

COACHE Implementation Strategies Executive Summary

On behalf of the COACHE Strategy Setting Sub-Committees, we recommend the following strategies be implemented. Based on the maximum estimated cost, total annual direct costs for these strategies is \$230,000. This estimated direct cost does not include personnel time nor does it include the proposed Faculty Excellence positions that will support COACHE initiatives.

It is important to note that while the strategies are presented as uniquely associated with one priority area, the overlap between and intersection of areas is quite broad. In particular, the strategies associated with departmental leadership span all priority areas. This is especially true for the chairs and directors leadership program, which has implications for every priority area.

Recognition & Awards

1. Recognition & Awards: Publicly recognize excellence in meaningful ways (e.g., Provost/Vice Provost surprise visits to department meetings, Provost's recognition webpage) [no direct cost]
2. Recognition & Awards: Provide financial support to facilitate recognition of excellence (e.g., increasing travel budget to award travel money to receive prestigious awards) [\$50,000 direct cost for additional financial support]?

Promotion

3. Promotion: Require CPE for associate professors before they apply for promotion [no direct cost]
4. Promotion: Communicate a consistent message for promotion across all levels [no direct cost]
5. Promotion: Benchmark promotion and tenure standards [no direct cost]
6. Promotion: Pathway to full professor program [no direct cost]

Departmental Leadership

7. Departmental Leadership: Leadership development program for chairs and directors [no direct cost]
8. Departmental Leadership: Departmental/unit by-laws [no direct cost]
9. Departmental Leadership: Formal statement from the Provost on the role of the chair [no direct cost]

Nature of Work

10. Nature of work: Realistic FTE assignment of duties [\$5,000 direct cost for course release to fund a special project faculty fellow to design a research study to examine current practice and develop best practices]
11. Nature of work: Collective impact course release awards for research, teaching, and service [matching grant program with funding shared between AA and colleges] [\$175,000 direct cost for course release awards]

Personal and Family Leave

12. Personal and Family Leave: Paid family emergency leave [currently in bargaining]
13. Personal and Family Leave: Tuition waivers for family [currently in bargaining]

COACHE priority areas

- **Recognition**
- **Promotion**
- **Departmental Leadership**
- **Nature of Work**
- **Personal and Family Issues**

Strategy	Implementation: a) immediate; b) Faculty Senate input; c) bargained or addressed elsewhere	Estimated cost (direct and/or indirect; include staffing)	Specific items on COACHE addressed by this strategy*	If this item was not a strategy highlighted, indicate priority level from faculty input
COACHE Priority Area: Recognition				
Publicly recognize excellence in meaningful ways (e.g., Provost/Vice Provost surprise visits to department meetings, Provost's recognition webpage)	Immediate	Indirect: Provost and Vice Provost time, staff scheduling time	Appreciation and recognition	No. 10
Provide financial support to facilitate recognition of excellence (e.g., increasing travel budget to award travel money to receive prestigious awards)	Immediate	\$30 – 50K	Appreciation and recognition	No. 7

Strategy	Implementation: a) immediate; b) Faculty Senate input; c) bargained or addressed elsewhere	Estimated cost (direct and/or indirect; include staffing)	Specific items on COACHE addressed by this strategy*	If this item was not a strategy highlighted, indicate priority level from faculty input
COACHE Priority Area: Promotion from Associate to Full Professor				
CPE process required before submit file	Faculty Senate: Send recommendation to Faculty Senate for review and potential resolution, Fall 2016; Be sure the 'head vs chair' model is discussed in faculty senate as well	No direct cost	Provost's report pg 30 Clarity of expectations, standards, timeframe, body of evidence, whether will be promoted or not, pg. 31 formal feedback	
Communication – consistent message across all levels	Immediate: Provost – direct deans, chairs and P&T committees; Fall 2016, at least once per year	No direct cost	Provost's report pg 30 Clarity of expectations, standards	
Benchmarking Promotion & Tenure Standards	<p>Immediate: As units revise P&T standards request benchmarking against five peers (preferably some are aspirational) – establish as a Best practice during P&T development</p> <p>Continuous: Also add this process as a best practice to be discussed in the Chairs and Directors Training</p>	No direct cost	Provost's report pg. 30, clarity of standards, reasonable expectations	
Realistic Assignment of duties	Recommendations combined with strategy in Nature of Work			
Pathway to full professor program	Colleges develop programs similar to new Assistant Professor (best practices in colleges); possibly coordinate some things centrally (ORC REDI program could coordinate with this)	No direct cost	Provost's report pg. 30 all questions under promotion benchmark, pg. 31 feedback on progress to full, pg. 33 institution has changed priorities, negative impact on work	

