

MEMORANDUM

Date: March 18, 2009
TO: All Faculty Senate Members
FROM: Manoj Chopra
Chair, Faculty Senate
SUBJECT: Faculty Senate Meeting on March 26, 2009

Meeting Date: Thursday, March 26, 2009
Meeting Time: 4:00-6:00 p.m.
Meeting Location: Student Union Key West, Room 218AB

AGENDA

1. **Call to Order**
2. **Roll Call**
3. **Approval of Minutes of *February 19, 2009***
4. **Announcements and Recognition of Guests**
 - ◆ Provost's Update
5. **Old Business**
 - ◆ Student Perception of Instruction forms
6. **New Business**
 - ◆ Revised Promotion and Tenure regulations – from the Personnel Committee
 - ◆ Graduate College Policy Revisions – from the Graduate Council
 - ◆ WebCourses Taskforce
 - ◆ Security and Panic Alarm Monitoring
7. **Standing Committee Reports**
 - Budget and Administrative Committee – Dr. Belfield
 - Personnel Committee – Dr. Chakrabarti

- Graduate Council – Dr. Moharam
- Undergraduate Policy and Curriculum Committee – Dr. Pennington

8. Adjournment

Faculty Senate Meeting February 19, 2009

Dr. Manoj Chopra, Faculty Senate Chair, called the meeting to order at 4:05 p.m. The roll was circulated for signatures. The minutes of January 22, 2009 were unanimously approved with no revisions.

Dr. Cook motioned to move the report from Athletic Director Keith Tribble to the first item of new business. Motion was seconded and approved.

RECOGNITION OF GUESTS

Provost Terry Hickey, Diane Chase, Allison Morrison Shetlar, Consuelo Stebbins (Academic Affairs); Dennis Dulniak (Registrar); Bernadette Jungblut, Charlene Stinard, Tace Crouse (SPOI Committee); Denise Berrios, Stephanie Garay, Greg Pawlowski (UCF Bookstore); Keith Tribble, Jessica Reo (UCF Athletics).

ANNOUNCEMENTS

At the Board of Trustees meeting, President Hitt announced that differential tuition will be used to reduce the size of composition classes and change the approach to teaching of College Algebra.

Provost's Update

The provost is reviewing Promotion and Tenure files, and is very impressed so far with the group of faculty going up for tenure. Budget update: Preliminary news is that UCF should prepare for a 10-15% cut. The stimulus package may help indirectly by freeing up other state money. More information should become available in two to three weeks. Differential tuition money must be spent on undergraduate education except for the portion reserved for need based aid. In addition to the English and College Algebra initiatives, funds will also be put toward increasing advising. For 2009-2010, UCF is expecting \$6 million in differential tuition money of which \$1.8 million is automatically directed toward need-based financial aid, and \$500 thousand will go toward advising. The remaining money is being distributed back to the units based on credit hour production, with \$1 million first being sent to underfunded units. Because differential tuition revenue can only be used for undergraduate education, \$1 million of centrally-held non-recurring reserves will be distributed to colleges based on graduate credit hour production. Revenue from differential tuition will be growing more quickly over the next few years, ultimately bringing in \$30 million when all students are covered. A question was raised whether differential money tuition can be used to pay GTAs for undergraduate classes. The provost stated that it is not possible and that this is expressly prohibited by the statute.

Relay for Life – Dr. Chopra

Relay for Life will be taking place on March 20-21 on campus, and they would like to have greater faculty participation. An email will be sent to all senators with the event details.

OLD BUSINESS

Textbook Affordability Report from Budget & Administrative Committee - Kevin Belfield

The Budget and Administrative Committee was charged by the Steering Committee to look at best practices with regards to textbook affordability. The B&A Procedural Subcommittee examined best practices from other universities. The committee concluded that it must be a priority to get information to students early enough to allow them to make informed choices and shop around for books. A report was prepared and forwarded to the senate. The report offers several other items that faculty and departments may want to consider when selecting books or establishing procedure.

NEW BUSINESS

University Athletics Update – *Keith Tribble*

Keith Tribble, Director of Athletics, presented an update on the state of athletics with regards to academics. Mr. Tribble believes in the concept of the student-athlete and has a very strong focus on academics. The academic portion of athletics does not report to the Athletics Director; instead, it reports to Student Development and Enrollment Services. The priority of Athletics is first that the student-athletes graduate and second to compete at the championship level. Mr. Tribble has established a goal of having a collective GPA of 3.0 for student-athletes and a graduation rate of 75%. They are close to meeting the GPA goal (currently, 2.9 GPA) but the graduation rate still needs improvement (currently, 60%). Three initiatives have been implemented in the last three years: a mentoring program, a tutorial program, and the hiring of a learning specialist. All three have led to demonstrable improvement of academic performance. In 2007-2008, UCF had more students named to the C-USA Honor Roll more than any other school. Since the inception of these initiatives, no team at UCF has faced a NCAA penalty for not meeting the benchmarks for progress towards graduation. Athletics is in good shape academically but continues to work to improve.

Student Perception of Instruction (SPoI) Form Revisions – *Drs. Crouse, Jungblut, Ms. Stinard and Mr. Harrison*

The Student Perception of Instruction Ad hoc Committee has been working for about three and half years on revising the SPoI forms, and has developed three different forms for different class delivery modalities (face-to-face/ITV, web, and mixed mode.) The committee offered a brief overview of the proposed changes. Discussion of the proposed forms followed. The committee also developed a Faculty Perception of Instruction form, which would be voluntary on the part of the faculty member, and meant to be used as a record-keep tool. The committee is considering developing a separate SPoI form for GTAs. Dr. Chopra thanked the committee for their work.

Bookstore Update – *Denise Berrios, Stephanie Garay, Greg Pawlowski*

Denise Berrios, Bookstore Manager, thanked the faculty for all they have done to comply with new book order deadlines. By the end of November the bookstore had 89% of book orders in. Thirty units, including all of COHPA and CBA, submitted their complete orders by the incentive deadline. By December 1st, 90% of the Spring orders were in. The website now allows students to use their financial aid to purchase their textbooks. If the bookstore runs out of books for a class, more can be ordered through the special order program. The bookstore does not always order the full number of books requested because about 40% of the books do not sell. Faculty can look at their book order history on the bookstore website. If there will not be a book for a class, inform the bookstore of that. Upcoming book order deadlines:
Incentive deadline: Summer – March 6; Fall – March 20.

Final orders due to be in compliance: Summer – April 3; Fall – July 10.

STANDING COMMITTEE REPORTS

Budget and Administrative – *Dr. Belfield reporting*

The committee has been working on the textbook affordability report.

Personnel – *Dr. Chakrabarti reporting*

The committee is working on revised guidelines for Promotion and Tenure. They will be bringing one of the more difficult issues to the next Senate meeting.

Dr. Chopra noted that the provost has approved Resolution 2007-08-05 Appointment and Evaluation of School Directors and Department Chairs (Revised), which had been passed at the January Senate meeting.

Graduate Council – *Dr. Moharam reporting*

Appeals and Awards Committee (2 meetings - 2/3, 2/17)

Dr. Ed Rinalducci is the new chair, as Dr. Reilly, past chair, has been appointed Associate Dean of Engineering. Reviewed 10+ student petitions per meeting.

Curriculum Committee (1 meeting - 2/6)

Reviewed 25+ course action and special topics requests per meeting.

The following items were approved: addition of International Masters track in Optics program; revision of MA English Literature track; revision of Doctoral Program in Clinical Psychology; Suspension of MFA Theatre tracks in Acting, Musical, Theatre, and Design; Inactivation of Foreign Language Education Graduate Certificate.

Policy Committee (2 meetings - 2/5, 2/19)

Approved revisions to the Graduate Program Requirements, the Transfer of Credit Policy, and the Qualifications to Participate in Graduate Education. Revisions will be presented to the Steering Committee on March 5.

Program Review Committee (2 meetings - 1/28, 2/11)

Discussion on monitoring of student progress to degree policy.

Undergraduate Policy and Curriculum Committee – *Dr. Pennington reporting*

The committee met and approved three items on the consent agenda: changes to Advertising/Public Relations BA, Journalism BA, and BS from Undergraduate Studies. The deadline for March 17 meeting was today. The 2009-2010 Undergraduate Catalog has been finalized.

OTHER BUSINESS

Dr. Chopra announced that Faculty Senate elections should be underway in all colleges.

Dr. Diane Chase reported that she had passed along concerns expressed at the Steering meeting about problems with Webcourses. The problems with the system crashing and kicking users out have been fixed. Kerlene King (823-1667) is the contact for reporting any further problems.

ADJOURNMENT

Motion to adjourn made at 5:38. Motion seconded and approved.

Faculty Perception of Instruction

Purpose: This form provides an opportunity to document and contextualize your instructional experiences this semester before receiving your Student Perception of Instruction (SPoI) results. Your responses can be compared with student responses to assist with interpretation of SPoI results. You have the option to share your Faculty Perception of Instruction (FPoI) with your chair or others. Your participation is completely voluntary.

Instructions: Please answer each question based on your current semester experiences. You can provide additional information in the Comments boxes. Within the Comments boxes, you can specify the course(s) to which you are referring.

