarded with a legislative appropriation to close the gaps in degree production that were identified. In a related effort, the Board's list of Programs of Strategic Emphasis was revised in November 2013 and again in October 2019 to reflect changes in workforce demands. An Innovation and Online Committee, a Health Initiatives Committee, a Select Committee on 2+2 Articulation, and an Academic and Research Excellence Committee were created to assist in System strategic planning. The University of Florida, Florida State University, and the University of South Florida were designated as Preeminent Universities and provided with additional funding to raise their national rankings. And perhaps most importantly, the Board of Governors worked with the Florida Legislature and the Governor to implement a Performance Based Funding Model that has dramatically changed how the System is funded. The Performance Based Funding Model incentivizes universities to meet the Board's benchmarks – which are largely based on the 2025 goals in this Strategic Plan.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to regularly evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs.

State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the science,

technology, engineering, and math (STEM) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability and performance metrics in order to assess the System's efficiency and effectiveness. Utilizing the annual university accountability plans and the System's Accountability Plan, specific indicators have been identified to focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The coming years will present significant economic and societal challenges to the state universities that may influence access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.

The Board identifies strategies and initiatives needing immediate action in order to address these needs through various committees. As examples, the Budget and Finance Committee worked with our elected leaders to implement a Performance Based Funding Model based on goals and metrics that has driven significant improvements in retention, graduate rates, and student affordability. The Facilities Committee recently approved a report requested by the Legislature addressing recommendations for improving the educational plant survey process to better calibrate university space needs. The Academic and Student Affairs Committee has addressed academic program delivery, low productivity programs, credit hour requirements in Engineering programs, math redesign efforts, and student mental health and safety to improve student success. The Academic and Research Excellence Committee developed and discussed a research dashboard to track and monitor research metrics. The Innovation and Online Committee developed a strategic plan for online education that supports the overall goals of the System's Strategic Plan. Previously, a Health Initiatives Committee and a Select Committee on 2+2 Articulation also developed strategic plans to support system goals.

The Board of Governors will continue to actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following guiding principles:

- Focus on students and enhancing their learning, development, and success.
- Recognize and value the roles and contributions of faculty and staff.
- Partner with university boards of trustees to provide support and oversight for the institutions.
- The Board of Governors recognizes the importance of coordinating and collaborating with the Florida College System with respect to the production of baccalaureate degrees. To that end, the Board of Governors and the Florida College System will continue to engage in meaningful discussions to ensure that resources and efforts are not duplicated on a statewide basis.
- Coordinate with other education sectors and seek the optimal State University System structure to help address the state's higher education needs.
- Advocate for the System's unique role in advancing the State educationally, economically, socially, and culturally.
- Identify and affirm the distinctive mission and contributions of each institution.
- Work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution's unique strengths and missions.
- Promote an optimal balance between institutional aspirations and the System's public mission.
- Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.
- Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.
- Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system in a Performance Based Funding Model.
- Maintain a commitment to excellence and continuous improvement.

Mission of the State University System for the 21st Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida "in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies." The Board of Governors, as the governing body, is given responsibilities in Section 7(d) including "defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs."

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025.

The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern United States, providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida's state universities transform knowledge into action every day in meaningful ways.

To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to focus on the following priorities.

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.

2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21st century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching and student learning, research and commercialization, and community and business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation - new technologies, new processes, new products, new ideas - in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.

2025 Goals

To realize its mission and its 2025 vision for the State University System, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university's teaching, research, and public service priorities: *Excellence, Productivity,* and *Strategic Priorities for a Knowledge Economy*.

Excellence

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality; to produce world-class, consequential research; and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

Productivity

Florida must increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving the portfolio of research and intellectual property to outside investors.

Strategic Priorities for a Knowledge Economy

The Board of Governors acknowledges that simply producing more with greater efficiencies is not inherently strategic, so this plan also has a focus on Strategic Priorities within each of the tripartite missions that need to be prioritized to better align university outputs with state economic and workforce needs.

The chart below displays nine general goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES
TEACHING & LEARNING	Strengthen Quality & Reputation of Academic Programs & Universities	Increase Degree Productivity & Program Efficiency	Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, & Innovation	Increase Research Activity & Attract More External Funding	Increase Commercialization Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community & Business Engagement	Increase Community & Business Engagement	Increase Community & Business Workforce

Teaching and Learning

The Board of Governors believes that high-quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. This System Strategic Plan serves as the Board's commitment to enhancing the quality and reputation of the State University System and to focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy.

The Board expects the state universities to increase efficiencies and broaden their use of innovative methods of delivering educational programs, including distance/online learning, interdisciplinary collaboration, and academic resource sharing. The Board of Governors and universities are committed to a deliberate strategy to increase the number of undergraduate and graduate degrees in science, technology, engineering, and mathematics (STEM) and health and other Programs of Strategic Emphasis disciplines. A general overview of the Board of Governors goals for Teaching and Learning are highlighted below.

Excellence

GOAL: Strengthen Quality and Reputation of the Universities

• Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.

Productivity

GOAL: Increase Degree Productivity and Program Efficiency

Increase access and efficient degree completion for students.

Strategic Priorities for a Knowledge Economy

GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis

 Increase student access and success in degree programs in the STEM/health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities. Note: The list of programs included within the Programs of Strategic Emphasis is not static and will be updated by the Board periodically to reflect the changing needs of Florida's and the Board's priorities.

Scholarship, Research, and Innovation

The component of the State University System's tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida's economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida's businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida's most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

Excellence

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

- Improve the quality and impact of scholarship, research, and commercialization activities.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

Productivity

GOAL: Increase Research Activity and Attract More External Funding

- Increase research activities to help foster entrepreneurial campus cultures.
- Attract more research funding from external (includes federal and private) sources.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Research Commercialization Activities

 Increase the number of patents, licenses, and start-up companies created as a result of university research.

Community and Business Engagement

A critical component of the State University System's tripartite mission is public service and the commitment of state universities to reach out and engage with Florida's communities and businesses. Community engagement focuses on the collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national "community engagement" classification. In the State University System, seven institutions have achieved this classification, and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national "community engagement" classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university's strategic plan.

Excellence

GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

 Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

Productivity

GOAL: Increase Levels of Community and Business Engagement

• Increase faculty and student involvement in community and business engagement activities.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Community and Business Workforce

 Increase the percentage of graduates who continue their education or are employed full-time.

2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the planning period and are framed by the Board's three critical points of emphasis: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. The primary components of the state university's tripartite mission - Teaching and Learning; Scholarship, Research, and Innovation; and Community and Business Engagement - are emphasized to provide direction to the state universities. The charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.

The Board's 2025 System Strategic Plan is not a static document but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the Strategic Plan, in consultation with the state universities and other stakeholders. Most recently, in 2019, the Board of Governors examined the strategic metrics and goals with a view towards adding metrics related to new priorities and revising others based on changes in either trends or the environment.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its annual accountability plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's 2025 System Strategic Plan.

TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL	
	EXCELLENCE			
		1 in Top 10 Liberal Arts	1 in Top 10 Liberal Arts	
National Rankings for	Five universities ranked Top 50	1 in Top 10 Nation	1 in Top 10 Nation	
Universities	for public undergraduate	1 in Top 11-25 Nation	1 in Top 11-25 Nation	
		2 in Top 25-50 Nation	2 in Top 25-50 Nation	
2) Freshman in Top 10% of Graduating High School Class	50%	50%	50%	
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exams Above Benchmarks	All Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	
4) Quality Online Courses	n/a	90%	100%	
5) Average Time-to-Degree (for FTIC in 120hr programs)	4.0	4.0	4.0	
6) Four-Year Graduation Rates (for Full-Time FTIC)	50%	50%	65%	
7) Six-Year Graduation Rates (for Full- and Part-time FTIC)	70%	70%	80%	
8) Percent of Bachelor's Degrees Without Excess Hours	80%	80%	80%	
9) Bachelor's Degrees Awarded Annually	90,000	90,000	78,500	
10) Graduate Degrees Awarded Annually	40,000	35,000	27,400	

TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
	PRODUCTIVIT	Y	
11) Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students	31,500 (35%)	36,000 (40%)	46% Changed from # to %
12) Number & Percent of Adult Aged 25+ Undergraduates Enrolled	75,000 (21%)	75,000 (21%)	75,000 (21%)
13) Percent of Undergraduate FTE in Online Courses	n/a	40%	40%
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant	n/a	All Institutions Above 30%	All Institutions Above 30%
15) Academic Progress Rate (2nd Fall Retention with GPA >=2.0)	n/a	90%	90%
16) Pell Recipient Four-Year Graduation Rate (for Full-Time FTIC)	n/a	n/a	54%
17) FCS AA Transfer Three-Year Graduation Rate	n/a	n/a	62%
STRATEGIC PRIC	DRITIES FOR A KN	OWLEDGE ECONO	OMY
18) Number & Percent of Bachelor's Degrees in Programs of Strategic Emphasis	45,000 (50%)	45,000 (50%)	45,000 (50%)
19) Number & Percent of Bachelor's Degrees in STEM & Health	n/a	30,000 (35%)	30,000 (35%)

TEACHING & LEARNING	2011	2014	2019
	GOAL	GOAL	GOAL
20) Number & Percent of Graduate Degrees in Programs of Strategic Emphasis	20,000	18,200	18,200
	(50%)	(60%)	(60%)
21) Number & Percent of Graduate Degrees in STEM & Health	n/a	15,200 (50%)	15,200 (50%)