COACHE Priority Area: Departmental Leadership				
Strategy	Implementation: a) immediate; b) Faculty Senate input; c) bargained or addressed elsewhere	Estimated cost (direct and/or indirect; include staffing)	Specific items on COACHE addressed by this strategy*	If this item was not a strategy highlighted, indicate priority level from faculty input
Leadership Development Program for Chairs & Directors	Immediate	<p>Additional 0.5 FTE Professor & Assistant Vice Provost with Vice Provost for Faculty Excellence & IAGS – Housed in Faculty Excellence + Consulting from an Organization such as <i>American Council on Education</i> to develop & maybe deliver some components of the year-long Leadership Development Program (request submitted for cost estimate)</p> <p>The costs for the appreciation items can be combined with the Appreciation and Recognition Priority Area Sub-Committee strategy #2 that asked for \$30-50K or Pathway to full professor program strategy from the Promotion from Associate to Full Professor Sub-Committee</p>	<p>Nature of Work</p> <ul style="list-style-type: none"> • Quality of Grad Students to Support Research • Support for Research • Support for Securing Grad Student Assistance • Availability of course release for research • Equitability of committee assignments • Time spent on administrative tasks <p><i>*If the Leadership Development Program (LDP) addresses Allocation of Resources & Advocating for Resources at the Unit Level, the above "low score items" should be addressed. It should be noted that this strategy should also encompass the "Realistic FTE Assignment of Duties" strategy.</i></p> <p>Tenure & Promotion</p> <ul style="list-style-type: none"> • Clarity of whether I will be promoted <p><i>*If the LDP addresses Departmental and Unit Head Roles within the T&P Process, this "low score item" should be addressed. It should be noted that this strategy should also encompass the "Communication of</i></p>	

			<p><i>expectations of tenure and promotion across all levels" strategy.</i></p> <p>Leadership</p> <ul style="list-style-type: none"> • Priorities are stated consistently • Priorities are acted on consistently • Head/Chair: Pace of decision making • Head/Chair: Stated priorities • Head/Chair: Communication of priorities • Head/Chair: Ensuring faculty input <p><i>*If the LDP addresses Strategic Planning and Governance at the Unit Level, these "low score/red items" should be addressed.</i></p> <p>Appreciation</p> <ul style="list-style-type: none"> • Recognition for service • Recognition for outreach <p><i>* If the LDP addresses how to provide relevant and consistent recognition for faculty, this "low score item" should be addressed.</i></p>	
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Strategy	Implementation: a) immediate; b) Faculty Senate input; c) bargained or addressed elsewhere	Estimated cost (direct and/or indirect; include staffing)	Specific items on COACHE addressed by this strategy*	If this item was not a strategy highlighted, indicate priority level from faculty input
Departmental/Unit By-Laws	Go to Faculty Senate with recommendations to address this as a result of COACHE data.	Additional 0.5 FTE Professor & Assistant Vice Provost with Vice Provost for Faculty Excellence & IAGS – Housed in Faculty Excellence	<p>Nature of Work</p> <ul style="list-style-type: none"> • Quality of Grad Students to Support Research • Support for Research • Support for Securing Grad Student Assistance • Availability of course release for research • Equitability of committee assignments • Time spent on administrative tasks <p><i>*If the Departmental/Unit By-Laws include procedures for Allocation of Resources at the Unit Level, the above “low score items” should be addressed. It should be noted that this strategy should also encompass the “Realistic FTE Assignment of Duties” strategy.</i></p> <p>Leadership</p> <ul style="list-style-type: none"> • Priorities are stated consistently • Priorities are acted on consistently • Head/Chair: Pace of decision making • Head/Chair: Stated priorities • Head/Chair: Communication of priorities • Head/Chair: Ensuring faculty input <p><i>*If the By-Laws encompass procedures for Decision Making at the Unit Level, these “low score/red items” should be addressed.</i></p>	

