



November 16, 2022 Academic Excellence and Student Success Committee

Board of Trustees
Lake Nona Wave Hotel
Nov 16, 2022 9:00 AM - 11:30 AM EST

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Board of Trustees

**Board of Trustees
Academic Excellence and Student Success Committee
November 16, 2022 – 9:00 a.m. – 11:30 a.m.
Lake Nona Wave Hotel**

Livestream: <https://ucf.zoom.us/j/94177507263?pwd=Zy9nN0xMckJjS2tyQzk3NVBUeEhBdz09>
Webinar ID: 941 7750 7263 Passcode: 009276

Conference call number: 929 205 6099; Meeting ID: 941 7750 7263

AGENDA

1. Call to Order and Welcome
Beverly Seay, *Chair, Academic Excellence and Student Success Committee*
2. Roll Call
Juan Lugo, *Operations Manager*
3. Minutes of the October 19, 2022, meeting
Chair Seay
4. Reports (35 minutes)
Chair Seay
 - DISC – 1
Provost Update
Michael D. Johnson, *Provost and Executive Vice President for Academic Affairs*
 - DISC – 2
Student Government President Report
Daniella Lopez, *Student Government President*
 - DISC – 3
Faculty Senate Chair Report
Stephen King, *Faculty Senate Chair*
5. Action (45 minutes)
Chair Seay
 - AESC – 1
Conferral of Degrees
Michael D. Johnson
 - AESC – 2
Tenure with Hire
Michael D. Johnson
 - AESC – 3
Degree Program Termination – M.S. in Taxation
Timothy D. Letzring, *Vice Provost for Academic Affairs*
 - AESC – 4
Approval to Seek a New Accreditor
Timothy D. Letzring

| | | |
|----------------------------|----------|--|
| | AESC – 5 | Research Institutes and Centers Annual Reports Winston Schoenfeld, <i>Interim Vice President for Research</i> |
| 6. Discussion (65 minutes) | | Chair Seay |
| | DISC – 4 | Student Success and Well-Being Paul Dosal, <i>Senior Vice President for Student Success</i> |
| | DISC – 5 | What Will Students Need in the Future? Chair Seay Michael D. Johnson |
| 7. Information (2 minutes) | | Chair Seay |
| | INFO – 1 | Accountability Plan Review M. Paige Borden, <i>Chief Analytics Officer</i> |
| | INFO - 2 | Research Institutes and Centers 5 and 7-Year BOG Evaluations Winston Schoenfeld |
| 8. New Business | | Chair Seay |
| 9. Adjournment | | Chair Seay |



Board of Trustees

**Board of Trustees
Academic Excellence and Student Success Committee
October 19, 2022
MINUTES**

CALL TO ORDER

Trustee Joseph Conte, vice chair of the Academic Excellence and Student Success Committee, called the meeting to order at 11:17 a.m. He then directed Trustee Tiffany Altizer to preside over the meeting.

In addition to Vice Chair Conte and Trustee Altizer, other committee members present were Trustees Stephen King, Daniella Lopez, and Caryl McAlpin. Board of Trustees Chair Alex Martins, Trustees John Miklos and Michael Okaty also joined the meeting.

MEETING MINUTES

Trustee McAlpin motioned to approve, and Trustee Lopez seconded. The Academic and Student Success Committee unanimously approved the meeting minutes of May 25, 2022.

ACTION

2022 SUS Textbook and Instructional Materials Affordability Annual Report (AESC-1)

Dr. Timothy Letzring, vice provost for Academic Affairs, presented the 2022 SUS Textbook and Instructional Materials Affordability Annual Report. UCF again fulfilled state requirements with 98.5 percent compliance in Fall 2021 and 97.5 percent compliance in Spring 2022. The Library Resources program led to student savings of \$1,834,892 for the year, which is a year-over-year increase of \$970,000.

Vice Chair Conte motioned to approve, and Trustee McAlpin seconded. The committee unanimously approved the 2022 SUS Textbook and Instructional Materials Affordability Annual Report.

Tenure with Hire (AESC-2)

Provost Michael D. Johnson sought tenure with hire approval for nine highly qualified incoming faculty members who underwent extensive review before being presented to the Board:

- Frank “Adrien” Bouchet, College of Business Administration, professor in the Department of Integrated Business;
- Joel T. Cramer, College of Health Professions and Sciences, senior associate dean of Academic and Faculty Affairs in the college and professor in the School of Kinesiology and Physical Therapy;
- Paul J. Dosal, College of Arts and Humanities, senior vice president for Student Success and professor in the Department of History;
- Michael Duignan, Rosen College of Hospitality Management, associate professor in the Department of Tourism, Events, and Attractions;

- B. Grant Hayes, College of Community Innovation and Education, dean of the college and professor in the Department of Counselor Education and School Psychology.
- Omar Martinez, College of Medicine, associate professor of medicine in the Department of Population Health Sciences;
- K-J Mathieson, College of Arts and Humanities, associate professor in the School of Visual Arts and Design;
- Stephen Pratt, Rosen College of Hospitality Management, professor in the Department of Tourism, Events, and Attractions; and
- Ghaith Rabadi, College of Graduate Studies, professor in the School of Modeling, Simulation, and Training.

The provost said the market is highly competitive for hiring outstanding senior faculty such as these. He said a tenure system is a fundamental requirement for UCF to be able to compete and attract top senior faculty. Vice Chair Conte asked if the nine faculty being presented for tenure with hire are in congruence with UCF's strategic plan's research goals and in meeting other key university performance goals. The provost confirmed the hires align with UCF's strategic plan and goals. To achieve preeminence and become a top 50 public university, and eventually reach the top 25, the provost said UCF must increasingly build strengths in its research programs and in student success across the university. Hiring outstanding senior faculty members like the ones presented is essential for elevating the departments and units they join, the provost said.

Trustee McAlpin motion to approve, and Trustee Lopez seconded. The committee unanimously approved tenure with hire for the nine faculty members.

Specialized Admissions Degree Programs (AESC-3)

Dr. Letzring presented on specialized admissions degree programs, previously known as Limited Access programs. Due to a recently amended Board of Governors regulation, the Limited Access program designation is retired and now replaced with the Specialized Admissions designation. All State University System institutions are required to submit initial applications for Specialized Admissions for all previously designated Limited Access programs. UCF is submitting eight programs for Specialized Admissions designation.

Vice Chair Conte motioned to approve, and Trustee McAlpin seconded. The committee unanimously approved the eight Specialized Admissions degree program applications.

New Degree Program Proposal – Master of Science in Business Analytics (AESC-4)

Dr. Letzring presented on the new M.S. in Business Analytics program proposed by the Department of Economics and Department of Statistics and Data Science. The program builds on UCF's strength in the field and addresses a growing area of need across all sectors.

Vice Chair Conte expressed his full support of this degree program and asked which jobs were calling for this type of degree. Dr. Letzring expressed the skills provided by this degree program are applicable across all sectors, and the need for businesses to analyze data is becoming a key piece of all different sectors of business. Chair Martins and Trustee Altizer also expressed their support for this addition to UCF's offerings.

Vice Chair Conte motioned to approve, and Trustee McAlpin seconded. The committee unanimously approved the new degree program.

UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposals (AESC-5)

Provost Johnson outlined three UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund proposals being made to the state under a new competitive grand fund created by the 2022 Florida Legislature. The proposals build upon the College of Nursing's strong partnerships with AdventHealth, Orlando Health, and Nemours Children's Hospital to address the state's nursing shortage and workforce demands. The LINE funding, if approved, provides a dollar-for-dollar match by the state. The three proposals seek \$382,000 in funding to match that amount in committed funds by the three partners.

Chair Martins asked whether there was a limit to how much could be requested. Provost Johnson and Dr. Mary Lou Sole, dean of the College of Nursing, indicated this was the second round of call for proposals from the Board of Governors. About \$800,000 in funding remains from the original \$6 million made available to the State University System.

Trustee Altizer asked Dr. Sole about the impact these dollars would have on UCF's nursing program. Dr. Sole indicated the funding would help jump start initiatives the partner institutions have wanted to do with UCF. These include dedicated education units that provide a different model for clinical education that will improve patient care and provide more internships.

Chair Martins indicated a correction was needed on the agenda memo for the item to indicate the \$6 million in funding available instead of the \$19 million listed.

Trustee McAlpin motioned to approve, and Trustee Conte seconded. The committee unanimously approved the three UCF 2022-2023 LINE Fund proposals.

INFORMATION

Two information items were included in the committee's meeting materials: 1) FY23 Work Plan and Charter Review (INFO-1) and 2) Accountability Plan Review (INFO-2). Trustees were instructed to direct any questions on these items to Dr. Paige Borden, chief analytics officer.

NEW BUSINESS

N/A

ADJOURNMENT

Trustee Altizer returned the floor to Vice Chair Conte, who adjourned the Academic Excellence and Student Success Committee meeting of October 19, 2022, at 11:53 a.m.

Reviewed by: _____ Date _____
Joseph Conte
Vice Chair, Academic Excellence and Student Success Committee

Submitted by: _____ Date _____
Mike Kilbride
Associate Corporate Secretary



Board of Trustees
Academic Excellence and Student Success Committee | November 16, 2022

DISC-1: Provost Update

Information Discussion Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

Committee members will receive an update from Provost Michael D. Johnson to include these topics regarding the academic enterprise:

- Hurricane Ian Impacts
- Enrollment Update
- New Division of Student Success and Well-being
- Strategic Plan Implementation
- New Legislation
- Knight Vision
- VP for Research Search Update
- Accolades

Background Information:

Hurricane Ian Impacts

The provost will provide the committee with a report on Hurricane Ian’s impacts on academics and how the university responded in the aftermath to aid affected students, faculty and staff.

Enrollment Update

The provost will present the latest fall enrollment data and information on related trends. He will also address how enrollment affected the university’s budget.

New Division of Student Success and Well-being

UCF launched a new Division of Student Success and Well-being on October 24 to support improving student success and well-being, a top priority in the university’s new strategic plan. The provost will briefly discuss the new division as a prelude to a longer presentation later in the meeting featuring Dr. Paul Dosal, UCF’s new Senior Vice President for Student Success, who leads the division.

Strategic Plan Implementation

The UCF Board of Trustees and the Florida Board of Governors have approved UCF’s new strategic plan: Unleashing Potential: Becoming the University of the Future. The provost will address next steps for the plan’s implementation.

New Legislation

The 2022 Florida Legislative Session brought legislation that affects academics at state universities, including House Bill 7, which adjusts Florida’s civil rights law that prohibits discrimination. The provost will update the committee on how UCF is navigating key new legislation and promoting civil discourse in courses.

Knight Vision

The Board of Trustees has strongly promoted the multi-year Knight Vision project to enhance the effectiveness and efficiency of UCF's administrative operations. Two key components went live July 1: replacing PeopleSoft with Workday, a modern cloud-based Enterprise Resource Planning (ERP) tool to improve workflow at UCF, and a partial staff reorganization to reorder our finance and HR functions. The provost will briefly discuss how the Knight Vision transformation is progressing, especially for faculty and academics.

VP for Research Search Update

The provost will report on the status of the national search for a new vice president for Research.

Accolades

The provost will report on significant achievements, awards and honors by faculty and students since the committee's last meeting.

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

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

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Enrollment Information

Facilitator/Presenter:

Michael D. Johnson



Provost Update

Michael D. Johnson

Provost and Executive Vice President for Academic Affairs

Preliminary Fall 2022 Enrollment

68,840

-2.2% from Fall 2021

- **30,009** FTIC Enrollment
+0.5% from Fall 2021
- **27,087** Transfer Enrollment
-3.8% from Fall 2021
- **9,277** Graduate Enrollment
-5.7% from Fall 2021
 - **6,652** Master's
-3.8% from Fall 2021
 - **2,076** Ph.D.
-8.9% from Fall 2021

740,245 Student Credit Hours

-1.6% from Fall 2021



Academic Progress

- **FTIC first-year retention** at a record high **93%**, up from 91.8% in 2021 and meeting UCF's 2027 Strategic Plan goal
- **FTIC 4-year graduation** at a record high of **54.8%**, up 10% in five years (65% is UCF's 2027 Strategic Plan goal)



Freshman Class

- Record SAT average score of **1335**
- **28.3** ACT average score
- **4.23** GPA average
- **86** National Merit Scholars



Board of Trustees
Academic Excellence and Student Success Committee | November 16, 2022

DISC-2: Student Government President Report

Information

Discussion

Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

Trustee Daniella Lopez, Student Government President, will provide a report on Student Government’s initiatives for the 2022-2023 academic year. Priorities from the following areas will be highlighted: diversity and inclusion, academics, student experience, non-traditional campus life, and innovation.

Background Information:

Student Government was chartered in 1969 to represent, advocate, and ultimately serve the Student Body. SG is responsible for a budget of over \$20.7 million and is composed of three distinct branches - the Executive Branch, Legislative Branch, and Judicial Branch.

Student Government oversees 13 different departments and agencies and the allocation of Activity and Service fees. SG supports areas including the Student Union, the Recreation and Wellness Center, Student Legal Services, the Office of Student Involvement, and many more.

The Executive Branch serves students by hosting programs to educate and support students, representing the Student Body on University Committees, and implementing initiatives to create a positive student experience

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

Contract Reviewed/Approved by General Counsel N/A

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Platform Highlights

Attachment B: 2022-2023 SG Platform

Facilitator/Presenter:

Daniella Lopez, Student Government President

UCF Student Government

2022- 2023 Platform Overview



Impact Areas



Diversity & Inclusion

- Implementation of a Disability Transportation System to aid students with mobility disabilities on main campus
- Host a Minority Leadership Summit to empower minoritized communities on campus



Academics

- Offer free MCAT, LSAT, and GRE preparation classes for students planning to attend graduate school
- Provide students with exam waivers for the UCF Testing Center, such as course exit exams and the CLEP exam



Student Experience

- Collaborate with UCF Facilities to increase lighting around Greek Park
- Implement charging stations in the Bounce House



Non-traditional Campus Life

- Creation of more student programming at Downtown, Rosen, and Lake Nona by encouraging more funding for student experience at these campuses
- Advocate for transportation between Downtown and Rosen



Innovation

- Implement a food share program to eliminate food waste
- Advocate for recycling procedures at off-campus student housing



LOPEZ & MARTINEZ 2022 - 2023

OUR MISSION AND VISION

Cultivate a campus environment consisting of collaboration, compassion, and innovation, while empowering every student to pursue their passions. We aim to foster an environment grounded on servant leadership and aspire to be a resource that all Knights can trust and depend on.

DIVERSITY AND INCLUSION

- Construction of a butterfly garden near Counseling and Psychological Services to support student mental health
- Host a Minority Leadership Summit to empower minoritized communities on campus
- Collaborate with LGBTQ+ Services and the Lavender Council to consult with campus departments and administrators on policies and practices regarding the LGBTQIA+ community
- Implementation of a Disability Transportation System to aid students with mobility disabilities on main campus
- Creation of an Accessible Campus Map highlighting key features on campus. Examples include gender neutral restrooms, accessible ramps, menstrual product dispensers, and blue lights
- Advocate for audible pedestrian crosswalks on high traffic areas around campus
- Work to translate highly visited UCF websites to other prominent languages on campus

ACADEMICS

- Advocate for better absence policies regarding illness and mental health
- Creation of a Rent Relief Fund to assist students that have been negatively financially impacted
- Creation of a scholarship for commuter students
- Expansion of the current Textbook Donation Drive
- Collaborate with UCF IT and Webcourses to send reminders for upcoming assignments
- Offer free MCAT, LSAT, and GRE preparation classes for students planning to attend graduate school
- Provide students with exam waivers for the UCF Testing Center, such as course exit exams and the CLEP exam

DOWNTOWN, ROSEN & LAKE NONA CAMPUS LIFE

- Creation of more student programming at Downtown, Rosen, and Lake Nona by encouraging more funding for student experience at these campuses
- Work with Rosen and Downtown to build shuttle covers at pick-up locations
- Generate Rosen Lyft codes
- Advocate for transportation between Downtown and Rosen
- Expand the current Restaurant Row program to Rosen and Downtown

STUDENT EXPERIENCE

- Lobby for more transparency of UCF administrative decisions with the student body
- Foster conversations between members of the Greek community (NPHC, DGC, IFC, and Panhellenic) and UCF administration to highlight the importance of the Greek community on campus
- Work with local Orlando businesses to create a student discount program
- Creation of a Senior Send-Off to commemorate all graduating students
- Advocate to implement campus housing options for veterans
- Work to bring a car sharing company on campus to provide students with another transportation method
- Support the creation of a Graduate Seminar Study Space at the John C. Hitt Library
- Collaborate with the Graduate Student Association to bring graduate student orientations back in person
- Work with transfer student organizations to improve the transfer experience and help acclimate students to campus
- Purchase additional microwaves to be placed around different locations on campus
- Creation of a new football tradition to encourage students to stay for the entire game
- Work with UCF Athletics to provide student tickets for UCF bowl games
- Implement charging stations in the FBC Mortgage Stadium
- Collaborate with UCF Facilities to increase lighting around Greek Park
- Work with the Student Union to implement late night food options

INNOVATION

- Advocate for safety and privacy efforts at off-campus housing locations
- Implement a food share program to eliminate food waste
- Advocate for recycling procedures at off-campus student housing
- Support an increase of funding for the Arboretum and advocate for a Sustainability Specialist within the Sustainability Initiatives office

OTHER

- Women's Empowerment Conference
- University wide Day at the Capitol



**Board of Trustees
Academic Excellence and Student Success Committee | November 16, 2022**

DISC-3: Faculty Senate Chair Report

Information Discussion Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

Trustee Stephen King, Faculty Senate Chair, will present a summary of the Senate's mission, structure, and priorities for the coming academic year. The Chair's role will be to lead the Senate and the faculty in finding innovative solutions to the problems facing UCF. At the same time, Faculty Senate involvement, ideas, and initiatives will be critical for the success of the new UCF Strategic Plan. The main areas of the Strategic Plan (Student Success and Well-Being, Discovery and Exploration, Community and Culture, and Innovation and Sustainability) will be supported and enhanced with significant input from relevant senate committees. The Senate is the mechanism of change for faculty and can help the faculty and administration adapt to the changing needs of the University. The new initiatives discussed in all areas of the Board of Trustees (BOT) Academic Excellence and Student Success Committee will rely on a highly motivated faculty body, led by the Senate and the Senate Chair.