SCHOLARSHIP, RESEARCH, & INNOVATION	2011 GOAL	2014 GOAL	2019 GOAL
	EXCELLENCE		
22) Faculty Membership in National Academies	75	75	75
23) Faculty Awards	n/a	75	75
24) Percent of Undergraduates Engaged in Research	50%	TO BE DETERMINED	New question on senior exit survey Spring 2020
	PRODUCTIVIT	Υ	
25) Total R&D Expenditures	\$3.25B	\$2.29B	\$3.0B
26) R&D Expenditures funded from External Sources	67%	71%	\$1.75B Changed from % to \$
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
27) Number of Patents Awarded Annually	n/a	410	410
28) Number of Licenses and Options Executed Annually	250	270	500
29) Number of Start-Up Companies Created	40	40	60

92 Page 20

COMMUNITY & BUSINESS ENGAGEMENT	2011 GOAL	2014 GOAL	2019 GOAL
	EXCELLENCE		
30) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	All	AII
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
31) Percent of Bachelor's Graduates Employed & Earning \$30,000+ or Continuing Their Education	90%	90%	80% Added wage threshold
32) Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	n/a	n/a	\$43,200

93 Page 21

Definitions & Rationale for Performance Indicators Teaching and Learning

EXCELLENCE

1. National Rankings for Universities

DEFINITION: A ranking on well-known and highly respected national public university rankings using most recent rankings based on the following publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

GOAL: 1 in Top 10 Liberal Arts; 1 in Top 10 Nation; 1 in Top 11-25 Nation; and 2 in Top 25-50 Nation

RATIONALE: Excellence is difficult to quantify and measure. Institutions that do well try to benefit from the enhanced prestige with better student recruitment, increased alumni donations, and government support. Others challenge the methodology by arguing the complexities of educating students, enabling cutting-edge research, and engaging with community and businesses. The purpose of the Board's decision to consider multiple ranking publications was to better understand the national landscape that the System's universities live within and to have an external evaluation of how well the universities have carried out their academic responsibilities.

The above goals were established to continue a focus on excellence for the System.

SOURCE: Board staff analysis of various publications

2. Freshman in Top 10% of Graduating High School Class

DEFINITION: Percentage of all degree-seeking, first-time, first-year freshman students who had high school class rank within the top 10% of their graduating high school class.

GOAL: 50%

RATIONALE: The top 10% of the high school graduating class provides an indicator of the quality of the incoming first-time-in-college (FTIC) class. This metric enables universities to consider applications from a wide range of schools so they can have a diverse, yet excellent, student body. It is important to note that not every high school in Florida provides a class rank, so this data is missing for about one-quarter of the System's incoming class.

The goal of 50% was based on the average of the 108 institutions in the top tier of the 2011 U.S. News and World Report national university rankings based on the 2009-10 Common Data Set data.

SOURCE: University submissions to the Common Data Set

3. Professional Licensure and Certification Exam Pass Rates Above Benchmarks

DEFINITION: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark.

GOAL: All exam pass rates above benchmarks

RATIONALE: Licensure and certification exam pass rates are one of the few indicators that measure how well universities prepare students to enter professional occupations. This metric is based on the first-time pass rate, rather than the ultimate pass rate, to get a better sense of how well the program prepared students for their profession. For better context, university pass rates are compared to state and national average pass rates.

The goal to have all exam pass rates above benchmarks was set to ensure excellence and that all graduates are employable.

SOURCE: Annual university accountability plan

4. Quality Online Courses (REVISED METRIC 2019)

DEFINITION: New and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle. The quality reviews are based on the Quality Matters Higher Education Course Design Rubric Standards, with a review process that is unique to Florida. The Quality Matters standards are in the following areas: Course Overview and Introduction; Learning Objectives; Assessment and Measurement; Instructional Materials; Learning Activities and Learner Interaction; Course Technology; Learner Support; and Accessibility and Usability.

GOAL: 100% of courses meet the Florida standards

RATIONALE: As stated in the 2025 Strategic Plan for Online Education, concern about "quality" has been one of the barriers to the adoption and growth of online education. Strategic goals in the plan focus on quality practices and encourage universities to adopt these practices. This performance indicator from the plan requires institutions in the System to review online courses to ensure they meet the Florida Quality Course Design Standards following an approved review process.

The goal was set at 100% to ensure all online courses are of the highest quality.

SOURCE: Florida Shines online course catalog

PRODUCTIVITY

5. Average Time-to-Degree

DEFINITION: This metric is the number of years between the start date based on the student entry date and the end date based on the last month of the term degree was granted for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a year (summer, fall, spring).

GOAL: 4.0 years

RATIONALE: This metric is similar to graduation rate because both are measuring completion based on time; however, time-to-degree is a complement to graduation rates. Time-to-degree looks backward from the graduating class to see when the FTIC students first entered the university.

The goal was set at 4.0 because traditionally, a bachelor's program requires 120 credit hours and is expected to be completed in four calendar years for students enrolled full-time.

6. Four-Year Graduation Rate (REVISED GOAL 2019)

DEFINITION: The four-year metric is based on the percentage of FTIC students who started in the fall term, or summer term continuing immediately to a fall term; were enrolled full-time in their first semester; and graduated from the same institution within four years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

GOAL: 65%

RATIONALE: Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started.

The goal of 65% is based on current system-wide trends and has been increased to establish aspirational goals for the System.

SOURCE: Board of Governors staff analysis of the State University Database System

7. Six-Year Graduation Rate (REVISED GOAL 2019)

DEFINITION: The six-year metric is based on the percentage of FTIC students who started in the fall term, or summer term continuing immediately to a fall term; were enrolled either part-time or full-time in their first semester; and graduated from the same institution within six years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

GOAL: 80%

RATIONALE: Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started.

The goal of 80% is based on current system-wide trends and has been increased to establish aspirational goals for the System.

8. Percent of Bachelor's Degrees Without Excess Hours

DEFINITION: This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the official program length recorded in the Board of Governors' Academic Program Inventory. It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in multiple cohorts of students with different requirements. In accordance with statute, this metric excludes the following types of student credits: accelerated mechanisms; remedial coursework; non-native credit hours that are not used toward the degree; non-native credit hours from failed, incomplete, withdrawn, or repeated courses; credit hours from internship programs; credit hours up to 10 foreign language credit hours; and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps program.

GOAL: 80%

RATIONALE: In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. The Legislature established a threshold of 110% for students starting in the 2012-13 academic year. More recently, in 2019, the Legislature changed the benchmark to 120% of required program hours. However, in 2019, the Board decided to continue using a threshold of 110% of required program hours to ensure a continued focus on graduating students within four years.

The 2025 goal of 80% was set to reflect growth based on prior trends.

9. Bachelor's Degrees Awarded Annually (REVISED GOAL 2019)

DEFINITION: This is a count of first-major baccalaureate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees. In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria.

GOAL: 78,500

RATIONALE: Since 2012, the State University System has had the largest public undergraduate enrollment in the country compared to other public university systems, and it remains one of the fastest-growing systems. Based on enrollment growth for both FTICs and AA Transfers and improvements in university graduation rates, the number of bachelor's degrees awarded annually was initially projected to increase to 90,000.

In 2019, the Board reduced the goal to 78,500 due to a number of influences, including Florida's growing population and bachelor's degree production by the Florida College System.

SOURCE: Board of Governors staff analysis of the State University Database System

100

10. Graduate Degrees Awarded Annually (REVISED GOAL 2019)

DEFINITION: This is a count of first-major graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one CIP code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees. In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria.

GOAL: 27,400

RATIONALE: In 2012-13, Florida ranked 3rd in the number of graduate degrees awarded by public, four-year universities and the number of graduate degrees awarded annually was initially projected to increase to 35,000.

In 2019, the goal was lowered to 27,400 based on declining enrollments at the graduate level.

SOURCE: Board of Governors staff analysis of the State University Database System

101 Page 29

11. Percent of Bachelor's Degrees Awarded to African-Americans and Hispanic Students (REVISED METRIC 2019)

DEFINITION: Race/Ethnicity data is self-reported by students. The Non-Hispanic Black and Hispanic categories do not include students classified as Non-Resident Alien or students who did not identify a race/ethnicity. Degree data is based on first-major counts only; second majors are not included. The percentage is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and students who did not identify a race/ethnicity.

GOAL: 46%

RATIONALE: Bachelor's degrees awarded annually to African-American and Hispanic/Latino students provides a sense of student diversity based on the race/ethnicity of the students. This metric is important to the State University System because increasing the educational attainment for all of Florida's citizens is a key to the State's future workforce. The latest census information shows that African-Americans and Hispanics comprise 50% of Florida's 18-24 year-old population and that the percentage is expected to climb to 55% by 2025. However, data from the Florida Department of Education shows that only 46% of Florida's high school graduates who completed a college-prep curriculum in 2015-16 were African-American and Hispanic/Latino populations. In 2019, the metric was revised from the "number" of bachelor's degrees awarded annually to African-American and Hispanic/Latino students to the "percent" of bachelor's degrees awarded annually to African-American and Hispanic/Latino students.

The goal of 46% was set based on the System trend and the percentage of Florida African-American or Hispanic/Latino high school graduates who completed a college-prep curriculum.

12. Number and Percent of Adult Aged 25+ Undergraduates Enrolled

DEFINITION: This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a high school diploma or general education diploma and above are included in this calculation.

GOAL: 75,000 (21%)

RATIONALE: This metric provides a sense of student diversity based on the age of the student at the time of enrollment. This metric is important to the State University System because Florida's adult educational attainment level is lower than many of the other ten most populous states, which has a negative impact on the economy. Including this metric within the System Strategic Plan recognizes the important role that non-traditional students play in the current and future landscape of postsecondary education.

The 2025 goal of 75,000 was based on a trend line that projects 69,000 adult undergraduates enrolled in fall 2025. Due to the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal of also increasing the proportion of adult undergraduates from 19% to 21%.