1. In general, I prefer teaching courses that are:

- a. Face-to-face
- b. Interactive TV (ITV)
- c. Web-mediated [partly online; partly face-to-face (M)]
- d. Fully online (W)
- e. Video streaming
- f. FEEDS
- g. Labs
- h. Clinical
- i. I have no preference.

Comments

2. In general, the students had adequate background knowledge and preparation for the course(s) I taught.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

3. Overall, the students showed great effort to learn.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

4. In general, the students showed interest in what was being taught in the course(s).

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

5. The physical facilities and/or equipment used for teaching worked well throughout the semester.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

6. Please describe the degree of control you had over course management decisions such as objectives, text(s), exams, etc.:

Comments

7. If an ITV class, my classroom was (choose ONE of the following):

- a. the site from which the course was broadcast some weeks and the site to which the course was transmitted other weeks
- b. the site from which the course was broadcast almost every class
- c. the site to which the course was transmitted almost every class

Comments

8. Please describe any characteristics or circumstance(s) during the semester, including the way the courses were presented, that impacted the effectiveness of your instruction.

Comments

9. What do you think went particularly well with your course(s)?

Comments

10. What aspects of the instruction could have been improved?

Comments



Graduate Council Policy Committee

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This committee examines existing policies and procedures and recommends new policies and procedures with regard to graduate education, including but not limited to policies and procedures affecting admissions, academic progress, and financial support for graduate students. Approved policies are added to the graduate catalog for the next academic year.

Use one form for each policy request: new modification deletion

Policy Reference No.: 09-2

Year Submitted: 2008-2009

Intent of Policy:

To clarify the meaning of policy references to various categories of courses; to differentiate courses involving standard classroom pedagogy ("formal courses") from those involving independent research and scholarly work; and to establish the placement of independent study within this framework.

Version: 09-2.1.5

Final:

Draft:

Date sent to Faculty Senate Steering Committee:

Policy Statement:

See attached Course Category Definitions (draft5)

Formal implementation plan: *(indicate who this policy applies to, when it will take effect, how exceptions would be made, and for how long)*

To be used as a guideline immediately upon approval and to be used as formal definitions for the 2009-2010 Graduate Catalog.

Approval Signatures

Graduate Council Policy Committee:

Date:

Faculty Senate Steering Committee:

Date:

Faculty Senate: clarification of policy only

Date:

Academic Affairs:

Date:

Course category definitions:

Note: Please see Policies for proper use of hours that can be applied to degrees.

Independent Study (XXX 6908)

A course of study created outside of the standard-format formal courses offered by the University. Independent Study must have a formally-defined core of knowledge to be learned by the student(s). The core of knowledge to be learned by the student(s) must be specified in written form and approved by the student(s), the instructor, and the program coordinator prior to enrollment in Independent Study.

Directed Research (XXX 6918) – graduate level research/scholarly work

Research hours taken at the graduate level. These can include laboratory rotations in addition to standard research and scholarly endeavors directed toward completion of a project.

Doctoral Research (XXX 7919) – doctoral level research/scholarly work

Research hours at the doctoral level taken prior to passing candidacy. These can include laboratory rotations, preparation for candidacy exams, or standard research and scholarly endeavors directed toward completion of a project or a dissertation.

Doctoral Dissertation (XXX 7980)

Research or scholarly hours taken after advancement to candidacy and directed toward completion of a dissertation.

Thesis (XXX 6971)

Research hours directed toward completion of a thesis.

“Courses”

All enrollment hours with an official class number.

Formal courses

Existing UCF courses that involve standard class instruction of a defined body of disciplinary knowledge. These courses involve interactions between a formal course instructor and the students that make up the class, and can be traditional, face-to-face courses, web courses, and media-enhanced courses. Such classes include both core/required courses as well as elective courses, seminar courses and independent study courses (XXX 6908), but are distinguished from the various categories of individualized research and scholarly courses.

Core/Required courses

Courses that cover a certain body of knowledge that is central to a program of study. These courses must be taken to fulfill degree requirements, and may only be substituted by equivalent formal coursework.

Elective courses

Courses that cover a certain body of knowledge that is important, but optional for a program of study.

Internships (XXX 6946)

· Courses that provide training experiences for students in their discipline. It is not a “formal course”, but may be a required element of some programs.



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This committee examines existing policies and procedures and recommends new policies and procedures with regard to graduate education, including but not limited to policies and procedures affecting admissions, academic progress, and financial support for graduate students. Approved policies are added to the graduate catalog for the next academic year.

Use one form for each policy request: new modification deletion

Policy Reference No.: 09-3

Year Submitted: 2008-2009

Intent of Policy:

To clarify and simplify policies on program requirements.
To institute specific minimum requirements for formal coursework
To remove the residency requirement for doctoral students

Version: 09-3.1.12

Final:

Draft:

Date sent to Faculty Senate Steering Committee:

Policy Statement:

see policy document

Formal implementation plan: (indicate who this policy applies to, when it will take effect, how exceptions would be made, and for how long)

- applies to all graduate students in degree programs
- the removal of the residency requirement is effective immediately
- the minimum requirements for formal coursework will affect all new students admitted for Summer 2009 and all continuing students who fall under the 2009-2010 or later catalogs

Approval Signatures

Graduate Council Policy Committee:

Date:

Faculty Senate Steering Committee:

Date:

Faculty Senate: clarification of policy only

Date:

Academic Affairs:

Date:

UCF Graduate Program Requirements

Policy: 09-3

Master's Program Policies

Program Requirements

The program requirements for a master's degree may include core and elective courses, seminars, independent study, directed research, and thesis research.

- A minimum of 30 semester hours of post-baccalaureate, graduate work (5000-level or higher) is required and must be taken as part of an approved graduate program of study. Some programs require more than the minimum of 30 hours because of the nature of the discipline and the standards of the associated profession.
- At least half of the credit hours used to meet program requirements must be at the 6000 level.
- Only graduate-level work with a grade of "C-" or higher may be used to satisfy degree requirements.
- For the master's degree, at least 24 semester hours of core and elective courses must be earned exclusive of thesis and research.
- In no case will the number of thesis hours in excess of the amount required by a program be counted toward degree completion.
- At least 50 percent of the credits offered for the degree must be in a single field of concentration.
- A research report, capstone course, comprehensive exam, or other culminating experience that demonstrates that graduate students have engaged in independent learning is required in a nonthesis option master's program. An explanation of how the culminating experience promotes independent learning is required in each program's curricular description.

Independent Study Hours

Independent study (XXX 6908) may be taken for a total of no more than six semester hours.

Thesis Enrollment Requirement

After completion of regular core and elective courses, Master's level students may be considered full-time if they enrolled for at least three semester credit hours of thesis each semester

continuously (including summers) and until successful defense and graduation. This requirement does not negate other regulations regarding full-time enrollment or the requirement that all graduate students be enrolled in the term in which they graduate. (See Registration in Term of Graduation in the *Graduate Catalog*.) Students who wish to enroll in part-time hours should consult their adviser.

Doctoral Program Policies

The primary objective of doctoral study is to educate students to a point of excellence in conducting, disseminating, and applying scholarly research, with the explicit goal of making original, substantive contributions to their degree discipline. The advanced nature of doctoral education requires student participation, debate, evaluation, and discussion of diverse ideas and approaches. Careful analysis, independent research, and greater understanding and application of ideas are also expected.

Program Requirements

The doctoral degree program requirements will consist of core and elective courses, seminars, directed and doctoral research, independent study, and dissertation research.

- Each doctoral program of study will include a minimum of 72 semester hours of graduate credit beyond the baccalaureate degree or a minimum of 42 semester hours of graduate credit beyond the master's degree; these graduate credits must be taken as part of an approved graduate program of study. Some programs require considerably more than the minimum of 72 hours because of the nature of the discipline and the standards of the associated profession.
- All graduate credit in a doctoral program must be at 5000 level or higher.
- At least one-half of the credit hours used to meet program requirements must be in 6000-level or 7000-level courses, including the allowed number of research and dissertation hours.
- Only graduate level credit with a grade of "C-" or higher may be used to satisfy degree requirements.
- A university-wide minimum of at least 27 hours of formal coursework exclusive of Independent Study (XXX 6908) is required for all doctoral programs; some programs require a greater number of formal coursework hours.
- A university-wide minimum of at least 15 hours of dissertation credits is required for all doctoral programs, although some programs require a greater number of dissertation hours. In no case will the number of dissertation hours in excess of the amount required by a program be counted toward degree completion.

Candidacy

Admission to Candidacy

A student must demonstrate his or her readiness for the Ph.D. program by successfully completing the candidacy examination before admission to full doctoral status and enrollment into dissertation hours. The Candidacy Examination should be taken when the student is nearing the end of coursework. The exam is administered by the members of the student's dissertation advisory committee or another appropriate committee appointed by the program. External committee members of the dissertation advisory committee are not appointed until after the

student has passed the Candidacy exam. The admission to candidacy will be approved by the program director and the college coordinator and forwarded to the UCF College of Graduate Studies for status change. Only after admission to candidacy may a student register for doctoral dissertation hours (XXX 7980).