Background Information:

The Faculty Senate was formed in 1967 to provide faculty voice in shared governance with the administration at what was then Florida Technological University. Since that time the name of the university changed to the University of Central Florida, and the Senate changed, too. The UCF Faculty Senate currently has 75 members, chosen proportionally from the academic units on campus.

The main work of the Senate is performed by over 30 different Senate committees, which fall into four main classes. The Senate has two operational councils, undergraduate council and graduate council, which break out into 6 committees to focus on areas including curriculum, course and program review, and policy related to the faculty teaching mission. These councils report to the Senate at the monthly meetings in the fall and spring semesters. There are four Senate operational committees (Budget and Administration, Information Technology, Personnel, and Research) that provide faculty input to the university administration in core areas of the academic mission, and also report to the Senate monthly. Sixteen Senate joint committees are led via joint partnerships with university administrators. These committees are comprised with Senate appointed members, but the committees report to their university administrator, and not the Senate. Examples of these committees include the Strategic Planning Council, the University Athletics Advisory Committee, and the University Master Planning Committee. Six ad hoc committees make up the last group of Senate committees. These committees are charged in response to timely faculty and university needs, and are focused in specific areas. The Senate formed an ad hoc Student Success Committee in August of this year to immediately provide faculty input into this essential topic.

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

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

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Faculty Senate Chair Report

Facilitator/Presenter:

Stephen King, Faculty Senate Chair

Faculty Senate Chair Report

Overview

- The Faculty Senate
- How Does the Senate Work?
- Chair Report
 - Philosophy
 - Update
 - Future Priorities



The Faculty Senate

Shared Governance at UCF

- Faculty Body that is Advisory to the Administration
- Promote Common Faculty and UCF Missions:
 - Teach our Students
 - Expand Knowledge and Research
 - Service to the UCF Community



How Does the Senate Work?

Full Senate Meetings

- 75 Senators elected proportionally
- Meet monthly in fall and spring semesters
- Includes updates from the president and provost
- Discuss and take action on critical topics



How Does the Senate ^{REALLY} Work?

Senate committees

- Only a fraction of committee members are senators
- Graduate and Undergraduate Councils
- Senate operational committees
- Joint committees
- ad hoc committees



Senate Chair Report

My philosophy as Senate Chair

- Work with faculty and administration to share
 - faculty viewpoints, issues, and concerns
 - and
 - faculty ideas, aspirations and solutions.
- Develop solutions to issues facing UCF.
 - Communicate, reach out to the right people
 - Commitment to work together and collaborate
 - Not faculty solutions or administration solutions



Senate Chair Report

Senate Chair Update

- Took a fresh look at entire Senate structure
 - Creation of a Senate Student Success committee
 - Creation of a Senate Campus Safety committee
- Meaningful faculty input into policy development
- Significant faculty problems with Workday
- HB7 education/communication in progress



Senate Chair Report

Senate Priorities for the Year

- **Reactive topics**
 - Continue to address the Workday transition
 - Continue HB7 education and communication
 - Retaining current faculty
 - Address impediments to hiring faculty



Senate Chair Report

Senate Priorities for the Year

- **Proactive topics**
 - Align senate with the 4 priorities of the strategic plan
 - Student Success and Well-Being
 - Student success, FCTL Advisory
 - Discovery and Exploration
 - Research Council, Personnel, B&A, IT
 - Community and Culture
 - Personnel, DEI, Civil Discourse
 - Innovation and Sustainability
 - B&A, IT



Senate Chair Report

A Critical Question to Consider

- **What happens to a species when the environment around it changes?**
 - ADAPT
 - MOVE
 - DIE





Board of Trustees
Academic Excellence and Student Success Committee | November 16, 2022

AESC-1: Conferral of Degrees

Information Discussion Action

Meeting Date for Upcoming Action: November 17, 2022

Purpose and Issues to be Considered:

Consideration of the Fall 2022 Conferral of Degrees.

Background Information:

UCF expects to award the following degrees during the fall commencement ceremonies on December 16 & 17, 2022.

| | |
|---------------------------------|------------|
| Baccalaureate Degrees: | 5,096 |
| Master’s Degrees: | 995 |
| <u>Doctoral and Specialist:</u> | <u>137</u> |
| Total: | 6,228 |

Recommended Action:

Recommend approval of the conferral of degrees during the Fall 2022 Commencement.

Alternatives to Decision:

Not recommend approval of the conferral of degrees during the Fall 2022 Commencement.

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

BOG 1.001(4)(a)
UCF BOT AESC Charter

Contract Reviewed/Approved by General Counsel N/A

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Graduation Count – Fall

Facilitator/Presenter:

Michael D. Johnson

UCF Fall 2022 Commencement

| College | Bachelor | Master | Doctorate | CollegeTotals |
|---|-----------------|---------------|------------------|----------------------|
| College of Arts and Humanities | 322 | 29 | 2 | 353 |
| College of Business Administration | 775 | 65 | 1 | 841 |
| College of Community Innovation and Education | 580 | 349 | 23 | 952 |
| College of Engineering and Computer Science | 775 | 230 | 53 | 1,058 |
| College of Graduate Studies | 0 | 12 | 0 | 12 |
| College of Health Professions and Sciences | 481 | 104 | 0 | 585 |
| College of Medicine | 179 | 15 | 6 | 200 |
| College of Nursing | 168 | 31 | 18 | 217 |
| College of Optics and Photonics | 3 | 2 | 4 | 9 |
| College of Sciences | 1,233 | 117 | 29 | 1,379 |
| College of Undergraduate Studies | 322 | 0 | 0 | 322 |
| Rosen College of Hospitality Management | 258 | 41 | 1 | 300 |
| Degree level totals: | 5,096 | 995 | 137 | 6,228 |



Board of Trustees Academic Excellence and Student Success Committee | November 16, 2022

AEESC-2: Tenure with Hire

Information

Discussion

Action

Meeting Date for Upcoming Action: November 17, 2022

Purpose and Issues to be Considered:

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

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

Hiring tenured faculty supports goal number two of the UCF Strategic Plan to “Recruit and retain highly qualified faculty, post-doctoral appointees, and doctoral students to increase academic outcomes and support our research activity.”

Background Information:

Hiring outstanding faculty who are excellent teachers and researchers is essential to fulfill our mission as a research university. It is the key to becoming a top institution, and to meeting UCF’s strategic plan goals for advancing academic excellence, student success, and societal impact. To achieve preeminence and become a top 50 public university, and eventually reach the top 25, UCF must increasingly build strengths in its research programs and in student success across the university. Hiring outstanding senior faculty members is essential for elevating the departments and units they join. Such faculty members have normally earned tenure at their previous institution; all meet UCF’s requirements for tenure. For others, tenure is part of the hiring package when senior faculty members are hired for administrative positions. The market for these faculty is highly competitive, and one of the fundamental requirements for UCF to be able to compete and attract top faculty is to have a tenure system.

Department faculty members and the university’s administrative officers have approved granting tenure to this faculty member.

Recommended Action:

Recommend approval of the proposed individual for tenure with hire.

Alternatives to Decision:

Not recommend approval of the proposed individual for tenure with hire.

Fiscal Impact and Source of Funding:

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

Authority for Board of Trustees Action:

UCF 3.015(4)(a)4 – Promotion and Tenure of Tenured and Tenure-earning Faculty

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

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Tenure with Hire Justification

Facilitator/Presenter:

Michael D. Johnson

Jana L. Jasinski, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

**Tenure with Hire Justification
Board of Trustees Meeting
November 17, 2022**

Kibibi Mack-Shelton, Professor

College of Arts and Humanities, Department of History

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Mack-Shelton-Kibbi_CV.pdf

Dr. Kibibi Mack-Shelton received her Ph.D. in history from Binghamton University, State University of New York. She came to UCF from the University of Massachusetts, where she was a tenured professor of history. While at the University of Massachusetts, Dr. Mack-Shelton served as chair of the Africana Studies Department and previously taught at the University of Richmond, where she held the Tyler and Alice Haynes Endowed Chair of American Studies. Dr. Mack-Shelton is a prominent scholar of southern African American women. Her publications include two published monographs and a third on the way, peer-reviewed articles and book chapters. She has presented at regional and national conferences. She has extensive teaching experience at the graduate and undergraduate levels, having taught courses in African American history, black women cross-cultural perspectives, and Jim Crow segregation. Dr. Mack-Shelton is a long-term professional member of the American Historical Association (AHA), among many other service activities in the profession, school, and university. The Department of History and College of Arts and Humanities support the recommendation for tenure with hire.



**Board of Trustees
Academic Excellence and Student Success Committee | November 16, 2022**

AESC-3: Degree Program Termination – M.S. in Taxation

Information Discussion Action

Meeting Date for Upcoming Action: November 17, 2022

Purpose and Issues to be Considered:

To approve the termination of the MS in Taxation.

Background Information:

The MS in Taxation was suspended in 2014. As outlined in the Board of Governors (BOG) Termination form, there are no students in the program, the faculty continue to teach in the other graduate accounting programs, and the department created a track for those students that desire greater emphasis in tax law. The request to terminate was submitted by the department and has been approved through the UCF curriculum management process and meeting the BOG and UCF regulation requirements.

Recommended Action:

Recommend approval of the termination of M.S. in Taxation.

Alternatives to Decision:

Not recommend approval of the termination of M.S. in Taxation.

Fiscal Impact and Source of Funding:

NA

Authority for Board of Trustees Action:

BOG Regulation 8.012, UCF Regulation, 2.040.

Contract Reviewed/Approved by General Counsel N/A

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: BOG Termination Form: UCF M.S. in Taxation

Facilitator/Presenter:

Timothy D. Letzring, Vice Provost for Academic Affairs



Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

INSTITUTION: University of Central Florida

PROGRAM NAME: Taxation

DEGREE LEVEL(S): M **CIP CODE:** 52.1601
(B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2023
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2023
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, and submit this form to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs, please submit this form with all appropriate signatures for Board of Governor's consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

This program has been suspended from taking new students since Fall 2014 and needed to be removed from the inventory. There are no students enrolled. This came to the current leadership's attention from a Board of Governors' Low Productivity Report.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

Orlando campus and will have no impact on enrollment.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.**

No students are affected. The faculty continue to teach in the other graduate accounting programs and the department created a track for those students that desire greater emphasis in tax law.

- 4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.**

Since the program was suspended under BOG process pending analysis of its future, a teach out program was not submitted. There were 14 students enrolled at time of enrollment suspension in Fall 2014, six students in Fall 2015, and no students enrolled since 2016. Zero students completed the program since 2010.

- 5. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

Not applicable as no students have been enrolled, and this degree termination does not result in the loss of any accounting faculty.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

None.

7. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.

This is a graduate program.

Emily Stettner

Requestor/Initiator

Date

Nancy F. Myers

Digitally signed by Nancy F. Myers
Date: 2022.10.28 15:02:23 -04'00'

10/28/2022

Signature of Campus EO Officer

Date

Paul Jarley

Digitally signed by Paul Jarley
Date: 2022.10.31 10:17:06 -04'00'

Signature of College Dean

Date

Michael D.
Johnson

Digitally signed by Michael D. Johnson
Date: 2022.11.02 09:10:57 -04'00'

Signature of President or Vice President
for Academic Affairs

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Trustees Academic Excellence and Student Success Committee | November 16, 2022

AESC-4: Approval to Seek a New Accreditor

Information Discussion Action

Meeting Date for Upcoming Action: November 17, 2022

Purpose and Issues to be Considered:

Approve the recommendation to seek approval from the U.S. Department of Education (USDE) to apply for membership to the Higher Learning Commission.

Background Information:

Based on changes in federal rules, a new strategic plan, and recognition of looking for ways for continuous improvement in this area, UCF leadership began exploring options for a new accreditor. After extensive discussion with academic leadership, review of the accrediting agencies, and consultations with relevant peer institutions, the administration recommends pursuing recognition by the Higher Learning Commission (HLC). HLC emerged as the accreditation partner of choice for the following primary reasons:

- HLC is identified as an innovation leader among all U.S. accreditors, matching UCF’s recognition as a leader in innovation.
- HLC’s commitment to innovation is evident through its past and current strategic plans. Its most recent plan focuses on addressing emerging trends in higher education and meshes well with UCF’s strategic plan *Unleashing Potential: Becoming the University of the Future*.
- Speed to market is a critical component to successful innovation. HLC’s proactive planning practices, efficient management, and robust infrastructure are best suited to support UCF’s need to thoughtfully and rapidly develop and deploy high quality innovations that serve our students, faculty, and the many communities UCF serves.
- Whereas accreditation is a peer review process, joining HLC helps to assure that the quality of UCF’s academic enterprise will be judged and challenged by colleagues from strategic UCF-identified peer institutions that will help advance institutional goals.
 - A majority of the inaugural University Innovation Alliance member institutions are accredited by HLC. After recent expansion, half of the UIA members belong to HLC.
 - Half of the members of the BIG12 will belong to HLC once pending realignments are complete.
- During our consultations with peers, university leaders praised HLC for its collegial and collaborative engagement with member institutions, as well as its notable investment in building strong working relationships and ongoing two-way lines of communication with other key stakeholder groups that also provide oversight to member institutions (e.g., state governing boards, regional compacts, USDE).
- HLC leadership clearly indicated they have the capacity to expand membership and a willingness to increase resources if necessary, to support additional institutions that fit the goals and strategy of HLC.

In addition to the federal rule change and aligning this process with a new strategic plan, Senate Bill 7044 (SB 7044), passed by the Florida legislature and signed into law in Spring 2022, made significant changes to accreditation protocols in Florida effectively allowing this change at the state level. As highlighted in the Board of Governors (BOG) presentation at its August meeting, the first step for changing accreditors requires an institution to obtain approval from the U.S. Department of Education. At its August 26, 2022, meeting, the



accepted a staff report and its appendices (Attachment A and B), which identified and compared accreditors deemed most suitable for Florida SUS institutions. The BOG also moved to allow each of the State University System institutions to choose the accreditor to which they would apply for recognition (Attachment C). The U.S. Department of Education recently highlighted those procedures in guidance released in August and updated in September (Attachment D).

Recommended Action:

Recommend approval of university leadership’s recommendation to seek permission from the U.S. Department of Education to apply for membership to the Higher Learning Commission and delegate authority to the President to complete necessary notifications at the appropriate time.

Alternatives to Decision:

Decline to recommend approval of the university’s leadership’s recommendation to seek permission from the U.S. Department of Education to apply for membership to the Higher Learning Commission.

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

F.S. 1008.47; BOG Regulation 3.006

Contract Reviewed/Approved by General Counsel N/A

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President of Academic Affairs

Supporting Documentation:

Attachment A: Board of Governors’ Accreditation Report

Please click the link below to view the attachment.

<https://bot.ucf.edu/wp-content/uploads/sites/5/2022/11/FLBOG-Accreditation-Report.pdf>

Attachment B: Board of Governors’ Accreditation Report Appendices

Please click the link below to view the attachment.

<https://bot.ucf.edu/wp-content/uploads/sites/5/2022/11/FLBOG-Accreditation-Report-Appendices.pdf>

Attachment C: August 26, 2022, Meeting Minutes, Board of Governors

Please click the link below to view the attachment.

<https://www.flbog.edu/wp-content/uploads/2022/11/Minutes-August-26-2022.pdf>

Attachment D: U.S. Department of Education Guidance GEN-22-11

Please click the link below to view the attachment.

<https://bot.ucf.edu/wp-content/uploads/sites/5/2022/11/US-Dept-Education-Guidance-GEN-22-11.pdf>

Facilitator/Presenter:

Timothy D. Letzring, Vice Provost for Academic Affairs



Board of Trustees Academic Excellence and Student Success Committee | November 16, 2022

AESC-5: Research Institutes and Centers Annual Reports

Information Discussion Action

Meeting Date for Upcoming Action: November 17, 2022

Purpose and Issues to be Considered:

Approval of the required annual reports for UCF institutes and centers. Board of Trustees (BOT) approval is required prior to submission to the Board of Governors (BOG).

Background Information:

Per Florida BOG regulation 10.015, annual reports must be approved by the Board of Trustees prior to submission to the Board of Governors. This results from an amendment to the regulation requiring annual reports go before the Board of Trustees for approval prior to submission. Historically, institute and center annual reports have been completed for several years and submitted directly to the BOG.

Annual reports for approval are the completed annual reporting templates provided by the Chancellor. These were completed based on the individual annual reports submitted by the current 19 institutes and centers and 2 Centers of Excellence at UCF listed in the BOG registry. Some registry information in the template provided by the state was inaccurate and a note of corrections necessary was created to accompany the annual report.

Recommended Action:

Recommend approval of the annual reports for UCF institutes and centers.

Alternatives to Decision:

Not recommend approval of the annual reports for UCF institutes and centers.

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

Board of Governors Regulations 1.001 and 10.015

Contract Reviewed/Approved by General Counsel N/A

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: BOG Institutes and Centers Annual Reporting

Attachment B: Requested Corrections Needed to BOG Registry Template

Attachment C: FY2022 Research Institutes and Centers Annual Reports

Please click the links below to view the annual report for each institute or center.