SOURCE: Board of Governors staff analysis of the State University Database System

103

13. Percent of Undergraduate FTE in Online Courses

DEFINITION: This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. FTE is a measure of instructional effort based on the total credit hours taken by students. An online course is one in which at least 80% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both as defined by Florida Statute (per 1009.24(17), F.S.).

GOAL: 40%

RATIONALE: The Board's Online Education 2025 Strategic Plan is based on the assumption that the system will continue its rapid growth in online education and includes aggressive enrollment targets for 2025, along with strategies for reaching those targets.

The average growth rate from 2010-11 through 2013-14 was used to determine the growth beyond the universities' accountability plans presented for years 2014-15 through 2016-17. That annual growth rate of 2% resulted in the projection of 40% of undergraduate FTE enrollment that could be expected by 2025.

SOURCE: Board of Governors staff analysis of the State University Database System

104

14. Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant

DEFINITION: This metric is based on the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Unclassified students who are not eligible for Pell Grants are excluded from this metric.

GOAL: All institutions above 30%

RATIONALE: The Federal Pell Grant program provides financial aid to students from poor and working-class families who want to better themselves by earning a college degree. This metric is based on the percentage of undergraduates enrolled in the fall term who received a Pell grant. The purpose of this metric within the System Strategic Plan is to serve as an access measure - to ensure that the System continues to provide opportunities to students from all socioeconomic levels.

The goal to have all institutions with 30% of fall undergraduates receiving a Pell Grant was established to ensure that while pursuing excellence, the System continues to maintain access.

15. Academic Progress Rate

DEFINITION: This metric is based on the percentage of FTICs who started their first fall term with a full load of 12 or more credit hours and who were found retained in the same university the following fall term with at least a 2.0 grade point average (GPA) at the end of their first year.

GOAL: 90%

RATIONALE: This metric is an alternative to the standard second-year retention rate and is a much better leading indicator of student success. In fact, FTICs who return for their second fall with a GPA above 2.0 are eight times more likely to graduate within six years than students who begin their second fall term with a GPA less than 2.0. This is one reason why the Board of Governors decided to include this metric in the new Performance Based Funding Model.

The trend line for this metric is fairly flat, so the Board has set a goal of 90% based on expected improvements resulting from university efforts to respond to the Board's Performance Based Funding Model.

16. Pell Recipient Four-Year Graduation Rate for Full-Time FTIC (NEW METRIC 2019)

DEFINITION: The four-year metric is based on the percentage of FTIC students who started in the fall term, or summer continuing immediately to a fall term; were enrolled full-time in their first semester; received a Pell grant; and graduated from the same institution within four years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

GOAL: 54%

RATIONALE: As previously stated, graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. However, it is of particular importance to monitor strategic populations, including students who might be more at-risk. In 2019, the Board decided to include a new metric to track the success rate of Pell grant recipients. This metric tracks a sub-set of those students identified in metric six who also receive a Pell grant.

The goal was set at 54% based on current system-wide trends.

17. FCS AA Transfer Three-Year Graduation Rate (NEW METRIC 2019)

DEFINITION: This metric is based on the three-year graduation rate of students who transferred from the Florida College System with an Associate in Arts (AA) degree. The three-year metric is based on the percentage of students who started in the fall term, (or summer continuing immediately to a fall term); were enrolled full-time in their first semester; and graduated with a bachelor's degree from the same SUS institution within three years.

GOAL: 62%

RATIONALE: AA transfer students from the Florida College System make up a large proportion of upper-division undergraduate students in the System. These students also warrant special attention in monitoring their progress to graduation. AA transfer students are more likely to be older and enroll part-time. In 2019, the Board decided to include an AA transfer graduation rate metric for both full- and part-time students to ensure these students are graduating in a timely manner.

The goal was set at 62%, which is 5% higher than the 2015-18 rate of 57%.

SOURCE: Board of Governors staff analysis of the State University Database System

108

Teaching and Learning (continued)

STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

18. & 20. Number and Percent of Bachelor's and Graduate Degrees in Programs of Strategic Emphasis

DEFINITION: This metric is based on the number and percentage of baccalaureate and graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

GOAL: Bachelor's: 45,000 (50%); Graduate: 18,200 (60%)

RATIONALE: This metric is designed to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State. The Board of Governors maintains a list of Programs of Strategic Emphasis that were revised in October 2019. This list is comprised of the following five areas: STEM, Health, Education, Global, and Gap Analysis. The list of Programs of Strategic Emphasis applies to both bachelor's and graduate degrees.

The goal was set at 50% for bachelor's degrees and 60% for graduate degrees to reflect a Board priority to align degree production with the workforce demands and strategic priorities for Florida's economy. Due to the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of degrees awarded as well as the proportion of degrees awarded in Programs of Strategic Emphasis.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

19. & 21. Number and Percent of Bachelor's and Graduate Degrees in STEM and Health

DEFINITION: This metric is based on the number and percentage of baccalaureate degrees that are classified as STEM or health disciplines by the Board of Governors in the Academic Program Inventory. A student who has multiple majors in the subset of targeted CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

GOAL: Bachelor's: 30,000 (35%); Graduate: 15,200 (50%)

RATIONALE: This metric is a subset of the larger Programs of Strategic Emphasis, and was included in the 2011 System Strategic Plan as a separate breakout because it is widely believed that education in STEM is vital. In the 2014 revision of the plan, health was added in recognition that healthcare is an especially critical component of Florida's current and future workforce. The Board of Governors decided to combine these two programmatic areas in the revised System Strategic Plan and has established an aspirational goal in an effort to better support Florida's STEM- and health-related workforce.

The goal was set at 50% for bachelor's degrees and 60% for graduate degrees to reflect a Board priority to align degree production with the workforce demands and strategic priorities for Florida's economy. Due to the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of STEM and health degrees awarded as well as the proportion of degrees awarded in STEM and health fields.

SOURCE: Board of Governors staff analysis of the State University Database System

Scholarship, Research, and Innovation

EXCELLENCE

22. Faculty Membership in National Academies

DEFINITION: The number of National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities annual report or the official membership directories maintained by each national academy.

GOAL: 75

RATIONALE: One of the highest honors that academic faculty can receive is membership in the National Academy of Sciences, the National Academy of Engineering, or the Institute of Medicine. In 2011, the State University System was ranked 17th among states' public universities with 38 faculty as members of the National Academies. Based on 10-year historical trends, the System is projected to have 49 members in 2023, which indicates that the System would be ranked 15th assuming other state trends remain stable.

The 2025 goal of 75 would rank the System at 5th in the country, which is a considerable improvement and a prime objective for the System's preeminent universities.

SOURCE: Center for Measuring University Performance, Top American Research Universities report, or the official membership directories maintained by each national academy

23. Faculty Awards

DEFINITION: The number of faculty awards received from any of the following entities: American Council of Learned Societies Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities Fellows, National Humanities Center Fellows, National Institutes of Health MERIT, National Medal of Science and National Medal of Technology, Presidential Early Career Awards for Scientists and Engineers (PECASE), National Science Foundation (NSF) CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows.

GOAL: 75

RATIONALE: Faculty awards in the arts, humanities, science, engineering, and health provide a more dynamic and current look at faculty honors than the National Academy members that reflect senior faculty with distinguished careers. In 2011, the System was ranked 4th among states' public universities. Based on 10-year historical trends, faculty are projected to receive 75 awards in 2023, which indicates that the System would be ranked 3rd assuming other state trends remain stable.

The 2025 goal of 75 is to maintain the current trend.

SOURCE: Board staff analysis of various publications

24. Percent of Undergraduates Engaged in Research (REVISED METRIC 2019)

DEFINITION: The numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member, worked on research with a faculty member (individually or jointly), submitted an article or research for publication or exhibition, or presented or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who completed the survey.

GOAL: TBD

RATIONALE: A placeholder metric was included in the 2011 version of the System Strategic Plan and was finalized in 2019. The purpose of this metric is to address the emerging role that research plays in the undergraduate curriculum, and it is aligned with the NSF goal of integrating research and education. Undergraduate participation in research can also strengthen the pipeline of students pursuing graduate degrees. The System will begin collecting data for this metric from the institutional senior exit surveys in spring 2020.

Once a baseline is established, the Board will set a goal.

SOURCE: Institutions' senior exit surveys

PRODUCTIVITY

25. Total Research and Development Expenditures (REVISED GOAL 2019)

DEFINITION: Total expenditures for all research activities, including non-science and engineering activities, as reported in the NSF annual survey of Higher Education Research and Development.

GOAL: \$3.0 billion

RATIONALE: Research and Development (R&D) expenditures are the primary indicators of research and innovation in higher education. In FY2011-12, the System was ranked 5th among states' public universities and as of FY2016-17, Florida has moved up to 4th.

The 2025 goal of \$3.0 billion was set to address the Board's priority to further strengthen the System's research profile and to increase national rankings in research.

SOURCE: NSF Annual Higher Education Research and Development Survey

26. Research and Development Expenditures Funded from External Sources (REVISED METRIC 2019)

DEFINITION: This metric reports the amount of research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources.

GOAL: \$1.75 billion

RATIONALE: This metric reflects the ability of institutions to win competitive grant funding from external or non-state sources. The Board of Governors included this metric in the System Strategic Plan because in FY2008-09, Florida was last among the Top 10 states for public universities in the percentage of R&D expenditures that were funded externally. In 2019, the Board decided to revise the 2025 goal to be a dollar amount rather than a percentage, since state funding varies from year-to-year and large changes in state funding can artificially influence a percentage-based measure.

The goal is set at \$1.75 billion to encourage institutions to secure competitive funding for research.