Doctoral students admitted to candidacy are expected to enroll in dissertation hours and to devote full-time effort to conducting their dissertation research and writing the required dissertation document. Students in doctoral candidacy must continuously enroll in at least three hours of dissertation course work (XXX 7980) each semester (including summer) until the dissertation is completed.

Candidacy Examination

The purpose of the Candidacy Examination is for the student to demonstrate a strong foundation of knowledge within the specific discipline, and the ability and preparation to conduct independent scholarly research. The committee may examine a broad range of appropriate capabilities, including theory, bibliography, research methodology, and the evaluation of preliminary research, when appropriate. The examination must have a written component; it also may include an oral defense of a written report or dissertation proposal. All written examination materials will be kept in the student's file in the program.

Dissertation Defense

The dissertation defense is an oral presentation and defense of the written dissertation describing the student's research. The advisory committee will evaluate and judge the dissertation defense. Successful students must demonstrate that they are able to conduct and report original independent research that contributes substantially to the discipline in which they study.



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This committee examines existing policies and procedures and recommends new policies and procedures with regard to graduate education, including but not limited to policies and procedures affecting admissions, academic progress, and financial support for graduate students. Approved policies are added to the graduate catalog for the next academic year.

Use one form for each policy request: new modification deletion

Policy Reference No.: 09-4

Year Submitted: 2008-2009

Intent of Policy:

To clarify transfer credit policy.
To require transfer credits to be finalized sufficiently early so as to aid in the formulation of an appropriate POS for each student.

Version: 09-4.1.6

Final:

Draft:

Date sent to Faculty Senate Steering Committee:

Policy Statement:

see policy document

Formal implementation plan: (indicate who this policy applies to, when it will take effect, how exceptions would be made, and for how long)

- Applies to all graduate students. To take effect immediately upon approval. The policy deadlines for finalization of transfer work will be applied starting for Spring 2010 graduation. Students enrolled in a UCF certificate program prior to Fall 2009 will be allowed to transfer 9 SCH in addition to the credits required for an earned certificate (grandfathered), since they may have been advised according to previous policy implementation.
- POS that includes approved transfer credits to be submitted to the College of Graduate Studies within the timeframe indicated in the policy, including UCF-earned credits.

Approval Signatures

Graduate Council Policy Committee:

Date:

Faculty Senate Steering Committee:

Date:

Faculty Senate: clarification of policy only

Date:

Academic Affairs:

Date:

UCF Transfer of Credit Policy for Degree Programs

Policy: 09-4

General Policy:

Graduate transfer credits consist of hours completed at a regionally accredited institution (including UCF) or recognized international institution. Hours are eligible for transfer only if they meet the following criteria:

- Only graduate-level or higher courses may be accepted as transfer credits.
- Only courses with a grade of "B-" or higher may be transferred into a program of study.
- Only hours that are no more than seven years old may be transferred, unless part of an earned graduate degree.
- Only formal coursework hours, but not thesis or research hours, may be accepted as transfer credits.

The acceptance of transfer credits must be approved by the program director of the degree program; graduate programs may stipulate additional constraints.

At the discretion of the program, up to all of the hours taken to fulfill an earned graduate certificate can be used toward a graduate degree within the same or closely-related discipline.

Graduate degree programs are permitted to accept up to nine hours (more may apply for some accelerated programs) of graduate-level coursework taken by a student while in undergraduate status at UCF. UCF undergraduates who meet departmental eligibility requirements may enroll as Senior Scholars in UCF graduate courses. In certain circumstances, these credits may be used toward both their undergraduate degree and, upon admission to a UCF graduate program, as transfer credits toward a graduate degree. Certain graduate programs do not allow transfer of credits if the hours have been used for an undergraduate degree. It is imperative that students obtain advisement from the graduate program director of the specific program prior to registering in graduate-level courses. Undergraduates must also consult their undergraduate adviser to ensure that registration in graduate-level course work will meet their bachelor's degree requirements. Tuition and fees for graduate-level courses are different from undergraduate courses, and it is the student's responsibility to consult with the [Office of Student Financial Assistance](http://finaid.ucf.edu/) (<http://finaid.ucf.edu/>) regarding adjustments that might be needed for Bright Futures and other scholarship funding.

Transfer of credit toward a Master's degree:

No more than a combined total of nine semester credit hours may be transferred into a master's program of study, with the sole exceptions being for credits taken to fulfill an earned UCF graduate certificate, from UCF doctoral programs within the same discipline, and as part of accelerated bachelor's/master's programs.

All transfer credits toward a master's degree should be finalized by the end of the second term of program enrollment (based on full time enrollment), and must be finalized by the end of the term prior to the term of expected graduation.

Policies governing standard transfer circumstances:

- Work taken as a graduate student at recognized international institutions. Students with international transfer credit may be required to obtain a WES evaluation.
- Work taken while in graduate status at UCF. The nine semester credit hour transfer limit applies to any combination of the following graduate credits taken at UCF: coursework taken as a UCF undergraduate; coursework taken while in nondegree status; coursework taken as part of a graduate certificate program at UCF; coursework taken as part of another graduate degree earned at UCF; and coursework taken while in graduate status in another program at UCF where a degree was not earned, including a doctoral program in a different discipline.

For those students who have completed graduate-level courses while enrolled in a UCF doctoral program within the same discipline where a degree was not awarded, transfer credit is NOT limited to 9 hours; credit for more than 9 hours is at the discretion of the program and requires approval of the Appeals Committee. All other general transfer credit policies apply.

- Work taken as a Traveling Scholar. Students who wish to take graduate course work elsewhere while enrolled as a student at UCF must apply and be accepted as a Traveling Scholar. Graduate credits earned as a Traveling Scholar are considered "in-program" credits that are earned at UCF and are applicable to the program of study without being subject to the nine-hour transfer limit. Consult the section on Traveling Scholars in the *Graduate Catalog* for more information.

Transfer of credit toward a Doctoral degree:

For students in doctoral programs that require a master's degree for admission, all credits taken to fulfill an earned UCF graduate certificate OR up to a combined total of nine semester credit hours may be transferred into their doctoral program of study.

For students in doctoral programs that do not require a master's degree for admission, all credits taken to fulfill an earned UCF graduate certificate OR up to a combined total of nine semester credit hours may be transferred into their doctoral program of study. IN ADDITION, students admitted with an earned master's degree from a regionally accredited institution or recognized foreign institution may incorporate credits from that earned degree into their program of study as follows. If the master's degree was earned in the same or a closely-related area of study, 30 hours of their doctoral program requirements may be waived. Alternatively, programs may transfer up to 30 credit hours from any earned master's

degree, provided they conduct a course-by-course review. Transfer credits are constrained by the criteria outlined in the above General Policy section of this Transfer Credit policy.

In no case may the sum of all transfer and waived credits exceed 50% of the total degree requirements of any doctoral degree.

All transfer credits toward a Doctoral degree should be finalized by the end of the third major (Fall/Spring) term of program enrollment (based on full time enrollment), and must be finalized prior to the change to candidacy status.



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This committee examines existing policies and procedures and recommends new policies and procedures with regard to graduate education, including but not limited to policies and procedures affecting admissions, academic progress, and financial support for graduate students. Approved policies are added to the graduate catalog for the next academic year.

Use one form for each policy request: new modification deletion

Policy Reference No.: 09-5

Year Submitted: 2008-2009

Intent of Policy:

To clarify qualifications for faculty participation in graduate education

Version: 09-5.1.13

Final:

Draft:

Date sent to Faculty Senate Steering Committee:

Policy Statement:

see Graduate Faculty document

Formal implementation plan: (indicate who this policy applies to, when it will take effect, how exceptions would be made, and for how long)

- applies to all faculty involved in graduate education
- to take effect Summer 2009

Approval Signatures

Graduate Council Policy Committee:

Date:

Faculty Senate Steering Committee:

Date:

Faculty Senate: clarification of policy only

Date:

Academic Affairs:

Date:

University-Wide Qualifications for Participation in Graduate Education

The institution of the following set of guidelines and qualifications is intended to enhance graduate education at UCF and to certify the credentials of faculty who contribute to graduate programs. Graduate education requires the availability of highly competent individuals who possess specialized skills and who are willing to share their skills and knowledge. As the university is committed to encouraging, facilitating, and rewarding interdisciplinary, multi-disciplinary, and cross-disciplinary educational and scholarly activities, appointments of faculty and staff members in more than one department, school, center/Institute, or college are encouraged as a way to further this objective.

Section A establishes the role of the graduate program committees in the process of appointing Graduate Faculty and Graduate Faculty Scholars.

Section B establishes the appointment and roles of Graduate Faculty and Graduate Faculty Scholars.

Section C establishes the qualifications for the various faculty roles in graduate education.

Section D establishes procedures for review, renewal and termination of appointments to the Graduate Faculty.

Section E establishes responsibilities for the various members of dissertation advisory committees.

Programs may set higher qualification standards or additional requirements.

