

MEMORANDUM

Date: November 22, 2011
TO: Members of the Steering Committee
FROM: Ida Cook
Chair, Faculty Senate
SUBJECT: **SPECIAL CALLED STEERING COMMITTEE MEETING on December 1, 2011**

Meeting Date: Thursday, December 1, 2011
Meeting Time: 4:00 – 6:00 p.m.
Meeting Location: College of Arts and Humanities, Room 192A

A G E N D A

1. **Call to Order**
2. **Roll Call**
3. **Recognition of Guests**
4. **Business**
 - Instructor/Lecturer Promotion and Rank Committee Recommendation
 - Strategic Plan
5. **Adjournment**

Faculty Senate Steering Committee Meeting
Minutes of
November 1, 2011

Dr. Ida Cook, Faculty Senate Chair, called the meeting to order at 4:01 p.m. The roll was circulated for signatures.

Motion made to amend the agenda to address Student Perception of Instruction first. Motion seconded and carried.

MINUTES

Motion to approve the minutes of October 6, 2011 was made and seconded. The minutes were approved as recorded.

RECOGNITION OF GUESTS

Diane Chase, Executive Vice Provost, Academic Affairs

Lisa Wayte, Computer Operations Manager

Daniel Harpin, Applications Systems Analyst, Computer Services and Telecommunications

Elliot Vittes, Interim Vice-Provost and Dean of Undergraduate Studies

Patricia MacKown, Associate Vice President, Student Development and Enrollment Services

Max Poole, Senior Associate Dean, College of Graduate Studies

Michael Stern, Associate Dean, College of Graduate Studies

Maribeth Ehasz, Vice President, Student Development and Enrollment Services

John Weishampel, Faculty Fellow, Academic Affairs

Sheila Gutierrez de Pineros, American Council of Education Fellow

NEW BUSINESS

SPoI Pilot Testing - Daniel Harpin and Lisa Wayte

Daniel Harpin demonstrated the way the pilot test of the new Student Perception of Instruction (SPoI) form has been incorporated into the SPoI process. The pilot will be used this semester. Section I of the survey is common to all course modalities, while Section II is tailored to the modality of the course. Mr. Harpin walked through the survey for W (online) and M (Media-Enhanced) courses to demonstrate how Section II was different for each. In order to increase response rates, Computer Services will be sending out notices to the faculty five days prior to the start of the SPoI period, which will begin at the end of November.

Lisa Wayte explained the data from the current SPoI and pilot SPoI will be released separately. The results from the current SPoI will be released to colleges after students are awarded their grades on December 19. The data from the pilot SPoI will be process separately and delivered in mid- to late-January. Ms. Wayte introduced the results format that faculty will receive via PDF. Faculty will also be able to receive the raw data in a CSV file.

For the pilot SPoI results, the grand mean and grand standard deviation have been removed. For each measure faculty will receive mean scores for their departments, colleges, and the university. In response to faculty requests, each student's free responses will be grouped together, rather than having all of the answers to each question grouped together. For comparisons by class size,

classes will be categorized as follows: small (<50 students), medium (50-100 students), large (>100 students). Tegrity (video lecture) courses will receive the face-to-face version of the SPoI, but that could be changed if needed.

Motion was made to add SPoI pilot tested to the agenda of the November Faculty Senate meeting. Motion seconded and carried.

ANNOUNCEMENTS

None were made.

REPORT OF THE PROVOST

Promotion of Instructors & Lectures

The provost passed out a copy of the recommendations from the Instructor/Lecturer Promotion and Rank Committee. He will be asking for feedback from the Steering Committee at our next meeting.

Business Administration Dean's Search

Over 80 applications were received for the search for the dean of the College of Business Administration. The search committee has narrowed the field to nine. They will continue to narrow the field by conducting interviews via Skype and then will issue invitations for campus interviews. It looks to be a good and experienced field of candidates.

UCF Dental School Update

At the last Board of Governor's (BOG) meeting UCF, FAMU, and UF each presented proposals for dental schools. If a vote would have been taken at the BOG meeting, these proposals would likely have been defeated. The BOG is meeting on November 9, 2011. FAMU has withdrawn its proposal and created a partnership with UF wherein there will be five seats in each dental school class guaranteed for FAMU students. Both UF & UCF will be presenting at the November 9, 2011 meeting. Additionally, the BOG will be deciding if the USF Polytechnic Lakeland campus will be separated from USF.

Electronic Promotion & Tenure

John Weishampel provided an update on the new electronic promotion and tenure submission process. The process has been developed through Academic Affairs and Computer Services and will be used starting with the next tenure cycle. They are in the process of beta testing the system with live users and volunteers are currently working on uploading the second set of test dossiers. Dr. Weishampel solicited volunteers from the Steering committee to test the next steps of the process. This next beta test will take approximately 3-4 hours. The electronic files will not be accessible to external reviewers. Provost Waldrop thanked Dr. Weishampel for his efforts.

Motion made to add an update of the electronic promotion and tenure process to the agenda for the November Senate meeting. Motion seconded and carried.

The A to Q Letter

Provost Waldrop discussed a letter from Governor Scott, colloquially called the "A to Q letter", which the governor sent to each of the presidents of the state universities. Dr. Diane Chase is

directing the effort to collect the requested information. The deans have been asked to supply information about external groups that may influence decisions about setting curriculum, including discipline-specific accrediting agencies. The university will be tying Academic Learning Compacts (ALC) into responses to questions about writing and critical thinking.

