



June 28, 2023 Academic Excellence and Student Success Committee

Board of Trustees
Live Oak Event Center / Virtual
Jun 28, 2023 11:00 AM - 12:30 PM EDT

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Board of Trustees

Board of Trustees
Academic Excellence and Student Success Committee
June 28, 2023 – 11:00 a.m. – 12:30 p.m.
(or upon adjournment of previous meeting, and at the Chair's privilege)
Live Oak Event Center

Livestream: <https://www.youtube.com/watch?v=4R7eRum-Glw>

Conference Call Number: +1 (929) 205 6099 | Meeting ID: 916 9962 4851 | Passcode: 874420

AGENDA

1. Call to Order and Welcome
Tiffany Altizer, *Chair, Academic Excellence and Student Success Committee*
2. Roll Call
Juan Lugo, *Operations Manager*
3. Minutes of the February 23, 2023, meeting
Chair Altizer
4. Reports (40 minutes)
Chair Altizer
 - DISC – 1
Progress of Strategic Priorities
Michael D. Johnson, *Provost and Executive Vice President for Academic Affairs*
Paul Dosal, *Senior Vice President for Student Success*
5. Action (50 minutes)
Chair Altizer
 - AESC – 1
FY2024-2025 UCF Legislative Budget Request
Michael D. Johnson
Janet Owen, *Vice President for Government and Community Relations*
 - AESC – 2
2023 UCF Tenure Recommendations
Michael D. Johnson
Jana L. Jasinski, *Vice Provost for Faculty Excellence*
 - AESC – 3
Tenure with Hire
Michael D. Johnson
Jana L. Jasinski
 - AESC – 4
UCF Educational Sites
Timothy Letzring, *Vice Provost for Academic Affairs*

AESC – 5

Conferral of Degrees
Michael D. Johnson

6. Information (*0 minutes*)

Chair Altizer

INFO – 1

2023-2024 Academic Calendar
Timothy Letzring

INFO – 2

University Regulation UCF-3.010 Faculty
Evaluation and Improvement
Michael D. Johnson
Jana L. Jasinski

INFO – 3

University Regulations UCF-2.003 Admission of
Graduate Students & UCF-2.009 Admission of
International Students
Timothy Letzring

7. New Business

Chair Altizer

8. Adjournment

Chair Altizer



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees
Academic Excellence and Student Success Committee
February 23, 2023
MINUTES**

CALL TO ORDER

Trustee Tiffany Altizer, chair of the Academic Excellence and Student Success Committee, called the meeting to order at 10:15 a.m.

In addition to Chair Altizer, other committee members present were Trustees Joseph Conte, Rick Cardenas, Stephen King, Daniella Lopez and Caryl McAlpin. Board of Trustees Chair Alex Martins and Trustees Michael Okaty and Bill Christy also joined the meeting. Chair Altizer welcomed Trustee Cardenas to the Academic Excellence and Student Success Committee.

MEETING MINUTES

Trustee King motioned to approve, and Trustee McAlpin seconded. The Academic and Student Success Committee unanimously approved the meeting minutes of November 16, 2022.

REPORTS

Provost Update (DISC-1)

In his update, Provost Michael Johnson addressed the following topics: state requests and new legislation, strategic plan implementation and accolades.

State Requests and New Legislation

State universities received requests for information about diversity, equity and inclusion activities from the governor's office and from the Speaker of the House of Representatives. UCF has complied. As a result of new state legislation last year requiring a post-tenure review process, a new version of a proposed post-tenure review regulation was posted to the Board of Governors' site for public comment. UCF has had a post-tenure review for years; the new regulation will likely require it to be strengthened.

Strategic Plan Implementation

The Strategic Plan Council will oversee progress on carrying out the implementation of UCF's strategic plan. The provost said university leaders have been selected to oversee each major component and its associated metrics. Also identified are supporting groups and a process for reporting out to the council.

Accolades

Provost Johnson recognized Pegasus Professors Peter Delfyett and Ronald DeMara for their election as fellows of the American Association for the Advancement of Science (AAAS), the world's largest multidisciplinary scientific society. Their admission to the AAAS, which is among the most distinguished recognitions in the scientific community, brings the number of AAAS fellows among UCF faculty to 16.

ACTION

Conferral of Degrees (AESC-1)

Provost Johnson presented the conferral of degrees and said that UCF preliminarily projects to award 8,817 degrees during the Spring 2023 commencement ceremonies on May 5-6, 2023. Of the degrees being awarded, 7,549 are baccalaureate, 1,124 master's, and 144 are doctoral and specialist.

The motion for the Conferral of Degrees for the Spring 2023 commencement ceremonies was unanimously recommended for approval.

Tenure with Hire (AESC-2)

Provost Johnson sought tenure with hire approval for two highly qualified incoming professors to the College of Optics and Photonics who underwent extensive review before being presented to the committee: Andrea Blanco-Redondo and Darren Hudson.

The provost said hiring outstanding faculty is essential to fulfilling UCF's mission as a major metropolitan research university. The hiring of the two faculty members will advance research excellence and productivity in alignment with the goals of UCF's strategic plan.

Trustee Conte motioned and Trustee McAlpin seconded. Tenure with hire for the faculty members was unanimously recommended for approval.

Path to Preeminence: UCF 5-Year Benchmarking Plan (AESC-3)

Dr. Paige Borden, chief analytics officer, presented UCF's Path to Preeminence: Five-Year Benchmarking Plan for achieving full preeminence status. The plan, submitted to the Board of Governors, matches the benchmarks and targets that align with the strategic plan and the previously approved 2022 UCF Accountability Plan. UCF has attained eight of the 12 preeminence metrics. Dr. Borden highlighted increases in the current reporting cycle for the four remaining preeminence metrics. The four-year graduation rate has increased from 50 percent to 54.6 percent, an indicator that UCF is on path to meet the 60 percent preeminent threshold and the 65 percent strategic plan goal. Science and engineering research expenditures have increased from \$182 million to \$186 million. The number of post-doctoral appointees has increased from 142 to 162. The endowment size also increased from \$201 million to \$215 million.

Trustee McAlpin motioned and Trustee King seconded. The Path to Preeminence: UCF 5-Year Benchmarking Plan was unanimously recommended for approval.

DISCUSSION

Enrollment Strategy: Access for Success (DISC-2)

Dr. Paul Dosal, senior vice president for student success, presented on UCF's enrollment strategy, which focuses on access for success. The university has initiated a strategic enrollment planning process, led by the Council on Strategic Enrollment Policy and with input from various stakeholders. It is designed to develop long-term enrollment goals and bring greater stability and purpose to undergraduate and graduate student recruitment and enrollment. Dr. Dosal explained the approach includes a comprehensive, institution-wide plan that leverages assets, focuses on the entire student population and is tied to and informed by related work in areas like housing, facilities, academic planning, budgeting and marketing. He also stated the plan will need continuous review to monitor performance and targets.

Dr. Dosal expanded on the 10 tentative strategic objectives associated with this work and sought input from trustees. The trustees asked about transfer student major readiness. Drs. Dosal and Borden shared information about ongoing efforts to ensure advising intervention occurs early in a student's path at DirectConnect® partner colleges. Trustees also asked about student enrollment type fluctuations as they relate to total enrollment. Drs. Dosal and Dr. Borden said that UCF will continue to monitor headcount by enrollment type to account for fluctuations and maintain total student enrollment. This may require looking at additional

enrollment terms to provide access. President Alexander Cartwright added that looking at graduate enrollment aligns with UCF's strategic plan metrics to increase research expenditures since much of the research is done using graduate students. With an increase in research expenditures, UCF should expect to see a growth in graduate enrollment that can support this work.

There was discussion about the importance of ensuring UCF's infrastructure can support student enrollment. Trustee Lopez added more on-campus housing is needed to meet the student demand for housing. A needs assessment is underway to better understand the needs of UCF's different campuses and to determine where student housing is needed. Also noted was the need to ensure more faculty are added to continue improving UCF's student-to-faculty ratio.

Looking at the next steps, Dr. Dosal said that he and Dr. Borden are beginning to explore numbers to project the feasibility of the objectives. Chair Altizer noted it was important to understand the resources needed so the plan can be implemented successfully.

INFORMATION

Two information items were included in the committee's meeting materials: 1) Accountability Plan Review (INFO-1) and 2) Accreditation Quarterly Update (INFO-2). Trustees were instructed to direct any questions on these items to Dr. Paige Borden.

NEW BUSINESS

N/A

ADJOURNMENT

Chair Altizer adjourned the Academic Excellence and Student Success Committee meeting of February 23, 2023, at 11:19 a.m.

Reviewed by: _____
Tiffany Altizer
Chair, Academic Excellence and Student Success Committee

Date

Submitted by: _____
Michael A. Kilbride
Associate Corporate Secretary

Date



Board of Trustees
Academic Excellence and Student Success Committee | June 28, 2023

DISC-1: Progress on Strategic Priorities

Information

Discussion

Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

Update the Board on our progress toward the attainment of academic strategic priorities outlined in the UCF Strategic Plan, *Unleashing Potential*. We will present and discuss performance on key metrics, including faculty hiring, investments in research and student success, graduation and retention rates, as well as what we have done to improve our performance and the enhancements we intend to make in order to accelerate our progress in student success.

Background Information:

To accelerate our journey toward a top 50 public research university and a preeminent state university, the Strategic Plan emphasizes five key areas of focus: Space Technologies & Systems, Entertainment & Immersive Experiences, Health & Human Performance, Energy & Sustainability, and Transformative Technologies & National Security. The plan also emphasized the need to improve UCF’s performance on several key metrics identified in the strategic plan, namely:

- Total R&D Expenditures: \$350M
- Faculty FTE: 2,100
- Post-doctoral appointees: 225
- 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%

We will summarize faculty, research, and educational investments in the five focus areas, progress to date, and investments in student success. To attain the student success performance metrics, UCF last year invested new resources in critical areas and organized a division of Student Success and Well-Being under the leadership of a Senior Vice President for Student Success. While we have made significant investments and charted a new course, we will approach the coming year with a renewed commitment and a stronger sense of urgency. Our current performance is below expectations and additional gains are not likely to be made without greater focus, investments, and determination.

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: Progress of Strategic Priorities

Facilitator/Presenter:

Michael D. Johnson

Paul Dosal, Senior Vice President for Student Success



UCF Strategic Priorities Underway

In support of UCF's *Unleashing Potential* strategic plan, investments in key areas during fiscal years 2021 through 2023 couple with ongoing efforts to meet strategic goals. These endeavors advance UCF as the *University for the Future* as we strive to become a Top 50 Public Research University and a designated preeminent university by 2027 and, by 2033, a Top 25 Public Research University with outcomes comparable to members of the Association of American Universities. This document summarizes many of the central investments and efforts underway.

Investments have two focus areas:

1. Hiring faculty and adding resources to bolster the five technical focus areas of the strategic plan ([space technologies and systems](#), [entertainment and immersive experience](#), [human and health performance](#), [energy and sustainability](#) and [transformative technologies and national security](#)) to support Florida's high-tech economy and grow UCF's academic prowess in these priority areas; and
2. Improving student success.

Strategic Investments FY2021 – FY2023

Funds Available for Strategic Investment FY2021 – FY2023

The figures below show the funds available for strategic investment. These came from the president's decision to reallocate funds to strategic areas in FY2021 to set aside certain funds for strategic investment and an increase in state operating money in FY2023. The initial reallocation consisted of \$10M in internal recurring funding and another \$26M in nonrecurring carry-forward funds. The state provided a recurring \$20M increase in operational funding in FY2023, with the intent for these funds to be used to build those colleges and disciplines which most strongly support Florida's high-tech economy. Salary savings from the time that it takes to hire faculty, plus other carry forward funds, produces another approximately \$36M in nonrecurring funds.

Recurring	\$10M	Reinvestment
	<u>\$20M</u>	New state funds
	\$30M	
Nonrecurring	\$26M	Reinvestment
	<u>\$36M</u>	Salary savings due to time-to-hire, carry forward
	\$62M	

Strategic Investments FY2021 – FY2023

The sections below detail the plans for strategic investment of these funds, including progress to date in hiring faculty.

Tenured and Tenure-Earning Faculty: Hiring Plan and Progress to Date

Planned (Total)	Faculty	95
	Salary & Benefits	\$17 million
	Startup	\$37 million
Committed to date	Faculty	25 of 95
	Salary & Benefits	\$3.9 million
	Startup	\$9.7 million
Underway for Fall 2023	Faculty	19 of 95
	Salary & Benefits	\$3.1 million
	Startup	\$5.3 million

Tenured and Tenure-Earning Faculty Hiring by Focus Area

Faculty hiring targets a set of interdisciplinary areas in support of the strategic plan's five focus areas. This required establishing cooperative approaches to hiring among several colleges and departments to build teams or clusters of expertise in each area. This is a relatively time-consuming and complicated approach to faculty hiring, but our experience with cluster hiring has proven this to be the best approach for ROI. The following shows the areas of hiring, numbers of planned hires in each and an indication of the approximate number per college.

Planned #	Field
16	Artificial intelligence, machine learning, core and applications
17	Energy including zero-carbon energy economy
13	Space research and industrialization, aerospace, hypersonics
15	Semiconductors / next-generation computing hardware
13	Simulation: digital twin, AR/VR/XR, manufacturing, automation, themed experience
9	Infectious disease and travel health
5	Cybersecurity
3	Optics and photonics
4	Targets of opportunity
<hr/> 95	

Tenured and Tenure-Earning Faculty Hiring by College

Planned #	College/Unit
56	College of Engineering & Computer Science
13	College of Sciences
9	College of Optics & Photonics
6	College of Medicine
5	Institute of Simulation & Training
2	College of Arts & Humanities
2	College of Business Administration
2	Rosen College of Hospitality Management
<hr/>	
95	

Other Recurring Research Investments

\$1,000,000	Faculty retention, predominantly CECS
\$1,000,000	Addition to P3 Postdoc Program
\$400,000	Major proposal staff in Office of Research
\$1,000,000	Other research staff
\$1,840,000	Reserved for national academy, rent, etc.
<hr/>	
\$5,240,000	

Other Nonrecurring Research Investments

We sought proposals from faculty teams working in areas of UCF strength that with investment could accelerate in national prominence and grant success. This is a type of relatively large-seed funding to help existing faculty and those hired in the clusters described above succeed at a much higher level. The areas of investment were:

\$2,500,000	Digital Twin
\$3,000,000	Artificial Intelligence
\$3,000,000	Infectious Disease and Travel Health Initiative
\$5,000,000	Transformation to Zero-Carbon Economy
\$3,300,000	Advanced Semiconductor Technologies
\$3,000,000	Space Instrumentation and Industrialization
\$5,000,000	Seed funding for 17 competitive research proposals
<hr/>	
\$24,800,000	

Student Success and Well-Being Investments and Efforts

Student success and well-being are a key priority area in UCF's strategic plan with defined metrics.