A.1: Graduate Program Committees

Each graduate program will be administered by a graduate program committee consisting of faculty members who participate in the program. An active graduate program committee is required for each graduate program in order to provide program oversight and to ensure that the qualifications of contributing individuals are appropriate for participation in graduate education. Graduate program committee members are appointed in accordance with established department/school procedures and the qualifications established in this document.

A.2: Qualifications for Serving on Graduate Program Committees

Faculty members who are tenured or tenure-earning and who are members of the Graduate Faculty may serve on graduate program committees. The graduate program director will be the chair of the graduate program committee. Only graduate program committee members with Full Graduate Faculty status may vote on appointments to the level of full graduate faculty.

B.1: The Graduate Faculty

The Graduate Faculty will comprise Full Graduate Faculty and Associate Graduate Faculty members. The Graduate Faculty teach graduate courses, serve as members of thesis and dissertation committees, and serve as faculty advisors for thesis and dissertation students and chairs of student advisory committees. Tenured, tenure-earning, and UCF research faculty are eligible for appointment to the Graduate Faculty.

Appointment to the Graduate Faculty will be determined by the graduate program committee that is relevant to the graduate education duties of each individual faculty member. Newly hired tenured, tenure-earning, and UCF research faculty may have their qualifications to serve as graduate faculty reviewed as part of the search and appointment process. All Graduate Faculty are appointed with the consent of the

Dean of the College of Graduate Studies. Appointments remain in effect until the next university graduate program review, or until individually reconsidered by the graduate program committee or Dean of the College of Graduate Studies. Qualified graduate faculty members may be eligible to serve in more than one graduate program.

B.2: Associate Graduate Faculty

Associate graduate faculty may teach graduate courses and serve as members and co-chairs of thesis and dissertation committees.

B.3: Full Graduate Faculty

Full graduate faculty may serve in any of the roles of associate graduate faculty, and, in addition, may serve as a faculty advisor for a thesis or dissertation student and chair a thesis or dissertation advisory committee.

B.4: Graduate Faculty Scholars

UCF courtesy appointees and other qualified individuals may serve as graduate faculty scholars in temporary graduate faculty roles confined to specific, well-defined graduate faculty assignments. Graduate faculty scholars play important roles in graduate education at UCF, but their status as graduate faculty scholars is distinct from that of the Graduate Faculty. Appointment of graduate faculty scholars will be based on exceptional relevant experience and scholarly or creative productivity, as determined by the graduate program committee. Graduate faculty scholars may serve as outside members of thesis or dissertation committees, where appropriate, for the purpose of bringing specific disciplinary knowledge to the committee. Graduate faculty scholars may not be involved in funding the research being conducted by a graduate student nor have a monetary interest in the outcome of the research.

In instances deemed appropriate by the graduate program committee, graduate faculty scholars may serve as co-chairs of thesis and dissertation committees, but may not serve as chairs of these committees.

It is expected that graduate faculty scholars will attend the various committee meetings associated with serving as a member of a thesis or dissertation committee and will have the means to be present at the final oral defense.

C.1: Qualifications - General

1. The graduate program committee will review and approve the qualifications of individuals to be appointed as members of the Graduate Faculty or as graduate faculty scholars. The department chair/unit director must approve these appointments after the review and approval of the individual's credentials by the graduate program committee.
2. For individuals in the process of obtaining a terminal degree, certification by the College of Graduate Studies that all requirements for the degree have been met will be treated as equivalent to possession of the degree.

C.2: Qualifications to Teach Graduate Courses

Individuals must be approved to teach graduate level courses (5000 or above) by the department chair/unit director after a review and approval of the individual's credentials by the graduate program committee.

1. Faculty approved to teach graduate level courses must hold a terminal degree in the discipline in which they are teaching or in a related discipline, and demonstrate a high level of competence in teaching and scholarship.
2. Substitution for the terminal degree may be granted with documented exceptional experience and scholarly or creative activity when recommended by the graduate program committee and approved by the department chair/unit director.
3. No graduate student may teach graduate courses.
4. Graduate faculty scholars are eligible to teach graduate level courses provided they meet the above list of qualifications and their course assignments are recommended by the graduate program committee and approved by the department chair/unit director.

C.3: Qualifications to Serve as a Member of an Advisory Committee

To serve as a member of a thesis or dissertation advisory committee, including the position of co-chair, individuals must be approved by the graduate program committee as graduate faculty or graduate faculty scholars with the consent of the Dean of the College of Graduate Studies.

Graduate faculty and graduate faculty scholars are expected to meet the following criteria to serve as a member of a thesis or dissertation advisory committee:

1. Evidence of current interest and involvement in scholarly research or creative productivity, and national or international recognition of such work. Continuing scholarship and creative activity are evidenced and recognized through publications, presentations, performances, exhibits, awards and competitions. Other considerations include a continuing fulfillment of professional obligations through, for example, manuscript review, journal editorship, and national advisory and review panels.
2. Possession of the terminal academic degree in a field related to the topic of the thesis or dissertation, or achievement of recognition for substantive and distinctive contributions to the discipline involved, as determined by the graduate program committee.
3. Members of the graduate faculty who are outside of the student's program are eligible to serve as external members of a thesis or advisory committee. Co-chairs, however, must be approved by the graduate program committee of the student's program.

C.4: Qualifications for Serving as a Chair of a Thesis or Dissertation Advisory Committee

To serve as the chair of a thesis or dissertation advisory committee, individuals must have an appointment in the program, must be approved by the graduate program committee to serve as full graduate faculty, and must meet all of the above qualifications to serve as members and co-chairs of thesis or dissertation advisory committees. In addition:

1. Previous experience in serving as a member or co-chair of a thesis or dissertation advisory committee is a prerequisite to serving as a chair of a doctoral dissertation advisory committee.

2. In disciplines where funding is essential to the success of the dissertation work, evidence of acquiring funds (and appropriate facilities) sufficient to support the research of graduate students is expected.

Graduate program committees may specify additional guidelines for service as chair of thesis or dissertation advisory committees.

D.1: Re-evaluation of Graduate Faculty Status

Individual qualifications for serving as graduate faculty will be re-evaluated by the graduate program committee at the time of the periodic university program review, or sooner, as deemed appropriate by the graduate program committee or at the request of the Dean of the College of Graduate Studies. At that time, individuals must re-submit their credentials to the graduate program committee if they wish to have their appointment renewed.

D.2: Guidelines for a Thesis or Dissertation Advisory Committee Member Who Leaves UCF

A dissertation advisory committee member who leaves UCF may be eligible to continue serving on the committee as a graduate faculty scholar with the approval of the graduate program committee.

D.3: Guidelines for a Thesis or Dissertation Advisory Committee Chair Who Leaves UCF

In the event that a chair of a thesis or dissertation advisory committee leaves the employ of the university:

1. With the approval of the graduate program committee, a chair of a thesis or dissertation advisory committee who leaves UCF may continue to serve as chair and supervise the thesis for one calendar year after leaving.
2. If one calendar year has passed since the faculty member left UCF and the advisee has not yet completed the degree requirements, the departed faculty member may continue to serve as co-chair of the thesis or dissertation advisory committee as a graduate faculty scholar, with approval of the graduate program committee; however, a new chair from the student's department (or college, if a college-wide program) shall be designated.

D.4.1: Faculty Emeriti

Emeritus faculty can continue to be members of the graduate faculty and can continue serving as faculty advisors and supervise existing students for a designated period of time with the approval of the graduate program committee. Emeriti faculty may not chair additional student committees, but may continue to serve on thesis and dissertation committees as a member or co-chair for as long as they remain active with the institution.

D.4.2: Retired Faculty

Graduate faculty who retire may continue service on advisory committees as a member or co-chair for a designated period of time, as approved by the graduate program committee.

E.1: Responsibilities of members of doctoral advisory committees

1. To meet at regular intervals at least once per year to: (i) discuss and approve the proposed dissertation research and the plans for carrying out research; and (ii) to assess progress towards the dissertation and give the student a yearly letter of evaluation in addition to S/U grades awarded for 7980 courses.
2. To review Turn-It-In.com results from dissertation submittals.
3. To participate in the candidacy and/or dissertation prospectus examination. The entire committee shall be present for the oral part of the examination and it shall be conducted on campus, unless there is an accepted arrangement that has been approved by the graduate program committee.
4. To participate in the dissertation defense to assure: (i) that the dissertation is acceptable as original research and a contribution to the discipline; and (ii) that it meets the standards of the University. No fewer than four faculty members, including all members of the advisory committee, shall be present with the student during the examination. Only members of the advisory committee may sign the dissertation, and a majority must approve of the dissertation. The dissertation defense must be conducted on campus, unless there is an accepted joint degree program with another university that specifies a different arrangement that has been approved by the university.