UCF is working with the Board of Governor's staff and other universities to see what everyone else is providing. However, some items will be unique to UCF, such as our Quality Enhancement Plan (QEP). Provost Waldrop stressed the fact that this is a huge request, as the Governor asked universities to go back 5-10 years. The response to the letter is due back by November 15.

A question was raised about alumni tracking. Provost Waldrop said the Alumni Association can be helpful going forward. There is a liaison in each college working with the Alumni Association. Provost Waldrop thanked Dr. Chase for her help in leading this important effort.

OLD BUSINESS

Update on Undergraduate Catalog Deadline – Elliot Vittes

Dr. Vittes was asked to explain why the undergraduate catalog deadline was so early, given that the catalog is entirely online and does not need time to be printed and distributed. Dr. Vittes stated that the process is complicated and two parts of the university work to develop the catalog. The Registrar's Office works on the front matter, and Undergraduate Studies works on the other information. This year the deadline is January 24, 2012.

The reason for the early deadline is to provide the colleges with ample time for feedback and changes. Another factor is that our catalog year starts with Summer A, and we need to be able to report data to the state by April-May (Summer A). Dr. Vittes conceded that UCF's deadline was early, but not as early as other universities in the state. The timeline needs to be aggressive in order to provide advisors and students starting in summer with access to information. Dr. Vittes hopes to be able to move to a February deadline next year.

COMMITTEE REPORTS

Budget and Administrative Committee – Arlen Chase

The committee has not met.

Graduate Council – Jim Moharam

Detailed activities of Graduate Council Committees (meeting schedule, agenda, and minutes) are available at <http://www.graduatecouncil.ucf.edu/>.

Appeals Committee met once on 10/6. Next meeting is scheduled for 10/27.

Curriculum Committee met twice on 10/12 and 10/26. Next meeting is scheduled for 11/16.

Program Review and Awards Committee met once on 10/21. Next meeting is scheduled for 11/4.

Policy Committee met twice on 10/12 and 10/26. Next meeting is scheduled for 11/9.

- Recommendations for revisions to the proposed academic misconduct review process will be presented at the meeting

No other issues that may require review/action by the Steering committee or the full Faculty Senate are under consideration at this time.

The committee is discussing the issue of graduate status for faculty. They are starting the reappointment process, which is bringing issues to the forefront. The committee is considering verbiage to tighten up the language. A senator noted that the guidelines for determining graduate faculty status are not in alignment with the promotion and tenure guidelines, and suggested that the committee investigate exclusions or a waiver process for faculty in administrative roles who are not actively engaging in scholarship. Dr. Moharam stated that the vice provost for Graduate Studies does have the ability to issue waivers, but this is something the committee plans to look at.

Parking Advisory Committee – Reid Oetjen

The SGA Vice President was present at the committee meeting and he was amenable to having dedicated faculty spots in all of the parking garages. The committee discussed the possibility of creating carpooling parking spots and a bike sharing program in order to reduce the number of cars on campus.

The Steering Committee asked that the committee look into parking options for faculty from the regional and Rosen campuses who pay full fees but only travel to the main campus on a limited basis.

Undergraduate Council – Kelly Allred

The committee met in October and had a presentation on the academic misconduct flowchart and form. It is on the agenda for discussion at the next meeting.

Personnel Committee – Ida Cook (for H.G. Parsa)

Dr. Cook announced that H.G. Parsa, the Steering Committee liaison, was having difficulty getting to all of the Personnel Committee meetings because he is based on the Rosen campus. She solicited a volunteer to replace him as liaison to this committee. Dr. Arlen Chase volunteered.

Dr. Cook reported that the committee is working on the determining the composition of the committee that will review non-tenure earning faculty, clinicians, and researchers for promotion. The Personnel committee has agreed to use the current University Promotion and Tenure Committee, but to augment it with non-tenure earning members when there are non-tenure earning personnel going up for promotion. The *Faculty Constitution* will need to be updated to reflect this.

OTHER BUSINESS

BOT Strategic Planning Committee

The Board of Trustees Strategic Planning Committee will be meeting next week.

Ad hoc committee for ADA Compliance and Technology

Dr. Cook asked that those colleges who have not yet named a member to the ad hoc committee for ADA Compliance and Technology do so as soon as possible.

Joint Committees

Dr. Cook asked committee members to let her know if they are aware of any joint committees that have not yet met. She will encourage the committees to meet as outlined in the Constitution.

ADJOURNMENT

Motion to adjourn was made and seconded. The committee adjourned at 5:22 p.m.

Instructor/Lecturer Promotion and Rank Committee Recommendation

Committee: Sherry Andrews, Patricia Angley, Melody Bowdon, Jason Martin, Jack McGuire, and

David Young

Summary: The committee was created in May 2011 to formulate a promotion path for Instructor/Lecturers at the University of Central Florida. The committee decided upon a three rank structure with eligibility for promotion coming at set intervals. The promotion criteria developed focuses mainly on classroom instruction. The report consists of the general guidelines and broad criteria for promotion and the format of the candidate's dossier.

Rank Titles: The committee was split on the titles for each rank and whittled the choices to two sets: Instructor/Lecturer, Senior Instructor/Lecturer, and University Instructor/Lecturer; or Instructor/Lecturer, Instructor/Lecturer II, and Senior Instructor/Lecturer.