Strategic Plan Metric	Goal	Current
FTIC First-Year Retention Rate	93%	92.9%
FTIC 4-year Graduation Rate	65%	54.8%
FTIC 6-year Graduation Rate	78%	75.6%
FTIC Pell Recipient Graduation Rate	76%	71.6%
FCS w/AA Transfer Student 3-year Graduation Rate	70%	54.2%
Undergraduate students with at least one HIP by graduation	100%	86%

Recurring Student Success Strategic Investments FY2021 – FY2023

\$400,000	Fully fund orientation and family programming
\$800,000	Additional advisors
\$200,000	Improve transfer STEM student advising
\$40,000	Add engineering learning modules
\$2,900,000	Instructors and Lecturers in CECS, COS, COM, CHPS and CAH
\$500,000	Double EXCEL Program to support STEM student success
\$1,000,000	Match increases to GTA stipends in strategic STEM programs
\$800,000	Add undergraduate learning assistants in STEM fields
\$100,000	Expand undergraduate research opportunities in STEM
\$500,000	STEM-oriented student success activities in SSWB
<hr/>	
\$7,240,000	

Major Actions

- Hired 14 new academic advisors in 2022
- Organized Division of [Student Success and Well-Being](#) in October 2022
- Integrated Career Services and Experiential learning into a single unit
- Appointment of Senior Vice President for Student Success
- Formed Steering Committee to coordinate and guide movement
- Formed Persistence Committee to coordinate interventions
- Charged Direct Connect Task Force to recommend changes in practice and policy to promote transfer student success

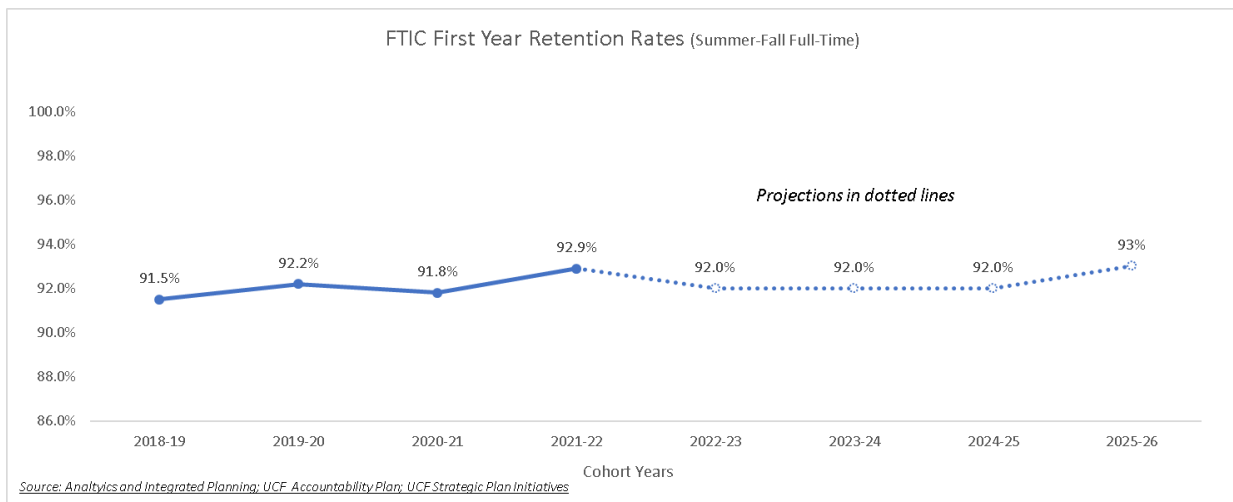
Projected Enhancements

- Appointment of case managers (academic advocates) to coordinate the persistence and completion initiatives and accelerate progress toward goals
- Implementation of a playbook drafted by the National Institute for Student Success of Georgia State, which identified three critical weaknesses:
 - Poor coordination of academic advising

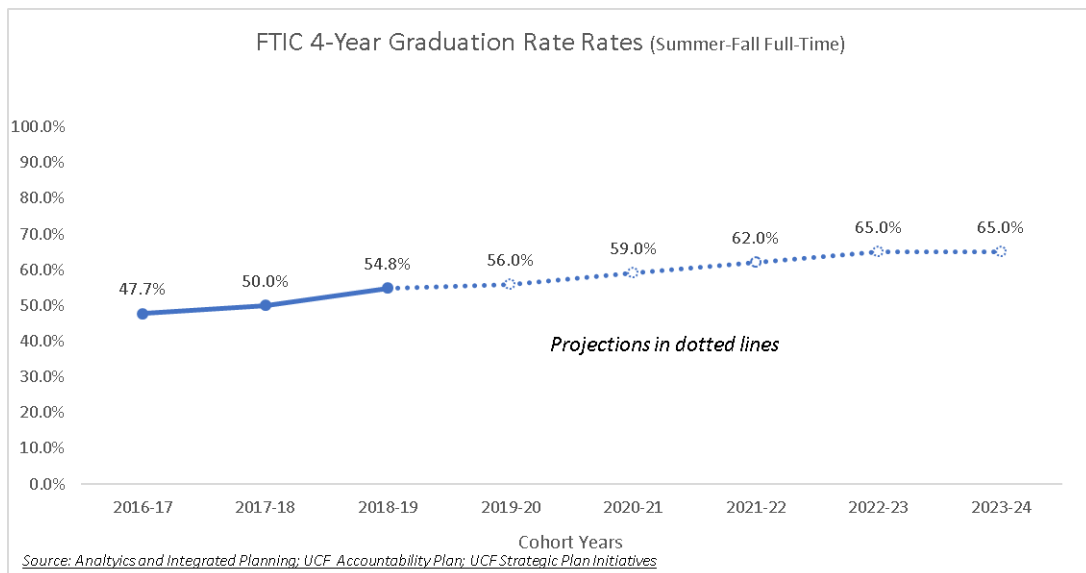
- Poorly coordinated communications to students
- Inability to project student course need and demand
- Consolidation of CRM platforms to better serve undergraduate students
- Deployment of a course scheduling platform with the capability to project student demand by term
- Replace Pegasus Path with a more effective degree planning tool
- Curricular analytics project to streamline degree pathways and accelerate time to degree
- Tighter academic pathways for Direct Connect students to ensure that students are major-and transfer-ready when they enroll at UCF

Student Success Metrics: Rates and Projections

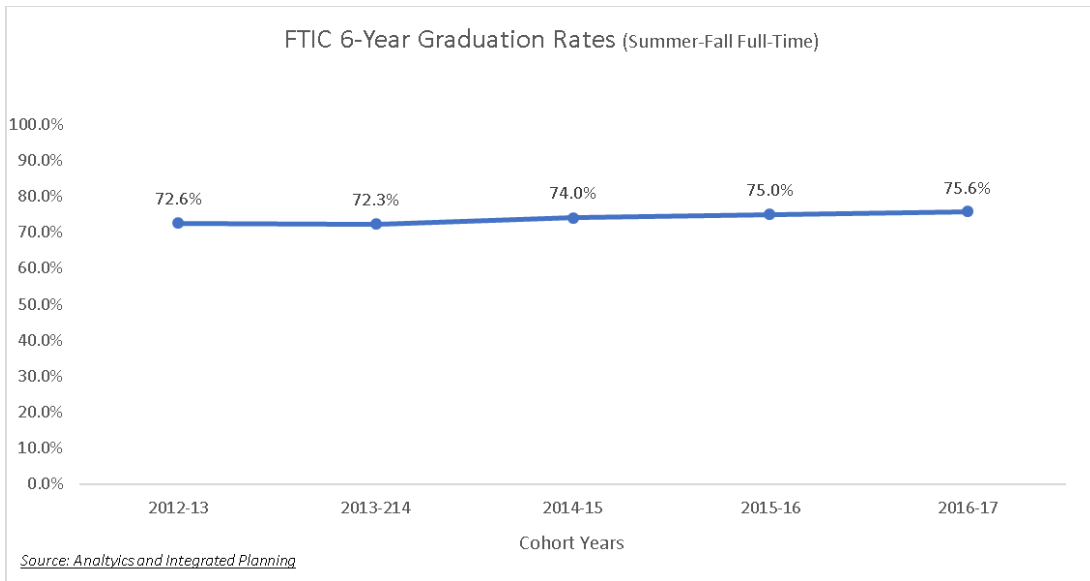
FTIC First-Year Retention Rates



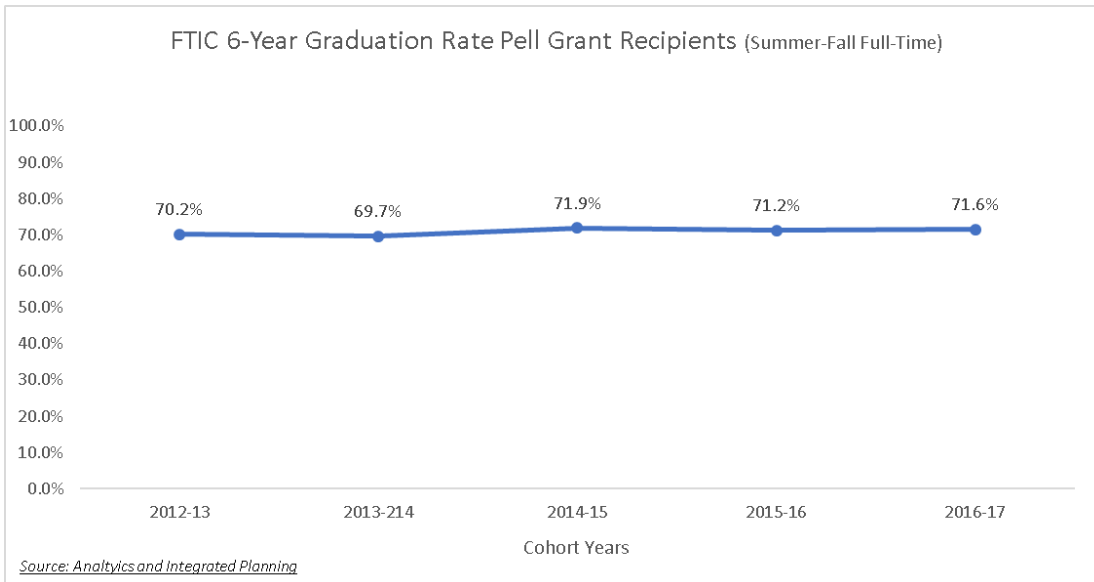
FTIC 4-Year Graduation Rates



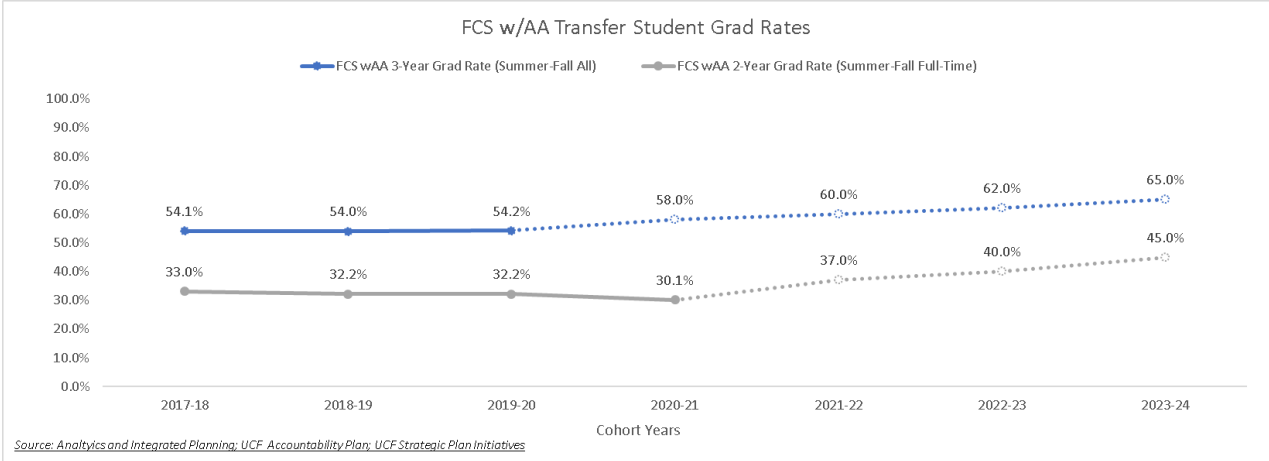
FTIC 6-Year Graduation Rates



FTIC Pell Recipient 6-Year Graduation Rate



FCS AA 2-Year Graduation Rate





Board of Trustees
Academic Excellence and Student Success Committee | June 28, 2023

AESC-1: FY2024-25 UCF Legislative Budget Request

Information Discussion Action

Meeting Date for Upcoming Action: June 29, 2023

Purpose and Issues to be Considered:

Board of Governors Regulation 9.007 “State University Operating Budgets and Requests” states, in part, that each university board of trustees may submit to the Chancellor’s Office annually a Legislative Budget Request for operations.

Background Information:

The Board of Governors (BOG) has issued instructions, on behalf of Chancellor Ray Rodrigues, for the submission of University Legislative Budget Requests (LBRs) for fiscal year 2024-2025. The BOG's focus for the fiscal year 2024-2025 LBR is to ensure continued support and resources for the university system. The deadline for universities to submit their LBRs to the BOG is July 14, 2023. Subsequently, the BOG will submit the University System (SUS) LBR to the Governor and Legislature no later than September 15, 2023.

UCF’s proposed LBR highlights the university’s commitment to becoming Florida’s leading engineering and technology institution, with a specific emphasis on meeting the workforce and research infrastructure needs of the state’s thriving high-tech economy. The proposal seeks funding to support strategic investments that will enable UCF to:

- Expand the university’s capacity to educate 25,000 students annually in engineering, computer science, and related programs.
- Foster structured and integrated partnerships with Florida’s high-tech industries to maximize UCF’s support in driving their growth.
- Invest in excellence to position UCF as a global leader in engineering education.

The proposed LBR also outlines investments that align with UCF’s strategic priorities and leverage its successful track record of industry collaboration. These investments aim to enhance UCF’s ability to provide the talent and intellectual capital necessary for Florida’s future. Since receiving operational support funding from the legislature in 2022, UCF has been effectively utilizing these funds, along with internal investments to improve efficiency, to advance the goals outlined in Attachment A.

UCF’s request for targeted funding builds upon the foundation of prior operational support and underscores the university’s commitment to maximizing the state’s return on each annual funding allocation.

Recommended Action:

Recommend approval of the FY2024-2025 legislative budget request to the Board of Trustees, as proposed.

Alternatives to Decision:

Decline to recommend approval of the FY2024-2025 legislative budget request to the Board of Trustees, as proposed.

Please note, that should a university choose not to submit an LBR, no funding will be included for the university in the SUS LBR, except for the university's share of performance funds.

Fiscal Impact and Source of Funding:

The attached proposals are a request for additional state funding.