- FY2022 Advanced Materials Processing and Analysis Center (AMPAC) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Advanced-Materials-Processing-and-Analysis-Center-AMPAC-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Biomolecular Science Center (BSC) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Biomolecular-Science-Center-BSC-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Center for the Study of Human Trafficking and Modern Slavery – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Center-for-the-Study-of-Human-Trafficking-and-Modern-Slavery-UCF-Annual-Report-for-Centers.pdf>
- FY2022 CREOL - Florida Photonics Center of Excellence (FPCE) & Townes Laser Institute Center of Excellence (TLI) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-CREOL-FPCE-TLI-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Dick Pope Sr. Institute for Tourism Studies – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Dick-Pope-Sr-Institute-for-Tourism-Studies-UCF-Annual-Report-for-Centers-.pdf>
- FY2022 Environmental Systems Engineering Institute (ESEI) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Environmental-Systems-Engineering-Institute-ESEI-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Executive Development Center (EDC – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Executive-Development-Center-EDC-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Florida Canada Linkage Institute (FCLI) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Florida-Canada-Linkage-Institute-FCLI-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Florida Eastern Europe Linkage Institute (FEELI) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Florida-Eastern-Europe-Linkage-Institute-FEELI-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Florida Solar Energy Center (FSEC) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Florida-Solar-Energy-Center-FSEC-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Florida Space Institute (FSI) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Florida-Space-Institute-FSI-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Institute for Simulation and Training (IST) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Institute-for-Simulation-and-Training-IST-UCF-Annual-Report-for-Centers.pdf>
- FY2022 Institute for Social and Behavioral Sciences (ISBS) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Institute-for-Social-and-Behavioral-Sciences-ISBS-UCF-Annual-Report-for-Centers-.pdf>
- FY2022 Institute of Exercise Physiology and Rehabilitation Sciences (IEPRS) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Institute-of-Exercise-Physiology-and-Rehabilitation-Sciences-IEPRS-UCF-Annual-Report-for-Centers.pdf>
- FY2022 National Center for Forensic Science (NCFS) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-National-Center-for-Forensic-Science-NCFS-UCF-Annual-Report-for-Centers-.pdf>
- FY2022 National Center for Integrated Coastal Research – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-National-Center-for-Integrated-Coastal-Research-UCF-Annual-Report-for-Centers.pdf>

- FY2022 Small Business Development Center (SBDC) – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Small-Business-Development-Center-SBDC-UCF-Annual-Report-for-Centers.pdf>
- FY2022 UCF Restores – UCF Annual Report for Centers: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-UCF-Restores-UCF-Annual-Report-for-Centers-.pdf>

Attachment D: FY2022 Research Centers Requests to Suspend or Disband a Center or Institute
Please click the links below to view the requests to disband a center.

- FY2022 Disband UCF Center for Advanced Transportation Systems Simulation (CATTS): <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Signed-Disband-UCF-Center-for-Advanced-Transportation-Systems-Simulation-CATTS.pdf>
- FY2022 Disband UCF John Scott Dailey Institute of Government: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-Signed-Disband-UCF-John-Scott-Dailey-Institute-of-Government.pdf>

Facilitator/Presenter:

Winston V. Schoenfeld, Interim Vice President for Research

**Annual Reporting Template Instructions
FY 2021-2022**

Please complete the contact information on the right.

Tab*1-AnnualReporting*: Please enter information for columns 5B to Column 14 for all I&Cs

Tab*2-COE Reporting*: Please enter information for columns 6-9 for all Centers of Excellence

Tab *3-Additional I&C*: If applicable, please enter information for any new I&Cs not captured in tab *1-AnnualReporting*

Tab

Contact Information

| | |
|--------------------------|--|
| Institution Name: | University of Central Florida |
| Preparer's Name: | Kelley Santalla |
| Preparer's Email: | kelley.santalla@ucf.edu |

| Please complete Column 5B - Column 14 for all I&Cs | | |
|--|---|--|
| 1-Annual Reporting | 1. Institution Name | This column should be used to filter the data for the specific institution completing the template. |
| | 2. Center Type | Identifies the center as a "Center of Excellence", "State of Florida" or "University" I&C. This designation is determined by the host institution at the inception of the center |
| | 3. Center Code | Identifies the code assigned to the center or institute as assigned by the BOG. If there is a discrepancy here please indicate this in the comments section of the spreadsheet. |
| | 4. Center Name | Identifies the C&I name |
| | 5A. Center Status (BOG) | Identifies the C&I activity status as "Active", "Inactive", or "Terminated/Disbanded" as of July 2022 in Board records. |
| | 5B. Center Status (Institution) | Identifies the C&I activity status as "Active", "Inactive", or "Terminated/Disbanded" based on what the institution has on file. This should be used to provide updates to the board office regarding the status of institutional I&C's. Should there be a discrepancy, please submit the appropriate documents with the DRS response and indicate this in the comment section of the spreadsheet. Drop down is provided |
| | 6.Total FY 2021-22 Expenditures | Total expenditures for all C&I's identified as active during the specified reporting term. Expenditure total should include contracts & grants, E&G state funds, trust funds, and fees for service. |
| | 7. Expenditures: State & E&G | Total expenditures from E&G and/or state funds for all C&I's identified as active during the specified reporting term. |
| | 8. Expenditures: Contracts & Grants | Total expenditures from contracts and grants for all C&I's identified as active during the specified reporting term. |
| | 9. Expenditures: Fees for Service | Total expenditures from fees for services for all C&I's identified as active during the specified reporting term. |
| | 10. Expenditures: Private and Trust Funds | Total expenditures from private and trust funds for all C&I's identified as active during the specified reporting term. |
| | 11. Staff / Faculty FTE | Identify the total FTE for all faculty and staff directly associated with the operation of the C&I as of June 30, 2022. |
| | 12. Year of Most Recent Evaluation | Indicate the year the most recent assessment/evaluation performed pursuant to BOG Regulation 10.015. This column should be completed for all C&I's identified as active or inactive in the template. |
| | 13. Year of Prior Evaluation | Indicate the year an evaluation/assessment was performed pursuant to BOG Regulation 10.015, ahead of the evaluation identified in column 12. This column should be completed for all I&C's identified as active or inactive in the template. |
| 14. Rational for Missing Evaluations | For all missing evaluations please provide a rational | |
| Please complete all columns 6-9 for all Centers of Excellence | | |
| 2-COE Reporting | 1. Institution Name | This column should be used to filter the data for the specific institution completing the template. |
| | 2. Center Type | The column is pre-filtered to only include Centers of Excellence |
| | 3. Center Code | Identifies the code assigned to the center or institute as assigned by the BOG. If there is a discrepancy here please indicate this in the comments section of the spreadsheet. |
| | 4. Center Name | Identifies the Center of Excellence name |
| | 5. Established Year | Provides the year the center of excellence was created |
| | 6. Cumulative Total State Funds Received | Total state funds received since the center was created |
| | 7. Cumulative Total Non-State Funds Received | Total non-state funds received since the center was created |
| | 8. Fiscal Year State Funds Received | Total non-state funds received for the specified reporting term |
| | 9. Fiscal Year Non-State Funds Received | Total state funds received for the specified reporting term |
| Please complete all columns for any I&Cs not captured in the Annual Reporting (i.e., If a new I&C was opened and is not in the Board's inventory for Sheet 1-AnnualReporting, please update the information on this sheet) | | |
| 3-Additional I&C | 1. Center Type | Identifies the center as a "Center of Excellence", "State of Florida" or "University" I&C. This designation is determined by the host institution at the inception of the center |
| | 2. Center ID Number | Identifies the code assigned to the center or institute as assigned by the BOG. If there is a discrepancy here please indicate this in the comments section of the spreadsheet. |
| | 3. Center Name | Identifies the C&I name |
| | 4. Center Status | Identifies the C&I activity status as "Active", "Inactive", or "Terminated/Disbanded" as of July 2022. |
| | 5. Established Year | Year the center was established |
| | 6. Total FY Expenditures | Total expenditures for all C&I's identified as active during the specified reporting term. Expenditure total should include contracts & grants, E&G state funds, trust funds, and fees for service. |
| | 7. Expenditures from State and E&G Funds | Total expenditures from E&G and/or state funds for all C&I's identified as active during the specified reporting term. |
| | 8. Expenditures from Contracts & Grants | Total expenditures from contracts and grants for all C&I's identified as active during the specified reporting term. |
| | 9. Expenditures from Fees for Service | Total expenditures from fees for services for all C&I's identified as active during the specified reporting term. |
| | 10. Expenditures from Private & Trust Funds | Total expenditures from private and trust funds for all C&I's identified as active during the specified reporting term. |
| | 11. Cumulative Total State Funds Received | Total state funds received since the center was created-Centers of Excellence only |
| | 12. Cumulative Total Non-State Funds Received | Total non-state funds received since the center was created-Centers of Excellence only |
| | 13. Fiscal Year State Funds Received (FY2021-22) | Total non-state funds received for the specified reporting term-Centers of Excellence only |
| | 14. Fiscal Year Non-State Funds Received (FY2021-22) | Total state funds received for the specified reporting term-Centers of Excellence only |

| I&C Information | | | | | Expenditure Information (Fiscal Year 2021-2022) | | | | | | Staff/Faculty (FY 2021-2022) | Evaluation Information | | 14. Rational for Missing Evaluations |
|-------------------------------|----------------|----------------|--|-------------------------|---|---------------------------------|------------------------------|-------------------------------------|-----------------------------------|---|------------------------------|------------------------------------|------------------------------|---|
| 1. Institution Name | 2. Center Type | 3. Center Code | 4. Center Name | 5A. Center Status (BOG) | 5B. Center Status (Institution) | 6.Total FY 2021-22 Expenditures | 7. Expenditures: State & E&G | 8. Expenditures: Contracts & Grants | 9. Expenditures: Fees for Service | 10. Expenditures: Private and Trust Funds | 11. Staff / Faculty FTE | 12. Year of Most Recent Evaluation | 13. Year of Prior Evaluation | |
| University of Central Florida | University | 70.0040 | Executive Development Center | Active | Active | \$ 4,067,761.00 | \$ - | \$ - | \$ 4,067,761.00 | \$ - | 20 | 12/31/2019 | 12/31/2012 | N/A |
| University of Central Florida | University | 70.0050 | Center for Research and Education in Optics and Lasers (CREOL) | Active | Active | \$ 26,495,630.00 | \$ 8,321,804.00 | \$ 16,143,294.00 | \$ - | \$ 2,030,532.00 | 43.4 | 12/31/2019 | 12/31/2013 | N/A |
| University of Central Florida | University | 70.0060 | Dick Pope Sr. Institute for Tourism Studies | Active | Active | \$ 85,025.00 | \$ 85,025.00 | \$ - | \$ - | \$ - | 1.14 | 12/31/2020 | 12/31/2012 | Unknown why there was an extra one year gap in last 7-year evaluation cycle. |
| University of Central Florida | University | 70.0070 | Environmental Systems Engineering Institute | Active | Active | \$ 56,263.00 | \$ - | \$ - | \$ 56,263.00 | \$ - | 0.21 | 12/31/2019 | 12/31/2012 | N/A |
| University of Central Florida | University | 70.0090 | Institute for Simulation and Training | Active | Active | \$ 15,772,792.00 | \$ 3,558,043.00 | \$ 12,214,749.00 | \$ - | \$ - | 53 | 12/31/2022 | 12/31/2014 | Originally was scheduled to be completed with Academic Program Review in 2022-2023 w/ M&S APRs. UCF Academic |
| University of Central Florida | University | 70.0100 | Institute for Social and Behavioral Sciences | Active | Active | \$ 137,962.00 | \$ - | \$ 137,962.00 | \$ - | \$ - | 0.33 | 12/31/2018 | 12/31/2013 | N/A |
| University of Central Florida | University | 70.0240 | Institute of Exercise Physiology and Rehabilitation Sciences | Active | Active | \$ 6,600.00 | \$ 6,600.00 | \$ - | \$ - | \$ - | 0.15 | 12/31/2020 | 12/31/2012 | Unknown why there was an extra one year gap in last 7-year evaluation cycle. |
| University of Central Florida | University | 70.0310 | Biomolecular Science Center | Active | Active | \$ 5,453,738.00 | \$ 2,247,141.00 | \$ 3,206,597.00 | \$ - | \$ - | 15.75 | 12/31/2016 | 12/31/2008 | I am not 100% certain on the year of prior evaluation as 2008, as I have conflicting information in the records and could not |
| University of Central Florida | University | 70.0320 | Advanced Materials Processing and Analysis Center (AMPAC) | Active | Active | \$ 2,759,894.00 | \$ 838,042.00 | \$ 1,921,852.00 | \$ - | \$ - | 6.31 | 12/31/2020 | 12/31/2013 | N/A |
| University of Central Florida | University | 70.0330 | Center for Multilingual Multicultural Studies (CMMS) | Unofficial | Terminated | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Center was unofficial in the BOG registry. The former Center for Multilingual Multicultural Studies (CMMS) was a unit of Academic Affairs under the former Office of Internationalization. In 2015, CMMS along with other units focused on internationalization were merged into what is today UCF Global. What used to be CMMS falls under the definition of centers "in name only" and is now a program, the Intensive English Program, operating fully under UCF Global. We have not used the term center since, and have no intention of restructuring as such. When we stopped using the CMMS name, we transitioned to the English Language Institute with the sole program within ELI called the Intensive English Program. |
| University of Central Florida | University | 70.0350 | Center for Advanced Transportation Systems Simulation (CATSS) | Inactive | Terminated | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | 12/31/2019 | 12/31/2014 | Center has been inactive for two years and was terminated by UCF President effective 7-1-22 |
| University of Central Florida | University | 70.0360 | University of Central Florida Center for Forensic Science National Center for Forensic Science | Active | Active | \$ 1,765,993.00 | \$ 901,846.00 | \$ 862,081.00 | \$ 2,066.00 | \$ - | 6.72 | 12/31/2019 | 12/31/2013 | See Name Change in Column D N/A |
| University of Central Florida | University | 70.0370 | UCF Restores | Active | Active | \$ 3,039,559.00 | \$ 1,034,172.00 | \$ 1,949,447.00 | \$ 764.00 | \$ 55,176.00 | 11.57 | N/A | N/A | Center is less than seven years old and is scheduled for review in December 2024 |
| University of Central Florida | University | 70.0380 | Center for the Study of Human Trafficking and Modern Slavery | Active | Active | \$ 13,000.00 | \$ - | \$ - | \$ - | \$ 13,000.00 | 0.25 | N/A | N/A | Center is less than seven years old and is scheduled for review in December 2024 |
| University of Central Florida | University | 70.0390 | National Center for Integrated Coastal Research | Active | Active | \$ 1,448,579.00 | \$ 1,041,095.00 | \$ 407,484.00 | \$ - | \$ - | 5 | N/A | N/A | Center is less than seven years old and is scheduled for review in December 2024 |
| University of Central Florida | University | 70.8070 | Florida-Canada Linkage Institute | Active | Active | \$ 7,203.00 | \$ 7,203.00 | \$ - | \$ - | \$ - | 0.25 | 12/31/2019 | 12/31/2012 | With shifting responsibility for Institute and Center state reporting, FCL was incorrectly labelled a 7-Year Reporting Center prior to 2021. As of this year, we have correctly labelled FCL as a State center and reestablished it for 5-Year comprehensive evaluations |

| I&C Information | | | | | Expenditure Information (Fiscal Year 2021-2022) | | | | | | Staff/Faculty (FY 2021-2022) | Evaluation Information | | 14. Rational for Missing Evaluations |
|-------------------------------|----------------|----------------|--|-------------------------|---|---------------------------------|------------------------------|-------------------------------------|-----------------------------------|---|------------------------------|------------------------------------|------------------------------|--|
| 1. Institution Name | 2. Center Type | 3. Center Code | 4. Center Name | 5A. Center Status (BOG) | 5B. Center Status (Institution) | 6.Total FY 2021-22 Expenditures | 7. Expenditures: State & E&G | 8. Expenditures: Contracts & Grants | 9. Expenditures: Fees for Service | 10. Expenditures: Private and Trust Funds | 11. Staff / Faculty FTE | 12. Year of Most Recent Evaluation | 13. Year of Prior Evaluation | |
| University of Central Florida | University | 70.8080 | Florida-Eastern Europe Linkage Institute | Active | Active | \$ 7,203.00 | \$ 7,203.00 | \$ - | \$ - | \$ - | 0.25 | 12/31/2019 | 12/31/2012 | With shifting responsibility for Institute and Center state reporting, FEELI was incorrectly labelled a 7-Year Reporting Center prior to 2021. As of this year, we have correctly labelled FEELI as a State center and reestablished it for 5-Year comprehensive evaluations |
| University of Central Florida | University | 70.9114 | Small Business Development Center (Affiliate) | Active | Active | \$ 2,830,125.00 | \$ 311,801.00 | \$ 2,495,092.00 | \$ 23,232.00 | \$ - | 9 | 12/31/2022 | 4/30/2019 | The April 30, 2019 Review was a complete programmatic and financial review by the State Office at UWF. The last UCF Formal evaluation was FY2015. With shifting responsibility for Institute and Center state reporting, SBDC was incorrectly labelled a 7-Year Reporting Center prior to 2021. As of this year, we have correctly labelled SBDC as a State center and reestablished it for 5-Year comprehensive evaluations beginning in FY2022. |
| University of Central Florida | University | 70.9120 | Florida Solar Energy Center | Active | Active | \$ 8,471,889.00 | \$ 3,386,363.00 | \$ 3,791,168.00 | \$ 1,213,357.00 | \$ 81,001.00 | 38.4 | 12/31/2022 | 12/31/2015 | With shifting responsibility for Institute and Center state reporting, FSEC was incorrectly labelled a 7-Year Reporting Center prior to 2021. As of this year, we have correctly labelled FSEC as a State center and reestablished it for 5-Year comprehensive evaluations beginning in FY2022. |
| University of Central Florida | University | 70.9200 | Florida Space Institute (FSI) | Active | Active | \$ 35,218,319.00 | \$ 1,728,861.00 | \$ 33,489,458.00 | \$ - | \$ - | 13.27 | 12/31/2021 | 12/31/2014 | With shifting responsibility for Institute and Center state reporting, FSI was incorrectly labelled a 7-Year Reporting Center prior to 2021. As of FY2021, we have correctly labelled FSI as a State center and reestablished it for 5-Year comprehensive evaluations. |
| University of Central Florida | CoExcellence | 99.9999 | Florida Photonics Center of Excellence (FPCE) | Active | Active | N/A | N/A | N/A | N/A | N/A | N/A | 12/19/2014 | 12/31/2006 | The center, per the current director, went through an evaluation with the in-person OPPAGA review in the summer of 2006. There were several yearly accountability reports submitted to the BOG in the files ending in 2014. Beginning FY21-22, this COE will begin reporting as a sub-center of CREOL, as it is housed in the CREOL Center/college. |
| University of Central Florida | CoExcellence | 99.9999 | Laser Technology Initiative-Townes Laser Institute (TLI) | Active | Active | N/A | N/A | N/A | N/A | N/A | N/A | 12/19/2014 | N/A | See Name Change Column D There were several yearly accountability reports submitted to the BOG in the files ending in 2014. Beginning FY21-22, this COE will begin reporting as a sub-center of CREOL, as it is housed in the CREOL Center/college. |