Definitions of Instructor and Lecturer: The committee found no consistent application of the terms Instructor or Lecturer across the campus. The committee recommends the university create definitions for each classification and maintain consistent use of the terms with new hires. The committee did not think retroactively changing the classification of current Instructor/Lecturers was needed.

Other Promotional Tracks: UCF Librarians and Instructional Designers have developed their own guidelines for promotion, including the rank of Instructor Librarian. The guidelines presented here do not replace those existing standards.

General Guidelines

- Instructor/Lecturers are hired to perform a wide array of duties across the University of Central Florida. The creation of a promotion path for Instructor/Lecturers is intended to provide a practical and equitable process to validate the significant work of Instructor/Lecturers, reward excellence, and encourage professional development.
- Instructor/Lecturers are not required to seek promotion. No penalty exists for an Instructor/Lecturer's unsuccessful bid for promotion.
- The salary increase from Instructor/Lecturer to Second Rank Instructor/Lecturer and from Second Rank Instructor/Lecturer to Third Rank Instructor/Lecturer is 9% per step. Promotion adjustments will be the responsibility of Academic Affairs.

Years of Service

- Instructor/Lecturers must be on regular appointments to be considered for promotion.
- Instructor/Lecturers are normally eligible to apply for promotion to Second Rank Instructor/Lecturer at the beginning of their 5th year of full time service at the Instructor/Lecturer level. Prior years of service at other institutions or as a Visiting Instructor/Lecturer at UCF may count toward eligibility but 3 years of full time service as an Instructor/Lecturer must be obtained at UCF. Second Rank Instructor/Lecturers are normally eligible to apply for promotion to Third Rank Instructor/Lecturer at the beginning of their 5th year of full time service as a Second Rank Instructor/Lecturer.
- An individual may be hired at a rank higher than the entry-level Instructor/Lecturer rank. Individuals hired in at the Second Rank Instructor/Lecturer rank cannot receive credit for

previous years of service toward the Third Rank Instructor/Lecturer rank. Such a hire requires the prior approval of the department head and dean.

Transition Process

- Once these criteria are approved, a transitional period of Instructor/Lecturer promotions will take effect in order to ease the promotion process of current Instructor/Lecturers. The recommended transitional period will roll out promotion eligibility according to hire date until a five year window is created. Specifically, in the first year of Instructor/Lecturer promotion, only those Instructor/Lecturers hired in or before 2000 will be eligible for promotion. During the second year, only those Instructor/Lecturers hired in or before 2003 will be eligible for promotion. During the third year, only those Instructor/Lecturers hired in or before 2006 will be eligible for promotion, etc.

Departmental Guidelines

- Department/units may adopt the university criteria as their own, or they may supplement those criteria with their own requirements. Departmental/unit criteria must be compatible with the university criteria.
- For Instructor/Lecturers who have a joint appointment, the Instructor/Lecturer follows the guidelines of his or her liability department/unit. The liability departmental/unit committee shall seek performance input from the other department/unit.

Committees

- The departmental/unit committee will consist of three (3) Instructor/Lecturers and two (2) tenured or tenure-track faculty members. The members of the committee shall be elected by a

vote of all regular faculty members in the department/unit. If a department/unit has fewer than the required number of Instructor/Lecturers and/or tenured or tenure-track faculty, faculty having the appropriate designation from similar department/units, normally within the respective college, can serve on the committee for the purpose of evaluating and voting on the candidate's file. Faculty members serving on the college or division promotion committee and the department chair or unit head may not serve on the departmental/unit promotion committee, participate in discussions related to candidates, or vote on candidate files.

- The college or division committee will consist of six (6) Instructor/Lecturers and four (4) tenured or tenure-track faculty members. The members of the committee shall be elected by a vote of all regular faculty members in the college or division. No more than two members may be from the same department/unit. In colleges with fewer than five department/units, an exception may be made as long as equitable representation across units is assured. Faculty members serving on the departmental/unit promotion committee and the dean may not serve on the college promotion committee, participate in committee discussions related to candidates, or vote on candidate files.

General Process

- An Instructor/Lecturer considering promotion should meet with his/her department chair or unit head to discuss candidacy. This person should provide a thorough and objective assessment of the Instructor/Lecturer's promotion readiness.
- Once an eligible Instructor/Lecturer decides to pursue promotion, he/she must submit a completed dossier to the department office by the published annual deadline. (**See Below:** Promotion Dossier Format)

- The departmental/unit committee reviews the candidate's dossier and creates a narrative assessing the candidate's qualifications for promotion and makes a recommendation on promotion. (**See Below:** Section XII.A of Promotion Dossier Format)
- The department chair or unit head creates a separate review, narrative, and recommendation. (**See Below:** Section XII.B of Promotion Dossier Format)
- The college or division committee reviews the candidate's dossier and makes a recommendation on promotion. A narrative need only be provided in cases where the Committee's decision conflicts with one of the previous assessments. (**See Below:** Section XII.C of Promotion Dossier Format)
- The dean/vice-provost creates a separate review and recommendation. (**See Below:** Section XII.D of Promotion Dossier Format)
- All dossiers, complete with all recommendations and narratives, are forwarded to the Provost for a final decision.