Authority for Board of Trustees Action:

Board of Governors Regulation 9.007

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: 2024-2025 Legislative Budget Request - Form I

Attachment B: 2024-2025 Legislative Budget Request - Form II

Facilitator/Presenter:

Michael D. Johnson

Janet Owen, Vice President for Government and Community Relations

**State University System
Education and General
2024-2025 Legislative Budget Request
Form I**

University(s):	University of Central Florida
Request Title:	Florida's Premier Engineering and Technology University
Date Request Approved by University Board of Trustees:	
Recurring Funds Requested:	\$40,000,000
Non-Recurring Funds Requested:	
Total Funds Requested:	
Please check the request type below:	
Shared Services/System-Wide Request	<input type="checkbox"/>
Unique Request	<input checked="" type="checkbox"/>

- I. Purpose** – 1. Describe the overall purpose of the plan, specific goal(s) and metrics, specific activities that will help achieve the goal(s), and how these goals and initiatives align with strategic priorities and the 2021 University Accountability Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services. University of Distinction proposals should also address the requirements outlined in the separate guidance document.

UCF is actively working to become Florida's premier engineering and technology university focused on providing the workforce and research infrastructure needed to fuel Florida's growing high-tech economy.

This proposal seeks funding to allow the university to make targeted investments that will serve the state of Florida and our constituents by:

1. Increasing the university's capacity to educate 25,000 students in engineering, computer science, and related programs annually.
2. Maximizing the university's support of Florida's high-tech industries through structured and integrated partnerships.
3. Investing in excellence to enable the university to become the world leader in engineering education.





This proposal also outlines investments that will build upon UCF’s areas of strategic focus while leveraging the university’s proven record of partnership with industry to scale UCF’s ability to provide the talent and intellectual capital needed to support Florida’s future.

Goal 1: Increase the university’s capacity to educate 25,000 students in engineering, computer science, and related programs annually.

Providing the educated talent needed to support the high-wage verticals of our state’s economy remains a key objective of the University of Central Florida. This proposal will enable the university to scale academic programs to provide more students with opportunities that lead to high-paying jobs and that meet the current demands of the market.

In the “Florida Workforce Needs Study” published by the Florida Chamber Foundation, four career areas were identified that display high-volume supply and demand gaps while also showing promise of advanced wages and long-term resiliency.

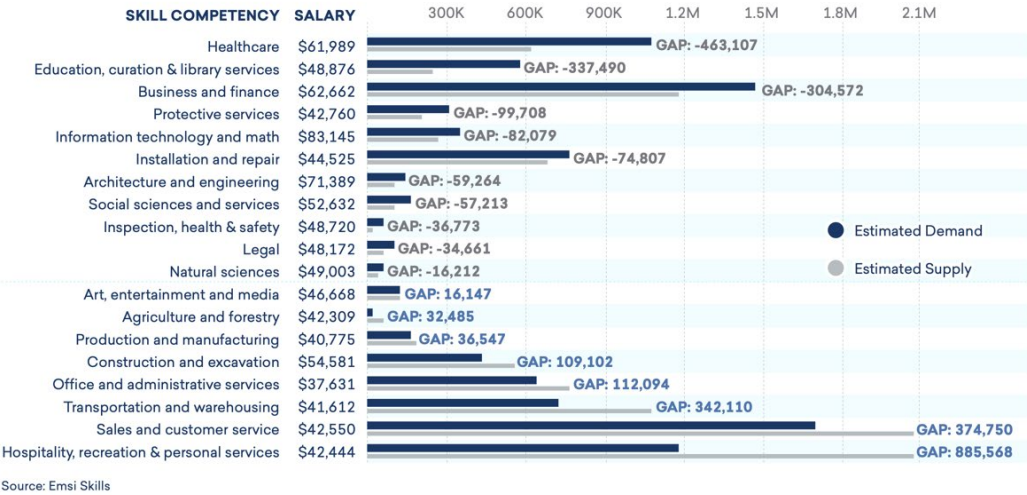
TABLE 1: TARGET CAREER AREAS AND EXAMPLE SUB-AREAS

CAREER AREA	EXAMPLES
 Healthcare	Nursing, medical technology, therapy, medical support
 Business/Finance	Financial services, quality/compliance, social sciences, process improvement
 IT/Math	Software development, cloud data modeling, information security
 Architecture/Engineering	Mathematics, electronics, drafting/CAD, industrial/mechanical engineering

Many of the career paths in these areas are supported by strong academic programs in UCF’s College of Engineering and Computer Science and offer some of the most competitive wages to graduates. According to the study, each of the career areas above presents average annual wages that are at least \$20,000 above Florida’s average annual wage.

Additionally, as shown in Figure 4, demand exceeds supply in each of the four career areas highlighted in the report.

FIGURE 4: ESTIMATED DEMAND/SUPPLY AND MEDIAN ADVERTISED SALARY BY CAREER AREA (IN ORDER OF LARGEST GAP), FLORIDA



Source: Emsi Skills

UCF is uniquely positioned to begin closing the gaps in engineering and technology (IT/Math) by scaling our nationally recognized academic programs to more students.

The funding requested in this proposal will enable the university to increase our College of Engineering and Computer Science enrollment to 20,000 undergraduate and graduate students, and to increase related fields to 5,000, for a total increase of 8,307 students or 50%. This includes doubling graduate enrollment overall, with a focus on programs that meet workforce needs for advanced training, with the remaining growth at the baccalaureate level.

In addition, this proposal seeks to address one of the top healthcare competency gaps, medical technology, through investment in bioengineering and biotechnology programs. This includes developing a department of Medical Engineering which will include pathways for engineering undergraduates to enter our M.D. program, increasing the M.D. enrollment from 487 to 537.

	Fall 2022	Fall 2032
Engineering & Computer Science	13,531	20,000
Other digital technology fields ¹	2011	3000
Other technology fields ²	1151	2000
M.D. program ³	487	537

Scaling our enrollment in engineering and technology programs relies on having sufficient faculty, focused efforts in proven student success strategies, a sustained regional and statewide outreach, and ambitious and innovative approaches to how students are taught.

The core of our request is the funds needed to hire sufficient faculty to meet the teaching and research requirements of our bold plan. This allows the university to scale our academic programs while also considering the impact on our student to faculty ratio. These funds will empower UCF to scale and expand student success interventions, including research, project-based, and experiential learning opportunities, by leveraging the expertise of both tenured and tenure-earning faculty with strong research and industrial connections. This will enable instructors and lecturers to prioritize innovative teaching methods and interventions for student success, thereby meeting the demands at this level of growth.

Additional investment is needed to grow our highly successful STEM student success programs to more of our students, as well as increasing our capacity to serve students with specially trained advisors, peer and professional coaches, career counselors, and intentionally designed student learning communities. We have learned through programs such as UCF’s EXCEL how to take the midrange group of students – the large middle who may not get the enrichment or honors extras available to the top, nor the special interventions offered to struggling students – and greatly improve their retention and success. This work to improve STEM student success has a years-long history at UCF, starting with initial funding by the National Science Foundation, developing an approach that has led to national recognition and adoption by others, and that has been institutionalized at a modest level by internal funds.

¹ Fields contributing to artificial intelligence, data science, virtual reality, etc.: Data Science BS, Statistics & Data Science MS, Big Data Analytics PhD, Modeling & Simulation MS/PhD, Themed Experience MS, Interactive Entertainment MS, Digital Media BA/MA, Emerging Media BFA/MFA

² Science and other fields that support technology development: Photonics Science & Engineering, Optics & Photonics MS/PhD, Nanotechnology MS, Physics BS/MS/PhD, Chemistry BS/MS/PhD, Physics BS/MS/PhD, Biotechnology BS/MS, Biomedical Sciences PhD

³ Part of strengthening interdisciplinary biotechnology-related research in engineering and medicine includes developing an M.D. track to admit students with undergraduate engineering degrees.

To further support our goal to scale our engineering and technology programs, we believe it is necessary for Florida to have a college of medicine with a strong core competency in these areas. There is a growing national realization that the traditional pipeline into M.D. programs, and the resulting population of medical doctors, omits an essential component: people with strong engineering and technical skills who can bring this unique perspective into health care. All too often technology, developed by those with few ties to health care practice, comes as an added burden to providers. To address this shortcoming, UCF will create a cohort within UCF's College of Medicine to admit an extra 50 students who will enter with engineering and related degrees. Thus far, two U.S. universities have developed engineering-based medical schools (University of Illinois, Texas A&M), with a third planned (Arizona State). These forward-thinking institutions recognize the need to integrate clinical medicine, biomedical science, and engineering.

This new program will expand the undergraduate and graduate engineering programs that lie at the intersection of engineering and medicine. The anchor for this expanded M.D. student population is the Biomedical Engineering (BME) program, developed in the College of Engineering and Computer Science in collaboration with the College of Medicine. The BME program is now an established graduate program based in mechanical engineering, with an MS and PhD launched, respectively, in 2017 and 2022. The BME program has developed a solid research and education portfolio and is nationally ranked. Engineering and the health colleges (Medicine, Nursing, and Health and Public Affairs) will expand the BME program in other directions including biomaterials, biomechanics, nanotechnology, optical sensing, artificial intelligence and machine learning, systems engineering, assistive devices, wearables, robotics, and more.

Finally, as the university scales our academic programs to educate more engineers and computer scientists, we will need continued investment in curriculum innovation. Current examples have resulted from recent investments in artificial intelligence, cybersecurity, and semiconductor manufacturing. These and other fields currently taught at the graduate level need corresponding undergraduate degrees (and the faculty needed to teach them at scale). In addition, we see strong demand for the expansion (including online versions) of highly-sought-after professional MS programs in fields including Computer Vision, Cyber Security, Navigation and Control, Systems Engineering, and more. The market for some of the more specialized of these fields is worldwide, and their offering will continue to showcase the State of Florida as a fertile place to locate and relocate high technology corporations from around the nation and the world.

To become Florida's Premier Engineering and Technology University, we must scale our programs to educate the graduates needed by industry in the areas of engineering, computer science, and medical technology. This is an ambitious goal that requires investment and cannot be attained through a business-as-usual approach.

Goal 2: Maximize the university's support of Florida's high-tech industries through structured and integrated partnerships.

In addition to scaling our academic programs, UCF must maximize our support of high-tech industries to become Florida's premier engineering and technology university. UCF's Strategic Plan, *Unleashing Potential*, includes five areas of focus, all chosen because of their importance to the state's high-tech economy and their match to existing UCF strengths. These areas are:

- 1) Space Technologies and Systems
- 2) Energy and Sustainability
- 3) Transformative Technologies and National Security
- 4) Health and Human Performance, and
- 5) Entertainment and Immersive Experiences.

These areas of UCF's research, teaching, and industry partnerships represent pathways for technology, and economic development and integrate scholarly activities across all colleges in the university.

This proposal seeks funding to establish our applied research capabilities, specifically in the area of business development, to strengthen our ability to conduct applied research with and for Florida industries. This investment will further support the university's ability to build the infrastructure required to develop and support actionable partnerships with industry and community partners to drive innovation and economic development.

Across the university's areas of focus, UCF's space-related contributions are substantial and growing rapidly. Our faculty are engaged with the space industry, centered along the corridor from UCF through the space coast, working with companies including Space X, Blue Origin, and many others. Our work with NASA stretches over decades: 29% of Kennedy Space Center's employees are UCF alumni, we have one of the world's strongest planetary science faculty who work closely with NASA, and the burgeoning private space industry, and two faculty members are Principal Investigator's on a new NASA mission to return a scientific study to the moon in a never-explored location at the south pole. Part of this proposal permits us to invest in these areas to support Florida's space industry and UCF's scientific leadership in this area.

Most important for UCF's future in space is the decision of the U.S. Space Force to locate STARCOM (Space Training and Readiness Command) at Patrick Space Force Base. This location was chosen in no small part because of Florida's strategic importance in advancing national security and defense in space and UCF's established strengths in modeling, simulation and training which helps to sustain Florida's \$8 Billion modeling and simulation industry centered in and around the Central Florida Research Park. For the foreseeable future, Space Force Guardians will carry out their mission on the ground, virtually, using sophisticated computer gear. The central job of STARCOM will be to prepare these Guardians. UCF is already engaged in the use of VR/AR/XR, digital twin, and other technologies to develop the world's most advanced use of modeling and simulation for both operations and for training at the highest level, including our nation's defenders in the other branches of the armed forces. An important part of the investment requested in this proposal will strengthen our ability to become a key partner with STARCOM in carrying out this critical national defense mission. This work has already begun through an education partnership agreement between UCF and the Department of the Air Force, as represented by the Air Force Research Laboratory, Space Force Activity.

We have equally significant opportunities to boost Florida's economy in the other focus areas mentioned above. For example, in energy we are leading rapid advancement towards practical steps needed for a hydrogen economy (e.g., in civilian and defense aerospace, where this is a high priority). We are key players in bringing the semiconductor industry back to U.S. soil and to Florida, including as a central partner in the \$50.8 million in funding to develop Central Florida's semiconductor and microelectronics industry cluster. The technology and approaches to training needed by STARCOM (and for improving engineering and technology education, as outlined under Goal 3 below), are equally important in the rapidly growing need for highly skilled themed and immersive experience technical talent to support entertainment in this region, nationally, and world-wide.

UCF is the nation's number one provider of talent to the defense and aerospace industry, and according to *Aviation Weekly* we are recently rated as the number two most preferred provider of talent, behind only Georgia Tech. We have extremely important research programs in these areas, e.g., top programs in hypersonics and in directed energy. We seek to strengthen our research in these and related areas in defense and transformative technologies via this proposal.

One of the most important future applications of technology lies in health care, via novel technology (e.g., implanted biosensors) to better and more efficiently identify diseases or disorders, and new technological products for treatment or support. This is a main area of focus in this proposal, building on past investments in biosensors, biotechnology, nanodevices, and more. In addition to building research strength, and ever-stronger ties between

technology and medical researchers, we plan to develop a pipeline of engineering and technology talent directly into medical education.

UCF has already made high-impact investments in areas of strategic priorities, including the focus areas listed above. This includes targeted faculty hires (as well as related needs such as business managers and support staff) in AI and Machine Learning, Space, Energy, Digital Twin, Semiconductor Manufacturing, etc. We concentrated on hiring interdisciplinary clusters of experts, with most hires in the College of Engineering and Computer Science, plus related faculty in the College of Optics and Photonics, College of Sciences, and a few other units.

We have demonstrated with these investments a unique institutional ability to serve Florida's high-tech industries, and we seek in the current proposal to capitalize on this skill. The College of Engineering and Computer Science has already established strategic partnerships with Lockheed Martin, Northrop Grumman Corporation, Mitsubishi Power, Siemens, Duke, Florida Power and Light, and Boeing, to mention a few. Additional partnerships include Space X and Blue Origin, along with other growing companies in the burgeoning space industry, plus a rapidly developing tie with the U.S. Space Force. These partnerships revolve around research, workforce talent, and, where appropriate, branding and communications.

Goal 3: Become the world leader in engineering and technology education.

Finally, UCF seeks to combine three core strengths: a decades-long focus on engineering and technology, strength in applying modeling and simulation for training, and our nationally recognized online education programs to become the world leader in engineering and technology education.

To adequately scale our engineering and technology programs to meet student demand and the needs of our region and state, we must create best-in-class academic programs that can be delivered across all modalities. Growing our abilities to deliver key programs online will also allow the university to deliver more programs at scale, creating a new model for student to faculty ratios online.