SOURCE: NSF Annual Higher Education Research and Development Survey

STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

27. Number of Patents Awarded Annually

DEFINITION: The number of utility patents awarded by the U.S. Patent and Trademark Office by calendar year. This does not include design, plant or other types of patents.

GOAL: 410

RATIONALE: An important aspect of university research is protecting any new intellectual property (IP) that results from the research. The overall number of patents awarded in a calendar year is a general, but valuable, measure of the amount of IP that a university produces and chooses to protect. The System's goal is to produce 410 patents during the 2024 calendar year.

SOURCE: Board of Governors staff analysis of U.S. Patent Office data

28. Number of Licenses and Options Executed Annually (REVISED GOAL 2019)

DEFINITION: Licenses and options executed in the fiscal year for all technologies as reported by universities on the Association of University Technology Managers (AUTM) Licensing Activity Survey.

GOAL: 500

RATIONALE: Another important measure of university research tracks the transition of IP from the lab to the marketplace. Universities make money from patents primarily by licensing them to outside companies, which produce commercial products based on the IP. The overall number of licenses and options that have been executed annually provides a measure of the entrepreneurial nature of the university.

In 2019, the Board set an aspirational goal of 500.

SOURCE: AUTM Licensing Activity Survey

29. Number of Start-Up Companies Created (REVISED GOAL 2019)

DEFINITION: The number of start-up companies that were dependent upon the licensing of university technology for initiation as reported by universities on the AUTM Licensing Activity Survey.

GOAL: 60

RATIONALE: In addition to licensing IP, sometimes it is more effective to commercialize research via a start-up company that is founded by or has a close relationship with university faculty. Many universities foster this entrepreneurial path of research commercialization with the creation of business incubators.

In 2019, the Board set the goal at 60 based on university goals.

SOURCE: AUTM Licensing Activity Survey

Community and Business Engagement

EXCELLENCE

30. Number of Universities with the Carnegie Foundation's Community Engagement Classification

DEFINITION: Count of universities with the Carnegie Foundation's Community Engagement Classification.

GOAL: All institutions

RATIONALE: Community engagement is the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The Carnegie Foundation's Community Engagement Classification is an elective classification, meaning that it is based on voluntary participation by individual institutions and is not available for systems. The elective classification involves extensive data collection and documentation of important aspects of institutional mission, identity, and commitments, and requires substantial effort invested by participating institutions over a period of 12 to 18 months.

Applications for Carnegie's Community Engagement Classification are reviewed every five years. The last time institutions received the classification was in 2015. In January 2020, the Carnegie Foundation will publish a list of institutions that meet the criteria.

The 2025 goal is for all SUS institutions to have the Carnegie Foundation's Community Engagement Classification as evidence of their commitment to community engagement.

SOURCE: Carnegie Foundation for the Advancement of Teaching

Community and Business Engagement (continued)

STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

31. Percent of Bachelor's Graduates Employed and Earning \$30,000+ or Continuing Their Education (REVISED METRIC 2019)

DEFINITION: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed and earning at least \$30,000. This data does not include individuals who are self-employed, employed by the military, those without a valid Social Security number, or making less than minimum wage, or who are not found enrolled. This data currently includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. The data includes any student found enrolled at any postsecondary institution included in the National Student Clearinghouse (NSC) database.

GOAL: 80%

RATIONALE: The Board of Governors included this metric in the Strategic Plan to focus the System's emphasis on post-graduation outcomes and assess the economic benefit of undergraduate education.

The intent of including this metric is to increase the percentage of graduates who continue their education or are found employed. This metric should also serve to better inform students about how previous graduating classes faired when they entered the workforce. In 2013 and 2014, this metric gained further importance to policymakers due to its inclusion in the new Performance Based Funding Model that was created by the Legislature, Governor's Office, and the Board of Governors.

In 2019, the metric was revised to include a \$30,000 wage threshold based on staff analysis of the median personal income in Florida for individuals ages 25-29 as determined by the U.S. Census, American Community Survey.

The goal of 80% reflects the Board's dedication to improving the employment and educational outcomes for State University System students.

SOURCE: State University Database System, Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System 2 (WRIS2) and, and (NSC)

Community and Business Engagement (continued)

32. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation (NEW METRIC 2019)

DEFINITION: This metric is based on annualized Unemployment Insurance wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid Social Security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

GOAL: \$43,200

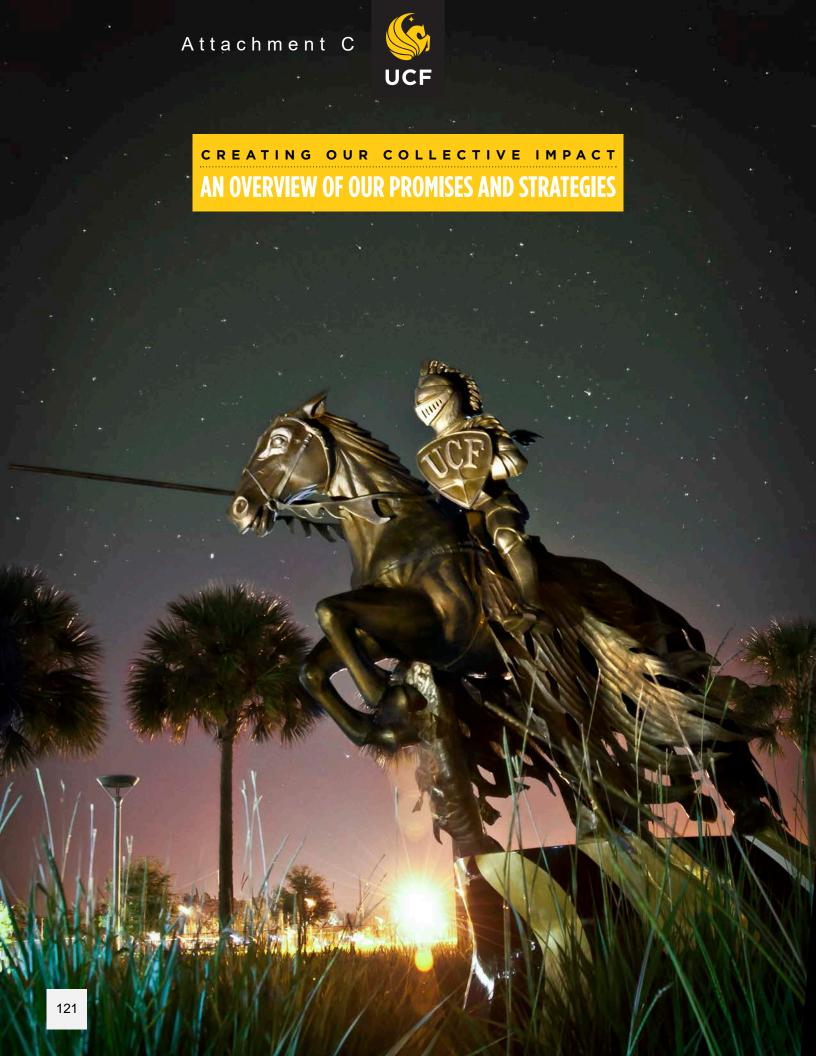
RATIONALE: In 2019, the Board added this metric to further emphasize post-graduation outcomes and assess the economic benefit of undergraduate education.

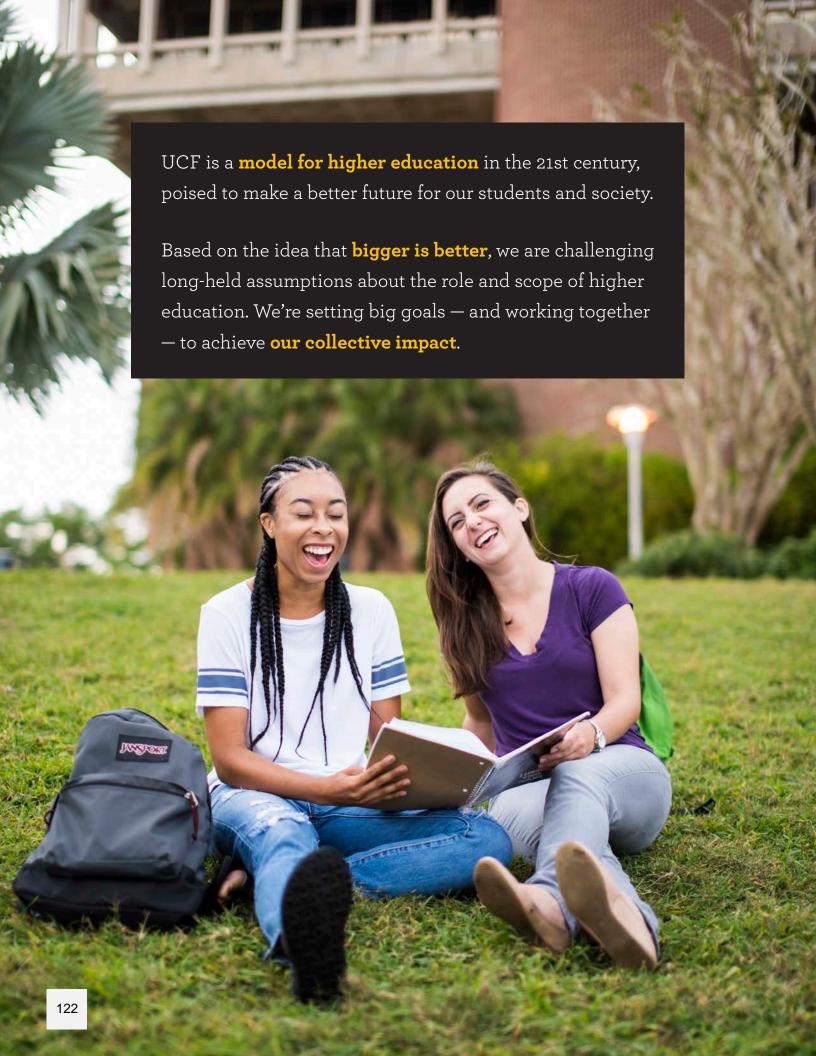
The goal of \$43,200 is based on recent trend data and reflects the Board's dedication to improving the employment and wage outcomes for State University System students.