Broad Promotion Criteria

Note: Assessment for promotion will be based on the candidate's annual assignments. The following criteria assume a standard instructional-teaching role. Exceptions require an explanation and should be noted in the dossier.

Eligibility for Promotion

- Instructors/Lecturers are normally eligible to apply for promotion to Second Rank Instructor/Lecturer at the beginning of their 5th year of full time service at the Instructor/Lecturer level. Prior years of service at other institutions or as a Visiting Instructor/Lecturer at UCF may count toward eligibility but 3 years of full time service as an Instructor/Lecturer must be obtained at UCF. Second Rank Instructors/Lecturers are normally

eligible to apply for promotion to Third Rank Instructor/Lecturer at the beginning of their 5th year of full time service as a Second Rank Instructor/Lecturer.

Promotion General Criteria

- Department/units may adopt the university criteria as their own, or they may supplement those criteria with their own requirements. Departmental/unit criteria must be compatible with the university criteria.
- Promotion to Second Rank Instructor/Lecturer requires a consistent record of excellence in assigned duties. Evidence of excellence may include departmental annual evaluations of teaching, student evaluations of teaching, peer evaluations of teaching, teaching awards, examples of successful student learning outcomes, and demonstration of leadership and rigor in teaching. Additionally, contributions to student advising and other departmental, college or university service should be included in the promotion application. Pedagogical publications or professional presentations, discipline publications and/or creative activities, classroom and laboratory innovations, or performance in other areas of assigned duties may also be included. The application template and required/suggested materials may be found in the Promotion Dossier Format section below.
- Promotion to Third Rank Instructor/Lecturer is based on the same criteria as promotion to Second Rank Instructor/Lecturer. It carries an additional expectation of leadership in the university and profession. The application template and required/suggested materials may be found in the Promotion Dossier Format section below.
- Instructors/Lecturers at any applicable rank are not required to apply for promotion. Instructor/Lecturers who apply for but do not achieve promotion will continue at their current rank and retain the right to reapply in a future promotion cycle.

Promotion Dossier Format

All candidate dossiers are submitted to the Instructor Promotion Committee according to the guidelines below.

Formatting requirements:

- Font size of 12
- Margins of 1-inch left/right and top/bottom

Table of Contents

Required sections are in bold.

I. Table of Contents

II. Candidate Information Form (available on the Provost's website)

III. Annual Assignments

Include the past five years or since employment at UCF if less than five years.

IV. Candidate's Statement

The candidate's statement is no more than two pages in length. The statement enables members of the promotion committee to understand clearly the candidate's contributions to department program(s) and how he/she meets the stated criteria. (A current curriculum vita is attached as Appendix A)

V. Philosophy of Teaching

If appropriate, the candidate should include a one to two page statement of his or her philosophy of teaching.

VI. Evidence of Instruction (or other Assigned Activities)

Instructors' assignments are multifaceted. In any assessment of a candidate for promotion both the quality and the quantity of the individual's achievements are presented in the dossier.

- A. A table showing course numbers and titles taught for the last five years. Indicate the number of times each course was taught, with average enrollment, during the period. Provide a brief narrative that highlights any special aspects, such as on-line, writing intensive, honors, or service-learning, etc. Table and narrative combined should not exceed two pages.
- B. Complete annual end-of-year departmental evaluations for the last five years or since employment at UCF, if fewer than five years.
- C. Additional evidence of instructional effectiveness if applicable, not to exceed five pages, may be included:
 1. A maximum of three peer evaluations of instruction or teaching observation reports completed within the last five years.
 2. A list of awards or other recognitions for teaching effectiveness.

3. Other evidence, as appropriate.

VII. Evidence of Professional Development

A list, not to exceed one page, of workshops and other training attended during the past five years.

VIII. Curricular Development

A description, not to exceed one page, of program, curriculum, or assessment efforts completed during the past five years.

IX. Advising or Mentoring

A description, not to exceed one page, of mentoring and advising activities during the past five years.

X. Administration and Service

A description, not to exceed one page, of administration and service activities during the past five years.

XI. Scholarly or Creative Work

A description, in discipline-specific citation format, not to exceed one page, of relevant scholarly or creative work presented, published, or performed during the past five years.

XII. Evaluation Summaries

- A. Departmental Review Committee's Assessment: The assessment is an informative, individualized description of the candidate's activities and contributions, and provides the committee's evaluation. The assessment includes the division of the vote.
- B. Department Chair's Assessment: The department chair's assessment is a brief statement supporting his or her recommendation.
- C. College Review Committee's Assessment: The assessment by the College Review Committee includes the division of the vote and additional explanation in cases where the Committee's decision conflicts with one of the previous assessments.
- D. Dean's Assessment: The dean's assessment is a brief statement supporting his or her recommendation.