Quality engineering and technology education is project-focused, practical, industrially connected, and team-oriented. Our traditional face-to-face courses do this with great skill, as is the case with comparable faculty around the country.

But right next door, within our university, is the nation's top academic modeling and simulation program that anchors Florida's \$8 Billion ecosystem that supports the use of modeling and simulation techniques to educate and train a workforce for the military. This approach to education relies heavily on technology, differs substantially from traditional classroom

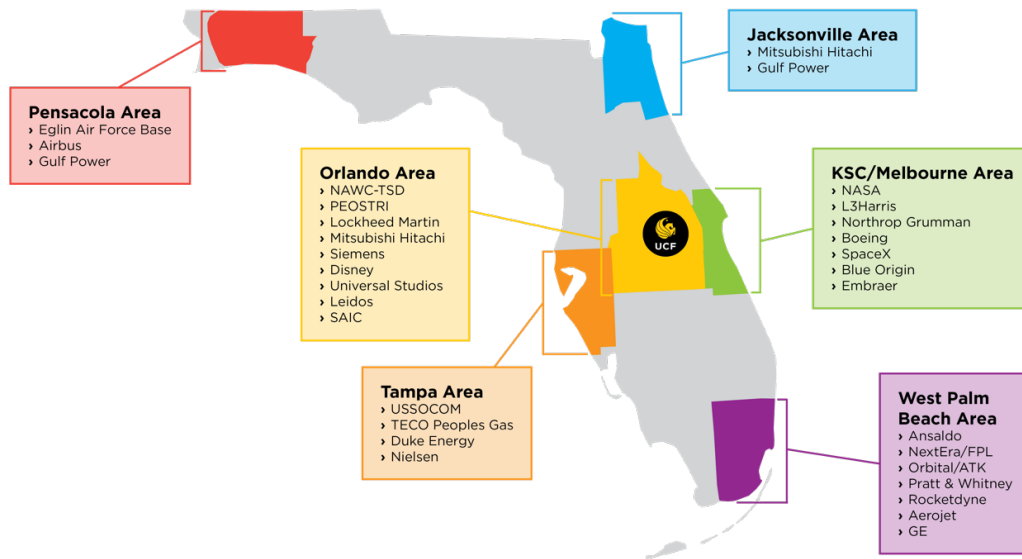
education, is based on years of research into the science of learning and the use of technology in learning – and is ripe for use in traditional education.

Over the last several years, UCF has invested in this innovative concept, hiring a cluster of Learning Science faculty in fields ranging from engineering to human cognition, pioneering adaptive learning tools, and seeking to support engineering and technology majors with real-time auxiliary learning modules to fill in gaps in their knowledge.

UCF’s digital and online learning program is also among the nation’s best, regularly achieving a top-ten ranking. But to date, as at virtually all universities, this has not penetrated far into the engineering and technology curriculum. There are good reasons for this. Education in these fields does not lend itself to approaches (online information, interactive chats, etc.) that have been carefully developed and proven to work in many other disciplines. COVID nonetheless required these programs to go online, and we learned important lessons (among them, the need to develop the different approach outlined here and a few experiments in this direction).

The application of the modeling and simulation approach to training and now education opens a very important opportunity: **become the world’s leader in engineering and technology education across all modalities.** Starting from our experience developing training and education in technical areas for the military, our pioneering of adaptive and module-based learning, expertise in AR/VR/XR, and investments in the science of learning to develop the world’s best curriculum in online education in engineering and technology. This is not a plan to record lectures or reproduce textbooks. The concept is to develop highly realistic and interactive project-based modules, an example of which is giving students 3D views of aircraft wings or turbines, moving towards the consumer-level AR/VR technology that is now emerging.

The investment outlined in this proposal gives UCF the opportunity, on behalf of the state of Florida and its higher education system, to finally move engineering and technology education into a new era.



Florida companies with core businesses in the areas of Aviation, Space and Energy. UCF proposes to provide the enabling technologies such as Artificial Intelligence, Machine Learning, Augmented Reality, Virtual Reality, Cyber Security, Hypersonics, Power Systems, Advanced Manufacturing and Space Sciences and Engineering to power up the well-being of these industries that contribute to the economic prosperity of the state.

II. Return on Investment - Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if the issue focuses on expanding access to academic programs or student services, indicate the current and expected outcomes. University of Distinction proposals should also address the requirements outlined in the separate guidance document.

Goal 1: Increasing the university’s capacity to educate 25,000 students in engineering, computer science, and related programs annually.

The most basic ROI is to achieve the enrollment targets outlined in the proposal while continuing to improve our retention and graduation rates for students in these programs.

In more detail, the College of Engineering and Computer Science (CECS), according to the most recent data from ASEE (2021 Engineering degrees report), ranks nationally as follows: third in undergraduate enrollment, tenth in the number of engineering and computer science degrees produced, second in the number of minority degrees produced, second in the number of Aerospace Engineering degrees produced, third in the number of Mechanical Engineering degrees produced, and third in the number of computer science degrees produced.

Furthermore, CECS is on the top 20 list of engineering and computer degrees produced for almost every discipline in the college. These numbers pertain to

undergraduate degrees, and they are in line with CECS's vision of being the top producer of engineering and computer science talent.

By increasing the CECS enrollment from 13,000+ to 20,000+ (more than 50%) and the enrollment of related majors by approximately 2,000 students we meet the needs of in-demand industries across Central Florida and the State of Florida. Additionally, the ROI will be judged by several metrics.

1. Expanded availability of STEM workforce talent for the industry and government sectors in the State of Florida. Number of degrees produced by CECS and related majors, *Annual*.
2. Expanded partnerships with industry and government agencies in the State of Florida who are interested in employing the expanded STEM workforce. The number of partnerships, new partnerships, impact of select partnerships, *Annual*.
3. Increased average salary of UCF graduates in line with employment in these strategic areas.

Goal 2: Maximize the university's support of Florida's high-tech industries through structured and integrated partnerships.

Strategic investment in this area will enable the university to sustain and strengthen already existing partnerships (e.g., Lockheed Martin, Northrop Grumman) while increasing the number of partnerships with stakeholders (e.g., Orlando Health, Advent Health, others) important to Florida's high-tech economy. The ROI will be judged by metrics including:

1. Grants and Contracts funded by partners (Number and Dollar Value), *Submitted and Successful, Annual*
2. Collaborative Grants and Contracts with partners funded by other agencies (Number and Dollar Value), *Submitted and Successful, Annual*
3. Workforce Talent Employed by partners (Internships, Jobs), *Annual*
4. Branding Opportunities (Joint Stories, Visits to Campus, Lab Naming, Guest Speakers, others), *Annual*
5. Other Partner Efforts (Professors of Practice, Faculty Sabbaticals, Senior Design Sponsorship), *Annual*

New Pegasus Partnerships (the deepest level of partnership, as in the university strategic plan)

Goal 3: Become the world leader in engineering and technology education.

1. Improved success of students in engineering and other related programs in all the metrics used by the Florida SUS, including most importantly the four-year graduation rates of FTIC students and three-year graduation rates of transfers. *Annual*

2. Comparable performance of online and on-campus students in these degree programs. *Annual*
3. Development and adoption of new modules and new modalities using innovative content and delivery, such as VR. Number of courses created, number of modules created to fill in remedial information, adoption of new techniques, number of programs fully moved online. *Annual*.
4. Training of teachers in the development and delivery of these modules and techniques, for use in both face-to-face and online settings and the development of modules for this innovative content creation and delivery. The number of teachers involved and trained. *Annual*.
5. Student assessment of innovative content creation and delivery. *Annual*.
6. Student enrollment in courses that aggressively adopt innovative content creation and delivery. *Annual*.

III. Personnel – *Describe personnel hiring and retention plans, making sure to connect both plans to initiative(s) and goal(s) described in section I. State the amount of faculty FTE and staff FTE and estimated funding amounts used for retention and new hires in each category. In describing faculty hires, provide overall hiring goals, including academic area(s) of expertise and anticipated hiring level (e.g. assistant professor, associate professor, full professor. Please describe how funds used for faculty or staff retention will help the institution achieve its stated goals. University of Distinction proposals should clearly note how anticipated hires or retained individuals will help the institution elevate a program or area to national or state excellence.*

1. \$13M to hire 85 new faculty (tenured, tenure-earning, and non-tenure earning) in areas central to Florida’s high-tech economy, and the focus of the university’s strategic plan: These areas are: 1) Space Technologies and Systems, 2) Energy and Sustainability; 3) Transformative Technologies and National Security; 4) Health and Human Performance, and 5) Entertainment and Immersive Experiences. These include AI, AR/VR/XR, modeling and simulation, space instrumentation, hydrogen economy, cyber, digital twin, and semiconductor manufacturing. These investments focus on increasing the impact on related economies, supporting the creation of needed new undergraduate programs (e.g. AI, cyber) and expanding industrially-needed professional master’s programs (Computer Vision, Cyber, Robotics, etc.).
2. \$10M to hire 60 faculty (tenured, tenure-earning, and non-tenure earning) specifically to strengthen the needed tie between engineering/ digital/technology fields and medical and other health fields. These interdisciplinary faculty will be hired in a limited set of

clusters that bridge the connection from technology development to use in medicine and healthcare settings. These investments are needed to strengthen research that ties these fields together and help produce a pipeline of 50 undergraduate engineering students to develop an engineering medicine cohort.

3. \$2M to establish the human infrastructure (5 Business Managers, 10 Staff) needed for much stronger applied research and industrial partnership: business managers to work closely with industry to identify areas of significant collaborative opportunity and workforce needs, program managers, research professors, grant specialists for large center grants (pre-award, post-award), lab managers, administrative assistants.
4. \$5M for the equipment and staff needed for clinical research and trials.
5. \$2M for postdocs, research faculty who will partially fund themselves, 40 post-docs/research faculty
6. \$2M for additional staff to support student success initiatives: undergraduate and graduate academic advisors, expansion of programs such as EXCEL, GEMS, WISE, and Math Launch proven at UCF to boost the retention and success of students with potential for STEM success but needing to overcome weaknesses in their backgrounds, and to expand other student support areas concomitant with the growth in STEM majors. Impacts 2000 more students.
7. \$2M to retain top existing faculty: (a) merit raises to enhance retention of productive teaching and research faculty, (b) lab expansion and infrastructure support of research productive faculty provides \$10k raises for 150 faculty.
8. \$2M to support fellowships for students, and to add additional GTAs and (undergraduate learning assistants to fulfill the expanded mission. 40 fellows/GTAs, 100 UG TAs
9. \$2M to develop a center to support innovative, creative, technology-based educational delivery of engineering, computer science, and other STEM fields. This involves hiring national top faculty talent experts in the cognitive science of learning, the use of modeling and simulation (and associated AR/VR/XR) for training in technical subjects, and a deep interest in developing an infrastructure to permit UCF to expand these tools through the curriculum described earlier in this proposal. Additional staff and associated equipment are also required. 3 faculty, 7 staff members, funds for faculty incentives.

IV. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

The university will support many of the space needs that result from this proposal through reallocation and repurposing of existing space. Following a comprehensive space study, the university remains committed to aligning the allocation and use of our existing space to meet the strategic future of the university.

At the same time, there is a great need for purpose-built research space to attract and support faculty research in the disciplines outlined in this proposal. That is why Research II, the university's second interdisciplinary research building will be critical in supporting this request. This new facility is listed as the university's #1 priority for the upcoming fiscal year.

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Research II	24-25	\$48,650,000	1
2.				

**2024-2025 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)**

University: University of Central Florida
Issue Title: Florida's Premier Engineering and Technology University

	<u>RECURRING</u>	<u>NON-RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	168.00	0.00	168.00
Other (A&P/USPS)	67.00	0.00	67.00
	-----	-----	-----
Total	235.00	0.00	235.00
	=====	=====	=====
Salaries and Benefits	\$33,000,000	\$0	\$33,000,000
Other Personal Services	\$2,000,000	\$0	\$2,000,000
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Financial Aid	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
Postdoctoral researchers	\$1,000,000	\$0	\$1,000,000
<u>Clin trial equipment, supplies</u>	\$3,000,000	\$0	\$3,000,000
<u>Online development equip</u>	\$1,000,000	\$0	\$1,000,000
	-----	-----	-----
Total All Categories	\$40,000,000	\$0	\$40,000,000
	=====	=====	=====



Board of Trustees
Academic Excellence and Student Success Committee | June 28, 2023

AESC-2: 2023 UCF Tenure Recommendations

Information Discussion Action

Meeting Date for Upcoming Action: June 29, 2023

Purpose and Issues to be Considered:

The UCF tenure process requires that tenure-earning faculty members that are not in the College of Medicine seek tenure by the end of their sixth year of employment. Tenure-earning faculty members in the College of Medicine must seek tenure by the end of their eighth year of employment. The Provost and President support the 2023 Tenure Recommendations.

Background Information:

The tenure procedure involves review by the department promotion and tenure committee, the department chair, the college promotion and tenure committee, the dean of the college, the university promotion and tenure committee, the provost, and the president. Tenure becomes official with final approval of the University of Central Florida Board of Trustees. If approved, tenure will become effective on August 8, 2023.

Recommended Action:

Recommend approval of the 2023 UCF Tenure Recommendations.

Alternatives to Decision:

Not recommend approval of some or all of the proposed individuals.

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

UCF-3.015(4)(a)1 – 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:

2023 UCF tenure recommendation supporting documents can be found [here](#).

Facilitator/Presenter:

Michael D. Johnson

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



AESC-3: Tenure with Hire

Information

Discussion

Action

Meeting Date for Upcoming Action: June 29, 2023

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 these faculty members.

Recommended Action:

Recommend approval of the proposed individuals for tenure with hire.

Alternatives to Decision:

Not recommend approval of the proposed individuals 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
June 29, 2023**

**Michael Borowczak, Associate Professor
College of Engineering and Computer Science, Department of Electrical and
Computer Engineering**

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2023/06/Borowczak_CV_Redacted.pdf

Dr. Michael Borowczak received his Ph.D. in computer science and engineering from the University of Cincinnati. He came to UCF from the University of Wyoming, where he was a tenured Templeton Associate Professor of electrical engineering and computer science. While at the University of Wyoming, Dr. Borowczak held the positions of director of the Cybersecurity Education and Research (CEDAR) Center and Lab, and co-director of the Advanced Blockchain Research and Development Lab. His research interests surround the security and resilience of sensitive and/or distributed systems to the integration of (cyber) security and computing into traditional/core K-20 subjects. Dr. Borowczak's research has been funded, over \$8 million, by federal, national, state, and industrial entities, including National Science Foundation (NSF), National Security Agency (NSA), and Department of Energy/Idaho National Laboratories, among others. He has published numerous peer reviewed journal articles, presented at regional, national, and international conferences. Dr. Borowczak has extensive teaching experience at the undergraduate and graduate levels and has advised many Ph.D. and M.S. students. He serves as the editor of American Society for Engineering Education (ASEE) *Computers in Education Journal*, among many other service activities in the profession. The Department of Electrical and Computer Engineering and the College of Engineering and Computer Science support the recommendation for tenure with hire.