INSTITUTE & CENTERS (I & C) ANNUAL REPORTING DATA REQUEST TEMPLATE
Please Provide the Information Requested for each Center of Excellence

| 1. Institution Name | 2. Center Type | 3. Center Code | 4. Center Name | 5. Established Year | 6. Cumulative Total State Funds Received | 7. Cumulative Total Non-State Funds Received | 8. Fiscal Year State Funds Received | 9. Fiscal Year Non-State Funds Received |
|-------------------------------|----------------|----------------|---|---------------------|--|--|-------------------------------------|---|
| University of Central Florida | CoExcellence | 99.9999 | Florida Photonics Center of Excellence (FPCE) | 2003 | \$ 10,000,000.00 | \$ 103,700,718.00 | \$ - | \$ 6,582,013.00 |
| University of Central Florida | CoExcellence | 99.9999 | Laser Technology Initiative | 2007 | \$ 4,500,000.00 | \$ 76,407,728.00 | \$ - | \$ 5,503,153.00 |

Note Listing Corrections Needed to BOG Annual Reports

The following BOG registered center names are listed incorrectly:

- 70.0350 ~~University of Central Florida Center for Forensic Science~~ National Center for Forensic Science
- 99.9999 COE ~~Laser Technology Initiative~~ Townes Laser Institute (TLI)

Disbanded this year:

- 70.0350 Center for Advanced Transportation Systems simulation (CATSS)
Documentation Attached
- 20.9070 John Scott Dailey Institute of Government - Affiliate Center at UCF (was NOT Registered with the BOG through UCF but through main center at FSU)

Documentation Attached

Remove From Listing:

- 70.0330 Center for Multilingual Multicultural Studies (CMMS)

This center was listed as UNOFFICIAL on the BOG Registry. The former Center for Multilingual Multicultural Studies (CMMS) was a unit of Academic Affairs under the former Office of Internationalization. In 2015, CMMS along with other units focused on internationalization were merged into what is today UCF Global. What used to be CMMS falls under the definition of centers “in name only” and is now a program, the Intensive English Program, operating fully under UCF Global. We have not used the term center since and have no intention of restructuring as such. When we stopped using the CMMS name, we transitioned to the English Language Institute with the sole program within ELI called the Intensive English Program.

Change Center Type:

- | | | | |
|---------|--|-----------------------|------------------------------|
| 70.9200 | Florida Space Institute (FSI) | University | State of Florida |
| 70.9114 | Small Business Development Center (SBDC) | University | State of Florida (Affiliate) |
| 70.9120 | Florida Solar Energy Center (FSEC) | University | State of Florida |
| 70.8080 | Florida Eastern Europe Linkage Institute (FEELI) | University | State of Florida |
| 70.8070 | Florida Canada Linkage Institute (FCLI) | University | State of Florida |

Consolidation:

The Florida Photonics Center of Excellence (FPCE) and Townes Laser Institute (TLI) are seated within CREOL and now report together for annual reports and 7-year evaluations.



Board of Trustees
Academic Excellence and Student Success Committee | November 16, 2022

DISC-4: Student Success and Well-Being

Information

Discussion

Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

Present an overview of the mission, vision, and structure of the newly created Division of Student Success and Well-Being.

Background Information:

The UCF Strategic Plan, “Unleashing Potential,” identified Student Success and Well-Being as one of four priorities. To accelerate our journey toward a top 50 public research university and a preeminent state university, UCF must improve its performance on several key metrics identified in the strategic plan, namely:

- FTIC Freshman Retention Rate: 93%
- FTIC 4-year Graduation Rate: 65%
- FTIC 6-year Graduation Rate: 76%
- FTIC Pell Recipient Graduation Rate: 76%
- AA FCS 2-year Graduation Rate: 50%
- Undergraduate students with at least one HIP by graduation: 100%
- Graduates enrolled or employed: 70%

To lead university efforts to attain these and other performance metrics, UCF hired a Senior Vice President for Student Success on July 1, 2022, and charged that officer with “cultivating an integrated, comprehensive, and intentional student experience by creating an inclusive and student-centered environment that ensures all students who start at UCF can finish at UCF.” The Senior Vice President was first directed to establish and manage the priorities of a new division structure that will be responsible for enrollment management, student success and advising, career readiness and experiential learning, student life, and health and well-being.

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

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

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Division of Student Success and Well-Being

Facilitator/Presenter:

Paul Dosal, Senior Vice President for Student Success



The Division of Student Success and Well-Being

Presented to the

Academic Excellence and Student Success Committee

By:

Dr. Paul Dosal

Senior Vice President for Student Success
and Professor of History

OBJECTIVES

- “ Develop, implement, and assess initiatives and programs that will provide focus and accountability for student success, well-being, and completion efforts across the institution.”
- “ Cultivate an integrated, comprehensive, and intentional student experience by creating an inclusive and student-centered environment that ensures all students who start at UCF can finish at UCF.”

STUDENT SUCCESS AND WELL-BEING 2027 GOALS AND METRICS

Accelerate undergraduate progression and graduation; reduce interferences that cause hardship or delay.

- **FTIC Freshman Retention Rate:** 93%
- **FTIC 4-year Graduation Rate:** 65%
- **FTIC 6-year Graduation Rate:** 76%
- **FTIC Pell Recipient Graduation Rate:** 76%
- **AA FCS 2-year Graduation Rate:** 50%

Enrich the student learning experience for the development of career and cultural competencies.

- **% of undergraduate students with at least one HIP by graduation:** 100%
- **% of Graduates Enrolled or Employed:** 70%



TO ACHIEVE OUR STRATEGIC OBJECTIVES

- Focused, deliberate, consistent efforts
- One team, one goal
- Strong relations with colleges and other units
- Fully utilize tools already available
- Take action

NEW DIVISIONAL STRUCTURE

Enrollment Management

- Develop and execute strategic enrollment plan
- Offices of Undergraduate Admissions, Financial Assistance, and University Registrar

Health and Well-Being

- Provide services that support the health and well-being of our students, centered on a culture of care
- Counseling and Psychological Services, Student Care Services, the Recreation and Wellness Center, and Wellness and Health Promotion Services

Student Engagement

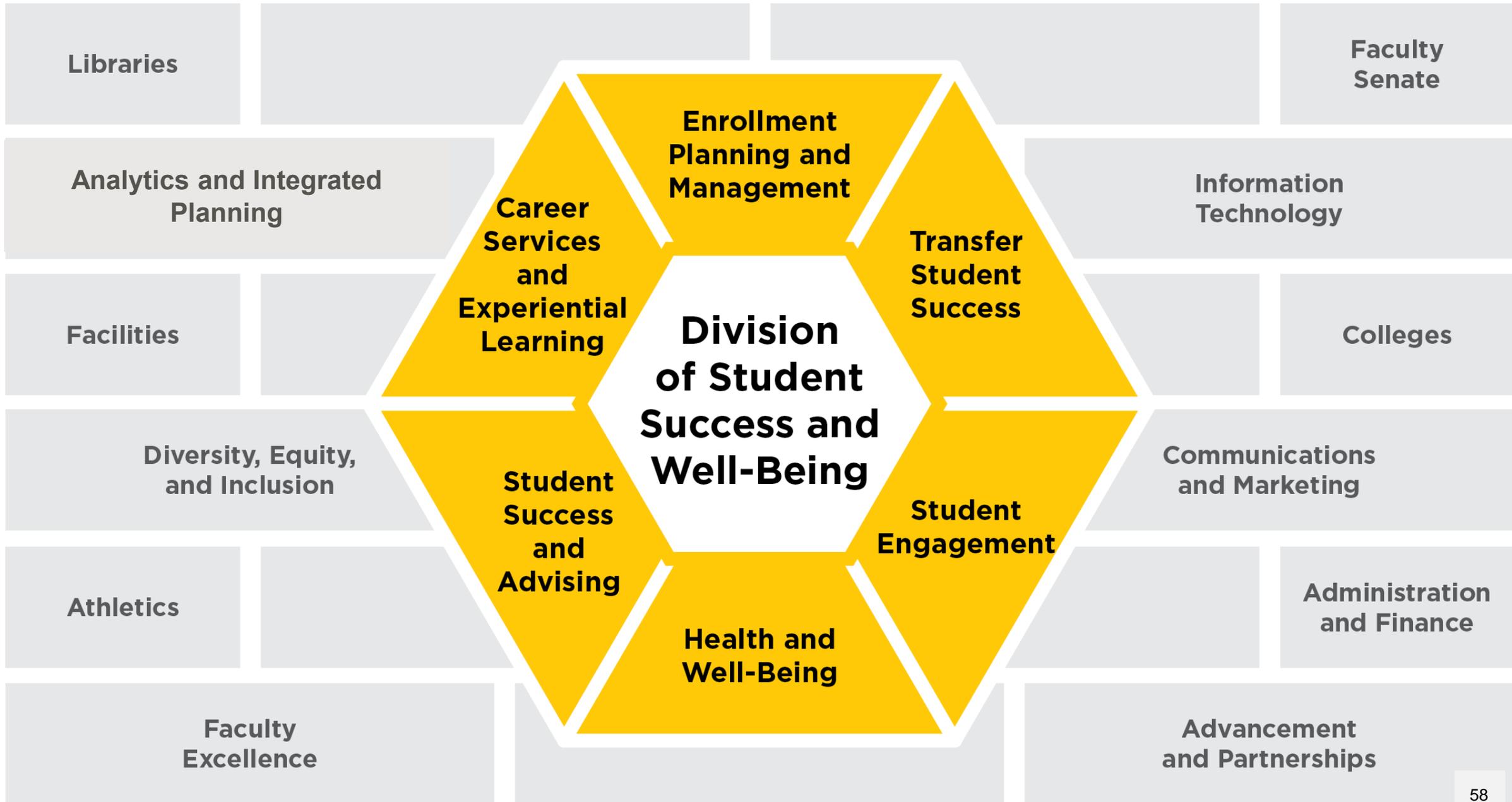
- Provide leadership to units that foster community, creating a vibrant campus experience for UCF's diverse student population
- Housing & Residence Life, Neighborhood Relations, Student Union, the Office of Student Involvement, Fraternity & Sorority Life, Student Government, LEAD Scholars Academy, Student Conduct and Academic Integrity, Student Legal Services, First Year Experience, Downtown Student Services, Creative School for Children

Student Success and Advising

- Leverage predictive analytics, mapping & tracking & technologies
- Reduce time to degree for FTICs and transfer students

Career Readiness and Experiential Learning

- Strengthen career readiness programs and relations with industry
- Coordinate high-impact practices that promote post-graduation success
- Career Services, Experiential Learning



LEADERSHIP OF STUDENT SUCCESS & WELL-BEING

Enrollment Planning

- AVP Search Underway

Transfer Student Success

- Dr. Pam Cavanaugh
 - Dr. Kim Hardy

Student Success & Advising

- Dr. DeLaine Priest

Downtown Campus Student Success

- Dr. Chanda Torres

Student Engagement & Well-Being

- Dr. Adrienne Frame
 - Dr. Kerry Welch
 - Dana Juntunen
 - Mark Gumble
- Housing & Recreation: AVP Search Underway

Career Services & Experiential Learning

- Dr. Kim Schneider

Strategic Initiatives

- Dr. Ryan Goodwin

Finance Center

- Dr. Sharon Ekern
 - Richard Payne

Human Resources Center

- Dave Pavlonnis

UNIVERSITY-WIDE COORDINATION

Student Success Steering Committee

Provide a forum for developing, coordinating, and implementing programs, practices and policies to advance student success & well-being

- Reps from all colleges
- Reps from all other units, IT, IKM, Communications, Library

Persistence Committee

Cross-functional team that will use analytics and data insights to deliver the right support, to the right student, at the right time

- Director-level personnel
- Action-oriented

We believe **all students **can** and **will succeed** when given the opportunity to do so.**



Student Success is **EVERYONE'S** Responsibility



RIGHT SUPPORT, RIGHT STUDENT, RIGHT TIME



- Identify at-risk students before problems occur
- Refer students to the appropriate expert
- Transform passive support services into active outreach
- Create a dynamic network of service providers
- Share data/reports for 360° view of students
- Use communication tools more effectively to expand capacity

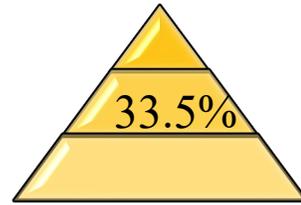
CARE MANAGEMENT

- Identify at-risk students before problems occur
- Refer students to the appropriate expert
- Transform passive support services into active outreach
- Create a dynamic network of service providers
- Share data/reports for 360° view of students
- Use communication tools more effectively to expand capacity

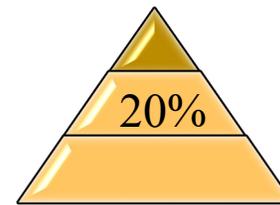
EAB POPULATIONS HEALTH MANAGEMENT MODEL



Low Support

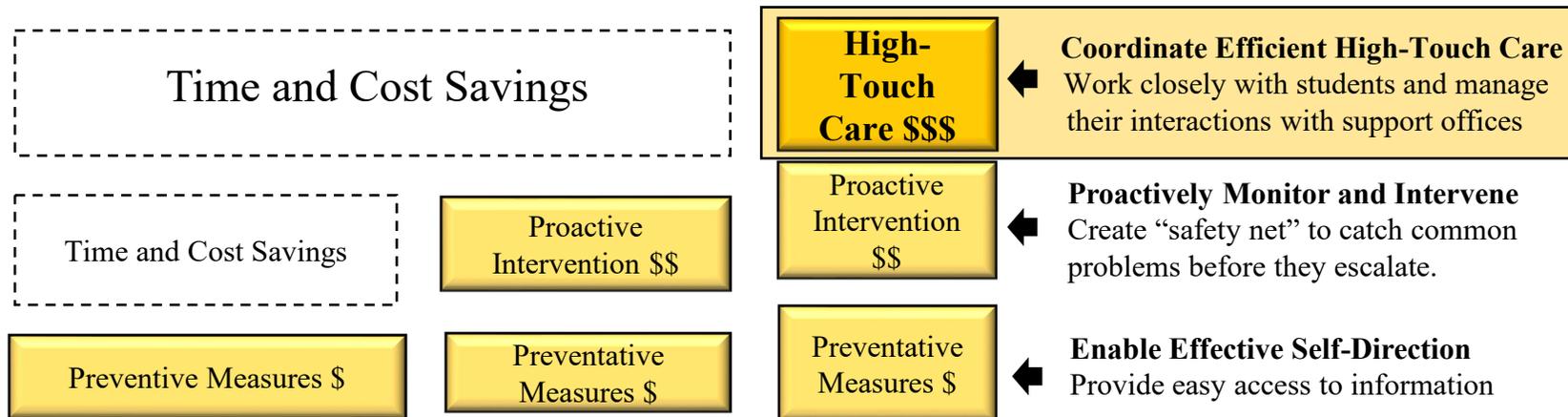


Moderate Support



High Support

**Differentiated
Care Strategies**



HIGH IMPACT PRACTICES

- Developed and promoted by Dr. George Kuh & the American Association of Colleges & Universities
- Based on evidence of benefits for students who participate in them
- <https://www.aacu.org/trending-topics/high-impact>

- Capstone Projects
- Collaborative Assignments & Projects
- Common Intellectual Experiences
- Diversity/Global Learning
- E-Portfolios
- 1st-Year Seminars and Experiences
- Internships
- Learning Communities
- Service Learning
- Undergraduate Research
- Writing-Intensive Courses



QUESTIONS?



Board of Trustees
Academic Excellence and Student Success Committee | November 16, 2022

DISC-5: What Will Students Need in the Future?

Information Discussion Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

Chair Seay and Provost Johnson will lead a discussion with trustees about their insights on relevant evolving employer needs and trends that can help UCF better address future workforce demands.

Background Information:

The UCF Board of Trustees has approved a 5-year strategic plan, [Unleashing Potential: Becoming the University for the Future](#). It lays the groundwork for UCF to become a leading public metropolitan research university that advances academic excellence, student success and economic prosperity while solving the world’s most challenging problems. The plan was approved at the September 2022 Board of Governors meeting. This discussion is designed to inform UCF’s path toward a successful implementation of the plan, particularly aligning with the workforce of the future. But it will also go beyond the established goals and metrics to ask: How do we keep the curriculum – and the university itself – relevant in years and decades to come?

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

Contract Reviewed/Approved by General Counsel N/A

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

Submitted by:

Beverly Seay, Chair, Academic Excellence and Student Success Committee
Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: What Will Students Need in the Future?

Attachment B: The Governance as Leadership Model

Attachment C: Great Boards Ask Great Questions

Facilitator/Presenter:

Beverly Seay

Michael D. Johnson



What Will Students Need in the Future?