**Board of Trustees
Strategic Planning Committee Meeting
November 7, 2011
1:00 – 2:00 p.m.
President’s Boardroom
Conference call in phone #800-442-5794, passcode 463796**

AGENDA

- I. CALL TO ORDER** Alan Florez
Chair, Strategic Planning Committee
- II. ROLL CALL** Admiral Al Harms
*Vice President for Strategy, Marketing,
Communications, and Admissions and
Special Assistant to the President*
- III. NEW BUSINESS**
- Committee Charter (information only)
 - Review strategic planning key elements
 - Review strategic plan overview
 - Review of strategic plan measures
 - Discussion
- IV. REMARKS** Chair Florez
- V. CLOSING COMMENTS** Admiral Harms
Chair Florez

Strategic Planning Committee Charter

1. Overall Purpose and Objectives

The Strategic Planning Committee (“committee”) is a committee of the University of Central Florida Board of Trustees (“Board”), whose members are appointed by the Board Chair. The general purpose of the committee is to provide support and guidance regarding strategic planning and the implementation of strategic plans at the university. When Board action on strategic planning is required, the proposed changes will be reviewed by the committee and a recommendation made to the full board. The committee will receive periodic reports on strategic planning and annually review progress in achieving the university’s strategic plan.

2. Authority

The Board authorizes the committee to:

- 2.1 Perform activities within the scope of its charter
- 2.2 If deemed necessary, engage external consultants to assist in strategic planning efforts, with the approval of the president and the Board
- 2.3 Request periodic reports to assist in evaluating strategic plan development and achievement.

3. Committee Membership

- 3.1 The Chair of the Board will appoint the chair and members of the committee, all of whom must be members of the Board.
- 3.2 The Committee will consist of at least four members.
- 3.3 Members of the committee will serve until their resignation or until they are replaced by the Chair of the Board

4. Meetings

- 4.1 A majority of the members of the committee will constitute a quorum for the conduct of business.
- 4.2 There will be at least two meetings of the committee each year.

- 4.3 The committee will maintain written minutes of its meetings.
- 4.4 The Vice President for Strategy, Marketing, Communications, & Admissions will be the UCF Administration liaison to the committee. The vice president will meet regularly and correspond with the chair of the committee, and in consultation with the chair, prepare the agenda for meetings of the committee. The vice president will inform the president regarding matters considered by the committee.

5. Roles and Responsibilities

- 5.1 The committee will annually review the current cycle of strategic planning to assess currency of the overall plan, and progress in achieving strategic initiatives.
- 5.2 The committee will provide advice and guidance to the university with regard to strategic planning.
- 5.3 The committee will make appropriate recommendations for strategic plan refinement based on past performance and the continued relevancy of stated goals and objectives.

6. Reporting Responsibilities

- 6.1 The committee will regularly report to the Board about the activities of the committee and will make appropriate recommendations based upon its activities.
- 6.2 The committee will ensure that the Board is aware of any matters within the purview of the committee that might significantly impact the financial, legal, academic standing, or reputation of the university.

7. Charter Review

- 7.1 The committee will review its charter every three years and recommend to the Board any changes that the committee deems necessary.
- 7.2 The committee will ensure that the charter is approved or reapproved by the Board every three years.

University of Central Florida Strategic Plan: Key elements

I. Mission

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

II. Vision

UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all.

III. Values

UCF values comprise the foundational principles that guide the conduct, performance, and decisions of the university, its students, and its employees.

Integrity
Scholarship
Community
Creativity
Excellence

IV. Goals

- Goal 1: Offer the best undergraduate education available in Florida.
- Goal 2: Achieve international prominence in key programs of graduate study and research.
- Goal 3: Provide international focus to our curricula and research programs.
- Goal 4: Become more inclusive and diverse.
- Goal 5: Be America's leading partnership university.

V. Challenge

UCF will cultivate an engaging attitude of awareness, innovation, courage, and agile responsiveness in its members to promote discovery and address emerging needs within the university and the Central Florida city-state. The entire university community is empowered to identify, seek, develop, and capitalize on opportunities that arise in the future and meet the vision of the university.



UNIVERSITY OF CENTRAL FLORIDA

Strategic Plan

VISION

--Become a Top-Tier Research University--
Discovering, Transmitting and Applying Knowledge through Partnerships, Interdisciplinarity and Engagement

GOALS & EMPHASIS

Goal 1: Offer the best undergraduate education available in Florida. Goal 2: Achieve international prominence in key programs of graduate study and research. Goal 3: Provide international focus to our curricula and research programs. Goal 4: Become more inclusive and diverse. Goal 5: Be America's leading partnership university.

Educated Citizenry

Diversity and Inclusiveness Core Values Information Fluency
 Global and Cultural Awareness Integrity and Ethics Visual and Performing Arts
 Leadership Development International Exposure Civic Engagement

Community Impact

University, Local, City-State, Florida, National, and International Foci

K-12 Education Quality of Life Social Services Health Sciences
 Modeling and Simulation Hospitality Management Entertainment Economic Development

Sustainability

Lifelong Learning Programmatic Relevance Professional Development
 Energy Issues Environmental Issues Economical Issues
 Societal Issues Internationalization of Campus Cultural Issues

INSTITUTIONAL IMPERATIVES

Health Sciences and Multi-disciplinary Biosciences

STEM and Emerging Technologies

Access and Student Success

Energy and Sustainability

Innovation and Commercialization

STRATEGIC INITIATIVES

University-Wide Initiatives

Recruit and graduate high-quality students Strengthen the region's economic and social ecosystem Hire additional research-focused faculty Create 21st century library system (Increase digital resources and "Knowledge Commons" capacity)
 Expand student access and diversity Align university outreach, cultural, and athletic programs to meet the needs of the central Florida city-state Increase faculty resource generation capacity Enhance comprehensive institutional compliance program
 Optimize enrollment mix and student success outcomes Strengthen culture of philanthropy and significantly increase endowment to fund strategic growth Determine and build necessary campus infrastructure Establish preeminence in clinical practice and the health sciences
 Expand internationalization of education and research
 Improve access to courses and course delivery efficiencies