**David A. Eddins, Professor
College of Health Professions and Sciences, School of Communication Sciences
and Disorders**

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2023/05/Eddins-David_CV_Redacted.pdf

Dr. David A. Eddins received his Ph.D. in experimental psychology from the University of Florida. He came to UCF from the University of South Florida, where he was a tenured professor of communication sciences and disorders and chemical and biomedical engineering. Dr. Eddins is a certified clinical audiologist and a fellow of the Acoustical Society of America and of the American Institute for Medical and Biological Engineering. His research interests focus on investigating the impacts of aging on hearing, communication, balance, and cognition, fundamental aspects of auditory perception, and hearing and balance enhancement and protection. Dr. Eddins' research has been funded by the National Institutes of Health (National Institute on Aging,

National Institute on Deafness and Other Communication Disorders), National Science Foundation and Department of Defense. Dr. Eddins has published numerous peer-reviewed articles, presented at regional, national, and international conferences, and invited presentations, and has two (2) awarded patents. He has extensive teaching experience at the graduate and undergraduate levels, and has supervised many undergraduate, master's and doctoral students. Dr. Eddins serves as Acoustical Society of America, Florida Chapter, vice president, among many other service activities in the profession, college, and university. The School of Communication Sciences and Disorders and the College of Health Professions and Sciences support the recommendation for tenure with hire.

Ser-Nam Lim, Associate Professor
College of Engineering and Computer Science, Department of Computer Science
CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2023/05/Lim-Ser-Nam_CV_Redacted.pdf

Dr. Ser-Nam Lim received his Ph.D. in computer science from the University of Maryland at College Park. He came to UCF from Meta AI, where he was a senior research scientist manager. Dr. Lim previously held the positions of computer vision lab director at General Electric (GE) Research and senior software engineer at Cognex Corporation. He has managed the distribution of \$10 million grants, provided by Meta, to many universities and was the principal investigator (PI) of the Intelligence Advanced Research Projects Activity (IARPA) Creation of Operationally Realistic 3D Environment (CORE3D) program grant with funding of almost \$5 million for three years. Dr. Lim has published extensively in top venues, presented at top-tier artificial intelligence (AI) conference venues and given numerous invited talks. In addition to professional mentoring at tech companies, he has worked with many undergraduate students, Ph.D. students, and postdocs. Dr. Lim has been the area chair for many top AI conferences (e.g., ICCV, ECCV, AAAI, CVPR, and NEURIPS). The Department of Computer Science and the College of Engineering and Computer Science support the recommendation for tenure with hire.

Grant E. Norte, Associate Professor
College of Health Professions and Sciences, School of Kinesiology and Rehabilitation Sciences
CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2023/05/Norte-Grant_CV_Redacted.pdf

Dr. Grant E. Norte received his Ph.D. in sports medicine from the University of Virginia. He came to UCF from the University of Toledo, where he was a tenured professor of exercise and rehabilitation sciences. While at the University of Toledo, Dr. Norte served as co-director of the Motion Analysis and Integrative Neurophysiology Laboratory (UT) and director of the Ph.D. program in exercise science. He is a certified strength and conditioning specialist and a certified athletic trainer. Dr. Norte's research interest is in the neuromuscular consequences of lower extremity joint injuries. He has published numerous peer-reviewed publications, presented at regional, national, and international

conferences, and given invited lectures. Dr. Norte has extensive teaching experience at the graduate and undergraduate levels and has served on many thesis and dissertation committees as a chair and committee member. He serves as an *ad hoc* scientist reviewer for the U.S. Department of Defense Peer-Reviewed Orthopedic Research Programs, and also serves on the editorial board of ***Frontiers in Sports and Active Living: Section of Injury Prevention and Rehabilitation*** and ***Frontiers in Human Neuroscience: Motor Neuroscience Section***, among many other service activities in the profession, college, and university. The School of Kinesiology and Rehabilitation Sciences and the College of Health Professions and Sciences support the recommendation for tenure with hire.

Gautham G. Vadakkepatt, Associate Professor
College of Business Administration, Department of Marketing

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2023/05/Vadakkepatt-Gautham_CV_Redacted.pdf

Dr. Gautham G. Vadakkepatt received his Ph.D. in marketing from Texas A&M University. He came to UCF from George Mason University, where he was a tenured associate professor of marketing. While at George Mason University, Dr. Vadakkepatt served as the founding director of the Center for Retail Transformation, and during his time as director, the center inked partnerships with leading retailers, solution providers, and startups. His research examines the impact of a firm's product and non-product strategies on firm performance and consumer welfare. Dr. Vadakkepatt has published numerous peer reviewed articles, and has presented at many regional, national, and international conferences, and given invited presentations. He was the recipient of the Marketing Science Institute's H. Paul Root Award for best paper published in ***Journal of Marketing (JM)*** the premier outlet for marketing-strategy research in the field. Dr. Vadakkepatt has extensive teaching experience at the graduate and undergraduate levels and was a recipient of the Outstanding Teaching in Major Award. He serves on the editorial review board for ***Journal of Public Policy and Marketing*** and ***Journal of Business Research (retail)***, among many other services activities in the profession, college, and university. The Department of Marketing and the College of Business Administration support the recommendation for tenure with hire.

Shane A. Wood, Associate Professor
College of Arts and Humanities, Department of Writing and Rhetoric

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2023/05/Shane-A-Wood_CV_Redacted.pdf

Dr. Shane A. Wood received his Ph.D. in English rhetoric and composition from the University of Kansas. He came to UCF from the University of Southern Mississippi, where he was an assistant professor of English and Director of Composition. At UCF, Dr. Wood will serve as Director of Composition. His research and teaching interests include writing assessment and multimodality. He was the recipient of the emergent researcher award by the Conference on College Composition and Communication

(CCCC). Dr. Wood has published numerous peer-reviewed articles, books and book chapters, has presented at national conferences, and has been invited to deliver lectures and workshops. He has extensive teaching experience at the graduate and undergraduate levels having taught courses in digital rhetoric and multimodality, including digital storytelling, sonic rhetoric, and digital literacies. Dr. Wood was the recipient of the *Kairos* John Lovas Award for *Pedagogue* and Michelle Kendrick Outstanding Digital Production/Scholarship Award for *Pedagogue*. Dr. Wood serves as communications editor for **Composition Forum**, among many other service activities in the profession, college, and university. He is both a skilled administrator who has expertise in assessment and digital pedagogies and brings a high-level of digital rhetorics knowledge and experience. The Department of Writing and Rhetoric and the College of Arts and Humanities support the recommendation for tenure with hire.

Liping Yu, Associate Professor

College of Engineering and Computer Science, Department of Materials Science and Engineering

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2023/06/Yu-Liping_CV_Redacted.pdf

Dr. Liping Yu received his Ph.D. in physics from North Carolina University. He came to UCF from the University of Maine, where he was a tenured associate professor of physics. While at the University of Maine, Dr. Yu was an associate member of the Frontier Institute for Research in Sensor Technologies (FIRST). He has been conducting innovative research in materials modelling in complex metal/oxides for electronic applications. Over the past five years, Dr. Yu has received grant awards as principal investigator (PI) of over \$1.8 million in external funding from National Science Foundation (NSF) and Department of Energy (DOE). He was the recipient of an Early Career Award from NSF and the U.S. Air Force Research Laboratory Summer Faculty Fellowship. Dr. Yu has published numerous peer-reviewed articles and has presented at regional, national, and international invited talks. Dr. Yu has extensive teaching experience at the graduate and undergraduate levels and had developed a new undergraduate-level course in computational physics. He has served on many thesis committees as chair and committee member. Dr. Yu serves as a proposal reviewer for NSF, DOE, and American Chemical Society (ACS) Petroleum Research Fund and as a referee for ***Nature Materials***, ***Nature Communications***, and ***Physical Review Letters***, among many other service activities in the profession, college, and university. The Department of Materials Science and Engineering and College of Engineering and Computer Science support the recommendation for tenure with hire.



Board of Trustees
Academic Excellence and Student Success Committee | June 28, 2023

AESC-4: UCF Educational Sites

Information Discussion Action

Meeting Date for Upcoming Action: June 29, 2023

Purpose and Issues to be Considered:

In accordance with BOG regulation 8.009 and UCF regulation 2.034, the Board is required to approve the closing or reclassification of Type III campuses. The administration is recommending for consideration two Type III campus closures and one Type III reclassification to Special Purpose Site.

Background Information:

As a result of changes in demand, an increase in online opportunities, and the opening of the UCF Downtown campus, UCF Leesburg and UCF Palm Bay are no longer needed as Type III campus sites. UCF will have no further physical presence at these locations, and the space utilized under the joint-use agreement has reverted to the respective home institution. Diminished demand also resulted in eliminating UCF course offerings at UCF Ocala. However, UCF will maintain an in-person presence to support Direct Connect students. Virtual support for Direct Connect is available to students on the other two campuses.

Recommended Action:

Recommend approval of the closure of Type III campuses UCF Leesburg and UCF Palm Bay. Approve the reclassification of UCF Ocala from Type III campus, to Special Purpose Site.

Alternatives to Decision:

Recommend UCF retain the current classifications despite the absence of instruction, even though current activity does not align with BOG-8.009 definitions and the university has no plans to bring in-person instruction back to the sites.

Fiscal Impact and Source of Funding:

There are no fiscal impacts to any of the proposed actions. UCF retains office space at UCF Ocala for Direct Connect support but all other joint-use space reverted back to the home institution. No personnel were terminated as a result of these changes. They continue to either teach elsewhere or online and student support staff continue to provide related services, either on-site or virtually.

Authority for Board of Trustees Action:

BOG-8.009 – Educational Sites; UCF-2.034 – Educational Sites

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: UCF Educational Sites Proposed Action Summary

Attachment B: Proposal to Reclassify a Type I, II, or III Campus or a Special Purpose Center – UCF Leesburg

Attachment C: Proposal to Reclassify a Type I, II, or III Campus or a Special Purpose Center – UCF Palm Bay

Attachment D: Proposal to Reclassify a Type I, II, or III Campus or a Special Purpose Center – UCF Ocala

Facilitator/Presenter:

Timothy Letzring, Vice Provost for Academic Affairs

UCF Educational Sites Proposed Action Summary

UCF Site Name	Current Site Type	Proposed Action	OCIS Closure SACSCOC Approval Date	Comments	Leased/Owned/Joint-use
UCF Leesburg	Type III Campus	Close Site	March 18, 2022	No UCF physical presence remains (remote support only for Direct Connect partnership)	Joint-use agreement was modified: classrooms reverted back to the home institution
UCF Palm Bay	Type III Campus	Close Site	February 4, 2022	No UCF physical presence remains (remote support only for Direct Connect partnership)	Joint-use agreement was modified: classrooms reverted back to the home institution
UCF Ocala	Type III Campus	Reclassify to Special Purpose Site	February 4, 2022	No plans for future instruction but retains UCF on-site physical presence to support Direct Connect partnership Not leased or owned by UCF	Joint-use agreement was modified: classrooms reverted back to the home institution and physical space is still provided for UCF academic services staff to assist concurrent nursing and Direct Connect students

**FLORIDA BOARD OF GOVERNORS
PROPOSAL TO RECLASSIFY A TYPE I, II, OR III CAMPUS OR A SPECIAL
PURPOSE CENTER**

University of Central Florida	UCF Leesburg
University Submitting Proposal	Educational Site Name
Type III	9501 U.S. Highway 441, Leesburg, FL 34788
Current Type of Educational Site	Physical Address (US Site: address, city, state, zip) (International site: street address, number , city, county/province, country)
0025	Fall 2023
Current Site ID	Reclassification Effective Term (First date and term under new classification)
Close Site	
Proposed Type of Educational Site	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary actions to accommodate students and faculty will have been met prior to final reclassifying the educational site.

Date Approved by the University Board of Trustees	Alexander Cartwright <small>Digitally signed by Alexander Cartwright Date: 2023.06.07 17:36:13 -04'00'</small>	2023-6-7
Signature of Chair, Board of Trustees	Michael D. Johnson <small>Digitally signed by Michael D. Johnson Date: 2023.06.06 09:44:19 -04'00'</small>	2023-6-6
Date	President	Date
Date	Vice President for Academic Affairs	Date

Provide current headcount (HC) and full-time equivalent (FTE) student enrollment at the educational site. Provide current headcount (HC) and full-time equivalent (FTE) of faculty and staff employed at the educational site. Indicate the current expenditures by fund source for the educational site.

Students, Faculty, and Staff			Site Expenditures				
CURRENT	HC	FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Other	Total
Undergraduate	0	0	0	0	0	0	0
Graduate	0	0					
Faculty	0	0					
Staff	0	0					
PROPOSED	HC	FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Other	Total
Undergraduate	0	0	00	0	0	0	0
Graduate	0	0					

Faculty	0	0
Staff	0	0

I. Introduction

- A. Provide a short description of the educational site for which the request to reclassify is being made, including the main purpose for this site (research, instruction, administration, student services, etc.).**

Primary purpose: Instruction & Student Services

- UCF Leesburg is located on the Leesburg campus of Lake-Sumter State College.
- The site previously existed primarily for purposes of instruction and also to provide academic support services for the university's DirectConnect to UCF® partnership with the state college.
- UCF last offered in-person courses on site in fall 2017 and has no plans to resume any in-person instruction or other activity at this location. As such, the university seeks to close the UCF Leesburg site and remove it from the UCF educational sites inventory. This action requires UCF Board of Trustees and Florida Board of Governors approval in accordance with BOG-8.009 (Educational Sites).

II. Need and Demand Assessment

- A. Provide a narrative rationale for the request to reclassify the educational site that includes a need and demand assessment. The need and demand assessment for reclassifying an educational site to a new category in the taxonomy might address reduced or increased demand for access at a particular location or increased costs for instructional delivery that cannot be offset by increased enrollments.**

The UCF Leesburg educational site most recently hosted programming toward the Bachelor of Science in Elementary Education degree program. Students were also able to apply elementary education coursework toward a bachelor's in interdisciplinary studies degree.

In 2016, a new university budget model led colleges to consider resource realignment and redirect academic program offerings from low enrolled sites like UCF Leesburg to other approved locations. As a result, the university discontinued elementary education programming at the UCF Leesburg educational site effective spring 2018.

The university considered adding alternative programming, but ultimately none emerged as a good fit.

III. Academic Programs and Courses

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses currently offered at the site. Identify any degree programs to be closed or implemented as a result of reclassifying the educational site. Explain the extent to which the proposed reclassification will have an impact on overall university enrollments, enrollment planning, and degree production.**

As noted above, UCF previously offered some coursework on the UCF Leesburg site for the Bachelor of Science in Elementary Education degree program. Students were also able to apply elementary education coursework toward a bachelor's in interdisciplinary studies major. However, as a result of low demand, since spring 2018, UCF has offered no educational programming at UCF Leesburg.

The university implemented a teachout plan to ensure this change did not interfere with students' ability to complete their degree programs. Then and now, elementary education programming is available at other approved UCF locations across Central Florida, including the main Orlando campus. The same options are also available to students pursuing an interdisciplinary studies major.

Closing the educational site at this time will have no impact on current enrollments, enrollment planning, or expected degree production. Additionally, the site closure will not result in corresponding program closures or new program implementations.