Beverly Seay

Chair, Academic Excellence and Student Success Committee

Michael D. Johnson

Provost and Executive Vice President for Academic Affairs



THE UNKNOWN

Great Boards Ask Great Questions

- Dr. Cathy Trower

KEY QUESTIONS

- How are you preparing your workforce for the digital transformations in your organization?
- What can we at UCF learn from that?
- How do we make our academics more relevant for meeting these digital transformation needs?

Discussion

FROM: *The Practitioner’s Guide to Governance as Leadership: Building High Performing Nonprofit Boards* (Jossey-Bass/An Imprint of Wiley)

By Cathy A. Trower

Chapter One -- The Governance as Leadership Model

Discovery consists of seeing what everybody else has seen and thinking
what nobody else has thought.

—Albert Szent-Gyorgi, 1937 Nobel Prize for Medicine

The influential work, *Governance as Leadership* (Chait, Ryan, and Taylor 2005) broke new ground by linking two concepts that previously had not been joined – governance and leadership – noting that there really was “one river, not two streams.” The authors stated that “governance and leadership are closely related, and the more clearly this linkage is seen, the brighter the prospects will be for better nonprofit governance” (xix).

PREMISES

Four basic premises underlie the views advanced in *Governance as Leadership* (Chait, Ryan, and Taylor 2005):

- First, nonprofit managers have become leaders. The days of the naïve nonprofit executive director leading a sleepy organization fueled by a few passionate ‘do-gooders’ are long over as stakeholders expect greater sophistication and leadership on the part of CEOs and their staff members.
- Second, board members are acting more like managers. While board members are often admonished not to micro-manage, many nonprofit board committee structures mirror that of the organization; for example, finance, government relations, development, and marketing, and nonprofits populate their boards with professional experts in those same fields with an end result of, essentially, inviting board members into the senior staff’s domains. “Constructed and organized in this way, boards are predisposed, if not predestined, to attend to the routine, technical work that managers-turned leaders [premise one] have attempted to shed or limit” (4).
- Third, there are three modes of governance, all created equal. The authors recast governance from a “fixed and unidimensional practice to a contingent, multidimensional practice” (5) that includes fiduciary, strategic, and generative work (described in more detail later in this chapter) whereby the board provides oversight, foresight, and insight. While each of the three “emphasizes different aspects of governance and rests on different assumptions about the nature of leadership,” all three are equally important.
- Fourth, three modes are better than one or two. Boards that are adept operating in all three modes will add the most value to the organizations they govern.

UNDERLYING ASSUMPTIONS

The authors acknowledged at the outset that many board members express frustration with service on nonprofit boards wondering, “Why are we here?” and “What difference do we really

make?” No wonder they feel this way, given that many nonprofits have asked very little of board members beyond philanthropy and basic legal and fiduciary oversight. Much of what has been written about the problems facing nonprofit governance has focused on poor performance—either group dysfunction manifested in disorderly discourse, disengagement evidenced by poor attendance and bobble-headed board members who pay more attention to the clock than to what’s on the table, or lack of understanding of board roles and responsibilities because there were no clear job descriptions or lines demarking management and board territory.

Chait, Ryan, and Taylor (2005) noted that a reframing of these issues moves us from problems of *performance* to problems of *purpose*; board members are not just confused about their roles but dissatisfied with them. Why?

- Some official work is highly episodic. Boards meet regularly at prescribed intervals whether or not there is important work to be done; therefore, in order to fill air time, committees and staff members make reports and board members listen dutifully (or snooze). If board members are awake, in an effort to show diligence and attentiveness, they sometimes chime in with a question or two, but those questions are often operational in nature because the material on the table invites little else.
- Some official work is intrinsically unsatisfying. Some governance work is not episodic—that which involves overseeing and monitoring management must be done regularly and is critically important. Boards must, by law, meet duty of loyalty and care requirements to ensure that the organization is operating lawfully and its leaders are meeting standards of minimally acceptable behavior. But board members do not typically join nonprofit boards to “hold the organization to account” (Chait et al. 2005, 19) but instead because they identify with the mission and values of the organization. This disconnect can cause disappointment and disengagement.
- Some important unofficial work is undemanding. Just by meeting, boards create legitimacy for organizations. Further, because boards meet, management must prepare data and reports which keep management alert. But these roles are hardly motivating for board members.
- Some unofficial work is rewarding but discouraged. Because the rules about what is permissible board work (for example, fundraising, advocacy, and community relations) and what is not (for example, human resource management and program development) are often unstated or unclear, board members sometimes dive in only to be told to back off—that they are in management’s territory.

In summary, “Boards may know what to do, and do it reasonably well, but in the end they are derailed by the meaninglessness of what they do” (Chait et al. 2005, 23).

GOVERNANCE REFORM

Given what has been said so far, a natural response might be to simply assign a more attractive set of tasks to boards that could inspire new board structures to accomplish those tasks. But this would be risky for three reasons: (1) a revised set of appealing tasks might lead to a happier board but not necessarily to a better-governed organization (the ultimate goal); (2) focusing on tasks, or technical work, tends to encourage microgoverning; and (3) task clarification does not always promote effectiveness (Chait et al. 2005, 24).

We must resist the urge to assume that task and structure are the sum total of governance. We can more easily do this if we shift our thinking from “What is governing?” to “Toward what ends are we governing?” By thinking about the type of organization—for example, how large it is, how established, its complexity, and how varied its stakeholders—we begin to think of different requirements for governance, focus, board membership, and structure. Relating this to the governance modes briefly introduced earlier, “boards set goals in the strategic mode and ensure the organization meets them in the fiduciary mode” (Chait et al. 2005, 30). In the generative mode, we begin to think about the organization as more than simply productive or logical but also expressive by considering values, judgments, and insights. “Before they use various forms of managerial expertise to solve problems, organizations need to figure out which problems need solving. Before they figure out the best strategy for getting from the present to a preferred future, organizations need to figure out what that preferred future is. Before they can dedicate resources to the things they consider important, they have to figure out what things are important” (30).

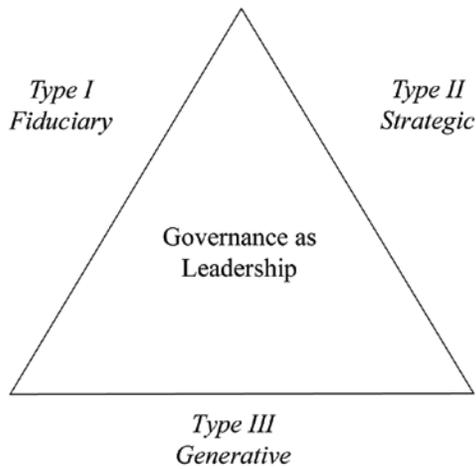
Governing by mode as opposed to task may seem complicated but once practiced it begins to make sense. And the benefits are profound. As Mihály Csíkszentmihályi (2003) noted, good work balances opportunity and capacity. The basic idea is for board members to achieve “flow”—the mental state where a person in an activity is fully immersed in a feeling of energized focus, full involvement, and success in the process. There are three conditions that are necessary to achieve flow: (1) The activity must have clear goals; (2) there needs to be balance between the perceived challenges of the task at hand and one’s skills (too little challenge leads to boredom, too much challenge produces anxiety); and (3) the task at hand must have clear and immediate feedback. Although this makes sense intuitively, achieving “flow” in the boardroom is no small feat. One person’s high challenge level and skill set is not another’s. However, the model is helpful for understanding the issue of higher purpose leading to better governance.

THE THREE MODES OR MENTAL MAPS

The governance-as-leadership model can be depicted as an equilateral triangle (Figure 1.1) because all three modes, or types, are equally important. Despite this, Types I and II are the dominant modes of nonprofit governance and Type III is the least practiced (Chait et al. 2005, 7). It is helpful to think of the types or modes of governance in terms of mental maps; a street map shows actual street names, landmarks, and places of interest whereas a mental map is how we organize what we see while we walk around those streets such as an economy, a culture or subculture, or a demographic strata. A walk along Broadway in New York City elicits different mental maps as you start at Battery Park, pass between Chinatown and Tribeca, through the Garment and Theater districts, and beyond.

Type I, fiduciary work, is intended to ensure that nonprofits are faithful to mission, accountable for performance, and compliant with laws and regulations (7-8); Type II concerns the strategic work that enables boards and management to set the organization’s priorities and course, and to employ resources accordingly (8); Type III, the generative mode, involves the board as thoughtful leaders bringing wisdom and insight to critical issues facing the organization before or as policies, strategies, plans, and tactics are formed and discussed (see Figure 1.3).

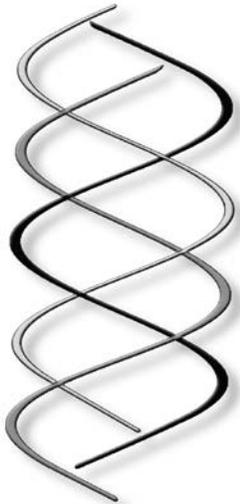
Figure 1.1 The Governance Triangle



Source: Chait, Ryan, and Taylor (2005, p. 7)

Another way to visually grasp the three modes is to picture a “triple helix” (see Figure 1.2)—a term evolutionary biologist Richard Lewontin (2000) used to take the DNA double-helix model a step further by recognizing that we will never understand living things if we continue to think of genes, organisms, and environments as separate entities. Instead, all organisms are the product of intricate interactions between their genes and the environment; organisms are influenced in their development by their circumstances and, in turn create, modify, and choose the environment in which they live. In this diagram, one strand represents fiduciary work, another the strategic, and the third generative.

Figure 1.2 Depiction of a Triple Helix

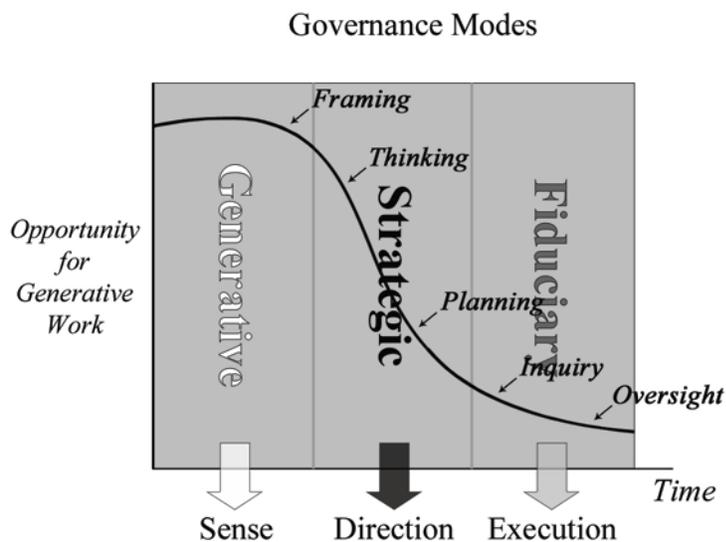


Source: Graphic Artist, William R. Trower

In addition to the simple triangle and the triple helix, a third way to picture the Governance as Leadership framework is as a curve (or stream), that starts high and flows down over the course

of time (see Figure 1.3). In the fiduciary mode, opportunities for boards to move “upstream” (from oversight to inquiry) and provide greater leadership are numerous. *Oversight* means watchful and responsible care, whereas *inquiry* requires an additional step of a systematic investigation of the facts or more thorough description of the issue. Within the strategy band, lower-stream board activity might focus on *planning* and further upstream on *thinking*. Finally, way upstream—prior to strategy and stewardship—is generative, or framing, work.

Figure 1.3 Governance Modes or Mental Maps



Source: Richard Chait (2005)

Each of the three modes—fiduciary, strategic, and generative—is described more fully in the next sections.

Type I: Fiduciary

The board’s role in fiduciary mode is to think and act like stewards of tangible assets—like night watchmen on the lookout for any breach of security. By law, this mode represents the duties of loyalty and care. Problems within the organization are to be spotted. Board members in fiduciary mode ask a set of very important questions: Are we acting in accordance with our mission? Is something amiss or out of order? Is anything contrary to established policies, procedures, and precedents? Is the organization compliant with certifications, accreditations, state and federal rules and regulations?

In order to ensure proper fiduciary oversight, boards construct committees around organizational charts—not organizational priorities—a design that makes perfectly logical sense for fiduciary work. What better way to oversee management than to have committees mirror and monitor management functions? Boards doing their fiduciary work rely on relatively formal and standardized procedures to ensure and document due diligence.

The organization is viewed primarily as a bureaucracy and leadership is typically hierarchical

and sometimes heroic. Board members meet to oversee operations and ensure accountability. With a fiduciary mental map, it's common to hear board members say that their primary responsibility is to select, assess, and if necessary fire the CEO. In addition, they ratify policies presented by management. The board-CEO relationship may be best described as “hub and spoke.” Board members are typically socially prominent and many are affluent and financially sophisticated: they attain power by and through their relationship with the CEO.

Meetings tend to be dominated by staff and follow parliamentary procedure. The information provided to board members for meetings tends to be voluminous and partial to a point of view, typically that of management. Normative behavior of the group is one of deference—mostly to whomever is speaking—oftentimes a staff member, committee or board chair. The group dynamic is “great minds think alike;” the board learns by listening to the CEO, and the board decides by following protocol and reaching resolution. Communication with constituents is limited, ritualized, and done primarily to legitimize the work of the board. There is little or no board education.

Note the different forms of questions a board might consider as it moves slightly upstream from oversight to inquiry (Table 1.1).

According to the authors, while Type I work is effective for certain tasks, relying on it completely runs the risks of institutionalizing four flawed assumptions, including:

1. *Nonprofits are bureaucracies.* Nonprofits may have bureaucratic features, but they are not bureaucracies (Chait et al. 2005). Most nonprofits have bureaucratic features such as organizational charts, job descriptions, and bylaws, as well as standardized processes for payroll, purchasing, and accounting, but a weakness of the Type I mental map is that it sees *only* these features and not all the “uncharted” organizational dimensions such as “constituent views, political dynamics, human relations, and social interactions” (42) that may be sources of conflict or serve as disruptions to the chain of command.
2. *CEOs are merely agents of the board.* “The Type I board imagines the board and CEO in a principal-agent relationship” (42), but most CEOs of nonprofits truly function as leaders, not merely as agents of their boards.
3. *Boards are principals, directing their CEO agent.* As CEOs lead, and assume more power, fiduciary boards too often resign themselves to advisory and policy-making roles and find themselves “watching, not directing, the CEO” (44).
4. *Organizations are closed systems.* When boards act primarily in mode I, they tend to undervalue or ignore almost entirely the external influences on the organization (45).

In short, “Type I governing does not pose problems. Type I boards do” (45). Type I governing is essential but operating solely in fiduciary mode, or only using a fiduciary mental map, can limit board member leadership and participation, and more seriously, cause a board to be so focused on routines that they overlook promising opportunities or potential problems outside of their role as stewards.

Table 1.1 Fiduciary Oversight to Fiduciary Inquiry

| Fiduciary Oversight Questions | Fiduciary Inquiry Questions |
|--|---|
| Can we afford it? | What's the opportunity cost? |
| Did we get a clean audit? | What can we learn from the audit? |
| Is the budget balanced? | Does the budget reflect our priorities? |
| Should we increase departmental budgets by 2% or 3%? | Should we move resources from one program to another? |
| Will the proposed program attract enough clients? | How will the program advance our mission? |
| Does a merger make financial sense? | Does a merger make mission sense? |
| It is legal? | Is it ethical? |
| How much money do we need to raise? | What's the case for raising the money? |
| Can we secure the gift? | How will the gift advance our mission? Does the donor expect too much control? |
| Is staff turnover reasonable? | Are we treating staff fairly and respectfully? |

Source: Chait et al. 2005, 38. Reprinted with permission from John Wiley and Sons, Inc.

Type II: Strategic

For many reasons, nonprofits need strategies; therefore, boards need another mental map that allows them to understand the organization as a complex, open system susceptible to outside forces. “In Type II governance, an organization seeks to align internal strengths and weaknesses with external opportunities and threats” (Chait et al. 2005, 52). Unfortunately, many nonprofit boards attempt to do Type II work within their Type I mindset; as a result, they treat fiduciary responsibilities like planning, where the board has oversight of the strategic plan, without playing a leadership role in its creation or evolution.

Typical questions for boards to ask are technical in nature, such as: Do we have the money, space, and personnel necessary to execute the plan? Is the timeline feasible? Are the market projections reasonable? Have we included benchmarks and milestones? Strategic plans were handed down to the board as a *fait accompli* to be rubber-stamped. The result has been strategic plans that are neither strategic nor a plan but instead a (too often unfunded) utopian construct rather than a solid, realistic plan of action. Chait et al. (2005) highlighted several reasons for this and for why board members become disillusioned with their relegated strategist role.

1. *Plans without traction.* Too many strategic plans do not have the traction needed to succeed because they focus too much on a “blue-sky” future without any attention paid to what must change about the present.
2. *Plans without patterns.* Those planning have not discussed the pattern of decisions and actions related to organizational, structural, and procedural (let alone cultural) changes that must occur to ensure the strategy’s success.
3. *Plans without strategies.* The plans have tight, well defined goals but only a vague, overarching strategy.
4. *Ideas without input.* Oftentimes, CEOs determine plans with staff members, without board member involvement, which are then presented to the board for approval; as a result, board members are disengaged and unattached to the outcomes.
5. *The pace of change and unforeseen outcomes.* Because many unanticipated events can occur over the course of a plan’s period, and some quite quickly, strategic plans may become irrelevant, or success can be found outside of the strategic plan. In either case, board members begin to question the need for a plan and become disinclined to participate.

Rather than following a Type I, formulaic, ritualistic approach to strategic planning, then, nonprofits are well served to arrive at strategy through thinking, asking critical questions, and applying intuition. By doing so, the board partners with management to provide brains, not just brawn. “In Type II governance, ‘What do you think?,’ when asked of board members, does not mean ‘What do you think of management’s plans?’ It really means, ‘What is *your* thinking about the organization’s future?’” (65).