E.2: Responsibilities of the chair (and co-chair) of doctoral advisory committees

1. In cooperation with the program director, to review the program of study, the research, and all other degree requirements by meeting with the student early in the program and immediately after appointment as chair/co-chair.
2. To suggest to the student possible committee members who could serve on the advisory committee. To establish timelines for the research, set expectations, and evaluate the student progress based upon these.
3. To meet at regular intervals with the student to discuss the proposed dissertation research and the plans for carrying out research.
4. To review in a timely manner all written materials submitted by students and offer suggested revisions.
5. To meet once per year with the student and the dissertation advisory committee to assess progress towards the dissertation and give the student a yearly letter of evaluation in addition to S/U grades awarded for 7980 courses. The chair shall write this letter and send it to the program director and the College of Graduate Studies after consultation with the advisory committee.
6. To coordinate the ongoing efforts of the committee as its chair, and to participate fully in the responsibilities of the committee members as a member of the advisory committee.
7. To chair the candidacy and/or dissertation prospectus examinations. The entire committee shall be present for the oral portion of the examination and it shall be conducted on campus, unless there is an accepted arrangement that has been approved by the graduate program committee.
8. To chair the dissertation defense, ensure its proper conduct as described above, and submit to the program director for the student's records all necessary grades, forms and other materials.

E.3: Responsibilities of the external committee member of a doctoral advisory committee

1. External committee membership will entail the full responsibilities of other committee membership as specified in section E1 above.
2. External committee members should bring specific disciplinary knowledge or research expertise to the committee.
3. External committee members may be appointed from outside of the university or outside of the college (if the committee is for a college-wide program). The external committee member may not be affiliated in any way with the department of the committee, such as through joint or secondary joint appointments.
4. Graduate faculty scholars are external members.

F.1: Exceptions to This Document

Appeal for exception to any part of this document shall be referred to the Vice Provost and Dean of the College of Graduate Studies.

6C7-3.017 Promotion of Faculty

- 1) Scope. This regulation shall apply to all ~~tenure-earning or tenured~~ assistant and associate professors.

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The scope of this Regulation was added so the reader could quickly see who it applies to.

- 2) Policy.

Reference to the repealed Rule was removed.

- a) The University of Central Florida (UCF) adheres to the provisions of any applicable collective bargaining agreement regarding promotion procedures.
- b) There shall be sufficient discipline flexibility in interpretation of the standards for promotion so that individuals may have a reasonable expectation of fulfilling the requirements.
- c) It is the responsibility of the candidate to ensure that the promotion dossier is accurate, complete, and meets established deadlines for submission.

- d) A faculty member may apply for promotion prior to applying for tenure.

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This is new wording that would allow a person to come up for promotion 1-3 years prior to coming up for tenure.

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- e) Faculty serving on promotion and tenure committees charged with reviewing and making promotion recommendations shall hold rank at or above the rank to which the candidate is applying.

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Section "d" was moved from department, college, and university committees to reduce the number of times it is repeated.

- f) At any stage in the process, the provost's representative may put the review of the applicant's dossier on hold until all issues are resolved. If this occurs, the faculty member will be notified.

Section "e" was added to allow the university a way to deal with issues that may arise with a dossier during the process.

- g) A college, department, school, or unit may implement, with approval of the provost or provost's designee, criteria for evaluation in addition to those in subsection (4), below. Additional criteria must be recommended by a majority of the voting-eligible full-time ~~tenured~~ faculty members of the department, school, or unit; the department chair, school director, or unit head; and the dean.

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Deleted: Note – a change was made in section (f). The word tenured was replaced by voting-eligible¶

- h) When an applicant is serving in an administrative position (e.g. chair, unit head, dean), his or her immediate supervisor shall either direct the process or appoint an appropriate person to manage the applicant's promotion process.

Section "g" was added to put current practice into writing.

3) Eligibility

- a) Promotion to associate professor. Promotion from assistant to associate professor calls for substantial contributions in teaching and research, as well as appropriate service contributions or other university duties. The record must demonstrate professional accomplishments beyond the doctoral or terminal degree level of the specific discipline.
- b) Promotion to professor. The rank of professor reflects not only an individual's contributions within the institution, but also denotes a status and level of significant achievement among one's disciplinary peers on a national or international level. Substantial contributions of a continuing nature in each of the areas beyond that expected of an associate professor are necessary components for the achievement of the rank of professor.

4) Criteria

"Criteria," which was a subsection of Eligibility, have been separated and it now covers much more. All is in line with the CBA although the wording is somewhat different. We must have a stand alone document for promotion so that non-unit people have a set of guidelines to follow that are not contained in the CBA.

- a) Promotion is awarded for meeting the qualifications for appointment to the rank or position to which the candidate applies. The criteria include increased skill in teaching, increased knowledge in the field of specialty, increased recognition as an authority in the field, and potential for continued professional growth.
- b) The university shall ensure that teaching is defined and evaluated broadly. Specifically, all types of teaching, including but not limited to lecture classes, independent studies, student mentoring, thesis and dissertation supervision, practicums, clinical oversight, experiential education, and internships shall be considered as instruction, and included within the applicant's dossier.

Teaching was defined more thoroughly in section "b" than it had been in the past.

- c) Assessment of competency in teaching and teaching effectiveness shall include evaluation of all materials provided in the candidate's dossier including but not limited to reviews of the teaching (by peers, students, administrators, and the candidates themselves); and supporting documentation (teaching-related scholarship, innovative course materials and/or teaching methodologies, curriculum development, special teaching responsibilities, teaching-related grants, awards or public recognition of teaching).

Examples of what may be assessed when examining teaching is spelled out more fully in Section “c” than it had been.

- d) As a Ph.D.-granting research university, UCF places significant emphasis on the research and scholarly activities of faculty members seeking promotion. Consideration shall be given to all evidence related to research and scholarly activity in the candidate’s dossier including, but not limited to, publications, grants, research presentations, awards, and graduate student success.

Examples of what may be assessed when examining research is spelled out more fully in Section “d” than it had been.

- e) The candidate should include evidence of sustained performance in teaching, research and scholarly activities, and service.
 - f) The recommendation by the provost to the president of an applicant for promotion signifies that the provost is satisfied that the individual will continue to make significant professional contributions to the university and the academic community at the level to which the promotion is recommended.
- 5) Procedures for Granting Promotion
- a) Candidates for promotion shall submit a dossier in accordance with the format available at www.facultyrelations.ucf.edu.
 - b) Recommendation process. Recommendations for promotion to associate professor and to professor shall begin with a review(s) by the department, school or unit promotion and tenure committee; followed by reviews by the department chair, school director, or unit head; college promotion and tenure committee; college dean; university promotion and tenure committee; provost; and president. Additional reviews may be required for promotion within research centers or institutes.

The above statement allows for more than one review.

- c) All recommendations, including those made by department chairs, school directors, unit heads, deans, and committees must be complete but concise, and cite reasons for the recommendations based on evidence contained in the candidate’s dossier. Any additional information or materials used in the deliberations must be included in the dossier. ((See 5(e)(8)(b) for directions about how to add materials to a dossier.))
- d) Split votes and abstentions shall be explained within the written recommendation.

Section “c” indicates the need to base one’s vote on the materials in the dossier & to present the reasons for split votes and abstentions.

- e) Outside reviews. Each faculty member considered for promotion shall have all relevant materials, including but not limited to, documentation of one’s research

and scholarly activity and the current curriculum vitae included in their dossier. The applicant's expanded curriculum vitae and supporting documentation will be sent to an even number of at least four outside reviewers for evaluation. The outside reviewers are to be selected using the following procedures.

- 1) The department chair, school director, or unit head and the department promotion and tenure committee shall jointly nominate a panel of an even number of at least four outside reviewers; and the faculty member being considered for promotion shall nominate a panel of an even number of at least four outside reviewers. The final panel of outside reviewers shall be comprised of an even number of at least four persons: half selected by the applicant from the panel prepared by the department chair, school director, or unit head in consultation with the promotion and tenure committee, and half selected by the department chair, school director, or unit head in consultation with the promotion and tenure committee from the panel recommended by the faculty candidate. A minimum of two additional names from each list shall be ranked and designated as alternates in the event that a proposed outside reviewer does not accept the assignment or does not complete the review on time. Should a reviewer from either the applicant or the department's list be unable to complete this task, an alternate reviewer shall be chosen from the appropriate applicant or departmental list. The final composition of reviewers must include an equal number from both the applicant and the departmental lists.

Section "1" suggests that four additional outside reviewers be ranked and ready to call upon if needed. This was added to reduce the amount of times chairs must return to committees and the applicant to get further outside reviewers.

- (a) Under no circumstances shall a dissertation advisor, post-doctoral mentor, or close collaborative colleague serve as a reviewer for the applicant's case.

Following NSF & other granting agencies, Section "a" clarifies those considered to have been too closely affiliated with the candidate to serve as an objective outside reviewer.

- 2) Outside reviewers' comments shall be based upon the candidate's current professional curriculum vitae; selected materials; and department, school, or unit, college, and/or university guidelines as available. These documents shall be provided to the reviewers by the department chair, school director, or unit head in consultation with the candidate.

Note that we send guidelines as well as other materials.

- 3) In all instances, a standard letter (AA-33) provided by the Office of Faculty Affairs shall be used and modified as appropriate by the department chair, school director, or unit head for the purpose of submitting a dossier to the

outside reviewers. The candidate is not permitted to discuss their dossier with the outside reviewers.