Strategy	Implementation: a) immediate; b) Faculty Senate input; c) bargained or addressed elsewhere	Estimated cost (direct and/or indirect; include staffing)	Specific items on COACHE addressed by this strategy*	If this item was not a strategy highlighted, indicate priority level from faculty input
Formal Statement from Provost Office on the role of the chair	<p>Immediate: Provost needs to be the advocate; information role out to different venues (e.g., Senate, Chairs Council, Dean's meetings); provide colleges a template for language to include in advertisements for chair positions as well as template for interview questions for appropriate questions to ask when candidates for chair positions interview</p> <p>Faculty Senate input: with recommendations to address this as a result of COACHE data</p>	Indirect cost: Provost and Vice Provost time, staff scheduling time	<p>Leadership</p> <ul style="list-style-type: none"> • Priorities are stated consistently • Priorities are acted on consistently • Head/Chair: Pace of decision making • Head/Chair: Stated priorities • Head/Chair: Communication of priorities • Head/Chair: Ensuring faculty input 	
COACHE Priority Area: NATURE OF WORK				
<p>Realistic FTE assignment of duties</p> <p><i>*Note: This strategy is also a recommended strategy for the Promotion priority area; recommendations from that area are aggregated here (SEE PAGE 12)</i></p> <p>NOTE- Jana is now in charge of the COS program on FTE process (best practices?)</p>	Immediate	<p>Direct cost: one course release for one semester to fund a faculty to oversee research study design, collection, and analysis of pilot data = \$3,500-\$5,000</p> <p>Indirect cost: Training to chairs in Chairs Council and Chairs/Directors Leadership Program (core topic)</p>	<p>Nature of Work</p> <ol style="list-style-type: none"> 1. Time spent on research 2. Time spent on service 3. Time spent on teaching 4. Time spent on outreach 5. Time spent on administrative tasks 	NA

Strategy	Implementation: a) immediate; b) Faculty Senate input; c) bargained or addressed elsewhere	Estimated cost (direct and/or indirect; include staffing)	Specific items on COACHE addressed by this strategy*	If this item was not a strategy highlighted, indicate priority level from faculty input
<p>Collective impact <u>course release</u> awards for research, teaching, and service [matching grant program with funding shared between AA and colleges] (SEE PAGE 9-11)</p>	<p>Share with Faculty Senate as an information item (not as requesting input)</p>	<p>Direct cost: Grant funds (matching grant program with funds split between AA and colleges; see notes below)</p> <p>Option 1: 25 one-semester course release awards per year @\$3500/each = \$87,500 [\$43,750 from AA and \$43,750 from colleges)</p> <p>Option 2: 50 one-semester course release awards per year @\$3500/each = \$175,000 [\$87,500 from AA and \$87,500 from colleges); reaches about 3.0% of faculty</p> <p>Indirect: faculty committee time in reviewing proposals; admin time in processing and distributing funds</p>	<p>Nature of Work</p> <ol style="list-style-type: none"> 1. Time spent on research 2. Support for research 3. Support for travel to present/conduct research 4. Time spent on service 5. Support for faculty in leadership roles 6. Time spent on teaching <p>'Related Survey Items'</p> <ol style="list-style-type: none"> 7. Time spent on outreach 8. Time spent on administrative tasks 9. Ability to balance teaching/research/service <p>Appreciation and Recognition</p> <ol style="list-style-type: none"> 10. Recognition: for teaching 11. Recognition: for advising 12. Recognition: for scholarship 13. Recognition: for service 14. Recognition: for outreach 	<p>NA</p>

Strategy	Implementation: a) immediate; b) Faculty Senate input; c) bargained or addressed elsewhere	Estimated cost (direct and/or indirect; include staffing)	Specific items on COACHE addressed by this strategy*	If this item was not a strategy highlighted, indicate priority level from faculty input
COACHE Priority Area: PERSONAL AND FAMILY ISSUES				
Paid family emergency leave	<i>Currently in bargaining</i>			
Tuition waivers for family members	<i>Currently in bargaining</i>			

Collective Impact Course Release Awards ('on-campus mini sabbaticals').

Envisioned as a means of addressing faculty concerns regarding research, teaching and service, this proposal calls for the creation of a new program where Academic Affairs would match college support to provide a single-semester course release for faculty who engage in special projects that are specifically aligned with UCF's strategic plan and goals for 2020. Each college would provide these opportunities to faculty based on a competitive application process determined by both faculty and administrators. Recipients of these course release awards would be obligated to produce deliverables relevant to the particular endeavor they pursued. Should faculty recipients not provide the deliverables by the time designated in the course release agreement, they would not be eligible to be considered for matching during a period to be determined. *The T/TT and I/L average course load supports the need across campus for this. Excluding the Colleges of Graduate and Undergraduate Studies, the average course load for tenure/tenure track faculty is 2.7 (2014 data) with a minimal average of 2.40 and maximum of 3.1. *The estimates stated here do not account for course release funding variations by college.*

- Number of courses releases per college would be proportional to the total number of faculty (tenured, tenure earning, and non-tenure earning)
- This is a matching program—AA will match stipends put up by colleges; to be eligible for following year matching, colleges would need to evaluate/report outcomes to AA.