As within the fiduciary mode, board members working as effective strategists can move upstream from traditional planning to “big picture” thinking, by asking different kinds of questions (Table 1.2).

“Unless and until ideas, rather than plans, are the drive motors of strategy, the full range of board members’ talents will be vastly underutilized” (Chait et al. 2005, 68). As the board shifts its role focus from that of steward providing oversight to that of strategist providing foresight, important changes must occur in the areas of structure, meetings, and communication.

- First, *board structure must change.* Because flexibility is so important for Type II governance, and creative, strategic thinking is required, nonprofits are well served to rethink their committee structures and break free of the traditional Type I model where structure mirrored the organizational chart. Becoming more strategic and nimble oftentimes requires boards to consolidate or merge some committees, and to form task forces or ad hoc groups to work on strategic imperatives that cut across traditional committee boundaries.
- Second, *board and committee meetings must change.* Just as form follows function in

architecture, so should it for meetings. Figure out what needs to get done and then

Table 1.2 Strategic Planning to Strategic Thinking

| Strategic Planning Questions | Strategic Thinking Questions |
|--|--|
| Do we have the money, space, and personnel? | Is the business model viable? |
| Does this plan build on our strengths? | Are we a victim of our virtues? |
| What is the size of the market? | Are there new, unexplored markets? |
| What is? | What could be? |
| Are the assumptions valid? | Should we consider making new rules? |
| Can we predict the future? | Do we understand the past? |
| What are our internal preferences? | What is the customer's value proposition? |
| What work does management have for committees to do? | What is the most important work the board must organize to do? |

Source: Printed with permission from Richard Chait.

construct agendas to accomplish that work. This will mean fewer reports and more future-oriented, strategic discussions of important issues facing the organization. Meeting agendas are fluid and strategy-driven, and time is built in for participative discussion.

- Third, *communication and information changes*. Type I work is insular, supported by “show-and-tell” reports from management and committees, which does nothing to advance Type II work. In order to partner with management strategically, board members need to understand not just the internal factors affecting the organization but also the external ones including how key stakeholders think. Two-way communication with various constituents, including experts, is a good way for board members to get information that is needed for a fuller understanding of the big picture. The idea is for board members to ask “intelligent questions” rather than have “brilliant answers” (73).

The focus of Type II governance is on performance rather than compliance (as with Type I), so boards need comparative data—across institutional peers and over time—on meaningful indicators. In strategic mode, problems are to be solved and the group norm is one of consensus. The group dynamic is that reasonable people can reasonably disagree about what the data mean and what to do about it. Table 1.3 provides a comparison of Type I and Type II governance.

Because nonprofits are more than rational strategies and plans and encompass cultures, political systems and symbolic contexts, the sense people make of events often matters more than the events themselves. In addition, the drivers of strategy are ongoing, may fluctuate over

time, and quite often strategies are emergent rather than part of a formal planning process. Board member engagement is also fluid and board meetings are periodic. Therefore, the authors argue that a third, “largely unrecognized, yet equally critical mode of board membership: generative governance” (Chait et al. 2005, 78) is necessary.

Table 1.3 Comparing Type I and Type II Governance

| Type I Governance | Type II Governance |
|--|--|
| Management defines problems and opportunities; develops formal plans. Board listens and learns, approves and monitors. | Board and management think together to discover strategic priorities and drivers. |
| Board structure parallels administrative functions. Premium on permanency. | Board structure mirrors organization’s strategic priorities. Premium on flexibility. |
| Board meetings are process-driven. Function follows form. Protocol rarely varies. | Board meetings are content-driven. Form follows function. Protocol often varies. |
| Staff transmits to board large quantities of technical data from few sources. | Board and staff discuss strategic data from multiple sources. |

Source: Chait et al. 2005, 75. Reprinted with permission from John Wiley and Sons.

Type III: Generative

Although generative governance may seem novel for boards, board members most likely engage in similar activities every day. Generative thinking is something we do so naturally and automatically as individuals that we do not have to name it; it is the thought process we go through prior to acting—that is, the “genesis” of work that is later translated, further downstream, into policies, plans, strategies and tactics.

Type III governance means that the board generates: (1) insight and understanding about a question, problem, challenge, opportunity, or the environment; and, (2) a sense of the organization’s identity in order to most effectively respond to the problem or environment, or to seize the opportunity that best reflects what the organization is, how it sees itself, and what it values. It is about deciding how the organization, or board, wishes to frame—consider, examine—an issue.

Charles Kettering, an inventor and head of research for GM from 1920 to 1947, once said, “A problem well-stated is half-solved.” And Jeffrey Pfeffer, an organizational theorist, said, “The framework within which issues will be viewed and decided is often tantamount to determining the result” (1992, 203). If these statements are true, it is essential that boards spend time framing issues prior to trying to solve them; that they make sense before they make decisions.

To engage in generative thinking requires that we become aware of how we think and how we have come to understand what we take for granted; “generative thinking produces a sense of what knowledge, information, and data *mean*” (Chait et al. 2005, 84). Everyone has experienced

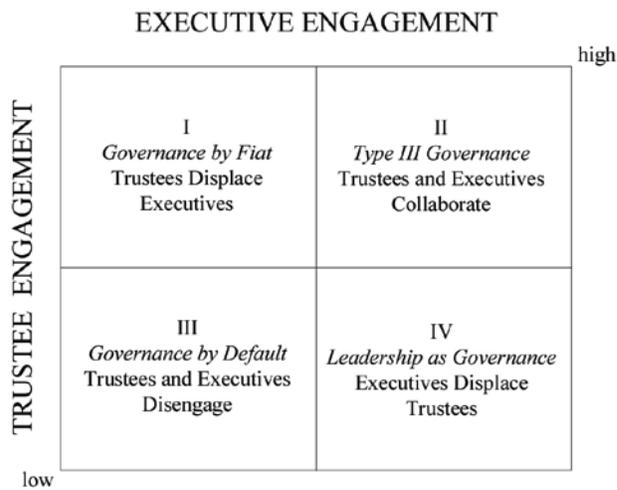
times when their perspective shifts, they see things differently, and suddenly they are able to solve a problem or understand a set of circumstances—“When you put it that way, it does make sense” (84). But not everyone has thought about what brings about those epiphanies. The authors suggest three steps:

1. *Notice cues and clues.* Two people can look at the same data and derive completely different interpretations. Why? Because, in part, they each notice and focus on different cues and filter out others; therefore, each constructs different meanings.
2. *Choose and use frames.* Because the world is messy, people have a natural tendency to use frames to help them make sense of the stimuli that bombard them constantly. Frames may be used unconsciously or reflexively, for example, lawyers hardly notice using a legal frame; they may be values-based, for example, those committed to equity will note how decisions might marginalize some and favor others; or they may be based on temperament, for example, an optimist may see an opportunity and a pessimist may see a problem. “People notice what they are predisposed to see based on the frames they use” (Chait et al. 2005, 86). Although frames shape our thinking—from taking in cues to proposing solutions—we are not prisoners of our frames. We can deliberately choose to view the situation or data through a variety of perspectives.
3. *Think retrospectively.* Thinking about the past is important to collective sense-making. Organizations are well served to have board members examine some sentinel event of the past, or to discuss what worked well and less well in terms of strategy or programs, in order to set a “dominant narrative” (88) of the nonprofit. A successful narrative provides a “coherent story line that appeals to people’s sensibilities, values, and traditions” (89).

Generative governance demands that the board is brought into deliberations early enough to make a difference—when the situation is still ambiguous and subject to multiple interpretations—because “the opportunity to influence generative work declines over time” (Chait et al. 2005, 101), as depicted in Figure 1.3. Once an issue has been framed one way, it is difficult to see it any other way. People, especially committee or staff members to whom the issue has been delegated, become vested in not only the frame but also data used and the possible solutions that frame allows them to see. Questioning the original frame, once the issue is downstream, will cause eye-rolling, frustration, consternation, and possibly conflict; fresh ideas and solutions will be difficult to generate and unlikely to be accepted. The mentality at this stage tends to be, “Too bad; you’re too late. You should have thought of that earlier.” As theologian Dietrich Bonhoeffer said, “If you board the wrong train, it is no use running along the corridor in the other direction.”

Looking through a lens of generative thinking, the authors offered four “governance scenarios” (Chait et al. 2005, 98)—two that are dysfunctional (quadrants I and III), one that is prevalent but problematic (quadrant IV), and one that is uncommon but preferred (quadrant II) (98).

Figure 1.4 Generative Thinking: Four Scenarios



When the engagement of both trustees and executives in generative work is high (Quadrant II), the result is optimal: Type III Governance. The other quadrants depict unbalanced engagements that lead to problematic situations. In Quadrant I, trustees commandeer most of the generative work, and impose results on executives. This might be described as governance by fiat. In Quadrant III, neither executives nor trustees attend to generative work. This produces governance by default, where the generative work of other actors inside and outside the organization (for example, staff, funders, regulators, and industry groups) exerts greater influence than trustees and executives over strategy, mission, and problem solving. In Quadrant IV, executives dominate generative work, which renders leadership as governance. (Problems of purpose...are likely to be acute here).

Source: Chait, Ryan, and Taylor (2005, p. 98)

WHY THREE MODES?

If boards operate only in Type I mode:

- That which is deemed to be urgent drives out that which is important.
- The stress placed on efficiency displaces the quest for effectiveness.
- The board adds primarily technical value but does not get to the core purposes of the organization, or to adaptive work.
- The board's work becomes predictable, tedious, monotonous, and perfunctory which may lead to board member disengagement, missed opportunities for effective leadership, failure to

see the big picture, or to see all issues as fiduciary ones.

- Meetings are so mechanical and scripted that thinking is not required and does not occur. Board members, if they even show up, can check their brains along with their coats.

If boards embrace Type II along with Type I, but not Type III, they may:

- Miss significant opportunities because issues were ill-framed initially or not reframed when needed.
- Embrace strategies with the largest perceived payoff rather than the greatest enthusiasm or best mission-fit.
- Fail to understand and take account of how various stakeholders view the issue and proceed down a path that cannot succeed.
- Only think about what could go right and fail to think through unintended consequences.
- Allow process to triumph over substance.
- Fail to tap into the full array of board member insights that generative thinking may elicit

Note the important differences between utilizing the Type I and II rules and the Type III rules shown in Table 1.4.

Table 1.4 Comparing Types I and II to Type III Rules

| Type I & II Rules Help Boards: | Type III Rules Help Boards: |
|---|------------------------------------|
| Choose among alternatives | Generate alternatives |
| Make decisions | Decide what to decide |
| Solve problems | Discern and frame problems |
| Preserve congeniality | Promote collegiality |
| Pursue consensus | Pursue perspectives |
| Meet efficiently | Discuss robustly |
| Consider realities | Consider hypotheses |
| Pose pragmatic questions | Pose catalytic questions |

Source: Printed with permission from Richard Chait

The authors noted that lower curve work is important: “What good is a cleverly framed problem without a solution, an attractive mission without a strategy, or a great plan without execution?” (Chait et al. 2005, 101). They advised that boards not spend all their time high on the curve, but to engage in generative governing at least some of the time.

Why Boards Need a Type III Mental Map

There are three features of non-rational, generative organizations (Chait et al 2005, 105) which make generative thinking (Type III) especially important:

1. *Goals are often ambiguous, if not contested.* In a completely rational, closed system, a crisply articulated mission can inspire a coherent strategy which in turn guides operations. However, numerous nonprofits have missions that can be met in many ways, ambiguous goals, and complex purposes with fluid participation by multiple stakeholders. One stakeholder’s top priority is another’s lowest interest. What matters one year matters less the next.
2. *The future is uncertain.* Strategic plans must be revisited frequently and leaders cannot allow a plan to dictate every move. Organizations must be ever vigilant and prepared to seize opportunities as they emerge.
3. *Meaning matters.* The way CEOs and board members make sense of facts matters as much as the facts themselves as it is “meaning that enables understanding and action in ambiguous environments” (106).

Essentially, as it has been said in the context of war in the late 1990’s, we live in a ‘VUCA’ world—marked by volatility, uncertainty, complexity, and ambiguity. The nature, speed, and catalysts of change are different than in the past. The prospects for surprise are greater as the world is less predictable. Confounding issues are numerous and reality is hazy. There are mixed meanings to be derived and there is a large potential for misreads; in many contexts cause and effect is difficult if not impossible to determine. Because all of this is true, boards facile enough to think and work in three modes—as necessary—will be better partners in leadership with management. But not every issue needs to be “triple-helixed.” So how do you know?

Spotting Generative Opportunities

There are five primary markers (Chait et al. 2005, 107) of a generative opportunity including:

1. *Ambiguity.* There are, or could be, multiple interpretations of what is really going on and what requires attention and resolution.
2. *Saliency.* The issue, however defined, means a great deal to a great many, especially influential people or important constituencies.
3. *High stakes.* The stakes are high because the discussion does or could invoke questions of core values and organizational identity.

4. *Strife*. The prospects for confusion and conflict and the desire for consensus are high.
5. *Irreversibility*. The decision or action cannot be easily revised or reversed, due as much or more to psychological than financial commitments.

The Three Types of Governance Summarized

The following table, adapted from Exhibit 6.9 (Chait et al. 2005, 132) and presentations made by Richard Chait, highlights the distinctive characteristics of the three modes, mental maps, or types of governance.

Table 1.5 Comparing the Three Types of Governance

| | Type I Fiduciary | Type II Strategic | Type III Generative |
|---|--|--|---|
| Nature of organizations | Bureaucratic | Open system | Nonrational |
| Nature of leadership | Hierarchical | Analytical; visionary | Reflective learners |
| Board’s primary role | Sentinel | Strategist | Sensemaker |
| Board’s central purpose | Stewardship of assets | Partnership with management | Source of leadership for the organization |
| Board provides | Oversight | Foresight | Insight |
| Board’s core work | Technical; oversee operations; ensure accountability; select and assess CEO; ratify policy | Analytical; shape strategy; review performance | Reconcile value propositions; manage accountability; discern and frame adaptive issues; think collectively; make sense of circumstances |
| Organization of the board’s work | Fixed structure of standing committees focused on operations | Fluid arrangements focused on an understanding of strategy | Community of learners focused on strategy of understanding |
| Board’s source of power | Formal authority; relationship with CEO | Expertise | Ideas |
| CEO-Board relationship | Hub & spoke | Strategic alliance | Think-tank peers |

| | | | |
|--|--|--|--|
| Key question | What's wrong? | What's the plan? | What's the key question? |
| Problems are to be | Spotted | Solved | Framed |
| Strategy | Set by CEO; ratified by board | Board & CEO plan strategically together | Board & CEO think strategically together |
| Performance metrics | Facts, figures, finances, reports | Strategic indicators; benchmarks; comparative data | Signs of learning and discerning |
| Agendas and meetings | Standardized; staff-dominated; passive | Variable formats; strategy-driven; participative | Collective mind of board doing generative work |
| Deliberative style | Parliamentary and orderly | Empirical and logical | Robust and sometimes playful |
| Information | Voluminous, partial to a point of view | Selective; analytical; diagnostic | Forensic clues; alternative explanations |
| Group norm | Deference | Consensus | Robust discourse |
| Group dynamic | Great minds think alike | Reasonable people disagree agreeably | Great minds think differently |
| Way of knowing | It stands to reason; listen to the CEO | The pieces all fit; consult the data | It makes sense; gather the clues |
| Way of deciding | Reaching resolution; protocol and exception | Reaching consensus; group process | Perceiving, grasping and grappling |
| Board members | Socially prominent; financially sophisticated; preferably affluent | Type I plus experts in various fields | Create comparative advantage re: intellectual, reputational, and political capital |
| Communication with constituents | Limited and ritualized, mostly to legitimate | Bilateral and episodic, mostly to advocate | Multi-lateral and ongoing, mostly to learn |
| Board education | Little or none | Episodic, strategic | Continuous; inside/outside boardroom, academic and experiential |

CHAPTER ONE HIGHLIGHTS

The benefits and challenges of putting the principles of governance as leadership into practice will be explored more fully in the next chapter. To conclude this chapter, as nonprofit CEOs and board members consider governing trimodally, there are several cautionary advisements to keep in mind:

- Do not overuse any one mode; be a three-type board, not a typecast board.
- Do not be formulaic about working in three modes, for example, setting aside one meeting a year for generative work; or apportioning a set amount of time at each meeting for strategic work.
- Do not “find” generative work everywhere—some issues are obviously and completely fiduciary and do not require strategic or generative thinking.
- Do not use governance as leadership as a pretext for “hobby horses” or “reforms.” Do not force the model on the board or on management; if the board and management feel that governance is not broken, or cannot be improved, attempts govern differently will be futile.
- Do not underestimate the durability and attractiveness of the status quo.
- Do not mount the generative curve *after* the staff or committee work has been done.

It is crucial that boards also understand what generative thinking is *not*. It is not:

- Synonymous with bold ideas, radical departures, pie-in-the-sky planning
- About wholesale changes in core mission, or “bet-the-organization” decisions
- Clever solutions to operational problems
- To be used in lieu of fiduciary and strategic thinking
- The answer to every question or crisis

The benefits of tri-modal governance include:

- Less micromanagement in exchange for more macrogovernance
- Higher level of board member engagement; board in “flow;” enhanced board performance
- Board members better prepared for meetings and thinking at a high level means more value-added

- More value-added and intellectual brainpower tapped means more meaning derived from board membership
- Engaging the collective mind of everyone around the board table should lead to better deliberations and better decisions

Great Questions: A Springboard for Board Dialogue

By Dr. Cathy Trower, adapted from other¹ works

This paper is about why and how boards can create a culture of inquiry as a springboard to better dialogue around difficult challenges that leads to better outcomes.

The premise: difficult challenges have no right answers, require dialogue to enhance critical thinking, explore multiple perspectives and nuances, and improve understanding. The key to great dialogue is great questions.