SOURCE: State University Database System and DEO analysis of WRIS2 and NSC













AMPLIFYING EXCELLENCE
THROUGH SCALE means that
we will have a greater impact on
the students and community we
serve. We believe in harnessing
the strength of our size with a
constant pursuit of excellence to
create a positive, lasting benefit
that resonates on a global scale.



TABLE OF CONTENTS

who we aspire to be

12

institutionalization

our impact and promise

14

development timeline

our charge

16

campus engagement

priority metrics and strategies recognition of contributors

17

WHO WE ASPIRE TO BE

OVERVIEW

In Fall 2015, university and community leaders launched a strategic planning process to set UCF's trajectory for the next 20 years. In doing so, we will shape how we can have a greater impact on lives and livelihoods at UCF, across our region, and beyond.

Our planning process, aptly named Collective Impact because it involved both internal stakeholders and members from the community, included more than 800 people from across Central Florida — business leaders, public officials, educators, and alumni, as well as UCF faculty, staff, and students — all working together to answer the question, "Who does UCF aspire to be?"

Guiding our efforts is a strong foundation that helped set the course for our future. The UCF Board of Trustees and President John C. Hitt charged a Strategic Planning Commission with delivering a road map that defines a 20-year vision and a five-year path. To do so, they asked the commission to explore UCF's role in the community through the three dimensions of *Philosophy, Value*, and *Distinctive Impact*.

Taken together, these dimensions considered our purpose, the value offered by our institution, and areas of excellence that distinguish UCF from other institutions nationally and internationally. The commission also examined how UCF should define its role within the state's educational landscape and across the country.

A NEW WAVE IN HIGHER EDUCATION

As American higher education's purpose in our nation has evolved from elite colonial schools to land grant institutions to research-intensive economic drivers, we are entering a new phase — dubbed "Wave 5" by Arizona State University President Michael Crow — that focuses on a combination of innovation and scale to meet society's growing demands.

With an emphasis on access and our capacity as one of the nation's largest public universities, UCF has the potential to lead a new wave in higher education — one that we have developed over years of providing pathways to education through partnership, such as our 2+2 DirectConnect to UCF program with six Florida State College institutions or our growing online education offerings. It is because of these scalable innovations that Ithaka S+R in 2015 claimed UCF had broken the Iron Triangle "by reducing cost, improving quality, and enhancing access simultaneously." Like our peer innovators at ASU and other members of the University Innovation Alliance, UCF chooses to be known for whom it includes, rather than whom it excludes.

SCALE AND EXCELLENCE

These are the values that will guide our next 20 years. While other universities can claim to provide high-quality, intimate education at high costs, or convenient distance education without access to student support services, UCF chooses to be an institution that proves big can be good, and even better. And it is this combination of attributes that allows us to have the greatest impact on our students and the community we serve. As our Collective Impact plan took shape, we began to express this relationship as:

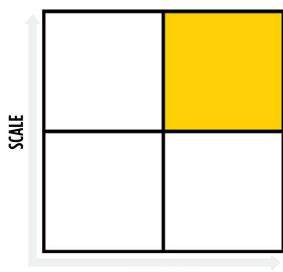
Scale x Excellence = Impact

With this framework, we believe we can harness the strength of our size — our resources, our student body, our technology, our educational pathways, and more — with a constant pursuit of excellence that manifests in record SAT and GPAs for our incoming freshman class, record numbers of international scholars, nationally ranked academic programs, and cutting-edge research. Taken together as "Scale x Excellence," the result of this multiplier is "Impact" across our community, nation, and the world.

Whether it is tens of thousands of community service hours or interdisciplinary teams of faculty members working through our greatest scientific and societal challenges, UCF believes that using scale and excellence will leave the greatest mark on students and society.

It is much easier to scale quickly, providing mass goods or serving a large number of people, without a high measure of quality. It is equally possible to be a small institution that attracts only the best and brightest among us.

But the hardest path is finding a way to be both big and good, and by doing so, we will offer a new model for unleashing previously untapped potential and providing pathways for those who want to succeed.



EXCELLENCE

UCF's Collective Impact Strategic Plan is built on the equation of "Scale x Excellence = Impact," with a belief that organizations can harness the power of their scale and a constant pursuit of excellence to have the greatest impact.









OUR IMPACT

We use the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges and to make a better future for our students and society. Through learning, discovery, and partnerships, we transform lives and livelihoods.

OUR PROMISE

Harness the power of scale to transform lives and livelihoods.

Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us.

Deploy our distinctive assets to solve society's greatest challenges.

Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation.

Innovate academic, operational, and financial models to transform higher education.

OUR CHARGE

UCF will become **the recognized leader** among 21st-century universities whose transformational impact is measured by these five-and 20-year objectives:

- → **Lead** large Florida metropolitan areas in percentage of bachelor's degree attainment, reaching **top quartile** nationally by 2035
- → Double national and international recognition of faculty and student excellence, and quadruple recognition by 2035
- → **Double** research awards, becoming a **top 50** research university by 2035
- → Generate \$10 billion in economic, social, and cultural impact, growing to \$25 billion by 2035
- → Attract \$100 million in new funding from sources other than students, families, and taxpayers, becoming 20% of total educational funding by 2035

PRIORITY METRICS & STRATEGIES

UCF's Collective Impact Strategic Plan outlines deliberate metrics accompanied by bold strategies to achieve our Promise and Charge. Reaching our goals means institutionalizing the plan across the entire campus and working with faculty, staff, and students to help us meet benchmarks each year.

These goals and priority metrics are focused on the first five-year period since the plan's initial approval by the university's Board of Trustees in May 2016. While the full plan offers more than 70 metrics to measure our success, these metrics were deemed priority by our Collective Impact Institutionalization team to further develop strategies and corresponding action plans.

Increasing Student Access, Success, and Prominence Priority Metrics

- Lead large Florida metropolitan areas in the percentage of the population with a bachelor's degree
- Achieve Top 5 ranking among Orlando Economic Partnership peer regions of the percentage of population with a bachelor's degree or higher
- Enroll a student population whose family incomes reflect the distribution of the region
- First-year retention of 92%
- Six-year graduation rate of 75%
- Average GPA of 4.0 and SAT of 1870 for incoming fall freshmen
- Top 10 ranking among public universities for the number of National Merit Scholars
- Enroll a student population that reflects the demographic distribution of the region
- Transfer student graduation rate of 75%
- Develop and implement a comprehensive strategy with our DirectConnect partners and public school systems to achieve regional
 metrics, including both total degree attainment and demographic and socioeconomic composition of graduates
- Develop strategies with Orlando Economic Partnership and the broader business and employer community that increase bachelor's and graduate degree attainment in fields aligned with current and future industry growth in the region
- Develop partnerships with regional public school systems and DirectConnect institutions to provide effective pathways for economically and demographically diverse, and most at-risk populations
- Develop a university-wide strategy to leverage the experience and resources offered by our size to ensure a high-quality, individualized student experience within a large institution and maximize the use of technology to support and enhance it
- In collaboration with our college partners, implement the strategies defined in Foundations of Excellence to support the success of our transfer students
- · Develop an innovative undergraduate recruitment plan that achieves the incoming student metrics
- · Develop a student development and support strategy to achieve the recognition and prestigious national awards metrics
- With our regional education partners, identify targeted professions and develop a deliberate strategy to enhance the diversity of our graduates who pursue careers in those fields
- · Enhance or refine student support programs using evidence-based practices and information from student assessment surveys

ptrice

Strengthening Our Faculty and Staff Priority Metrics

- Increase the number of National Academy members on the faculty to six
- Reach 1,200 full-time tenured and tenure-track faculty members
- At least 65% of all faculty members with assigned instructional duties are tenured or tenure-track
- Increase the number of philanthropically endowed professorships and chairs from 64 to 80
- Achieve 25% in new hires of under-represented groups among tenured and tenure-track new hires
- Rank in the top 10% of large Orlando employers as a best place to work
- Achieve 25% in employment of under-represented groups among full-time administrative and professional new hires who are retained five or more years
- Expand upon current professional development and training opportunities to help faculty members become more successful in achieving tenure and promotion at UCF
- Using external and internal data analytics, assess national and international faculty recognition
- Identify key obstacles that affect retention and recruitment of highly prized faculty members and develop clear plans to minimize the impact of those obstacles
- Develop a plan to ensure that eminent faculty members are given full consideration for membership by the national academy or equivalent body in their discipline
- Develop a university-wide plan including mentoring and financial support for recruitment and retention to achieve metrics
- Develop a strategy to identify and recruit partners or spouses of new hires and target high performers among new staff hires
- Develop an internal mentoring process to develop and retain underrepresented postdoctoral scholars as a pipeline to earning faculty positions