- 4) Outside reviewers are to primarily provide comments about the significance of the candidate's research and creative activity within their discipline or area of study. However, the reviewer should provide a balanced assessment taking into consideration teaching assignments and other university duties as documented in the dossier.
- f) Dossier. When complete, recommendations for promotion in the dossier will be accompanied by supporting materials as listed below:
 - 1) Comments and recommendations completed by the department chair, school director, or unit head and the dean in a format to be provided by the Office of Faculty Affairs ([AA-18](#));
 - 2) The applicant's UCF annual performance evaluations ([AA-17](#) for in-unit or [AA-30](#) for non-unit applicants) for the period under consideration;
 - 3) If the candidate is applying for tenure and promotion to associate professor, all cumulative progress evaluations ([AA-18\[b\]](#));
 - 4) If the applicant is applying for promotion to professor, cumulative progress evaluations ([AA-18\[b\]](#)) are completed only if requested by the faculty member and are not required for inclusion in the promotion dossier;
 - 5) An evaluation and recommendation by the department, school, or unit promotion and tenure committee members ranked at or above the level sought ([AA-16](#));
 - 6) An overall summary statement and individual summary statements written by the applicant describing the candidate's teaching, research and scholarly activities, and service;
 - 7) Teaching, research and other scholarly activities, and service support materials compiled by the applicant;
 - 8) Changes in applicant dossier:
 - (a) Until the provost acts on the dossier, the candidate may update the dossier. Notices of publication acceptance or other types of new documentation are to be signed and dated by the applicant and placed in the front of the dossier. No changes to the curriculum vitae may be made after it has been sent to the outside reviewers;

Section "a" was added to more clearly define how and where new materials should be added to the dossier by the applicant.

- (b) Materials added or alterations made to the dossier by anyone other than the candidate shall be initialed, dated, and shared with the candidate, who must be given five calendar days from time of receipt to respond before the dossier moves forward.
- 9) Candidates may withdraw their dossier at any time before the provost's final action on the dossier by requesting this action in writing to the administrative level at which the dossier resides at the time of the request.
- g) Department, school, or unit promotion and tenure committees.

- 1) Department, school, or unit promotion and tenure committees shall be established within each academic unit. Each committee is charged with providing promotion and tenure recommendations to the chair, director, or unit head:

(a) All eligible ~~tenured~~ full-time associate professors shall make recommendations regarding promotion to associate professor;

(b) All eligible ~~tenured~~ full-time professors shall make recommendations regarding promotion to associate professor or professor.

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Sections “a-b” outline the committees that can vote on promotions to either associate or professor. Note: the statement re: tenure is in the tenure regulation.

- 2) Administrators holding academic appointments and not directly supervising the candidate who meet the requirements of the previous section and who will not otherwise make a recommendation may participate on the department, school, or unit promotion and tenure committee(s).

Section “2” clarifies that administrative faculty holding academic positions may participate in the promotion process.

- 3) Faculty members serving on the college or university promotion and tenure committee and department chairs/school directors/unit heads ~~must~~ not participate in the discussion or vote on the candidate(s) applying for promotion.

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Deleted: are discouraged from attending the department, school, or unit committee meetings. These faculty members may

Section “3” clarifies current practice under the sunshine law.

- 4) The committee chair shall be a member of the committee elected by majority vote of its members and shall call the committee into session to transact such business as required.
- 5) The committee shall be professional and discriminating in its decision making and base its review on consideration of the facts and supportive evidence contained in the candidate’s dossier.
- 6) The promotion and tenure committee shall prepare a written evaluation and recommendation ([AA-16](#)) for each dossier reviewed. Each committee member shall vote on each case and the result shall be recorded. Split votes and abstentions shall be explained within the written recommendation.

Section “6” again clarifies the need to explain split votes and abstentions.

- 7) The recommendation vote and the evaluation ([AA-16](#)) shall be forwarded to the department chair, school director, or unit head with the promotion dossier.
- 8) The department chair, school director, or unit head shall not participate in or vote on the department, school, or unit committee.

9) If a department, school, or unit has fewer than three faculty at or above the rank to which the candidate is applying, departments, schools, or units may add qualified voting faculty with similar academic interests with consultation among the dean; chair, director, or unit head; and the applicant.

Section "9" now requires that the applicant is made a part of the decision regarding who will sit on the committee from outside the department.

10) If any one involved in the promotion process has a personal or professional relationship that may create a potential conflict of interest with the candidate under consideration, he or she must declare the nature of the relationship before any discussion takes place. The specific nature of the relationship should be noted in any written evaluation. If after consultation, the provost's representative feels that the process would be compromised by the participation of any individual, that faculty member must recuse him or herself from discussion and voting on that particular case.

11) A committee member may only vote on dossiers that he or she has personally reviewed.

Section "10 and 11" expands the reasons that someone may be viewed as having a conflict of interest when voting on an applicant's dossier.

12) The committee chair shall forward a copy of the voting record and the committee's evaluation and recommendation (AA-16). Split votes and abstentions shall be explained within the written recommendation.

13) The department chair, school director, or unit head shall, within five calendar days, notify the candidate of the committee's evaluation and recommendation (AA-16).

14) Candidates may review the committee's evaluation and recommendation (AA-16) and provide comments on the committee's evaluation and recommendation in writing within five calendar days after receipt of notice of the committee's decision. This response shall be placed in the candidate's dossier.

g) College promotion and tenure committee:

1) Each college shall elect a promotion and tenure committee. This committee consists of one tenured professor, where available, from each department, school, or unit to function as an advisory group to the dean.

(a) Small units (i.e. those with fewer than three professors) may elect an associate professor to act as their representative, contingent upon approval from the appropriate dean. Committee members must hold the rank of professor to vote on dossiers for promotion to professor.

This section is new.

2) College representatives shall be tenured professors (where available) elected by a majority vote of voting-eligible tenured faculty in the department, school,

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or unit. Exempted from service are faculty not eligible because of prior service within the last two years, faculty serving at the department, school or unit or university level, and faculty who are candidates for promotion.

- 3) Members of the college promotion and tenure committee shall be elected at department or unit meetings in the spring semester prior to committee service. The dean of the college or the dean's designee shall serve as the election official.
- 4) Each committee member shall serve a term of two academic years. Committee members are generally not allowed to serve two successive terms, except in departments, schools, or units with only one eligible professor. Vacancies are filled during the term in which they occur from the area of the vacating member for the remainder of that person's term.
- 5) If any one involved in the promotion process has a personal or professional relationship that may create a potential conflict of interest with the candidate under consideration, he or she must declare the nature of the relationship before any discussion takes place. The specific nature of the relationship should be noted in any written evaluation. If after consultation, the provost's representative feels that the process would be compromised by the participation of any individual, that faculty member must recuse him or herself from discussion and voting on that particular case.
- 6) A committee member may only vote on dossiers that he or she has personally reviewed.

Section "5 and 6" expands the reasons that someone may be viewed as having a conflict of interest when voting on an applicant's dossier.

- 7) Administrators holding academic appointments and who do not directly supervise the candidate and who meet the requirements of the previous section and who will not otherwise make a recommendation may participate on the college promotion and tenure committee.

Section "7" clarifies that administrative faculty holding academic appointments may participate in the promotion process.

- 8) The committee shall be professional and discriminating in its decision making and base recommendations based on consideration of the facts and supportive evidence contained in the candidate's dossier.
- 9) The dean or dean's designee convenes the first meeting to charge the committee with the assignment, assist in the election of a committee chair, and provide additional assistance as required. The committee chair shall be a member of the committee elected by a majority vote of its members, and shall call the committee into session to transact such business as required.

Section "9" was added to outline the duties of the dean's office vs the committee chair.

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We have replaced "tenured" with voting-eligible¶

1) A quorum shall consist of the attendance of all of committee members whenever practicable. However, quorum shall not be less than the majority of the committee members and never be less than 3.

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10) If a committee member is unable to perform his or her duty, an alternate member may be elected, providing there is an eligible person available.

11) Committee members shall evaluate and vote on each case considered, and the result shall be recorded (AA-16). Split votes and abstentions shall be explained within the written recommendation.

Deleted: No change was made, but we may want to set the quorum lower than 100% attendance. Should quorum be defined as a supermajority – 2/3 of the members, OR majority – 51% OR more of the members or other?¶

Consistent with other sections.

12) The committee chair shall forward a copy of the committee's evaluation and recommendation (AA-16) and dossier to the dean.

13) The dean shall, within five calendar days, provide the committee's evaluation and recommendation to the candidate. The candidate may review and provide comments on the committee's evaluation and recommendation in writing within five calendar days after receipt of said notice. The candidate's response shall be placed in the candidate's promotion dossier.

h) University promotion and tenure committee:

1) The university promotion and tenure committee, a reporting committee of the Faculty Senate, shall be established to function as an advisory group to the provost. Committee members must hold the rank of professor and be active scholars within their particular disciplines.

2) The faculty from each college shall elect an eligible professor to serve a two year term.

3) Faculty are ineligible for re-election for two years following the completion of their term. Vacancies are filled during the term in which they occur from the area of the vacating member for the remainder of that person's term.

4) The provost or provost's designee convenes the first meeting to charge the committee with the assignment, assist in the election of a committee chair, and provide additional assistance as required. The committee members elect a chair at the first meeting. The committee chair is responsible for establishing the agenda and the workflow.