- **Option 1 (25 total one-semester course release awards)**
 - Each college shall make available at least one one-semester course release award for every 50 faculty (tenured, tenure earning, and non-tenure earning) per year. Colleges with fewer than 50 faculty shall make available at least one one-semester course release award every other year. Thus, a college with 150 faculty shall make available 3 one-semester course release awards per year.
 - *Based on 2014 faculty numbers, this equates to about 25 one-semester course release awards per year. In comparison, in 2015-2016: 40 sabbaticals awarded from a base of 793 tenure and tenure earning faculty = approximately 5% of faculty eligible for competitive sabbaticals*
 - 25 one-semester course release awards per year @\$3500/each = \$87,500 [\$43,750 from AA and \$43,750 from colleges); reaches about 1.5% of faculty

- **Option 2 (50 total one-semester course release awards)**
 - Each college shall make available at least two one-semester course release award for every 50 faculty (tenured, tenure earning, and non-tenure earning) per year. Colleges with fewer than 50 faculty shall make available at least two one-semester course release awards every other year. Thus, a college with 150 faculty shall make available 6 one-semester course release awards per year.
 - *Based on 2014 faculty numbers, this equates to about 50 one-semester course release awards per year. In comparison, in 2015-2016: 40 sabbaticals awarded from a base of 793 tenure and tenure earning faculty = approximately 5% of faculty eligible for competitive sabbaticals*
 - 50 one-semester course release awards per year @\$3500/each = \$175,000 [\$87,500 from AA and \$87,500 from colleges); reaches about 3.0% of faculty

- Notes
 - 2014 (numbers reflected in dashboard): 1654 total tenured, tenure earning, and non-tenure earning faculty
 - 862 tenured and tenure earning
 - 792 non-tenure earning
 - By college
 - CAH
 - T/TT: 167
 - NTE: 113
 - Total: 280
 - # of one-semester course release awards per year (25 total awards): 5
 - # of one-semester course release awards per year (50 total awards): 10
 - Business
 - T/TT: 62
 - NTE: 49
 - Total: 111
 - # of one-semester course release awards per year (25 total awards): 2
 - # of one-semester course release awards per year (50 total awards): 4
 - EDHP
 - T/TT: 68
 - NTE: 56
 - Total: 124
 - # of one-semester course release awards per year (25 total awards): 2
 - # of one-semester course release awards per year (50 total awards): 4
 - Engineering
 - T/TT: 119
 - NTE: 33
 - Total: 152
 - # of one-semester course release awards per year (25 total awards): 3
 - # of one-semester course release awards per year (50 total awards): 6
 - COHPA
 - T/TT: 77
 - NTE: 66
 - Total: 143
 - # of one-semester course release awards per year (25 total awards): 3
 - # of one-semester course release awards per year (50 total awards): 6

- COM
 - T/TT: 28
 - NTE: 37
 - Total: 65
 - # of one-semester course release awards per year (25 total awards): 1
 - # of one-semester course release awards per year (50 total awards): 2

- Nursing
 - T/TT: 19
 - NTE: 29
 - Total: 48
 - # of one-semester course release awards per year (25 total awards): 1 every other year
 - # of one-semester course release awards per year (25 total awards): 2 every other year

- Optics
 - T/TT: 12
 - NTE: 2
 - Total: 14
 - # of one-semester course release awards per year (25 total awards): 1 every other year
 - # of one-semester course release awards per year (25 total awards): 2 every other year

- COS
 - T/TT: 198
 - NTE: 111
 - Total: 309
 - # of one-semester course release awards per year (25 total awards): 6
 - # of one-semester course release awards per year (50 total awards): 12

- Rosen
 - T/TT: 35
 - NTE: 20
 - Total: 55
 - # of one-semester course release awards per year (25 total awards): 1
 - # of one-semester course release awards per year (25 total awards): 2

Realistic FTE assignment of duties

This proposal calls for a university-wide initiative to re-evaluate FTE assignment allocations in terms of teaching, research, and service as a means of better informing faculty, administrators, and others of job performance expectations and realities. Data collected from this initiative can be used to determine FTE assignments that maximize faculty productivity by prioritizing efforts that benefit the university as a whole and eliminating efforts that hinder faculty job performance. This initiative may also lead to a reallocation of university resources to better address areas that realistic FTE assignment of duties reveal are problematic.

During the Fall 2016, a pilot program will be initiated to study specific faculty FTE assignments and assess accuracy of existing FTE allocations. This data can then be used as the basis for implementation of FTE recalibration.

Faculty to oversee design of a study and collection of data (including FTE assignments and self-report data from faculty on actual time allocation) for COS and CAH

One course release for one semester: \$3,500-\$5,000 depending on the adjunct replacement rate for the college