Growing Our Research and Graduate Programs Priority Metrics

- Reach at least 200 postdoctoral research appointees
- Double research awards from \$133 million to at least \$250 million
- · Achieve 200 patents awarded over three years
- Expand to 10,000 graduate students
- Achieve 300 Ph.D. and M.F.A. degrees annually
- Include stipends for graduate students and postdoctoral scholars in all proposals
- Continue to add research and entrepreneurial faculty members across the university who are funded by contracts and grants, consistent with a multi-year plan by department and program to achieve our research expenditures metric
- Develop joint strategies between the Research Foundation and the UCF Foundation to increase collaboration on approaching
 philanthropic organizations for research support
- Develop a proactive and inclusive strategy for graduate student support, awards, and recognition achievement, including a website with links to awards, new financial support strategies, faculty and peer mentoring, and other new initiatives

rategies

130

Creating Community Impacts Through Partnerships Priority Metrics

- Develop a comprehensive arts and culture community engagement plan that defines qualitative goals that convey cultural impact in the community by June 30, 2017
- Define by Dec. 31, 2016 and launch at least one major regional initiative that achieves measurable improvement in a significant community challenge (such as hunger, homelessness, quality of life, public health) and achieve a defined set of annual metrics that demonstrate meaningful progress
- Actively engage in the region to generate \$10 billion in annual economic impact through ongoing university activities, partnerships in diversifying the region's economy, and industry cluster creation and growth
- Convene a university and community council to develop a UCF arts and culture engagement plan that defines goals and strategies for enhancing the university's cultural impact on the community
- President's designee will convene a group of UCF leaders and community partners to serve as a community engagement council to select one or more targeted community challenges and develop metrics and coordinated strategies to drive meaningful impact on the region
- Serve as the intellectual anchor for strategic industry innovation clusters that drive regional transformation and economic impact, including the hospitality industry anchored by the Rosen College, Lake Nona Medical City, BRIDG and advanced manufacturing, UCF Downtown, and future opportunities

Leading Innovation in Higher Education Priority Metrics

- Build the UCF Foundation endowment to \$175 million
- $\bullet \qquad \text{Increase annual alumni giving donors from approximately 15,000 to 30,000}\\$
- Increase alumni engagement from approximately 8,000 to 16,000
- Increase new sources of funding by \$100 million
- Develop outcomes for fiscal stewardship within each department and academic unit
- Develop a new standard for teaching facility design with measurable improvement in pedagogical effectiveness
- Define and achieve metrics associated with the implementation of our online student success systems
- Develop metrics for improvement of online programs
- Identify and implement opportunities for improved operational efficiency and effectiveness; and provide training to staff to maximize strategies
- Leverage the growth and aging of our alumni base to increase philanthropic participation.
- Apply lessons from the First Destination Survey on college experiences to inform alumni engagement strategies.
- Develop UCF Advancement, and especially the Office of Alumni Engagement and Annual Giving plan, to achieve engagement metrics for reaching constituencies beyond the alumni to include friends, parents, and current students.
- Develop a university-wide plan to model and fulfill the funding diversification objectives with ownership clearly defined.
- Continue driving fiscal stewardship across all units, with clear metrics and strategies.
- Develop an approach for allocation of facilities based upon merit-based criteria such as student credit hours generated or research productivity).
- Continue to lead and be recognized for innovating in the effective use of technology for distributed learning.

Strate

INSTITUTIONALIZATION

UCF is one of the great success stories in higher education, having transitioned from a commuter school serving the technological industry to a comprehensive metropolitan research university in its short, 54-year history. As President Hitt says, "the best is yet to come."

Under the leadership of the UCF Board of Trustees, President Hitt, and Provost A. Dale Whittaker, UCF is on a trajectory to become one of the state's — and nation's — preeminent institutions.

However, UCF desires to do more than achieve excellence. More so, we want to elevate the surrounding community. With the goal to be "preeminent with a purpose," UCF will transform lives and livelihoods by leveraging our scale and our constant pursuit of excellence to create greater cultural, economic, environmental, and social impact for our students, community, region, and beyond.

This pursuit is reflected in "Scale x Excellence = Impact."

With this equation, UCF is setting a new course toward achieving greater impact and transforming higher education in the 21st century. The Collective Impact Strategic Plan is the road map that will get us there, through deliberate metrics and bold strategies developed to achieve them. But, without execution, strategy is useless.

As President Hitt states, "UCF did not develop a strategic plan to be tossed on a shelf and forgotten." We are as deliberate, intentional, and purposeful about execution as we were about developing the strategic plan. Shortly after the UCF Board of Trustees initially approved the Collective Impact Strategic Plan in May 2016, the university launched institutionalization efforts to weave the plan into the fabric of the institution.

Institutionalization, in very broad terms, means identifying and embedding changes that will help ensure the institution's long-term success. Fully institutionalizing the new Collective Impact Strategic Plan means making changes in what we do and how we do it, to ensure we are creating the greatest impact for our students and society. To achieve this, we must be bold and innovative — and ready to make changes to what already exists while simultaneously identifying new ways to move us forward.

Leaders at all levels are important in this process because of changes they can make within their own spheres of influence. Institutionalization means individual decisions are guided by the Collective Impact Strategic Plan. It works when each person considers how their contributions will help achieve university goals, and when we take those actions every day.

This raises a lot of questions. What specifically must we change? What specific actions must we take and what resources are needed to carry out those actions? What outcomes should we expect? When will our changes create impact? Action planning addresses these questions and more — which makes it an important part of the institutionalization process.

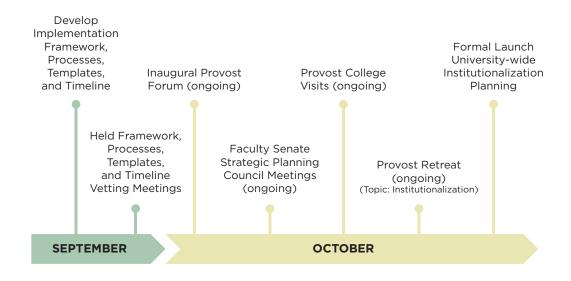
The success of our institutionalization effort is contingent upon all of us — the entire university community and our partners. We must bring our unique knowledge base, skill sets, and expertise together in collective ownership of the goals outlined in the strategic plan to create large-scale impacts.

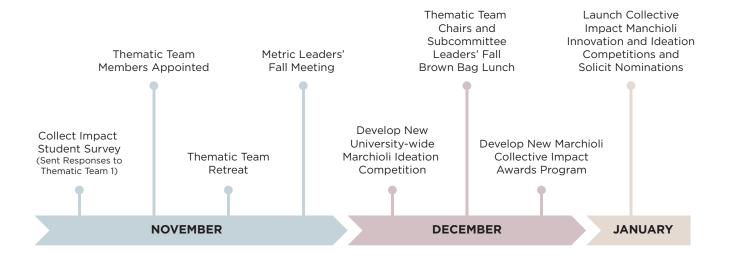
GUIDING PRINCIPLES

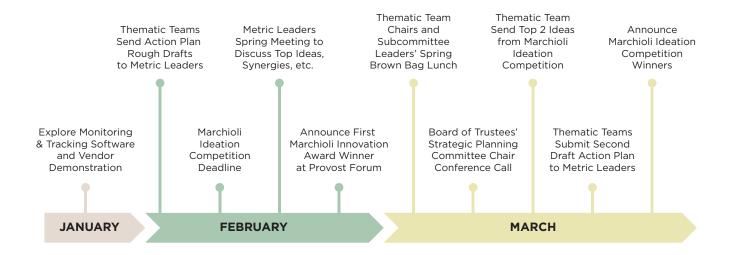
The vast majority of strategies fail due to poor execution. Therefore, UCF is focused on institutionalizing and executing its new strategic plan by:

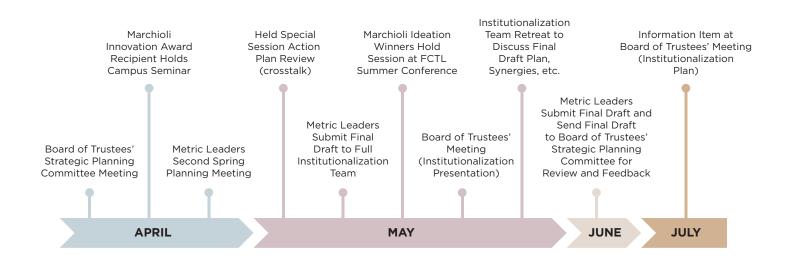
- Creating **alignment** and seamless integration of the strategic plan
- Fostering a culture of **shared ownership** of the plan
- 3. Engaging the campus community in **collective thinking** around action planning and execution strategies
- Implementing collective actions to achieve greater impacts
- 5. Monitoring, tracking, and reporting progress for enhanced accountability and transparency

DEVELOPMENT TIMELINE

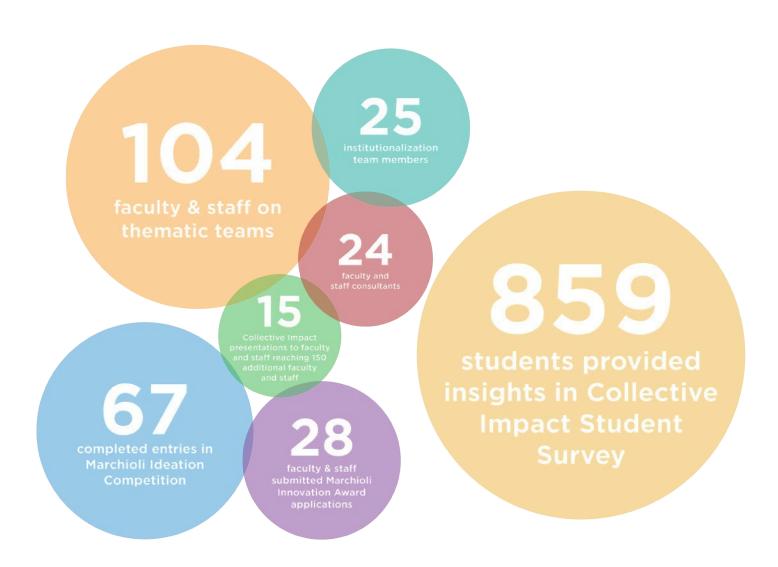








CAMPUS ENGAGEMENT



CONTRIBUTORS

Thank you to the many students, faculty, staff, alumni, and community members who contributed to the strategic planning process through survey feedback, participation in one of the stakeholder forums, direct communication, or other methods. We would also like to thank the following individuals and organizations without whom this plan would not be possible.