- B. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who will be adversely affected by reclassification of the educational site. Describe the steps that have been taken to inform students and faculty of the President's intent to recommend to the Board of Trustees that the site be reclassified.**

No students, faculty members, or staff members were adversely affected by the cessation of in-person course offerings or academic support services at UCF Leesburg, nor will any be impacted by the site closure.

In-person courses at UCF Leesburg were taught by faculty members who continued to teach elementary education classes at other approved UCF locations.

Students previously enrolled at UCF Leesburg either completed coursework in their major prior to the cessation of on-site instruction or had the opportunity to complete their program coursework at other UCF instructional sites.

Academic support staff continue to provide services at other UCF locations and/or remotely.

As such, there are no currently impacted students, faculty members, or staff members to notify about the site closure.

(X) The University certifies that it has a plan for complying with all related regulations of the Southern Association of Colleges and Schools and any other relevant discipline-based accrediting agencies for reclassifying an educational site.

IV. Administration and Student Support Services

A. Describe any changes in the administrative structure of the reclassified site and how it will relate to the central administration of the university.

Closing the UCF Leesburg educational site has no impact on any UCF administrative structure. UCF retains its DirectConnect to UCF® partnership with Lake-Sumter State College and as such, will continue to offer support for aspiring DirectConnect to UCF® students at this partner campus. This is accomplished primarily through UCF Connect, an academic support unit that reports to the senior vice president for student success, whom in turn reports to UCF's provost and executive vice president for academic affairs.

UCF Connect continues to serve as the relationship manager for all DirectConnect to UCF® partnerships and oversees all associated operations. Accordingly, while no UCF personnel are physically located at the Lake-Sumter campus, remote coaching remains available by appointment with a UCF Connect Success Coach and plans include installing an interactive TV (similar to a kiosk) to assist students in accessing information on UCF, understanding the DirectConnect to UCF® transfer process, and connecting to a success coach, who will guide them through the admissions and enrollment processes for a successful transition to UCF.

V. Budget and Facilities

A. Include an explanation of how reclassification will result in any increase, decrease, or repurposing of facilities at the site. Describe any lease or joint-use agreements that will be modified or terminated as a result of reclassification, including land leases from the State of Florida (Board of Trustees of the Internal Improvement Trust Fund).

Classes at UCF Leesburg were held in joint use facilities owned by Lake-Sumter State College. All space leased by UCF was returned to the state college and reverted to exclusive use by the host campus. Formal inter-institutional agreements were modified accordingly.

- B. Provide a narrative description of how the operational budget for the educational site will be affected by reclassification. Describe the impact that reclassifying the educational site will have on the overall university budget. Identify any special funding necessary to implement reclassification of the educational site.**

The site closure has no impact on UCF's overall or other operational budgets.

Educational Site Reclassification

(3) The following approval processes for establishing, **reclassifying**, relocating, and closing educational sites apart from the main campus apply to the State University System:

(a) Each board of trustees shall adopt regulations consistent with this paragraph for the establishment, **reclassification**, relocation, and closing of educational sites apart from the main campus, including international educational sites and educational sites located in other states, and for the acquisition of real property on which such educational sites will be located.

(b) As an initial part of the process that may lead to the acquisition, establishment, **reclassification**, relocation, or closing of additional campuses or special purpose centers, the president of each university shall consult with the Chancellor to inform system-wide strategic planning.

(c) Instructional sites and special purpose sites may be established and closed by universities consistent with regulations established by their respective boards of trustees. If an instructional or special purpose site scheduled for closing has been funded by the Legislature or established pursuant to law, the university shall provide documentation to the Board of Governors justifying the closure, and shall initiate a dialogue with legislative leadership regarding the closure.

(d) Establishing, **reclassifying**, relocating, or closing an additional campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the university board of trustees and, subsequently, the Board of Governors. No capital outlay funds shall be requested of the Legislature or expended, except for planning, prior to such approvals being obtained.

(e) Proposals for the establishment, relocation, and **reclassification** of additional campuses and special purpose centers shall be submitted to the university's board of trustees and, subsequently, to the Board of Governors, using the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. Such format(s) shall include, at a minimum, the following elements: Accountability, Needs Assessment, Academic Programs, Administration, Budget and Facilities, Student Services, and Monitoring of Implementation.

(5) Each university shall annually monitor enrollment at its additional campuses. If enrollments fall below the minimum designated for the site as defined in (1) for three consecutive years, the university shall develop and implement a plan for increasing enrollment, **reclassifying** the site, or closing the site. An exception shall be made for a Type III Campus that was approved by the Board of Governors for establishment at an enrollment level below the minimum designated in (1). In that case, if enrollments fall below the Board of Governors-approved minimum for that site for three consecutive years, the university shall develop and implement a plan for increasing enrollment, **reclassifying** the site, or closing the site.

**FLORIDA BOARD OF GOVERNORS
PROPOSAL TO RECLASSIFY A TYPE I, II, OR III CAMPUS OR A SPECIAL
PURPOSE CENTER**

University of Central Florida	UCF Palm Bay
University Submitting Proposal Type III	Educational Site Name 250 Community College Parkway, Palm Bay, FL
Current Type of Educational Site	Physical Address (US Site: address, city, state, zip) (International site: street address, number, city, county/province, country)
0013	Fall 2023
Current Site ID	Reclassification Effective Term (First date and term under new classification)
Close Site	
Proposed Type of Educational Site	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary actions to accommodate students and faculty will have been met prior to final reclassifying the educational site.

Date Approved by the University Board of Trustees	Alexander Cartwright <small>Digitally signed by Alexander Cartwright Date: 2023.06.16 16:04:24 -04'00'</small>	2023-06-16
Signature of Chair, Board of Trustees	Michael D. Johnson <small>Digitally signed by Michael D. Johnson Date: 2023.06.06 09:44:31 -04'00'</small>	2023-6-6
Signature of Chair, Board of Trustees	Vice President for Academic Affairs	Date

Provide current headcount (HC) and full-time equivalent (FTE) student enrollment at the educational site. Provide current headcount (HC) and full-time equivalent (FTE) of faculty and staff employed at the educational site. Indicate the current expenditures by fund source for the educational site.

Students, Faculty, and Staff			Site Expenditures				
CURRENT	HC	FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Other	Total
Undergraduate	0	0	0	0	0	0	0
Graduate	0	0					
Faculty	0	0					
Staff	0	0					
PROPOSED	HC	FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Other	Total
Undergraduate	0	0	00	0	0	0	0
Graduate	0	0					
Faculty	0	0					

Staff	0	0
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I. Introduction

- A. Provide a short description of the educational site for which the request to reclassify is being made, including the main purpose for this site (research, instruction, administration, student services, etc.).**

Primary purpose: Instruction & Student Services

- UCF Palm Bay is located on the Palm Bay campus of Eastern Florida State College. The site previously existed primarily for purposes of instruction, and also to provide academic support services for the university's DirectConnect to UCF® partnership with the state college.
- UCF last offered in-person courses on site in spring 2018 and has no plans to resume any in-person instruction or other physical presence at this location. As such, the university seeks to close the UCF Palm Bay site and remove it from the UCF educational sites inventory. This action requires UCF Board of Trustees and Florida Board of Governors approval in accordance with BOG-8.009 (Educational Sites).

II. Need and Demand Assessment

- A. Provide a narrative rationale for the request to reclassify the educational site that includes a need and demand assessment. The need and demand assessment for reclassifying an educational site to a new category in the taxonomy might address reduced or increased demand for access at a particular location or increased costs for instructional delivery that cannot be offset by increased enrollments.**

The UCF Palm Bay educational site most recently hosted coursework toward bachelor's degrees in psychology, human communications, and interdisciplinary studies.

The psychology program expanded its online presence, which proved popular with students and allowed for a more efficient use of resources. As a result, the program offered its last in-person classes at UCF Palm Bay in spring 2018.

The human communications program also offered its last in-person courses at the site in spring 2018. This change was based on a strategic decision to relocate the program to the expanded UCF Downtown campus which opened in fall 2019.

Because psychology and human communication coursework can be applied towards an interdisciplinary studies major, that program also ceased to have a presence at the UCF Palm Bay site after spring 2018.

With the departure of these programs, UCF considered alternative on-site programming but ultimately none emerged as a good fit.

III. Academic Programs and Courses

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses currently offered at the site. Identify any degree programs to be closed or implemented as a result of reclassifying the educational site. Explain the extent to which the proposed reclassification will have an impact on overall university enrollments, enrollment planning, and degree production.**

As noted above, UCF previously offered coursework on the UCF Palm Bay site toward the following degree programs:

- Bachelor of Science in Psychology
- Bachelor of Arts in Human Communications
- Bachelor of Science/ Arts in Interdisciplinary Studies.

However, for the reasons cited above, since summer 2018, UCF has offered no educational programming at UCF Palm Bay. The university implemented a teachout plan to ensure these changes did not interfere with students' ability to complete their degree programs. Each transition occurred with plenty of notice to impacted students who either completed their coursework prior to the cessation of in-person courses at UCF Palm Bay or opted to complete coursework online or at another approved UCF location.

Then and now, the psychology program offers in-person coursework on the main Orlando campus and at other approved sites across Central Florida, in addition to its online offerings. The same offerings are available to students pursuing an interdisciplinary studies degree.

The human communication program is now offered exclusively at UCF Downtown as a destination program benefiting from ties to downtown industry. Interdisciplinary studies majors may also enroll in human communications courses at the downtown campus.

Closing the educational site at this time will have no impact on current enrollments, enrollment planning, or expected degree production. Additionally, the site closure will not result in concurrent program closures or new program implementations.

- B. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who will be adversely affected by reclassification of the educational site. Describe the steps that have been taken to inform students and faculty of the President's intent to recommend to the Board of Trustees that the site be reclassified.**

Again, no UCF instruction has taken place at the UCF Palm Bay site since spring 2018. No students, faculty members, or staff members were adversely affected by the cessation of in-person course offerings or academic support services at UCF Palm Bay, nor will any be impacted by the site closure.

In-person courses at UCF Palm Bay were taught by faculty members who continued to teach for their respective academic departments online or at other UCF locations.

Students previously enrolled at UCF Palm Bay either completed coursework in their major prior to the cessation of on-site instruction or had the opportunity to complete their program coursework in-person elsewhere or online.

Academic support staff have continued assisting students in the respective degree programs at their new instructional locations or online.

As such, there are no currently impacted students, faculty members, or staff members to notify about the site closure.

- (X) The University certifies that it has a plan for complying with all related regulations of the Southern Association of Colleges and Schools and any other relevant discipline-based accrediting agencies for reclassifying an educational site.**

IV. Administration and Student Support Services

- A. Describe any changes in the administrative structure of the reclassified site and how it will relate to the central administration of the university.**

Closing the UCF Palm Bay educational site has no impact on any UCF administrative structure. UCF retains its DirectConnect to UCF® partnership with Eastern Florida State College and as such, will continue to offer support for aspiring DirectConnect to UCF® students at this partner campus. This is accomplished primarily through UCF Connect, an academic support unit that reports to the senior vice president for student success, whom in turn reports to UCF's provost and executive vice president for academic affairs.

UCF Connect continues to serve as the relationship manager for all DirectConnect to UCF® partnerships and oversees all associated operations.

Accordingly, while no UCF personnel are physically located at the Eastern Florida State College Palm Bay campus, coaching remains available in-person at nearby UCF Cocoa or remotely by appointment with a UCF Connect success coach. Additionally, there is an interactive TV (similar to a kiosk) to assist students in accessing information on UCF, understanding the DirectConnect to UCF® transfer process, and connecting them to a success coach, who will guide them through the admissions and enrollment processes for a successful transition to UCF.

V. Budget and Facilities

- A. Include an explanation of how reclassification will result in any increase, decrease, or repurposing of facilities at the site. Describe any lease or joint-use agreements that will be modified or terminated as a result of reclassification, including land leases from the State of Florida (Board of Trustees of the Internal Improvement Trust Fund).**

Classes at UCF Palm Bay were held in a joint use facility owned by Eastern Florida State College. All space leased by UCF was returned to the state college and reverted to exclusive use by the host campus. Formal inter-institutional agreements were modified accordingly.

- B. Provide a narrative description of how the operational budget for the educational site will be affected by reclassification. Describe the impact that reclassifying the educational site will have on the overall university budget. Identify any special funding necessary to implement reclassification of the educational site.**

The site closure has no impact on UCF's overall or other operational budgets.

**FLORIDA BOARD OF GOVERNORS
PROPOSAL TO RECLASSIFY A TYPE I, II, OR III CAMPUS OR A SPECIAL
PURPOSE CENTER**

University of Central Florida	UCF Ocala
University Submitting Proposal	Educational Site Name
Type III	3001 S.W. College Road, Ocala, FL 34474
Current Type of Educational Site	Physical Address (US Site: address, city, state, zip) (International site: street address, number , city, county/province, country)
0020	Fall 2023
Current Site ID	Reclassification Effective Term (First date and term under new classification)
Special Purpose Site (SPS)	
Proposed Type of Educational Site	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary actions to accommodate students and faculty will have been met prior to final reclassifying the educational site.

Date Approved by the University Board of Trustees	Alexander Cartwright <small>Digitally signed by Alexander Cartwright Date: 2023.06.16 16:05:10 -04'00'</small>	2023-06-16
Signature of Chair, Board of Trustees	Michael D. Johnson <small>Digitally signed by Michael D. Johnson Date: 2023.06.06 09:44:44 -04'00'</small>	2023-6-6
Date	President	Date
Date	Vice President for Academic Affairs	Date

Provide current headcount (HC) and full-time equivalent (FTE) student enrollment at the educational site. Provide current headcount (HC) and full-time equivalent (FTE) of faculty and staff employed at the educational site. Indicate the current expenditures by fund source for the educational site.

Students, Faculty, and Staff			Site Expenditures				
CURRENT	HC	FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Other	Total
Undergraduate	0	0	58,593	0	0	0	58,593
Graduate	0	0					
Faculty	0	0					
Staff	1	1.0					
PROPOSED	HC	FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Other	Total
Undergraduate	0	0	58,593	0	0	0	58,593
Graduate	0	0					
Faculty	0	0					

Staff	1	0	
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I. Introduction

- A. Provide a short description of the educational site for which the request to reclassify is being made, including the main purpose for this site (research, instruction, administration, student services, etc.).**

Primary purpose: Instruction & Student Services

- UCF Ocala is located on the Ocala campus of the College of Central Florida.
- The site previously existed primarily for purposes of instruction and also to provide academic support services for the university's DirectConnect to UCF® partnership with the state college.
- UCF last offered in-person courses on site in fall 2017 and has no plans to resume any in-person instruction at this location.
- While no further instruction will take place at UCF Ocala, the university has determined need to maintain a limited in-person presence (a single 1.0 FTE connect specialist) on the state college campus to support its DirectConnect to UCF® partnership with the College of Central Florida. As such, the university requests a site reclassification to a Special Purpose Site, rather than a closure. This action requires UCF Board of Trustees and Florida Board of Governor's approval in accordance with BOG-8.009 (Educational Sites).