These sections have been added to more clearly outline the responsibilities of persons affiliated with the committee.

5) No member of the committee may be a member of a department, school, unit or college promotion and tenure committee.

6) If any one involved in the promotion process has a personal or professional relationship that may create a potential conflict of interest with the candidate under consideration, he or she must declare the nature of the relationship

before any discussion takes place. The specific nature of the relationship should be noted in any written evaluation. If after consultation, the provost's representative feels that the process would be compromised by the participation of any individual, that faculty member must recuse him or herself from discussion and voting on that particular case.

- 7) A committee member may only vote on dossiers that he or she has personally reviewed.

Section "6 and 7" are consistent with the sections on the department and college committees.

- 8) Faculty serving in administrative positions may participate on the university promotion and tenure committee.
- 9) The committee shall be professional and discriminating in its decision making and base its review on the facts and supportive evidence contained in the candidate's dossier.
- 10) The committee chair shall forward a copy of the committee's evaluation recommendation (AA-16) as a part of the dossier to Academic Affairs. A candidate's response must be submitted to Academic Affairs within five calendar days.

Section "10" outlines the current practice.

- i) All candidate dossiers, if not withdrawn, will be reviewed by the provost and the president. Final decisions shall be made by the president and rendered in writing.
 - j) Promotion will normally become effective at the beginning of the succeeding academic year.
- 6) Notice of Denial and Grievance Process.
- a) Notice of Denial. If any employee is denied promotion, the employee shall be notified in writing by the university within ten (10) days or as soon as possible thereafter, of that decision. Upon written request by an employee within twenty (20) days of the employee's receipt of notice of denial of promotion, the university shall provide the employee with a written statement of the reasons for denial of promotion.
 - b) Grievability. An in-unit employee who receives written notice of denial of promotion may, in accordance with the provisions and requirements of the then current collectively bargained grievance procedure, contest the decision because of an alleged violation of a specific provision of the collective bargaining agreement. A non-unit employee who receives written notice of denial of promotion may, in accordance with the provisions and requirements of the university's non-unit grievance procedure Regulation 6C7-3.0132, contest the decision because of an alleged violation of university regulation, policy, or procedure. In either case, time limits for filing such grievances shall be as set forth in the applicable procedure.

| 3/18/2009

Authority: BOG Resolution dated January 7, 2003. History–New 10/8/75, Amended 11/1/077, 9/27/79, 111483, 8485, 12985, Formerly 6C73.17, Amended 8/14/88, 8/2/89, 5/17/90, 2/8/93, 12/9/97, 3/16/03, 10/18/05.

DRAFT

6C7-3.011 Tenure

- 1) Scope. This regulation shall apply to all tenure-track faculty members and faculty hired into a tenured position.

In place of saying the scope is all faculty, the new statement identifies those faculty subject to this regulation.

- 2) Definition. Tenure is an employment classification achieved by the faculty member, which shall be based on the individual's performance over the person's entire tenure-earning appointment at UCF, as well as any time accepted toward tenure by UCF from another institution upon hire.

The definition of tenure was moved from the criteria section.

- 3) Policy. The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.
 - a) The University of Central Florida adheres to the provisions of any applicable collective bargaining agreement regarding tenure procedures.
 - b) There shall be sufficient discipline flexibility in the interpretation of the standards for tenure so that individuals have a reasonable expectation of fulfilling the requirements.
 - c) Tenure with full rights and responsibilities may be held in more than one unit if:
 - 1) The faculty member has made significant contributions in more than one tenure granting unit.
 - 2) The faculty member's status must either be in- or non-unit.

Section "c" was added to allow the option for tenure to be held in more than one unit.

- d) Tenure may be transferred from one unit to another.
- e) It is the responsibility of the candidate to ensure that the tenure dossier is accurate, complete, and meets established deadlines for submission.
- f) Faculty serving on promotion and tenure committees charged with reviewing and making tenure recommendations shall be tenured.

Sections "d, e & f" were added to bring the Regulation in line with practice.

- g) At any stage in the process, if questions arise about the status of materials contained in a faculty member's dossier, or if questions arise about the integrity of the review process, the dossier may be held in the office where the questions arise until a thorough review of the situation can be completed and all issues are resolved.

Section "f" was added to handle situations that may arise during the review process that are in need of investigation or resolution before the review of the dossier is completed.

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- h) A college, department, school, or unit may designate, with approval of the provost or provost's designee, criteria for evaluation in addition to those included in this Regulation. Additional criteria require a majority vote by the tenured full-time faculty members of the department, school, or unit; the department chair, school director, or unit head; and the dean.
- i) Candidates hired with credit toward tenure must include a summary of the teaching, research, and service contributions made at the previous institution in the dossier.

Clarification about what years of prior performance can count from another institution is added here to follow current practice.

- j) When an applicant is serving in an administrative position (e.g. chair, unit head, dean), his or her immediate supervisor shall either direct the process or appoint an appropriate person to manage the applicant's tenure process.
- k) In the absence of a chair/director, who serves as the candidate's supervisor, the dean will appoint an appropriate level person to act in that capacity.

Section "i" was added to follow current practice in those cases where the usual line of supervision is not in place.

The requirement that a vote on promotion be taken prior to a vote on tenure was removed.

4) Eligibility.

- a) A faculty member will normally apply for tenure during the sixth year of continuous service. Exceptions include but are not limited to faculty:
 - 1) electing to go up early (prior to the sixth year);
 - 2) with credit towards tenure (assuming faculty member has not voluntarily rescinded this credit prior to the year candidacy for tenure is expected);
 - 3) who were hired at the beginning of the second semester of the academic year will normally seek tenure after completing eleven continuous academic year semesters.
- b) Candidates for tenure with hire must refer to Hire with Tenure (7) below.

This is a new section. The information in "a" was primarily contained in the CBA, but not in the Regulation. Section "b" now refers to hire with tenure, which will be explained below.

5) Criteria.

- a) Tenure is awarded upon the demonstration of highly competent performance. Tenure criteria shall address professional responsibilities consistent with faculty status including teaching; research and other scholarly activities; and service to the public, the discipline, and the university. The criteria shall take into account the mission and needs of the university and place appropriate emphasis upon

teaching and teaching-related scholarship that is in line with the candidate's assignment.

- b) The university shall ensure that teaching is defined and evaluated broadly. Specifically, all types of teaching, including but not limited to lecture classes, independent studies, student mentoring, thesis and dissertation supervision, practicums, clinical oversight, experiential education, and internships shall be considered as instruction requiring consideration within the candidate's dossier.
- c) Assessment of competency in teaching and teaching effectiveness shall include evaluation of all materials provided in the candidate's dossier including but not limited to reviews of the teaching (by peers, students, administrators, and the candidates themselves); and supporting documentation (teaching-related scholarship, innovative course materials and/or teaching methodologies, curriculum development, special teaching responsibilities, teaching-related grants, awards or public recognition of teaching).
- d) As a Ph.D. granting research university, UCF places significant emphasis on the research and scholarly activities of faculty members seeking tenure. Consideration shall be given to all evidence related to research and scholarly activity in the candidate's dossier including, but not limited to, publications, grants, research presentations, awards, and graduate student success.
- e) The candidate should include evidence of sustained performance in teaching, research and scholarly activities, and service.
- f) The recommendation of a faculty member for tenure to the Board of Trustees shall signify that the president is satisfied that the individual will continue to make significant professional contributions to the university and the academic community. The Board of Trustees awards tenure.

g) It is the expectation that any promotion from assistant to associate professor will include the awarding of tenure. Although there may be exceptions to this policy, promotion would normally be inseparable from tenure and vice versa.

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The above list of criteria was compiled from the current Tenure Regulation, the CBA, and the recently devolved BOG Rule. Some of the wording has been improved, but the meaning has not changed from current practice.

- 6) Procedures for Tenure-Earning Faculty.
 - a) Candidates eligible for tenure consideration shall submit a dossier in accordance with the application format available at www.facultyrelations.ucf.edu.
 - b) Recommendation process. Recommendations for tenure begin with a review(s) by the department, school or unit promotion and tenure committee; followed by reviews by the department chair, school director, or unit head; the college promotion and tenure committee; college dean; university promotion and tenure committee; provost; president; and Board of Trustees. Additional reviews may be required for promotion within research centers or institutes.

The above statement allows for more than one review.

- c) All recommendations, including those made by department chairs, school directors or unit heads, deans, and committees must be complete but concise, and

cite reasons for the recommendations based on the evidence presented in the candidate's dossier. Any additional information or materials used in the deliberations must be included in the dossier. ((See 6(e)(8)(b) for directions about how to add materials to a dossier.))

d) Split votes and abstentions shall be explained within the written recommendation.

The provost has been concerned about this issue, Thus, this calls for an explanation in writing.

e) Outside reviews. Each faculty member considered for tenure shall have all relevant materials, including but not limited to, documentation of one's research and scholarly activity and the current curriculum vitae included in their dossier. The applicant's expanded curriculum vitae and supporting documentation will be sent to an even number of at least four outside reviewers for evaluation. The outside reviewers are to be selected using the following procedures.