Undergraduate Excellence **Scholarly Community of Distinction** **Graduate, Professional, and Research Excellence**

Expand integration of core values and ethics into education and research Attract and retain "world class" faculty leaders in scholarship and research Establish graduate programs in selected disciplines
 Establish experiential learning graduation requirement for all students Provide commensurate pay and benefits for distinguished scholars Increase graduate enrollment in selected disciplines
 Expand teacher preparation in STEM and selected other disciplines Enhance professional development and institutional support of university faculty Increase research funding from external sources
 Increase undergraduate student research participation Establish formal campus program for visiting scholar presentations Increase number of invention disclosures
 Review and transform GEP for relevance to a 21st century global society Establish tradition of noteworthy public presentations by UCF faculty Enhance collaboration among relevant disciplines
 Establish specialized programs and learning communities for selected disciplines Fully exploit proven fields of excellence and promising areas for growth



Strategic Plan (cont.)
--Measures--

University-Wide Initiatives

Recruit and graduate high-quality students
Expand student access and diversity
Optimize enrollment mix and student success outcomes
Expand internationalization of education and research
Improve access to courses and course delivery efficiencies

Strengthen the region's economic and social ecosystem
Align university outreach, cultural, and athletic programs to meet the needs of the central Florida city-state
Strengthen culture of philanthropy and significantly increase endowment to fund strategic growth

Hire additional research-focused faculty
Increase faculty resource generation capacity
Determine and build necessary campus infrastructure
Enhance undergraduate, graduate and professional program quality and desirability

Create 21st century library system (Increase digital resources and "Knowledge Commons" capacity)
Enhance comprehensive institutional compliance program
Establish preeminence in clinical practice and the health sciences

Undergraduate Excellence

Expand integration of core values and ethics into education and research
Establish experiential learning graduation requirement for all students
Expand teacher preparation in STEM and selected other disciplines
Increase undergraduate student research participation
Review and transform GEP for relevance to a 21st century global society
Establish specialized programs and learning communities for selected disciplines

Scholarly Community of Distinction

Attract and retain "world class" faculty leaders in scholarship and research
Provide commensurate pay and benefits for distinguished scholars
Enhance professional development and institutional support of university faculty
Establish formal campus program for visiting scholar presentations
Establish tradition of noteworthy public presentations by UCF faculty

Graduate, Professional, and Research Excellence

Establish graduate programs in selected disciplines
Increase graduate enrollment in selected disciplines
Increase research funding from external sources
Increase number of patentable finding disclosures
Enhance collaboration among relevant disciplines
Fully exploit proven fields of excellence and promising areas for growth

STRATEGIC INITIATIVES

OUTCOMES

Table with 1 column: Measure. Lists various metrics for Undergraduate Excellence such as Total enrollment, FTIC/transfer student mix, Average SAT score, etc.

Table with 1 column: Measure. Lists various metrics for Scholarly Community of Distinction such as Retention rates, Graduation rates, Job placement rates, etc.

Table with 1 column: Measure. Lists various metrics for Graduate, Professional, and Research Excellence such as Annual research grant revenues, Interdisciplinary research funding, etc.

UCF Strategic Plan Measures

October 2011

ITEM NUMBER	INITIATIVE CATEGORY	INITIATIVE NAME	TIER	MEASURE	MEASURE	MEASURE	MEASURE
1	University-wide Initiative	Recruit and graduate high-quality students	Tier I	Retention rates (FTIC, AA Xfer)	Graduation rates (FTIC , AA Xfer)	Average SAT scores	National Merit
			Tier II	Other Select Scholars			
2	University-wide Initiative	Expand student access and diversity	Tier I	Total enrollment (undergraduate and graduate)	Undergraduate / graduate student mix	Diversity of students (ethnicity and gender)	
			Tier II	Instate/out-of-state/international student mix			
3	University-wide Initiative	Optimize enrollment mix and student success outcomes	Tier I	Total enrollment (undergraduate and graduate)	Undergraduate / graduate student mix		FTIC/transfer student mix
			Tier II	Instate/out-of-state/international student mix			
	University-wide Initiative	Expand internationalization of education and research	Tier II	SCH's with international content	Number of international programs and study abroad opportunities	Faculty and students participating in study abroad	
4	University-wide Initiative	Improve access to courses and course delivery efficiencies	Tier I	SCH's delivered by full-time or part-time faculty members	SCH's delivered online or mixed-mode		
			Tier II	Ratio of SCH to full-time or part-time faculty members			
5	University-wide Initiative	Strengthen the region's economic and social ecosystem	Tier I	Job placement rates (undergraduate and graduate)	Baccalaureate degrees in STEM discipline		
			Tier II	Student service learning participation	Companies "incubated"; companies formed		
	University-wide Initiative	Align university outreach, cultural, and athletic programs to meet the needs of the central Florida city-state	Tier II	TBD Community Relations Measure	Cultural and Athletic Event Participation		
6	University-wide Initiative	Strengthen culture of philanthropy members and significantly increase endowment to fund strategic growth	Tier I	Annual Giving	Size of endowment		
			Tier II	Percentage of Donors (Alumni, Faculty & Staff Members)	Number of 'Major' Gifts		
7	University-wide Initiative	Hire additional research-focused faculty	Tier I	Full-time faculty	Faculty with terminal degree	Number (%) of tenured/tenure track faculty	
			Tier II	Faculty with External Grant support			