II. Need and Demand Assessment

- A. Provide a narrative rationale for the request to reclassify the educational site that includes a need and demand assessment. The need and demand assessment for reclassifying an educational site to a new category in the taxonomy might address reduced or increased demand for access at a particular location or increased costs for instructional delivery that cannot be offset by increased enrollments.**

UCF Ocala most recently hosted programming toward the Bachelor of Science in Elementary Education degree program. Students were also able to apply elementary education coursework toward a bachelor's in interdisciplinary studies major.

In 2016, a new university budget model led colleges to consider resource realignment and redirect academic program offerings from low enrolled sites like UCF Ocala to other approved locations. As a result, the university discontinued elementary education programming at the UCF Ocala educational site effective spring 2018.

The university considered adding alternative programming, but ultimately none

emerged as a good fit.

III. Academic Programs and Courses

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses currently offered at the site. Identify any degree programs to be closed or implemented as a result of reclassifying the educational site. Explain the extent to which the proposed reclassification will have an impact on overall university enrollments, enrollment planning, and degree production.**

As noted above, UCF previously offered some coursework on the UCF Ocala site for the Bachelor of Science in Elementary Education degree program. Students were also able to apply elementary education coursework toward a bachelor's in interdisciplinary studies major. However, as a result of low demand, since spring 2018, UCF has offered no educational programming at UCF Ocala.

The university implemented a teachout plan to ensure this change did not interfere with students' ability to complete their degree programs. Then and now, elementary education programming is available at other approved UCF locations across Central Florida, including the main Orlando campus. The same options are also available to students pursuing an interdisciplinary studies major.

Reclassifying the educational site will have no impact on current enrollments, enrollment planning, or expected degree production. Additionally, the site reclassification will not result in concurrent program closures or new program implementations.

- B. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who will be adversely affected by reclassification of the educational site. Describe the steps that have been taken to inform students and faculty of the President's intent to recommend to the Board of Trustees that the site be reclassified.**

No students, faculty members, or staff members were adversely affected by the cessation of course offerings at UCF Ocala, nor will any be impacted by the site reclassification.

In-person courses at UCF Ocala were taught by faculty members who continued to teach elementary education classes at other approved UCF locations.

Students previously enrolled at UCF Ocala either completed coursework in their major prior to the cessation of on-site instruction or had the opportunity to complete their program coursework at other approved UCF locations.

As such, any further notification to students and faculty members concerning the site reclassification is unnecessary. This is also true for on-site UCF academic support staff whose role is unaffected by the site reclassification.

(X) The University certifies that it has a plan for complying with all related regulations of the Southern Association of Colleges and Schools and any other relevant discipline-based accrediting agencies for reclassifying an educational site.

IV. Administration and Student Support Services

A. Describe any changes in the administrative structure of the reclassified site and how it will relate to the central administration of the university.

Reclassifying the UCF Ocala educational site has no impact on any UCF administrative structure. UCF retains its DirectConnect to UCF® partnership with the College of Central Florida and as such, will continue to offer support for aspiring DirectConnect to UCF® students at this partner campus. This is accomplished primarily through UCF Connect, an academic support unit that reports to the senior vice president for student success, whom in turn reports to UCF's provost and executive vice president for academic affairs.

UCF Connect continues to serve as the relationship manager for all DirectConnect to UCF® partnerships and oversees all associated operations. Accordingly, UCF Connect will continue to offer academic support services for aspiring DirectConnect to UCF® transfer students at this partner campus through the physical presence of a Connect Specialist. Additionally, the campus will soon host an interactive TV (similar to a kiosk) to assist students in accessing information on UCF, understanding the DirectConnect to UCF® transfer process and connecting them to a success coach who will guide them through the admissions and enrollment processes for a successful transition to UCF.

V. Budget and Facilities

A. Include an explanation of how reclassification will result in any increase, decrease, or repurposing of facilities at the site. Describe any lease or joint-use agreements that will be modified or terminated as a result of reclassification, including land leases from the State of Florida (Board of Trustees of the Internal Improvement Trust Fund).

Classes and office space at UCF Ocala were held in joint use facilities owned by the College of Central Florida. The classrooms and some office space reverted to exclusive use by the College of Central Florida. Formal inter-institutional agreements were modified accordingly. No facilities were repurposed at the site. The host campus will continue to provide a suitable physical space for the UCF connect specialist to assist potential transfer students.

- B. Provide a narrative description of how the operational budget for the educational site will be affected by reclassification. Describe the impact that reclassifying the educational site will have on the overall university budget. Identify any special funding necessary to implement reclassification of the educational site.**

The site reclassification has no impact on UCF's overall or other operational budgets.



Board of Trustees
Academic Excellence and Student Success Committee | June 28, 2023

AESC-5: Conferral of Degrees

Information Discussion Action

Meeting Date for Upcoming Action: June 29, 2023

Purpose and Issues to be Considered:

Consideration of the Summer 2023 Conferral of Degrees.

Background Information:

UCF expects to award the following degrees during the fall commencement ceremonies on August 4 - 5, 2023.

Baccalaureate Degrees:	2,921
Master's Degrees:	572
<u>Doctoral and Specialist:</u>	<u>165</u>
Total:	3,658

Recommended Action:

Recommend approval of the conferral of degrees during the Summer 2023 commencement ceremonies.

Alternatives to Decision:

Not recommend approval of the conferral of degrees during the Summer 2023 commencement ceremonies.

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 - Summer

Facilitator/Presenter:

Michael D. Johnson

UCF SUMMER 2023 Commencement

College	Bachelor	Master	Doctorate	College Totals
College of Arts and Humanities	163	15	8	186
College of Business Administration	316	86	6	408
College of Community Innovation and Education	319	200	40	559
College of Engineering and Computer Science	263	55	31	349
College of Graduate Studies	0	7	0	7
College of Health Professions and Sciences	384	117	1	502
College of Medicine	79	11	2	92
College of Nursing	220	4	36	260
College of Optics and Photonics	8	2	4	14
College of Sciences	773	43	34	850
College of Undergraduate Studies	233	0	0	233
Rosen College of Hospitality Management	163	32	3	198
Degree level totals:	2,921	572	165	3,658



Board of Trustees
Academic Excellence and Student Success Committee | June 28, 2023

INFO-1: 2023-2024 Academic Calendar

Information Discussion Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

The 2023-2024 academic calendar shows all dates relating to instruction, final exams and holidays within the 2023-2024 academic year. The calendar is provided as an information item to the committee.

Background Information:

The academic calendar includes dates relating to instruction, final exams and holidays for the academic year. The calendar is approved by the President and Provost and Executive Vice President for Academic Affairs before being submitted to the Board of Governors.

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: 2023-2024 Academic Calendar

Facilitator/Presenter:

Timothy Letzring, Vice Provost for Academic Affairs

2023 – 2024 Academic Calendar: Proposal B	Fall 2023	Spring 2024	Summer A	Summer B	Summer C	Summer D
First Day of Class	8/21/2023	1/8/2024	5/13/2024	6/24/2024	5/13/2024	5/13/2024
Non-class days	Labor Day (9/3/2023) Veteran's Day (11/11/2023) Thanksgiving (11/22* - 11/25)	MLK (1/15/2024) Spring Break (3/11 to 3/16) Study Day (4/23)	Memorial Day (5/27/2024)	4th of July (7/4/2024)	Memorial Day (5/27/2024) 4th of July (7/4/2024)	Memorial Day (5/27/2024) 4th of July (7/4/2024)
Last Day of Class	12/2/2023	4/22/2024	6/22/2024	8/2/2024	8/2/2024	7/13/2024
Last Day of Exams	12/9/2023	4/30/2024	6/22/2024	8/2/2024	8/2/2024	7/13/2024
Commencement	12/15-12/16	5/2-5/4	8/2-8/3	8/2-8/3	8/2-8/3	8/2-8/3
Number of Class Days	76	77	31.5	31.5	63	47
Number of Exam Days	6	6	-	-	-	0
Total # Instructional Days	82	83	31.5	31.5	63	47


Total # Instructional Days (Academic Year) **228**

Holidays - University Closed		
Labor Day	Monday	9/4/2023
Veterans Day	Friday	11/10/2023
Thanksgiving	Thurs-Sat	11/23-11/25
MLK	Monday	1/15/2024
Spring Break	Mon-Sat	3/18-3/23
Memorial Day	Monday	5/27/2024
4th of July	Thursday	7/4/2024

[Board of Governors Regulation 8.001, University Calendars, outlines the number of minimum days of classroom instruction and specific entry periods for fall, spring, and summer.](#)

Exceptions to Policy

- (2)(a) The first three (3) weekdays after August 22
- (2)(C) The first three (3) weekdays after May 5.


Alexander N. Cartwright
 2023.03.13
 11:14:00 -04'00'

President

Michael D. Johnson
 Digitally signed by Michael D. Johnson
 Date: 2023.03.13
 10:32:17 -04'00'

Provost

Winter Intersession 2023-24	Date	Day
Start	12/18/2023	Monday
Add/Drop Deadline	12/22/2023	Friday
Withdrawal Deadline	12/29/2023	Friday
End	1/5/2024	Friday
Note: Fall 2023 Commencement	12/15/12/16	
Spring 2024 Start	1/8/2024	

Maymester 2024	Date	Day
Classes Start	5/6/2024	Monday
Add/Drop Deadline	5/10/2024	Friday
Withdrawal Deadline	5/17/2024	Friday
Classes End	5/31/2024	Friday
Grades Due	6/5/2024	Wednesday



Board of Trustees
Academic Excellence and Student Success Committee | June 28, 2023

INFO-2: University Regulation UCF-3.010 Faculty Evaluation and Improvement

Information Discussion Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

UCF-3.010 Faculty Evaluation and Improvement is presented to the committee as an information item. Amendments to this regulation are included in the Governance Committee’s agenda for action at their June 28, 2023, meeting.

Background Information:

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

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: UCF-3.010 Faculty Evaluation and Improvement

Facilitator/Presenter:

Michael D. Johnson

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

NOTICE OF PROPOSED REGULATION AMENDMENT

Date: May 25, 2023

REGULATION TITLE:
Faculty Evaluation and Improvement

REGULATION NO.:
UCF-3.010

SUMMARY OF REGULATION AMENDMENT:

This regulation is being amended to conform with new Board of Governors Regulation 10.003 Post Tenure Faculty Review regarding post tenure review. The university will develop a policy regarding a comprehensive post-tenure review for tenured faculty members in keeping with the requirements of BOG Regulation 10.003. Also proposed is a small correction in section (3) to correct the sustained performance evaluation period to three years

AUTHORITY: BOG Regulations 1.001 and 10.003

NAME OF PERSONS WHO INITIATED PROPOSED REGULATION AMENDMENT:

Timothy Letzring, Vice Provost for Academic Affairs

COMMENTS CONCERNING THE PROPOSED REGULATION AMENDMENT SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW. The comments must identify the regulation you are commenting on.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:

Regulations Administrator
4365 Andromeda Loop N.
Millican Hall, Suite 360
Orlando, FL 32816-0015
Phone: (407) 823-2482
e-mail: regulations@ucf.edu

FULL TEXT OF THE PROPOSED REGULATION AMENDMENT:

UCF-3.010 Faculty Evaluation and Improvement.

(1) General Policy. The University of Central Florida (UCF) adheres to the provisions of any applicable collective bargaining agreement regarding faculty evaluations. All faculty, full-time and part-time, shall be evaluated annually by their supervisor. The purpose of the evaluation is to assess and communicate with the employee about their performance on assigned duties, e.g., teaching, research, service. The annual evaluation period shall be the academic year, beginning August 8th, and shall include the preceding summer, when appropriate. The evaluation period for research may be longer than one year, if specified by the unit's approved annual evaluation standards and procedures (AESP).

(2) The following evaluations shall be made for non-administrative personnel in faculty pay plans:

- (a) Annual evaluations- for in-unit faculty shall be conducted in accordance with the applicable provisions of the then-current collective bargaining agreement.
- (b) Evaluations for non-unit faculty shall be conducted annually. Each year, the department chair, school director, or unit head shall prepare a written evaluation of all faculty. The evaluation shall be based on the professional performance of assigned duties and shall carefully consider the nature of the assignments and quality of performance.
 1. A written evaluation shall be provided to the employee no later than the start of the fall semester. The evaluation shall be based upon:
 - a. The annual report, including the assignment, submitted in the spring by the employee.
 - b. Department, School or unit AESP.
 - c. Assigned duties and the nature of the assignment.
 - d. Where appropriate and available, information obtained from the following sources: immediate supervisor, peers, students, other university officials who have responsibility for supervision of the employee, and individuals to whom the faculty member may be responsible in the course of a service assignment.
 - e. Classroom observation/visitation may also be conducted by the evaluator or the evaluator's representative.
 - f. The evaluation will provide an assessment of overall performance. Ratings shall be in the form of a 5-category scale (outstanding, above satisfactory, satisfactory, conditional, unsatisfactory).
 2. Each department, school, or unit shall maintain AESP by which to evaluate each employee. Employees shall be evaluated according to the most recent AESP in place prior to the beginning of the evaluation period.
 3. Each employee shall be offered the opportunity to discuss the evaluation prior to its being finalized and placed in their personnel file. The evaluation shall be signed and dated by the employee and the evaluator. The employee may attach a concise comment to the evaluation within 30 days of receipt. A copy of the completed evaluation shall be provided to the employee. In the event the employee does not sign the evaluation, the supervisor shall place a statement to this effect at the bottom of the form and place the form in the employee's personnel file.
 4. Upon written request from the employee, the supervisor shall provide recommendations to the employee in addressing any performance deficiencies.

(3) Sustained performance evaluation (SPE). For in-unit tenured employees in faculty pay plans SPEs shall be conducted in accordance with the applicable provisions of the then-current collective bargaining agreement. Non-unit tenured employees in faculty pay plans shall receive a SPE once every three (3) years following the award of tenure or promotion. The purpose of this evaluation is to document sustained performance during the previous three (3) years of assigned duties and to evaluate continued professional growth and development. If the employee's

performance is below satisfactory for the evaluated three-year period, in any area of assigned duties, the employee will be issued a performance improvement plan.

(4) Cumulative progress evaluation (CPE). For in-unit personnel in faculty pay plans CPEs shall be conducted in accordance with the applicable provisions of the then-current collective bargaining agreement. For non-unit personnel in faculty pay plans beginning with the second year of employment (or the first year, if tenure credit was given) and continuing annually, an employee who is eligible for tenure and/or promotion to the rank of associate professor shall receive a CPE by the unit tenured faculty; the department chair, school director, or unit head; and the dean. Employees eligible for promotion to professor shall be similarly apprised of their progress toward promotion at least once prior to submitting their promotion dossier. Only employees seeking promotion to associate professor are required to include their CPE in their promotion dossier. All CPEs shall be completed during the Spring semester. CPEs are intended to provide an accurate assessment of cumulative performance leading to the attainment of promotion and/or tenure.

(5) Student Evaluation of Faculty. Input from students shall constitute only one appropriate source of data for consideration in the evaluation of teaching effectiveness. The teaching effectiveness of each faculty member will be evaluated by students enrolled in his or her classes.