UCF BOARD OF TRUSTEES*

Marcos R. Marchena, Chairman

Ken Bradley

Clarence H. Brown III

Joseph Conte

Robert A. Garvy

Ray Gilley

Keith Koons

Nicholas Larkins

Alex Martins

Beverly J. Seay

William Self

John Sprouls

David Walsh

William Yeargin

Cait Zona

*2015-16 and 2016-17 members

FORMER TRUSTEE AND ADVISOR TO THE BOARD CHAIR

Alan S. Florez

UCF LEADERSHIP

John C. Hitt, President

A. Dale Whittaker, Provost

Sheryl G. Andrews

Beth Barnes

Paige Borden

W. Scott Cole

Helen Donegan

Maribeth Ehasz

Deborah C. German

Joel Hartman

Grant J. Heston

Dan Holsenbeck

Lisa Guion Jones

Elizabeth "Liz" Klonoff

William F. Merck II

Mike Morsberger

John F. Schell

Thad Seymour, Jr.

Danny White

COLLECTIVE IMPACT COMMISSION

PHILOSOPHY DIMENSION

Lisa Dieker, co-chair

Thomas Bryer

Kerstin Hamann

Michael Johnson

Craig Maughan

Elizabeth Wardle

Cait Zona

Jeffrey M. Fleming, co-chair

Upchurch, Watson, White & Max

Carolyn Fennell

Greater Orlando Aviation Authority

Kim Grippa

Daytona State College

Craig Maughan

Trinity Preparatory School

Sandy Shugart

Valencia College

Larry Tobin

FAIRWINDS Credit Union

VALUE DIMENSION

Cynthia Young, co-chair

James Beckman

Thomas Cavanagh

Michael Georgiopoulos

Paul Gregg

Alicia Keaton

Conrad Santiago, co-chair

Ameriprise Financial Services, Inc.

Barbara Jenkins

 $Orange\ County\ Public\ Schools$

Thomas Leek

Cobb Cole

Michael Manglardi

Martinez Manglardi

Robert Thompson

Tavistock Development

DISTINCTIVE IMPACT DIMENSION

Debra Reinhart, co-chair

Peter Delfyett

Mary Ann Feldheim

Deborah German

Robert Porter

Linda Walters

Michael Grindstaff, co-chair

Shutts & Bowen

Kelly Cohen

Southern Strategy Group

John Sowinski

Consensus Communications

Rasesh Thakkar

Tavistock Group

Rick Walsh

KnobHill Group

INSTITUTIONALIZATION TEAM

Lisa Guion Jones, Chair

Pamela "Sissi" Carroll

Tracy Clark

Elizabeth Dooley

Maribeth Ehasz

Michael Frumkin

Michael Georgiopoulos

Deborah C. German

Joel Hartman

Lynn Hepner Grant J. Heston Paul Jarley Jeff Jones Michael Johnson Chester Kennedy Elizabeth "Liz" Klonoff William F. Merck II Jeffrey Moore Mike Morsberger Abraham Pizam Bahaa Saleh Thad Seymour, Jr. Mary Lou Sole Alvin Wang Cynthia Young

INSTITUTIONALIZATION THEMATIC TEAMS

1: INCREASING STUDENT ACCESS, SUCCESS & PROMINENCE

Elizabeth Dooley, Metric Leader Maribeth Ehasz, Metric Leader Jeff Jones, Metric Leader

Gordon Chavis, Committee Co-Chair

Don Merritt, Committee Co-Chair Patricia Angley

Pam Cavanaugh Vanessa Cogswell Christopher Cook Thomas Cox Teresa Dorman Kirk Gay

Lynn Hepner Darrell Johnson DeLaine Priest Robert Reed Charles Reilly

Mariangelly Rente **Rex Roberts**

Kimberly Schneider

William Self Jessica Simmons **Kevin Sowers** Dorcas Wilkinson

2: STRENGTHENING OUR FACULTY AND STAFF

Cynthia Young, Metric Leader

Maureen Binder, Committee Co-Chair

Jana Jasinski, Committee Co-Chair

Lyman Brodie Seresa Cruz William Dean

Megan Diehl

Debbie Hahs-Vaughn

Tom Hope Foard Jones Cynthia Kisby Rachelle Lehner Mary Little Ayanna Lopez Todd McMahon Becky Moulton Dawn Oetjen David Pavlonnis

Richard Peppler Geri Smith

Linda Sullivan

3: GROWING OUR RESEARCH AND GRADUATE PROGRAMS

Elizabeth "Liz" Klonoff, Metric Leader Lee Kernek, Committee Co-Chair Zenaida Kotala, Committee Co-Chair Donna Neff, Committee Co-Chair

Sampath Parthasarathy, Committee Co-Chair

Mostafa Bassiouni Malcolm Butler Christy Collier Alan Fyall Florian Jentsch Alla Kourova

Ranganathan Kumar

Rudy McDaniel Robert Porter Lori Shuff Kerry Welch Ross Wolf Bob Yanckello

4: CREATING COMMUNITY IMPACT THROUGH PARTNERSHIP

Michael Frumkin, Metric Leader Lisa Guion Jones, Metric Leader Jeff Moore, Metric Leader Thad Seymour, Jr., Metric Leader Heather Gibson, Committee Co-Chair

Oscar Rodriguez, Committee Co-Chair

Sean Armstrong

Thomas Bryer

Nataly Chandia Viano Steven Chicurel-Stein

Nancy Ellis

Belinda Hyppolite Bruce Janz

Heather Junod Robert Littlefield Vanessa McRae Neida Mora-Maus Jeffrey Pridmore

Curtis Sawyer Meg Scharf Brenda Thompson Michele Upvall

Maria (M.C.) Santana

5: LEADING INNOVATIONS IN HIGHER EDUCATION

Joel Hartman, Metric Leader William F. Merck II, Metric Leader Mike Morsberger, Metric Leader

Kaye-Alese Green, Committee Co-Chair Aaron Streimish, Committee Co-Chair

Frank Allen Melody Bowdon Patrick Burt **Angie Carloss** Thomas Cavanagh Susan Chase Tracy Clark Kimberly Cole

Mikel Etxeberria Alustiza

Joe Gennaro Mark Gumble Isabel Hagan David Harris

Martin Dupuis

Richard Hartshorne

Brad Hodum Mike Kilbride Timothy Kotnour Don Merritt Neida Mora-Maus Yoav Peles JP Peters

Robyne Stevenson Youcheng Wang

Rachel Schaefer

UCF FACULTY SENATE STRATEGIC PLANNING COUNCIL

Lynn Hepner, *Chair*Deborah Bradford
Christopher Clemente

Sam Dagher
Peter Delfyett
Hassan Foroosh
Hans Hagglund
Yoon-Seong Kim
Keith Koons
Chris Leo
Reid Oetjen
Deborah Pope
John Schultz
Kristine Shrauger
Dipendra Singh

Vassiliki Zygouris-Coe

Steven Talbert

Bonnie Yegidis

Darla Talley

Jun Wang

Cait Zona

USPS STAFF COUNCIL

Maribel Amaro-Garcia

Bettina Baca
Bonnie Belot
Rhodney Browdy
Barbara Brown
Jenna Capp
Betty Calton
Danielle Frazier

Jeffery Golub John Guildford Marguerite Lachaud Jamie LaMoreaux

Cissy Glowth

Elizabeth Livingston
Paula McClure
Joanne McCully
Maria Molina
April Murdoch
Kristell Padel

Debbie Pope Pauline Strauss Chris Tangel Patricia Trovillion Julie Voyles

Britnee Youman

Kay West

COLLECTIVE IMPACT STAFF

Paige Borden Manoj Chopra Ashley Connors Christine Dellert Lisa Guion Jones Ronnie Korosec Kristy McAllister Yohanna Reis Eileen Ryan

COMMUNITY PARTNERS

FRIENDS

Randy Berridge

Florida High Tech Corridor

Mark Brewer

Central Florida Foundation

Olga M. Calvet
Palmas Services, LLC
Michael M. Crow

Arizona State University
James Duderstadt

University of Michigan

Buddy Dyer Mayor of Orlando

Teresa Jacobs Mayor of Orange County

E. Ann McGee Seminole State College

Dave Porter

Orlando Economic Partnership

Jacob Stuart

Central Florida Partnership

Falecia Williams Valencia College

ORGANIZATIONS

Ability Housing of Northeast Florida

BRIDG C3Research

Career Source Central Florida

Carter Hospitality

City of Orlando Mayor's Office

City of Saint Cloud
CFE Credit Union
C.T. HSU + Associates
D&A Building Services
Daytona State College

Downtown Orlando Partnership

Dr. Phillips Center for the Performing Arts Early Learning Coalition of Orange County

Eleet Technologies Experience Orlando Florida Business Interiors

Florida Department of Health in Orange County

Florida Hospital

Florida High Tech Corridor

Geotechnical and Environmental Consultants Guardian Care Nursing & Rehabilitation Center

Heart of Florida United Way

IDEAS Orlando

Junior League of Greater Orlando

LandDesign Lockheed Martin

Lynx

Marriott Residence Inn Downtown Orlando

NAI Realvest

Nemours Children's Hospital Orlando Economic Partnership Orange County Government Orange County Library Orange County Mayor's Office

Orange County Public Schools

Orlando Health

Orlando Tech Association

Orlando Trep

Osceola County Public Schools

Prismatic PSI USA

Roman Catholic Diocese of Orlando

Sanford Burnham Prebys Medical Discovery

Institute

Seminole County Public Schools

Seminole State College

Smith Equities

Technical Education Center Osceola

Universal Orlando Valencia College Validity Solutions

Welbro Building Corporation, Inc.