ITEM NUMBER	INITIATIVE CATEGORY	INITIATIVE NAME	TIER	MEASURE	MEASURE	MEASURE	MEASURE
8	University-wide Initiative	Increase faculty resource generation capacity	Tier I	SCH's delivered by full-time faculty	SCH's delivered online or mixed-mode		
			Tier II	Faculty with External Grant support			
	University-wide Initiative	Determine and build necessary campus infrastructure	Tier II	Value of facilities and assets dedicated to research			
9	University-wide Initiative	Enhance graduate and professional program quality and desirability	Tier I	Doctoral students			
			Tier II	ADD : Number of graduate school applications	Faculty and student publishing results	Faculty or Student Presentations	
	University-wide Initiative	Create 21 st century library system, by increasing digital resources and "Knowledge Commons" capacity	Tier II	Library Acquisitions and Percentage of Resources Migrating from Tradition to Electronic	Floors upgraded to knowledge commons model	Appropval for Automated Retrieval Center (ARC)	
	University-wide Initiative	Enhance comprehensive research compliance program	Tier II	Research initiatives with no material compliance issues			
10	University-wide Initiative	College of Medicine - Establish preeminence in clinical practice and the health sciences	Tier I	LCME Accreditation (Proviship and then Full)	Operational Faculty Practice Plan (On Budget, Clinical Facutly Recruited, Patients Served)	College of Medicine medical research	
			Tier II	TBD College of Medicine - Pegasus Helath Quality of Care Measure	Partnerships Established		
	Undergraduate Excellence	Expand integration of core values and ethics into education and research	Tier II	Courses with Ethics contenct	Adjudicated academic integrity incidents		
	Undergraduate Excellence	Establish experiential learning graduation requirement for all students	Tier II	Student service learning participation	Percentage of students graduating with exp. Learning		
11	Undergraduate Excellence	Expand teacher preparation in STEM and selected other disciplines	Tier I	Baccalaureate degrees in STEM discipline			
			Tier II	Number of STEM teacher certifications			
	Undergraduate Excellence	Increase undergraduate student research participation	Tier II	Student participation (Showcase of Undergraduate Research Excellence, publications, OUR partnerships)			
	Undergraduate Excellence	Review and transform General Education Program for relevance to a 21 st century global society	Tier II	TBD Office of Undergraduate Studies Measure			

ITEM NUMBER	INITIATIVE CATEGORY	INITIATIVE NAME	TIER	MEASURE	MEASURE	MEASURE	MEASURE
	Undergraduate Excellence	Establish specialized programs and learning communities for selected disciplines	Tier II	TBD Undergraduate Studies and SDES Measure			
	Scholarly Community of Distinction	Attract and retain world class faculty leaders in scholarship and research	Tier II	World Class Faculty (count, salary, Salary of Top 10 faculty in publications)	Number of Million Dollar Faculty		
	Scholarly Community of Distinction	Provide commensurate pay and benefits for distinguished scholars	Tier II	TDB Academic Affairs Measure			
	Scholarly Community of Distinction	Enhance professional development and institutional support of university faculty	Tier II	TBD Academic Affairs Measure			
	Scholarly Community of Distinction	Establish formal campus program for visiting scholar presentations	Tier II	Presentations by Distinguished Visiting Scholars			
	Scholarly Community of Distinction	Establish tradition of noteworthy public presentations by UCF faculty	Tier II	Public presentations featuring UCF faculty members	Attendance at UCF public lectures		
	Graduate, Professional, and Research Excellence	Establish graduate programs in selected disciplines	Tier II	Number of New Graduate Programs Established			
	Graduate, Professional, and Research Excellence	Increase graduate enrollment in selected disciplines	Tier II	Enrollment trends in selected disciplines			
12	Graduate, Professional, and Research Excellence	Increase research funding from external sources	Tier I	Annual research grant revenues from external sources			
			Tier II	Faculty and students conducting research, especially from external funds			
13	Graduate, Professional, and Research Excellence	Increase number of patentable finding disclosures	Tier I	Patents Issued			
			Tier II	Licensing income			
	Graduate, Professional, and Research Excellence	Enhance collaboration among disciplines	Tier II	Interdisciplinary research funding received			
	Graduate, Professional, and Research Excellence	Fully exploit proven fields of excellence	Tier II	TBD Academic Affairs Measure			