- (a) All credit bearing classes in any format, shall be assessed, with the exception of the following categories of courses or sections:
 - 1. Courses involving individual instruction such as independent study, internship, and practicum;
 - 2. Class sections where the number of respondents is so small it limits statistical usefulness and/or jeopardizes anonymity of the respondents.
- (b) In class sections co-taught by two or more faculty members, each faculty assigned to the class shall be separately assessed.
- (c) The student evaluation shall be administered electronically during the last fifteen days of instruction of each term, closing before the official final exam period begins.
- (d) Summaries of all evaluations shall be distributed to the college dean's office who will be responsible for distribution to the department or unit and then to the faculty member being evaluated.

(6) Administrative Faculty. All faculty classified as administrative faculty will be evaluated annually by their direct supervisor. Evaluations for administrative faculty shall take place at the same time as non-administrative faculty.

(7) OPS Adjunct Faculty. All employees classified as OPS adjunct faculty will be evaluated annually in a format provided by Faculty Excellence by the departmental chair or associate chair. The evaluation shall be for the academic year, Fall and Spring, and shall include the preceding summer as appropriate. Evaluations must be conducted at the end of the Fall if the employee will not return in the Spring semester. Evaluators shall consider, where appropriate, information from the following sources: faculty member, self, students, peers, other UCF officials who contribute to the supervision of the faculty member, and individuals to whom the faculty member may be responsible for in the course of their assignment.

(8) Comprehensive Post-Tenure Review. Tenured faculty members shall receive a comprehensive post-tenure review in accordance with BOG Regulation 10.003 and subject to any University policies related thereto.

Authority: BOG Regulations 1.001 and 10.003. History—New 10-8-75, Amended 11-10-77, 7-7-81, Formerly 6C7-3.10, Amended 4-23-03. Formerly 6C7-3.010. Amended 11-13-09, 8-5-13, 4-22-21, _____-23.



Board of Trustees
Academic Excellence and Student Success Committee | June 28, 2023

INFO-3: University Regulations UCF-2.003 Admission of Graduate Students & UCF-2.009 Admission of International Students

Information Discussion Action

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

UCF-2.003 Admission of Graduate Students and UCF-2.009 Admission of International Students are presented to the committee as information items. Amendments to these regulations are included in the Governance Committee’s agenda for action at their June 28, 2023, meeting.

Background Information:

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

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: UCF-2.003 Admission of Graduate Students
Attachment B: UCF-2.009 Admission of International Students

Facilitator/Presenter:

Timothy Letzring, Vice Provost for Academic Affairs

NOTICE OF PROPOSED REGULATION AMENDMENT

Date: May 25, 2023

REGULATION TITLE:

Admission of Graduate Students

REGULATION NO.:

UCF-2.003

SUMMARY OF REGULATION AMENDMENT:

This regulation is being amended to better align with the July 1, 2020, updates to the U.S. Department of Education (USDOE) rules that make no distinction between regional and national accreditors, treating all USDOE-recognized accrediting agencies as “institutional” accreditors. Accordingly, as to the graduate admission requirement that a prior degree be from an accredited institution, section (2) is amended to accept any institutional accreditor recognized by the USDOE instead of listing particular accreditors.

AUTHORITY: BOG Regulations 1.001, 6.001, and 6.003

NAME OF PERSONS WHO INITIATED PROPOSED REGULATION AMENDMENT:

Timothy Letzring, Vice Provost for Academic Affairs

COMMENTS CONCERNING THE PROPOSED REGULATION AMENDMENT SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW. The comments must identify the regulation you are commenting on.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:

Regulations Administrator
4365 Andromeda Loop N.
Millican Hall, Suite 360
Orlando, FL 32816-0015
Phone: (407) 823-2482
e-mail: regulations@ucf.edu

FULL TEXT OF THE PROPOSED REGULATION AMENDMENT:

UCF-2.003 Admission of Graduate Students.

(1) This regulation applies to all students who seek to be admitted to graduate programs at the University of Central Florida.

(2) Beginning with admission for the Spring 2024 academic year, eEach admitted student to a graduate degree program or to a post-baccalaureate professional program must meet the following minimum requirements:

- (a) Earned a bachelor's degree or equivalent from a U.S. institution of higher education accredited by an institutional accreditor recognized by the U.S. Department of Education. ~~by one of the following accrediting bodies or its equivalent from a foreign institution~~

- ~~1. Accrediting Commission for Community and Junior Colleges (ACCJC)~~
- ~~2. New England Commission of Higher Education (NECHE)~~
- ~~3. Higher Learning Commission (HLC)~~
- ~~4. Middle States Commission on Higher Education (MSCHE)~~
- ~~5. Northwest Commission on Colleges and Universities (NWCCU)~~
- ~~6. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)~~
- ~~7. WASC Senior College and University Commission~~

AND

- (b) Earned a 3.0 GPA (or equivalent) or better in all work attempted while registered as an undergraduate student working for a baccalaureate degree, OR
- (c) Earned a 3.0 GPA (or equivalent) or better in all work attempted while registered as an upper division student working for a baccalaureate degree, OR
- (d) Earned a previous graduate degree or professional degree or equivalent from a U.S. institution of higher education accredited by an accrediting body listed in (2)(a) or its equivalent from a foreign institution in a field related to the discipline of the program to which the applicant is applying.

(3) Each graduate program may determine other requirements for admission, consistent with the mission and purpose of their college and program beyond those listed in (2). All program admissions requirements must be published in the Graduate Catalog and are required to be reviewed and updated annually.

- (a) Graduate programs must include at least 2 of the following materials to support the application:
 - Letter(s) of reference
 - Resume or CV
 - Writing Sample
 - Personal, Goal, or Professional Statement
 - Research Statement
 - Professional, Academic, Artistic, or Music Portfolio
 - Video answer to prompt
 - Other relevant supporting materials approved by the College of Graduate Studies
- (b) Admissions criteria must not include preferences for applicants on the basis of race, color, national origin, disability, religion, or sex.

(4) The requirement to submit GRE, GMAT, or MCAT scores is at the discretion of the program to which the student is applying. Please refer to the current catalog for specific program level standardized test score requirements.

- (a) For programs that do not require a GRE or GMAT, all international applicants must submit a course-by-course evaluation of the student's official transcript by a credential evaluation service recommended by UCF that shows a GPA equivalent of 3.0 from an earned degree equivalent to a U.S. bachelor's degree obtained from an institution of higher education accredited by an accrediting body listed in (2)(a).

(5) In addition to the above requirements, international students must show proficiency in written and spoken English in accordance with the provisions of University Regulation UCF-2.009.

(6) All graduate applicants must indicate whether or not Florida residency is claimed. An application or residency affidavit submitted by or on behalf of a student which contains false, fraudulent or incomplete statements may result in denial of admission or denial of further registration and/or invalidation of UCF credit.

(7) Exceptions to the above requirements:

- (a) In any academic term, up to 20 percent of the graduate students may be admitted in a given degree program as exceptions to the minimum requirements for graduate admissions as defined in paragraph (2) (b) & (c), above.
- (b) Students who do not meet the admissions criteria and who wish to enroll in courses but not degree programs at the post-baccalaureate level may enroll under the classification of non-degree seeking students. Graduate programs wishing to admit these students to graduate degree programs after the students have satisfactorily completed up to nine hours of graduate course work may do so provided that the number so admitted is included as part of the 20 percent exception, as defined in paragraph (6)(a), above.

(8) In addition to the above requirements, all graduate applicants who are admitted must submit an immunization form. UCF Student Health Services is responsible for oversight of student immunization compliance and reserves the right to require immunizations based on recommendations from the Centers for Disease Control and Prevention (CDC) the Florida Department of Health, the Florida Board of Governors, or the UCF Board of Trustees. UCF reserves the right to refuse registration to any applicant, former student, or student whose health record indicates the existence of a condition which may be harmful to the members of the University community.

(9) Exceptions: Students may apply for an exception to the University's immunization requirements if they meet one of the following criteria and submit appropriate documentation.

- (a) Medical Basis – The student must provide a letter from a healthcare provider, signed on official medical office stationery, stating the medical reason(s) why the student is not able to receive the vaccine(s), and indicating if this is a temporary or permanent condition.
- (b) Religious Basis – The student (or the student's parent/guardian if under 18 years old) can sign a Religious Exemption waiver upon request.
- (c) Active Duty Military and Veterans – Active Duty and Veterans may complete the waiver section of the immunization form if documentation of immunizations is unavailable at the time of registration. Proof of military service is required (DD 214 or military ID card).
- (d) With approval of the UCF President, limited UCF programs may be an exception when students will not be physically present in any UCF classroom or on any UCF campus. Should such students seek to register for face to face courses, they must comply with paragraph (8).

(10) All applicants for admission or readmission to the University of Central Florida, including to any graduate or doctoral programs of study within the University and including any applicant for post-baccalaureate study, are required to disclose on the application prior criminal conduct, pending criminal charges, and prior educational misconduct. The University reviews all applications in which a student discloses prior criminal conduct, pending criminal charges, or prior educational misconduct to determine whether the admission of the applicant is in the best interest of the University. The office responsible for this review is the Office of Student Rights

and Responsibilities. Applicants who fail to disclose prior criminal misconduct, pending criminal charges, or any prior educational misconduct are in violation of the disclosure requirements of this paragraph and may be subject to appropriate action by the University, including denial of admission or readmission, revocation of admission, or other academic and/or disciplinary action prescribed by the University, up to and including dismissal. Applicants are not required to disclose minor traffic violations.

(11) Applicants may appeal an admissions decision by following the university admissions appeal procedure. Information regarding this procedure is available in the Graduate Catalog.

(12) Readmissions.

- (a) Graduate students who do not maintain continuous enrollment, must apply for readmission. Readmission is not guaranteed. The readmission decision is based on multiple factors such as previous academic performance, work taken since last attending UCF, space and fiscal limitations.
- (b) A student who was previously dismissed from his or her graduate program and would like to reapply to the same program must have an approved probation plan on file before a readmission decision can be made.

(13) Graduate applicants and graduate readmit applicants may be admitted subject to space and fiscal limitations.

Authority: BOG Regulations 1.001, 6.001, and 6.003. History—New 10-8-75, Amended 9-27-79, 1-6-82, Formerly 6C7-2.03, Amended 10-2-08, Formerly 6C7-2.003, Amended 7-30-09, 2-29-16, 9-16-16, 4-23-20, 10-22-20, 6-17-21, 5-26-22, _____-23.

NOTICE OF PROPOSED REGULATION AMENDMENT

Date: May 25, 2023

REGULATION TITLE:
Admission of International Students

REGULATION NO.:
UCF-2.009

SUMMARY OF REGULATION AMENDMENT:

This regulation is being amended to better align with the July 1, 2020, updates to the U.S. Department of Education (USDOE) rules that make no distinction between regional and national accreditors, treating all USDOE-recognized accrediting agencies as “institutional” accreditors. Accordingly, the international student admission requirement that any prior degree be from an accredited institution, section (2)(b) is amended to accept any institutional accreditor recognized by the USDOE instead of listing particular accreditors.

AUTHORITY: BOG Regulations 1.001 and 6.009

NAME OF PERSONS WHO INITIATED PROPOSED REGULATION AMENDMENT:

Timothy Letzring, Vice Provost for Academic Affairs

COMMENTS CONCERNING THE PROPOSED REGULATION AMENDMENT SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW. The comments must identify the regulation you are commenting on.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:

Regulations Administrator
4365 Andromeda Loop N.
Millican Hall, Suite 360
Orlando, FL 32816-0015
Phone: (407) 823-2482
e-mail: regulations@ucf.edu

FULL TEXT OF THE PROPOSED REGULATION AMENDMENT:

UCF-2.009 Admission of International Students.

Admission of international students to UCF is governed by the university admission regulations, Florida Board of Governors Regulation 6.009 and the following:

(1) Eligible international students may be accepted at the appropriate level subject to space and fiscal limitations. International applicants can only be admitted in a status that is appropriate for the visa category designated on the application.

(2) In addition to University admission requirements, international students must meet the following requirements as a minimum:

- (a) The applicant shall be academically eligible for further study in his/her own country.
- (b) An applicant whose native language is other than English shall show proficiency in written and spoken English by:
1. proving they are from a country where English is the only official language; or
 2. establishing that a prior bachelor's, master's or doctoral degree was earned from a United States institution of higher education accredited by an institutional accreditor recognized by the U.S. Department of Education; one of the following accrediting bodies or its equivalent from a foreign institution:
 - ~~a. Accrediting Commission for Community and Junior Colleges (ACCJC)~~
 - ~~b. New England Commission of Higher Education (NECHE)~~
 - ~~c. Higher Learning Commission (HLC)~~
 - ~~d. Middle States Commission on Higher Education (MSCHE)~~
 - ~~e. Northwest Commission on Colleges and Universities (NWCCU)~~
 - ~~f. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)~~
 - ~~g. WASC Senior College and University Commission;~~ or
 3. establishing that a prior bachelor's, master's or doctoral degree was earned from a country where English is the only official language, or a university at which English is the only official language of instruction; or
 4. submitting a qualifying score on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Qualifying scores for graduate applicants are: a TOEFL computer-based score of 220; a TOEFL internet-based score of 80 (or equivalent score on the paper-based test); or an IELTS score of 6.5. Specific programs may establish higher scores for qualification, and such information will be included in the Graduate Catalog and program website information for that specific program. Qualifying scores for undergraduate applicants are: a TOEFL computer-based score of 220, a TOEFL internet-based score of 80, a TOEFL paper-based score of 550, or an IELTS score of 6.5; or
 5. completion of the English Language Institute's (ELI) level 8 or higher with a grade of a "B" or better; or
 6. completion of EAP 2851 with a grade of a "C" or better or placement into ENC 1101; or
 7. an onsite assessment by UCF ELI faculty qualified to administer English proficiency assessment and determining that the student is English proficient at the university level.
- (c) Students who are non-native speakers of English (and do not have a degree from a U.S. institution) must pass the Versant English Speaking exam administered by the UCF English Language Institute before they will be permitted to teach as a Graduate Teaching Associate or Graduate Teaching Assistant.
- (d) The graduate applicant shall have an overall GPA of at least 3.0 on a 4 point scale or equivalent.

- (e) The applicant shall furnish a detailed statement showing specific sources of a satisfactory level of financial support and the amount expected from each source.
- (f) The applicant shall submit a health examination form to the University physician indicating his fitness, mentally and physically to pursue a college level study program. In addition, all international students on an F or a J visa must submit proof of health insurance that complies with the requirements of BOG Regulation 6.009.
- (g) International student applications, undergraduate and graduate, along with all other records required for admission must be received by the program or university international application deadline, whichever is earliest, or the deadline must be waived by the university.

Authority: BOG Regulations 1.001 and 6.009. History—New 10-8-75, Amended 7-14-80, Formerly 6C7-2.09, Amended 3-16-03, Formerly 6C7-2.009, Amended 6-11-09, 12-19-16, 3-21-19, 4-23-20, _____-23.