Wharton Smith, Inc.



Board of Trustees Regular Meeting | August 19, 2021

BOT-1: Use of UCF Football Stadium to host an event with potential attendance in excess of 10,000

☐ Information	☐ Discussion	Action
	Meeting Date for Upcoming Action:	

Purpose and Issues to be Considered:

The Hula Bowl, a college football all-star game, has requested to rent the football stadium to host their game, with an expected attendance of 10,000, on Saturday, January 15, 2022. The use agreement would also include use of other football related facilities, including the Nicholson Field House, practice fields, and stadium locker rooms during the week prior to the game.

Background Information:

The Hula Bowl, which played its first game in Honolulu, Hawaii in 1946 has traditionally been played at Aloha Stadium. The stadium is currently closed for repairs requiring the event to seek an alternate location in 2022. The Hula Bowl, LLC desires to host the event in Central Florida due to weather and local attractions, and desires UCF due to its facilities to fully support the event and week-long activities. UCF Athletics desires to partner to further enhance the profile of the game and develop opportunities that would be mutually beneficial to both parties.

In 2009, the UCF Board of Trustees instituted a policy that applies to all users of the stadium and states that, other than permitted uses outlined in the policy, uses of the UCF Football Stadium that may have attendance of 10,000 or more should be reviewed and approved by the board. Permitted uses that do not require Board approval include home football games, practices for the UCF football team, homecoming events such as a concert, national presidential campaign events, and events with anticipated actual attendance of less than 10,000.

All proposed uses of the Stadium other than permitted uses shall require a majority plus one vote of the members of the Board of Trustees who attend the Board meeting in which a guorum is present. Because the 2022 Hula Bowl is currently projecting attendance of 10,000, Board of Trustees approval is required before a use agreement can be finalized.

Recommended Action:

Approve the use of the UCF Football Stadium to host the 2022 Hula Bowl on January 15, 2022.

Alternatives to Decision:

Decline stadium use request.

Fiscal Impact and Source of Funding:

The UCF Athletics Association will have a net benefit in FY2021-22 of at least \$50,000 in unbudgeted revenue.

Agenda Memo

Authority	v for	Board	of	Trustees	Action:
-----------	-------	--------------	----	-----------------	---------

Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties Board of Trustees Policy, Use of Stadium

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:

David Hansen, Senior Executive Associate Athletics Director/COO for UCFAA

Supporting Documentation:

N/A

Facilitators/Presenters:

Terry Mohajir, Vice President and Director of Athletics



Board of Trustees Regular Meeting | August 19, 2021

INFO-1: FY22 Board of Trustees Meeting Calendar and Work Plan

\boxtimes	Information	Discussion	☐ Action			
	Meeting Da	te for Upcoming Action:				

Purpose and Issues to be Considered:

The purpose of this information item is to provide trustees the opportunity to review and share feedback on the work plan with the chair, president, and Board Office prior to implementation. Board members should consider themes, topics, and areas of focus for proposed meetings, workshops, and retreats.

Attachment A lists the FY22 (July 1, 2021 – June 30, 2022) Board of Trustees meeting dates and formats. Attachment B provides a narrative description of discussion topics to support the Board's work and preparation for anticipated actions in FY22. Additionally, the Board Office will schedule deep dives into specific colleges and schools at regularly scheduled board meetings to provide trustees with an overview of UCF's academic operations.

Following an analysis of the Board's work and after-action requests in FY21 (July 1, 2020 – June 30, 2021), the Board Office has worked with Board and staff leadership to prepare work plans for each committee that include strategic discussions, routine business, and information items to come before each committee and the full Board in FY22. All Committees will have the opportunity to review their individual work plans and provide further input.

Background Information:

The Office of Board Relations is responsible for establishing and managing the annual work planning process for the full Board and its Committees. Additionally, the Board Office is responsible for preparing and presenting a calendar of meetings that are strategically planned and sequenced to educate and prepare Board members for upcoming actions and discussions.

In May 2021, the Office of Board Relations provided an update to the Executive Committee that included an overview of the core functions of the office:

- Planning and Executing the Business of the Board
- Facilitating Board Orientation and Continuing Development
- Serving as a link between the Board, University management and constituents

During this meeting, a timeline and expectations for work planning were discussed for inclusion in the presentation at a future meeting.



Recommended Action: Review and provide feedback to the Board Office prior to implementation.					
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 ⊠					
Contract Reviewed/Approved by General Counsel ☐ N/A ☒ Committee Chair or Chair of the Board has approved adding this item to the agenda ☒					
··· • • — — — — — — — — — — — — — — — —					

Facilitators/Presenters:

Mike Kilbride, Executive Chief of Staff

Karen Monteleone, Assistant Vice President, Board Relations



August 19, 2021	8:30 a.m. – 11:00 a.m.	Board of Trustees Meeting
September 16, 2021	2:00 p.m. – 3:00 p.m.	Board of Trustees Virtual Meeting
September 22, 2021	9:00 a.m. – 5:00 p.m.	Board of Trustees Committee Day
September 23, 2021	8:30 a.m. – 1:30 p.m.	Board of Trustees Meeting
November 16, 2021	9:00 a.m. – 5:00 p.m.	Board of Trustees Committee Day
November 18, 2021	8:30 a.m. – 1:30 p.m.	Board of Trustees Meeting
December 2, 2021	8:30 a.m. – 1:30 p.m.	Board of Trustees Retreat
February 9, 2022	9:00 a.m. – 5:00 p.m.	Board of Trustees Committee Day
February 23, 2022	8:30 a.m. – 1:30 p.m.	Board of Trustees Meeting
March 17, 2022	1:00 p.m. – 4:00 p.m.	Board of Trustees Workshop
April 13, 2022	9:00 a.m. – 5:00 p.m.	Board of Trustees Retreat
April 21, 2022	10:00 a.m. – 11:00 a.m.	Board of Trustees Virtual Meeting
May 18, 2022	9:00 a.m. – 5:00 p.m.	Board of Trustees Committee Day
May 26, 2022	8:30 a.m. – 1:30 p.m.	Board of Trustees Meeting



FY22 Work Plan Summary

August 19, 2021	8:30 AM	11:00 AM	Board Meeting	Main Campus, Alumni Center	
			Present a summary of Fall 2021 Operations. Presentation will include strategies for re-engaging first-time-on-campus students and key data including fall enrollment projections, student housing occupancy rates and results of student vaccine campaigns.		
			Present a summary of how the university has strategically allocated federal stimulus funds and the status of those funds.		
			introduction and overview of the situation analysis data and fac	c Planning Committee and present an ne Strategic Planning process. Preview illitate discussion to collect trustee feedback y Strategic Planning schedule.	
September 22, 2021	9:00 AM	5:00 PM	Committee Day	Main Campus, Live Oak Center	
			Academic Excellence and Stud Budget and Finance Facilities and Infrastructure Governance Strategic Partnerships and Ad		
September 23, 2021	8:30 AM	1:30 PM	Board Meeting	Main Campus, Live Oak Center	
				ept of shared governance within higher plication of shared governance at UCF.	
				ework for inclusive excellence at UCF with a sures freedom of expression and viewpoint	
November 16, 2021	9:00 AM	5:00 PM	Committee Day	Main Campus, Live Oak Center	
			Academic Excellence and Stud Audit and Compliance Budget and Finance Facilities and Infrastructure Governance	dent Success	
November 18, 2021	8:30 AM	1:30 PM	Board Meeting	College of Medicine, Lake Nona	
			Complete the review and asset for the upcoming fiscal year.	essment of the President and approve goals	
				UCF's Academic Health Sciences Center and ect to the University's Strategic Planning	
December 2, 2021	8:30 AM	1:30 PM	Retreat #1	UCF Downtown	
			assembled by the Strategic Pla	lysis, relevant trends, and constraints anning team. Provide deep dives into areas ent success, and strategic enrollment	
				nmental and operating context through panel es, elected officials, and executives in	

higher education.

February 9, 2022	9:00 AM	5:00 PM	Committee Day	Main Campus, Live Oak Center
			Academic Excellence and Student S Audit and Compliance Budget and Finance Facilities and Infrastructure Governance Strategic Partnerships and Advancer	
February 23, 2022	8:30 AM	1:30 PM	Board Meeting	UCF Downtown
			Provide a comprehensive update on Implementation.	the status of the Knight Vision ERP
			Provide an overview of the key comp student experience.	onents of student success and the
March 17, 2022	1:00 PM	4:00 PM	Workshop: Faculty Tenure	Main Campus, Library
			Present and discuss the process for including post-tenure review.	awarding faculty tenure and promotion,
April 13, 2022	9:00 AM	5:00 PM	Retreat #2	UCF Rosen College
			the April and May Board Meetings, ir - Framework for the University and metrics	o's next Strategic Plan, including goals pility Plan metrics and key performance
April 21, 2022	10:00 AM	11:00 AM	Board Meeting	Virtual Meeting
			Consider approval of the 2022 UCF and deadline.	Accountability Plan by the BOG
May 18, 2022	9:00 AM	5:00 PM	Committee Day	Main Campus, Live Oak Center
			Academic Excellence and Student S Audit and Compliance Budget and Finance Facilities and Infrastructure Governance Strategic Partnerships and Advancer	
May 26, 2022	8:30 AM	1:30 PM	Board Meeting	Main Campus, Live Oak Center
				consideration and approval by the prity and Operating Budget for review
			and preliminary approval.	