Item Number												
1	University-wide initiatives	Recruit and graduate high-quality students, expand student access and diversity, optimize mix and outcomes										
2	University-wide initiatives	Expand Student Access and Diversity										
3	University-wide initiatives	Optimize mix and outcomes										
							Targets or Projections					
	Enrollment Measures	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Total Enrollment	46,907	48,699	50,275	53,644	56,337						
	Undergraduate total	39,679	41,488	42,933	45,399	47,652						
	Graduate total	7,228	7,211	7,342	8,204	8,585						
	Undergraduate % of total	84.6%	85.2%	85.4%	84.6%	84.6%						
	FTIC % of undergraduate	58.0%	57.2%	56.2%	54.5%	51.9%						
	Transfer % of undergraduate	41.5%	42.2%	43.3%	44.9%	47.6%						
								Targets or Projections				
	Enrollment by ethnic category	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	African American	3,842	4,119	4,433	4,849	5,406						
	Hispanic/Latino	5,888	6,296	6,886	7,659	8,847						
	White	31,959	32,733	33,313	34,851	35,779						
	Not Specified	1,391	1,479	1,439	1,667	1,163						
	Diversity Percent	28.9%	29.7%	30.9%	31.9%	34.4%						
								Targets or Projections				
	Average SAT scores	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	2 score Fall (critical reading and math)	1201	1217	1219	1225	1237	1250					
	3 score Fall (critical reading, math and writing)			1791	1797	1814	1834					
	25th percentile for Summer and Fall	1080	1090	1090	1100	1100	1100					
	75th percentile for Summer and Fall	1230	1240	1250	1260	1260	1270					
								Targets or Projections				
	Select Scholars	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Number of National Merit Scholars	28	42	62	55	45	74					

							Targets or Projections						
	Retention rate	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
	First-Year FTIC (Summer and Fall full-time)	81.7%	83.9%	85.5%	87.1%	86.7%							
	First-Year AA Transfers (Summer and Fall full-time with AA)	82.2%	83.6%	82.9%	83.2%	82.3%							
							Targets or Projections						
	Graduation rate	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
	6-Year FTIC (Summer and Fall full-time)	57.6%	59.1%	62.9%	63.1%	63.2%							
	4-Year AA Transfers (Summer and Fall full-time with AA)	77.3%	77.6%	77.0%	74.0%	75.1%							
4	University-wide initiative	Improve access to courses and course delivery efficiencies											
							Targets or Projections						
	SCH PRODUCTION	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
	Total SCH	1,189,298.0	1,247,103.0	1,300,993.0	1,378,508.8	1,449,115.0							
	% of SCH taught by full-time faculty*				85.0%	83.2%							
	% of SCH taught by part-time faculty				15.0%	16.8%							
	SCH delivered online or video capture	12.3%	15.8%	18.5%	18.1%	24.4%							
	SCH delivered using mixed media	4.7%	6.1%	4.9%	5.0%	6.2%							
	SCH delivered face-to-face	83.0%	78.0%	76.7%	79.6%	69.3%							
	*faculty = professors, instructors, adjuncts, visiting professors who are instructional or instructional combined with research and/or service												
5	University-wide initiative	Strengthen the region's economic and social ecosystem											
							Targets or Projections						
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
	Job placement in Florida	69%	67%	66%									
	Continuing education	18%	18%	19%									
	Baccalaureate degrees in disciplines of strategic emphasis	2,697	2,880	2,914	3,125								

6	University-wide initiative	Strengthen culture of philanthropy members and significantly increase endowment to fund strategic growth										
								Targets or Projections				
		FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
	Annual giving result (in millions)	\$34.9	\$65.9	\$49.2	\$25.8	\$38.0	\$20.2					
	Endowment value (in millions)	\$96.4	\$116.3	\$115.0	\$92.0							
7	University-wide initiative	Hire additional research-focused faculty										
								Targets or Projections				
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Number of full-time faculty	1252	1252	1247	1282	1315		IPEDS Instruction/Research/Public Service				
	Number of tenured faculty	500	504	520	547	564		IPEDS Instruction/Research/Public Service				
	Tenured faculty as % of total	39.9%	40.3%	41.7%	42.7%	42.9%	calculated					
	Number of tenure track faculty	308	294	272	207	184		IPEDS Instruction/Research/Public Service				
	Tenure track as % of total full-time faculty	24.6%	23.5%	21.8%	16.1%	14.0%	calculated					
	Faculty with terminal degree	78.0%	79.1%	77.4%	78.0%	77.2%	% of Instructional only (CDS)					
8	University-wide initiative	Increase faculty resource generation capacity										
								Targets or Projections				
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	SCH's delivered by full-time faculty				85.0%	83.2%						
	SCH's delivered by part-time faculty				15.0%	16.8%						
	SCH's delivered online or mixed-mode											
9	University-wide initiative	Enhance graduate and professional program quality and desirability										
								Targets or Projections				
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Number of doctoral students	1,533	1,622	1,672	1,711	1,807						
10	College of Medicine initiative	Establish preeminence in clinical practice and the health sciences										

							Targets or Projections						
						2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
	Achieve provisional and then full LCME accreditation						Provisional						
	Pegasus Health: Facility is on budget						Yes & Open						
	Pegasus Health: Number of patients served												
							Targets or Projections						
						FY 2010	FY 2011	2012	2013	2014	2015	2016	
	Research funding received (in millions)					\$18.5							
11	Undergraduate Excellence	Expand teacher preparation in STEM and selected other disciplines											
							Targets or Projections						
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
	Number of graduates in STEM disciplines	1,328	1,397	1,394	1,484								
12	Graduate, Professional, and Research Excellence	Increase research funding from external sources											
							Targets or Projections						
		FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	2012	2013	2014	2015	2016	
	Annual research grant revenues from external sources (in millions)	\$103.6	\$117.8	\$122.5	\$120.9	\$132.0	\$106.2						
13	Graduate, Professional, and Research Excellence	Increase number of patentable finding disclosures											
							Targets or Projections						
		FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	2012	2013	2014	2015	2016	
	Patents issued	30	26	57	41	91							