Because terms and concepts matter, this paper:

- I. Defines great governance;
- II. Distinguishes complexity from ambiguity;
- III. Differentiates technical from adaptive issues;
- IV. Highlights the difference between discussions and dialogues; and,
- V. Showcases problem-focused v. solution-focused thinking and questioning.

- I. Effective governance** is a dynamic, collective activity in which well-informed trustees engage actively, and ask meaningful questions, on consequential issues with important outcomes for which they hold themselves and management mutually accountable.

Effective governance:

- Is not static. It must evolve just as the governed organization and the environment in which it operates do.
- Is a collective activity. Boards govern as a group; collective wisdom should be sought; and board meetings should not be dominated by a powerful or vocal few.
- Involves well-informed trustees. The organization must bring forth relevant information packaged in a way that is accessible, relevant, and meaningful and trustees must do the homework.
- Requires active trustee engagement, not passive intake or multitasking.
- Requires that trustees ask meaningful questions about what matters most to the organization. Great questions do not lead into minutia but instead spawn critical thinking and essential dialogue.
- Leads to important organizational outcomes for which the board and management are mutually accountable. This is, after all, why boards meet.

II. Complexity and Ambiguity²

Complexity refers to the number of factors that we need to consider, their variety, and the

¹ Eckel, Peter D. and Trower, Cathy A. *Practical Wisdom: Thinking Differently About College and University Governance* (2019). Sterling, VA: Stylus Publishing.

Trower, Cathy A. *The Practitioner's Guide to Governance as Leadership: Building High-Performing Nonprofit Boards* (2013). San Francisco, CA: Jossey-Bass, A Wiley Imprint.

² <https://www.forbes.com/sites/jeroenkraaijenbrink/2018/12/19/what-does-vuca-really-mean/> VUCA=Volatile, Uncertain, Complex, Ambiguous

relationships between them. The more factors, the greater their variety and the more they are interconnected, the more complex something is.

Ambiguity refers to a lack of clarity about how to interpret something; there are multiple interpretations. A situation is ambiguous, for example, when information is incomplete, contradicting or too inaccurate to draw clear conclusions. Further, it refers to fuzziness and vagueness in ideas and terminology.

More simply stated in Merriam-Webster dictionary:

Complex: *consisting of many different and connected parts*

Ambiguous: *able to be understood in more than one way: having more than one possible meaning*

In the boardroom, consider how new trustees experience the culture of the board. The culture is at once complex and ambiguous. Newcomers will, no doubt, notice a variety of factors and interrelationships (it is complex) and they may wonder about how to interpret what they see, hear, and experience (it is ambiguous). When you layer on diversity and intersectionality (being new, gender, race, expertise, prior board experience), things become still more complex. What new trustees experience—through the lenses they bring—is ambiguous. We tend to deal with the complex side of things in the new trustee orientation where we introduce the senior team, discuss the strategic plan, talk about the committee structure – we answer the “what” questions. Pairing new trustees with longer-serving ones helps the newcomer interpret culture and get to the “why” questions. Again, adding diversity to the board is the first, and easiest step; ensuring an inclusive culture takes more thoughtfulness and understanding.

III. Technical Issues and Adaptive Challenges³

Another useful framework for boards is adaptive leadership in which Ron Heifetz presents two types of problems: technical and adaptive. Technical problems are those that are easy to spot and can be solved by applying current knowledge. They are well defined and widely understood. Adaptive challenges, in contrast, are difficult to identify (and easy to deny), do not have “right” answers, and are unsolvable with current skills and knowledge.

Table 1. Technical Issues and Adaptive Challenges

| Technical Issues | Adaptive Challenges |
|--|---|
| Easy to spot | Difficult to identify (easy to deny) |
| ‘Know-how’ exists; someone has “the answer(s)” | There is no right answer |
| Can be solved by management | Require different lenses; there are multiple stakeholders |

³ Adapted from Heifetz, R. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press of Harvard University Press and, Heifetz, R.: “The nature of adaptive leadership” see <https://youtu.be/QfLLDvn0p18>

| | |
|---|---|
| Solutions can be implemented quickly, by edict | “Solutions” take time; not by edict |
| People are receptive to technical solutions to technical problems | People often resist even acknowledging adaptive challenges (denial is an issue) |
| Changes have simple boundaries | Changes cut across boundaries |
| Can be fixed solo | Require collaboration and learning |
| Have the tools and experience to solve | Needed responses are outside repertoire |

Table 2. Higher Education Examples

| Technical Issues | Adaptive Challenges |
|-------------------------|-----------------------------------|
| Declining enrollment | Value proposition |
| Balancing the budget | Business model |
| Program offerings | Program viability |
| Mission statement | Mission relevance |
| Diversity | Inclusion and equity |
| Strategic plans | Strategic thinking and adaptation |
| Fundraising | Donor (“investor”) engagement |
| Master plans | Rethinking campus space |
| Campus safety policies | Campus culture |

Technical matters are well left to the administration; adaptive challenges are the domain of board engagement with the administration.

IV. Discussion and Dialogue⁴

Governing around adaptive, ambiguous issues requires dialogue. Why? This framework elucidates.

Table 3. Discussion and Dialogue

| Discussions | Dialogues |
|---|---|
| Different views are presented and defended. | Different views are presented as a means for discovering a new view. |
| Decisions are made. | Adaptive and ambiguous issues are explored. |
| Convergence on a conclusion or course of action occurs. | Divergence is the goal; not seeking agreement, but a richer grasp of adaptive and ambiguous issues. |
| Action is often the focus of discussion. | New actions emerge as a byproduct of dialogue. |

⁴ Senge, Peter. (2006) *The Fifth Discipline: The Art & Practice of the Learning Organization*. New York: Crown Publishing.

There are many appropriate times on board agendas for discussion such as when something has been well-vetted at the committee level, and the board needs to vote, or when a recommendation is coming from the administration about something squarely in their purview that they have determined is the right course of action.

But with all the adaptive challenges, and ambiguity we face in higher education (and in society), great boards spend more time in dialogue.

Questions Are the Key to Dialogue

- Mediocre boards spend most of their time asserting opinions, sometimes talking over each other.
- Good boards ask questions.
- Great boards ask great questions.

Trustees who ask great questions can help boards move beyond what might be initially framed as a readily solvable technical problem to understand the situation as an adaptive challenge and ultimately move the needle on it.

The ability to ask meaningful questions is an important skill in the boardroom and fundamental to effective governance in today’s world. Said the chairman of Bain & Company, Orit Gadiesh, in a 2009 *Harvard Business Review* interview, “The most distinguished board is useless and does a real disservice to the organization, in my view, if the people on it don’t ask the right questions. If you’re not asking questions, you’re not doing your job.”

According to Berger,⁵ “A beautiful question is an ambitious yet actionable question that can begin to shift the way we perceive or think about something—and that might serve as a catalyst to bring about change” (p. 8). In Senge’s terms, great questions open up dialogue to help make meaning of and explore challenging issues and find a new path forward.

V. Problem-focus v. Solution-focus⁶

A great question can help to reframe an issue in a way that moves away from the problem and leads to solutions. Table 4 distinguishes two ways to approach ambiguous issues.

Table 4. Problem v. Solution Focus

| Problem focus | Solution focus |
|----------------------|--------------------------|
| What’s wrong | What’s needed |
| What needs fixing | What’s working |
| Blame | Progress |
| Control | Influence |
| Causes in the past | “Counters” in the future |

⁵ Berger, Warren. (2014). *A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas*. New York: Bloomsbury.

⁶ Jackson, P.Z. and McKergow, M. (2007). *The Solutions Focus: Making Coaching and Change SIMPLE*. London: Nicholas Brealey International.

| | |
|-------------------------|-------------------------|
| The expert knows best | Collaboration |
| Deficits and weaknesses | Resources and strengths |
| Complications | Simplicity |
| Definitions | Actions |

The thinking is, “If only I could understand the problem, or better still find the cause, then I might be able to begin to find a solution” (p. 23). It is true that many technical matters benefit from this way of thinking—where diagnosis follows a logical, predictable path (p. 25)—however, for ambiguous matters (including DEI), solution focus is more effective.

A university example occurred in the summer of 2020, when every college and university was asking, “*Should we reopen in the fall?*” That question naturally led to opinions rather than action and planning. Early on, the ‘Anonymous University Task Force on Reopening’ first identified the principles for re-opening based on the mission, which led to a better question: “*How do we reopen safely?*” This solution-focused reframing of the question removed the opinions and led to rigorous planning.

Using a DEI example, the questions below show the difference between problem-focused v. solution-focused questions.

We have traditionally asked these problem-focused questions:

- Why are our minority faculty numbers so low?
- How can we recruit and retain more diverse students?
- How do our numbers of minority students compare to other schools?
- Do we have a welcoming environment for all students and faculty?

There is nothing inherently wrong with these questions, but we certainly haven’t made much progress by asking them and having staff members spend countless hours getting to the answers.

What if, instead, we asked questions like these?

- What other systems must supply inputs in order for us to advance our diversity efforts?
- What are the organizational structures that lead to effective outcomes in our inclusion efforts?
- What are we hiring diversity to do?
- What would we see using an equity lens?
- What did we make possible as a result of our commitment to DEI?

Developing a Culture of Curiosity & Inquiry

Asking great questions is not simply an innate talent. It can be developed intentionally by boards if they take some of the steps described here.

Break routines. Too often board business is conducted in ways that eventually become routine, if not ossified. Routines are the enemy of curiosity. They create expected patterns of behavior that tend to elicit similar types of questions. If the board always conducts its business in one way, over time, it learns the types of questions to ask and not to ask within that framework. Expectations, not novelty, shape the work.

Create agendas to spark innovation and curiosity. Seat trustees in small groups, rather than around the typical large board table to spur different types of interactions and conversations. Hold board meetings offsite (e.g., at an innovative corporate headquarters, a high school or a community center) to alter perspectives leading to new conversations. Change the order of reports and discussions or assign different trustees to lead parts of the agenda.

Commit the time. Board meeting agendas tend to be overly full and tightly scripted. Make time for reflection and dialogue by having fewer, more substantive topics. Embed board educational sessions. Utilize consent agendas and limit staff and committee reports.

Dialogue on key issues that cut across committees. Rotate which committees report; hear reports from committees whose work is especially relevant at that meeting. Committees should not simply report what they discussed; instead, they should bring to the board matters like:

- Here's what we grappled with and how we resolved it
- We discussed X, Y, and Z; here were the hot spots; here's where we have differences of opinion; here's where we ended up
- Here's what we're still thinking about and remains unresolved
- Here's our recommendation, along with the assumptions that undergird it, for reactions and dialogue with the board including: Anything unclear? Seem reasonable? Did we miss something important? What else do you need to know?

Take a statement/question census. Tally the number of curiosity-driven questions asked over the course of a board meeting against the number of statements made and questions for clarification. The comparison will probably be telling. Board and staff leaders may need to not only ask for questions, but also demonstrate curiosity themselves by raising an initial set of catalytic questions to spawn dialogue. Rather than ending a presentation with, "Are there any questions?" (which tends to elicit either silence or the occasional question of clarification), instead ask, "What did you take away? What surprised you? What's the big question we should ask now? What insights do you have about what you've heard?"

Relabel some issues as puzzles. Spencer Harrison, in his work on curiosity in organizations argues that issues framed as problems invoke a negative emotion and the search for easy answers that forecloses curiosity. The same issue framed as a "puzzle" -- and using that word or related terms -- may lead to a mindset geared toward exploration and divergent thinking.

Craft agendas as questions. Most agendas are framed around a series of topics (e.g., enrollment projections, campaign update, risk assessment) which doesn't create the expectation for critical questions. In contrast, topics or themes posed as questions, lead to inquiry: What are the key trends in the regional economy and changing employment needs? How is the higher education marketplace changing in the region? What do we know about the next generation of students? What are we hearing from prospective students (and parents) during their campus visits? What sense do we make of that?

Adopt curiosity-invoking activities. Boards can leverage a set of small behavioral changes that can lead to new levels of curiosity. Before a particular agenda item, the board can engage in a 90-second brainstorm in which each trustee writes down a list of questions associated with the

topic. Or ask trustees at the end of the board meeting to write down one question that they have when looking back at the board's work of that day. Or ask each trustee to write down one question they didn't ask. The responses are collected and read back to the group. The next-generation questions and the unanswered questions are ways to provoke and encourage curiosity.

Understand not all questions are curious ones. Boards often report that they are good at asking questions. And many are. The challenge is not the frequency of questions but the style and type of questioning. Some questions can lead to curiosity, while others are interrogations. The latter are rarely helpful in moving conversations ahead or opening up thinking. Questions such as, "Why did you do that?" or "Didn't you consider X?" seldom spawn anything but defensiveness. Some questions are merely rhetorical; others are posed not to expand the conversation but instead to end it; others are intended to go unanswered because they are part of a soapbox or soliloquy.

Strive for a culture of inquiry. Curiosity is contagious, and boards can create cultures where it flourishes. Developing a culture that encourages constructive questions, which is defined by curious minds, that carefully and intentionally frames questions, and that appreciates the time and work required to engage this way will serve boards well. Look at patterns of engagement. Who speaks and with what effects is an artifact of a board culture. Do discussions end when certain board members speak? Does the board expect constructive "devil's advocate" perspectives? Does it welcome devil's inquisitors? When is a consensus that is too easily reached questioned as being too simplistic or all voices were not heard?

The End Result

Boards that are intentionally curious, and allow the time for and welcome thoughtful questions, develop even deeper investments in the institution and its trajectory. They create more rewarding experiences for individual trustees, are better strategic partners with the administration, challenge well-worn assumptions that may block progress, are more inclusive, bring their collective expertise and wisdom to the ambiguous and adaptive challenges the institution faces, and govern better.



Board of Trustees Academic Excellence and Student Success Committee | November 16, 2022

INFO-1: Accountability Plan Review

Information Discussion Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

The Analytics and Integrated Planning division prepares the annual Accountability Plan for consideration each year. Fifty-one metrics are compiled for the full document, including performance-based funding metrics, preeminence metrics, key performance indicators, institutional metrics, and enrollment metrics. During 2021-22, the Academic Excellence and Student Success Committee engaged in an in-depth review of each metric. For 2022-23, the committee transitions to a standing information item that presents preliminary information as metric data becomes available. The preliminary results may undergo updates and the volume of metrics presented will increase with each committee meeting. For November 2022’s information item, 16 metrics are presented for preliminary review.

Metric highlights:

- Four-year graduation rate of first time in college (FTIC) students currently stands at a record 54.8%. UCF needs to achieve 65% for performance-based metrics and UCF’s Unleashing Potential strategic plan. UCF needs to achieve 60% for preeminence. The 2023 result of 54.8% is an increase of 4.8 percentage points over the last year’s achievement of 50.0%. The 2016 result was 40.4% demonstrating a 14.4 percentage point increase in only seven years.
- Two-year graduation rates for Florida College System (FCS) Associate of Arts (AA) declined by 2 percentage points to 30.1%. UCF needs to achieve 50% for performance-based metrics and UCF’s Unleashing Potential strategic plan.

Background Information:

The Accountability Plan is only considered for approval once a year (in late April). The Review information items area designed to present preliminary results throughout the year as data becomes available.

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

No action. BOG 2.002(3): Each board of trustees shall prepare an accountability plan and submit updates on an annual basis for consideration by the Board of Governors.

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

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: 2023 Accountability Plan Metrics

Facilitator:

M. Paige Borden, Chief Analytics Officer

2023 Accountability Plan Metrics - DRAFT

| Performance-Based Funding Metrics | 10-Point Excellence | 2022 Results | 2022 Points Result | 2023 Preliminary | 2023 Point Expectation | Trend | 2023 Approved Goal |
|--|---------------------|--------------|--------------------|------------------|------------------------|-------|--------------------|
| FTIC 4-year Graduation Rate (Full-time students) | 65% | 50.0% | 5 | 54.6% | 9 | | 53.0% |
| Academic Progress Rate (FTIC 2-year Retention Rate with GPA > 2.0) | 90% | 90.5% | 10 | 91.8% | 10 | | 91.0% |
| AA Xfer 2-year Graduation Rate (Sum-Fall FT FCS AA Xfer students) | 50% | 32.1% | 1 | 30.1% | 1 | | 34.0% |
| Pell 6-year Graduation Rate (Sum-Fall All FTIC students with Pell) | 80% | 70.6% | 3 | 71.2% | 3 | | 71.4% |

| | Preeminent University Metrics | Benchmark | 2022 | 2023 Prelim | 2023 Met | TREND | 2023 Goal |
|----------|--|------------------|-------|--------------|----------|-------|-----------|
| A | Average GPA and SAT Score (for incoming freshman in Fall semester) | 4.0 GPA/1200 SAT | 4.3 | 4.2 | ✓ | | 4.3 |
| C | Freshman Retention Rate (Summer-Fall Full-time FTIC) | 90% | 92% | 93% | ✓ | | 92% |
| D | 4-year Graduation Rate (Summer-Fall Full-time FTIC) | 60% | 50.0% | 54.8% | | | 53% |
| J | Doctoral Degrees Awarded Annually | 400 | 510 | 603 | ✓ | | 520 |
| L | Endowment Size | \$500M | \$201 | \$215 | | | \$248 |

2023 Accountability Plan Metrics - DRAFT

| | KPI | 2023 Prelim | 2023 Approved Goal |
|----|--|-------------|--------------------|
| 5 | Six-Year FTIC Graduation Rates | 74.8% | 74% |
| 6 | FCS AA Transfer Three-Year Graduation Rates | 54.1% | 56% |
| 7 | Pell Recipient Four-Year Graduation Rate | 54.1% | 50% |
| 8 | Bachelor's Degrees Awarded | 14,958 | 14,900 |
| 9 | Graduate Degrees Awarded | 3,477 | 3,225 |
| 21 | Number of Licenses/Options Executed Annually | 27 | 36 |
| 22 | Number of Start-up Companies Created | 0 | 2 |



Board of Trustees
Academic Excellence and Student Success Committee | November 16, 2022

INFO-2: Research Institutes and Centers 5 and 7-Year BOG Evaluations

Information Discussion Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

This is an informational item, meeting the requirement of Board of Governors (BOG) regulation 10.015 to provide a summary of all completed 5 and 7-year evaluations/reviews of UCF institutes and centers to the Board of Trustees.

Background Information:

BOG regulation 10.015 requires that all institutes and centers in the state registry system be reviewed every 5 (state institutes or centers) or 7-years (university institutes or centers). Three UCF institutes and centers were up for review this year:

- Institute for Simulation and Training (IST) - University Institute or Center
- Florida Solar Energy Center (FSEC) - State Institute or Center
- Small Business Development Center (SBDC) - State Institute or Center

Reviews were completed and include all required components listed in regulation 10.015. All three institutes/centers were approved for reauthorization.

Summaries and full review documents for the 5 and 7-year reviews are provided in the supporting documents.

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

Contract Reviewed/Approved by General Counsel N/A

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

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Summaries of the 5 or 7-Year Reviews

- FY2022 Florida Solar Energy Center (FSEC) 5-Year Summary of Review
- FY2022 Institute for Simulation and Training (IST) 7-Year Summary of Review
- FY2022 Small Business Development Center (SBDC) 5-Year Summary of Review

Attachment B: BOG 5 and 7-Year Evaluations Summary

Attachment C: Complete 5 or 7-Year Evaluations

Please click the links below to view the full evaluation for each institute and center.

- FY2022 Florida Solar Energy Center (FSEC) 5-Year Evaluation: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-UCF-Florida-Solar-Energy-Center-FSEC-5-Year-Evaluation.pdf>
- FY2022 Institute for Simulation and Training (IST) 7-Year Evaluation: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-UCF-Institute-of-Simulation-and-Training-IST-7-Year-Evaluation.pdf>
- FY2022 Small Business Development Center (SBDC) 5-Year Evaluation: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/FY2022-UCF-Small-Business-Development-Center-SBDC-5-Year-Evaluation.pdf>

Facilitator/Presenter:

Winston V. Schoenfeld, Interim Vice President for Research



UNIVERSITY OF
CENTRAL FLORIDA

Five-Year Review of Centers and Institutes

Florida Solar Energy Center (FSEC)

Reauthorization Decision

Reauthorize the Florida Solar Energy Center (FSEC).

Overview and Purpose

The Center was established decades ago by the Florida Legislature and serves a statewide mission to support the transition to clean, efficient and renewable energy sources. FSEC's mission is to promote energy technologies that benefit society and educate students, the public, and practitioners. FSEC has ongoing research and educational activities in solar energy, high performance buildings, sustainable transportation, energy storage, energy systems integration, education & training, and energy policy research.

Review Period Activity Highlights

FSEC continued its long-standing (>45 years) history of research, demonstration, and education in energy related areas. Highlights include:

- Operated the US Department of Energy sponsored Photovoltaic Manufacturing Consortium (PVMC) for cooperative R&D among industry, university, and government partners.
- Led the only university-based team competitively selected for DOE's Building America Program to accelerate the development and adoption of advanced building energy technologies and practices in new and existing homes.
- Operated one of five Regional Test Centers in the US addressing challenges in the commercialization of photovoltaics, providing critical data for PV technologies in the hot and humid climate.
- Led the only U.S. Department of Transportation-funded University Transportation Center focused on Electric Vehicles investigating the impact of electric vehicles on power demands.
- Supported GO SOLAR Florida, part of the SunShot Initiative Rooftop Solar Challenge II, developing a web-based, PV system design plans process for instantaneous system certification.
- Operated the SunSmart Schools E-Shelter Schools Program, equipping more than 115, 10-kW photovoltaic systems on emergency shelter schools throughout Florida.
- Professional development workshops for teachers, Annual EnergyWhiz for K-12
- Provided training for the DOE-funded Solar Instructor Training Network to address a critical need for high-quality, local, accessible training in solar installation and related skills.
- Provided continuing education and training and was awarded a Solar Ready Vets contract to provide workforce training for military personnel who are in the process of retiring and transitioning to civilian life.
- Hosted Clean Cities National Meeting, which included all Clean Cities Coalitions in the nation, US DOE and National Lab program managers, DOE Vehicle Technologies Office director.

- Developed the Photovoltaic Powered, Grid Enhanced Mechanical Solution (PV GEMS) that provides a deep energy, whole building retrofit achieving 50-90% reduction in energy use.

Review Results

Strengths

- External partnerships (collaborations with more than 50 different entities over the reporting period)
- Research infrastructure
- Diverse partnerships and cooperative programs
- K-12 and practitioner education programs
- Although limited in number, main campus affiliated faculty are engaged and of high quality

Challenges and Opportunities

- Increased collaboration with main campus units.
- Joint hiring of tenured/tenure earning faculty with main campus units.
- Expand role in support of state interests to pursue new resources.

Recommendations for Improvement

- Increase external funding diversity.
- Increase number of research faculty outside of buildings research area to meet expected funding opportunity increases in coming years.

Progress against defined goals and objectives within the context of the institute or center's mission, the participating university's mission, and the current Board of Governors' strategic plan

FSEC has made progress in the Florida SUS goals of strengthening the quality and reputation of research and innovation; increasing research activity and attracting more external funding; increasing commercialization activity; strengthening quality and recognition of commitment to community & business engagement; increasing community and business engagement; increasing community and business workforce.

FSEC made measurable progress in UCF goals through achieving international prominence in key programs of research; providing international focus in research programs; becoming more inclusive and diverse; and directly supporting the goal of being America's leading partnership university.

Assessment of the return on investment of state dollars, if applicable

FSEC has maintained a positive return on investment of state dollars over the reporting period, with C&G funding generally exceeding E&G support.

The need for continuation of the institute or center.

FSEC continues to provide valuable technical contributions in energy technologies, resulting in benefits to the environment and state economy. These warrant continuation of the center.

Possible changes in mission or organizational structure

None recommended.

Budget reduction or expansion

None recommended.

Recommendations and explanation for change of classification (state of Florida institute or center, or university institute or center), if applicable

N/A

Recommendations and explanation for status change (active, inactive, terminated), if applicable
N/A



UNIVERSITY OF
CENTRAL FLORIDA

Seven-Year Review of Centers and Institutes

Institute for Simulation and Training (IST)

Reauthorization Decision

Reauthorize the Institute for Simulation and Training (IST).

Overview and Purpose

Since its inception in 1982, the Institute for Simulation and Training's mission is an interdisciplinary research institute of the University of Central Florida that performs leading edge basic and applied research in the art and science of simulation and actively supports the university's modeling and simulation education initiative. IST's research serves the public and private simulation communities and advances the state of the art in training, education, and entertainment.

Review Period Activity Highlights

IST maintained strong interdisciplinary/transdisciplinary research activities in basic and applied research in the area of simulation while actively supporting the university's educational offerings in the field over the reporting period. Highlights include:

- The School of Modeling, Simulation and Training (SMST) was established in March 2018.
- Dr. Grace Bochenek was appointed new SMST Director in June 2021, overseeing both IST and the Modeling and Simulation Graduate Program, bringing her extensive prior Federal civilian employment experience to IST.
- Recognition as a key partner in Digital Twin technology systems, demonstrated by the 24 NDA and Teaming Agreements in place over the past year
- The Knight's Digital Twin (KDT) was awarded \$4M in funding through UCF strategic investment program to support collaborating activities between SMST, CECS and RESTORES. The initial applied research focus areas are Behavioral Health Care Research, Transportation & Smart Cities, Defense.
- IST is one of nine Central Florida entities that partnered and was awarded US DOC BBBRC funding to expand the semiconductor industry in the region. IST-SMST's Micro-Electronics Digital Twin (MeDT) is anticipated to foster a unified, unique capability in the region. The \$58M project (\$8.8M to IST directly) supports regional economic goals including job creation, wage growth, economic diversification, and microelectronic industry development.
- IST hosted the US Space Force Chief Technology and Innovation Officer and her staff in early 2022, resulting in UCF President Cartwright signing an Educational Partnership Agreement with USSF, as well as becoming a member of the University Partnership Program.
- IST's Cyber Academy Challenge organized by Dr. Bruce Caulkins, director for UCF's Modeling and Simulation of Behavioral Cybersecurity Program, included participation from all the military service academies, University of Florida, University of South Florida, and two UCF teams, Hack@UCF and Army ROTC Cyber Platoon. This was the first use of U.S. Cyber

Command's Persistent Cyber Training Environment by students, and Hack@UCF placed first in the competition.

- Executed Partnership Agreement in with Naval Air Warfare Center Training Systems Division (NAWCTSD) located in Orlando, Florida

Review Results

Strengths

- Strong interdisciplinary collaborations with engaged affiliated faculty from other units
- Recognized leader in simulation, training, and modeling
- Behavioral cybersecurity program and regular national awards by student teams
- Broad collaborations across academic-industrial-governmental sectors
- Diverse sponsor portfolio

Challenges and Opportunities

- Need for increased business development outreach and support (personnel limits)
- Opportunity to expand funding and partnership to Dept of Commerce (microelectronics digital twin; \$8.8 million), DOD/Army congressional (human digital twin supporting next generation combat vehicles; \$6 million), and the U.S. Space Force.

Recommendations for Improvement

- None

Progress against defined goals and objectives within the context of the institute or center's mission, the participating university's mission, and the current Board of Governors' strategic plan

IST continues to align its strategic activities with the UCF Strategic Plan and in support of the State BOG mission with all its research activities.

Assessment of the return on investment of state dollars, if applicable

IST's funding history has regularly demonstrated a 5-7X return on E&G investment from UCF.

The need for continuation of the institute or center.

Modeling & Simulation is a critical element in increasing speed and agility in today's competitive environment. The work that IST has been doing over its' 40-year history has positioned the Institute to be a lynchpin in the Central Florida economy. The growth potential for IST is significant and the institute serves a valuable role in the advancement of research and workforce training that will likely only grow in the years to come. This warrants continuation of the institute.

Possible changes in mission or organizational structure

None recommended.

Budget reduction or expansion

None recommended.

Recommendations and explanation for change of classification (state of Florida institute or center, or university institute or center), if applicable

N/A

Recommendations and explanation for status change (active, inactive, terminated), if applicable

N/A



UNIVERSITY OF
CENTRAL FLORIDA

Five-Year Review of Centers and Institutes

UCF Small Business Development Center (SBDC)

Reauthorization Decision

Reauthorize the Small Business Development Center (SBDC).

Overview and Purpose

****Note:** The UCF SBDC reports to the state through the primary host Florida SBDC center located at the University of West Florida. All goals and key performance metrics are distributed by the primary host center.

Through certified professionals within an eight-county service area, the UCF SBDC provides training, consultation, and information to help businesses succeed and create a positive impact for the Florida economy. Its purpose is to help small businesses start, grow, and succeed through offered support services. Impact is measured annually through a set of key performance metrics.

Review Period Activity Highlights

The UCF SBDC has a strong history of performance, evidenced by the statistics below. It is estimated that every dollar invested into the program has returned \$60 to the State in tax revenue. In 2021 alone:

- 2,815 existing & aspiring business owners consulted (consulting client breakdown: 43% women; 12% veterans; and 47% minorities)
- 27,213 consulting hours delivered
- 4,538 training participants

Economic Outcomes

- \$88.8 million in capital accessed
- \$72.4 million in contract awards
- 137 New Business Started
- 8,227 jobs impacted
- \$1.5 billion in sales generated

Review Results

Strengths

- Highly qualified and experienced consultants and staff competency
- Award-winning specialized programs for second stage companies
- SBDC and PTAC cooperation and coordination
- Strong track record of successful clients, many that become recognized award winners
- Offices throughout 8 county service area

- Outstanding customer service documented in annual survey responses

Challenges and Opportunities

- Fewer tech clients
- Under resourced marketing plan – still relatively unknown in the community
- Opportunity to create business development role to increase outreach/client acquisition activities
- Offer more small group consulting opportunities for newer businesses
- Offer opportunities for established business owners to mentor newer ones

Recommendations for Improvement

- Establish a business development role to increase outreach and broader awareness, resulting in increased number of clients.

Progress against defined goals and objectives within the context of the institute or center’s mission, the participating university’s mission, and the current Board of Governors’ strategic plan

The Center advances the university goals in the following areas:

- Attract and cultivate exceptional and diverse, exceeding 25% in employment of under-represented groups among SBDC employees and majority of employees (except term-limited mandated by funding agency) are retained five more years. Employees are also provided with ample professional development opportunities to support their professional growth.
- Create partnerships at every level, establishing partnerships with many economic development organizations in the region. Center actively participates in various community engagements, especially focusing on small business development.

Assessment of the return on investment of state dollars, if applicable

Every dollar invested into the program has returned \$60 to the State in tax revenue. The center served over 2,800 existing and aspiring business owners, delivering over 27,000 consulting hours. The center’s clients reported that SBDC assistance assisted to access capital of \$92.4 million and acquire government contracts of \$92.7 million in 2021.

The need for continuation of the institute or center

SBDC serves a very important regional role for the state with significant impact on small business entities. It continues to realize high return on investment and is highly justified for continuation.

Possible changes in mission or organizational structure

None recommended.

Budget reduction or expansion

None recommended.

Recommendations and explanation for change of classification (state of Florida institute or center, or university institute or center), if applicable

N/A

Recommendations and explanation for status change (active, inactive, terminated), if applicable

N/A

| I&C Information | | | | | | Review Components Included <small>(Please provide relevant page numbers and paragraphs of the uploaded evaluation for each component)</small> | | | | | | | | | | | | | | | | 16. Missing Evaluation Component Explanation (Optional) | | |
|-------------------------------|----------------|----------------|---------------------------------------|---|--|--|--|--|--|--|--|--|----------------------|------------------------------------|----------------------|--|----------------------|---|----------------------|--|----------------------|---|---|----------------------|
| 1. Institution Name | 2. Center Type | 3. Center Code | 4. Center Name | 5. Year of Most Recent Evaluation/Review [20XX] | 6. Year of Next Evaluation/Review [20XX] | 7. Determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, the participating university's mission, and the current Board of Governors' strategic plan. | | 8. Assessment of the return on investment of state dollars, if applicable. | | 9. The need for continuation of the institute or center. | | 10. Possible changes in mission or organizational structure. | | 11. Budget reduction or expansion. | | 12. Recommendations for change of classification (state of Florida institute or center, or university institute or center), if applicable. | | 13. Explanation of recommendations for change of classification (state of Florida institute or center, or university institute or center), if applicable. | | 14. Recommendations for status change (active, inactive, terminated), if applicable. | | | 15. Explanation of recommendations for status change (active, inactive, terminated), if applicable. | |
| | | | | | | Page Number | Text Excerpt/Summary | Page Number | Text Excerpt/Summary | Page Number | Text Excerpt/Summary | Page Number | Text Excerpt/Summary | Page Number | Text Excerpt/Summary | Page Number | Text Excerpt/Summary | Page Number | Text Excerpt/Summary | Page Number | Text Excerpt/Summary | | Page Number | Text Excerpt/Summary |
| University of Central Florida | University | 70.0090 | Institute for Simulation and Training | 2022 | 2029 | 2 | IST continues to align its strategic activities with the UCF Strategic Plan and in support of the State BOG mission with all its research activities. | 2 | IST's funding history has regularly demonstrated a 5-7X return on E&G investment from UCF. | 2 | Modeling & Simulation is a critical element in increasing speed and agility in today's competitive environment. The work that IST has been doing over its 40-year history has positioned the Institute to be a lynchpin in the Central Florida economy. The growth potential for IST is significant and the institute serves a valuable role in the advancement of research and workforce training that will likely only grow in the years to come. This warrants continuation of the institute. | 2 | None recommended | 2 | None recommended | 2 | N/A | 2 | N/A | 2 | N/A | 2 | N/A | |
| University of Central Florida | State | 70.9114 | Small Business Development Center | 2022 | 2027 | 2 | The Center advances the university goals in the following areas: -Attract and cultivate exceptional and diverse, exceeding 25% in employment of under-represented groups among SBDC employees, and majority of employees (except term-limited mandated by funding agency) are retained five more years. Employees are also provided with ample professional development opportunities to support their professional growth. -Create partnerships at every level, establishing partnerships with many economic development organizations in the region. Center actively participates in various community engagements, especially focusing on small business development. | 2 | Every dollar invested into the program has returned \$60 to the State in tax revenue. The center served over 2,800 existing and aspiring business owners. SBDC assistance assisted to access capital of \$92.4 million and acquire government contracts of \$92.7 million in 2021. | 2 | SBDC serves a very important regional role for the state with significant impact on small business entities. It continues to realize high return on investment and is highly justified for continuation. | 2 | None recommended | 2 | None recommended | 2 | N/A | 2 | N/A | 2 | N/A | 2 | N/A | |
| University of Central Florida | State | 70.9120 | Florida Solar Energy Center | 2022 | 2027 | 2 | FSEC has made progress in the Florida SUS goals of strengthening the quality and reputation of research and innovation; increasing research activity and attracting more external funding; increasing commercialization activity; strengthening quality and recognition of commitment to community & business engagement; increasing community and business engagement; increasing community and business workforce. FSEC made measurable progress in UCF goals through achieving international prominence in key programs of research, providing international focus in research programs; becoming more inclusive and diverse; and directly supporting the goal of being America's leading partnership university. | 2 | FSEC has maintained a positive return on investment of state dollars over the reporting period, with C&G funding generally exceeding E&G support. | 2 | FSEC continues to provide valuable technical contributions in energy technologies, resulting in benefits to the environment and state economy. These warrant continuation of the center. | 2 | None recommended | 2 | None recommended | 2 | N/A | 3 | N/A | 3 | N/A | 3 | N/A | |