1) The department chair, school director, or unit head and the department promotion and tenure committee shall jointly nominate a panel of an even number of at least four outside reviewers; and the faculty member being considered for tenure shall nominate a panel of an even number of at least four outside reviewers. The final panel of outside reviewers shall be comprised of an even number of at least four persons: half selected by the faculty candidate from the panel prepared by the department chair, school director, or unit head in consultation with the promotion and tenure committee, and half selected by the department chair, school director, or unit head in consultation with the promotion and tenure committee from the panel recommended by the faculty candidate. A minimum of two additional names from each list shall be ranked and designated as alternates in the event that a proposed outside reviewer does not accept the assignment or does not complete the review on time. Should a reviewer from either the applicant or the department's list be unable to complete this task, an alternate reviewer shall be chosen from the appropriate applicant or departmental list. The final composition of reviewers must include an equal number from both the applicant and the departmental lists.

Having the department rank another 2 names beyond the first-chosen reviewers was added so that the chair did not have to go back to the committee and candidate each time another outside reviewer was needed. Some departments do this now.

(a) Under no circumstances shall a dissertation advisor, post-doctoral mentor, or close collaborative colleague serve as a reviewer for the applicant's case.

Following [NIH](#), [NSF](#) & other granting agencies, Section "a" clarifies those considered to have been too closely affiliated with the candidate to serve as an objective outside reviewer.

- 2) Outside reviewers' comments shall be based upon the candidate's current professional curriculum vitae; selected materials; and department, school, or unit, college, and/or university guidelines as available. These documents shall be provided to the reviewers by the department chair, school director, or unit head in consultation with the candidate.

Note that guidelines were added to materials to be sent

- 3) In all instances, a standard letter (AA-33) provided by the Office of Faculty Affairs shall be used and modified as appropriate by the department chair, school director, or unit head for the purpose of submitting a dossier to the outside reviewers. The candidate is not permitted to discuss their dossier with the outside reviewers.
 - 4) Outside reviewers primarily provide comments about the significance of the candidate's research and creative activity within their discipline or area of study. However, the reviewer should provide a balanced assessment taking into consideration teaching assignments and other university duties as documented in the dossier.
- f) Dossier. When complete, recommendations for tenure in the dossier will be accompanied by the supporting materials listed below:
- 1) Comments and recommendations completed by the department chair, school director, or unit head and the dean in a format to be provided by the Office of Faculty Affairs ([AA-18](#));
 - 2) The applicant's UCF annual performance evaluations ([AA-17](#) for in-unit or [AA-30](#) for non-unit applicants) for the period under consideration. Candidates with credit toward tenure from a previous institution shall include a summary of teaching, research, and service for contributions made at the previous institution;
 - 3) If the candidate is applying for tenure and promotion to associate professor, all cumulative progress evaluations ([AA-18\[b\]](#));
 - 4) If the applicant is applying for tenure and promotion to professor, cumulative progress evaluations ([AA-18\[b\]](#)) are completed only if requested by the faculty member and are not required for inclusion in the promotion dossier;
 - 5) An evaluation and recommendation by the department, school, or unit promotion and tenure committee members ranked at or above the level sought ([AA-16](#));
 - 6) An overall summary statement and individual summary statements written by the applicant describing the candidate's teaching, research and scholarly activities, and service;
 - 7) Teaching, research and scholarly activities, and service support materials compiled by the applicant;
 - 8) Changes in applicant dossier;
 - (a) Until the provost acts on the dossier, the candidate may update the dossier. Notices of publication acceptance or other types of new documentation are to be signed and dated by the applicant and placed in the front of the dossier. No changes to the curriculum vitae may be made after it has been sent to the outside reviewers;

(b) Materials added or alterations made to the dossier by anyone other than the candidate shall be initialed, dated, and shared with the candidate, who must be given five calendar days from time of receipt to respond before the dossier moves forward.

Section “8” was added to clarify how materials may be added to their dossiers.

- 9) Candidates may withdraw their dossier at any time before the provost’s final action on the dossier by requesting this action in writing to the administrative level at which the dossier resides at the time of the request.

Sections were added below to outline what is to occur at each level of review. This had been contained in the Promotion Regulation for the most part, but not in the Tenure Regulation. The two Regulations were brought in line with one another and set up to stand alone. No longer should anyone need to check the Promotion Regulation if applying for Tenure only and vice versa.

g) Department promotion and tenure committees.

- 1) Department, school, or unit promotion and tenure committees shall be established within each academic unit and shall consist of eligible members. Faculty must have tenure to vote for a candidate applying for tenure. (See Promotion of Faculty Regulation for committee structures related to promotion.)
- 2) Administrators holding academic appointments and not directly supervising the candidate who meet the requirements of the previous section and who will not otherwise make a recommendation may participate on the department, school, or unit promotion and tenure committees.

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Section “2” was added as a point of clarification.

- 3) Faculty members serving on the college or university promotion and tenure committee and department chairs/school directors/unit heads may not participate in the discussion or vote on the candidate(s) applying for tenure.

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Deleted: are discouraged from attending the department, school, or unit committee meetings. These faculty members

Section “3” was added as a point of clarification and clarifies current practice under the sunshine law.

- 4) No member of the department, school, or unit committee may be a member of the college or university promotion and tenure committee.
- 5) The committee chair shall be a member of the committee elected by majority vote of its members and shall call the committee into session to transact such business as required.
- 6) The committee shall be professional and discriminating in its decision making and make its review based on consideration of all of the facts and supportive evidence contained in the candidate’s dossier.

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This is added to guide the committee members.

- 7) The promotion and tenure committee shall prepare a written evaluation and recommendation ([AA-16](#)) for each dossier reviewed. Each committee member shall vote on each case and the result shall be recorded. Split votes and abstentions submitted by committees shall be explained within the recommendation.

A call for explanation of split votes and abstentions is contained here and for the college and university committees as a reminder to fully explain the votes.

- 8) The recommendation vote and the evaluation ([AA-16](#)) shall be forwarded to the department chair, school director, or unit head with the promotion dossier.
- 9) The department chair, school director, or unit head shall not participate in or vote as part of the department, school, or unit committee.

This is a reminder that the chair/director has his/her own vote.

- 10) If a department, school, or unit to which the candidate is applying has fewer than three tenured faculty, departments, schools, or units may add qualified voting faculty with similar academic interests with consultation among the dean; chair, director, or unit head; and the applicant.

This is practice, but adds the applicant to the mix of those to be consulted.

- 11) If any one involved in the tenure process has a personal or professional relationship that may create a potential conflict of interest with the candidate under consideration, he or she must declare the nature of the relationship before any discussion takes place. The specific nature of the relationship should be noted in any written evaluation. If after consultation, the provost's representative feels that the process would be compromised by the participation of any individual, that faculty member must recuse him or herself from discussion and voting on that particular case.
- 12) A committee member may only vote on dossiers that he or she has personally reviewed.

The wording in Section 11 only appeared in the Promotion Regulation prior to this change. It has also been expanded to include conflict of interest.

- 13) The committee chair shall forward a copy of the voting record and the committee's evaluation and recommendation ([AA-16](#)). Split votes and abstentions shall be explained within the written recommendation.

As before

- 14) The department chair, school director, or unit head shall, within five calendar days, notify the candidate of the committee's evaluation and recommendation (AA-16).
 - 15) Candidates may review the committee's evaluation and recommendation (AA-16) and provide comments on the committee's evaluation and recommendation in writing within five calendar days after receipt of notice of the committee's decision. This response shall be placed in the candidate's dossier.
- h) College promotion and tenure committee:
- 1) Each college shall elect a promotion and tenure committee consisting of one tenured professor, where available, from each department, school, or unit to function as an advisory group to the dean.
 - (a) Small units (i.e. those with fewer than three professors) may elect an associate professor to act as their representative, contingent upon approval from the appropriate dean. Committee members must hold the rank of professor to vote on dossiers for promotion to professor.
 - 2) Each committee member shall serve a term of two academic years. Terms shall be staggered to provide for continuity and uniformity of committee action. Committee members are not allowed to serve two successive terms, except in departments, schools, or units with only one eligible professor.
 - 3) No member of the college committee may be a member of a department, school, unit or university promotion and tenure committee.
 - 4) Members of the college promotion and tenure committee shall be elected at department or unit meetings in the spring semester prior to committee service. The dean of the college or the dean's designee shall serve as the election official.
 - 5) College representatives shall be tenured professors (where available) elected by a majority vote of tenured faculty in the department, school, or unit. Exempted from service are faculty not eligible because of prior service within the last two years, faculty currently serving at the department, school or unit, or university level, and faculty who are candidates for tenure.
 - 6) Each department, school, or unit shall elect a representative to the college promotion and tenure committee. Small units (i.e. those with fewer than three tenured professors) shall elect a representative to the college promotion and tenure committee only when a member of the respective unit is applying for tenure, contingent upon approval from the appropriate dean.

This section is not new, but raised some issues among reviewers. Basically, it argues that unless the department has someone going up for tenure their input may not be valuable.

- 7) If any one involved in the tenure process has a personal or professional relationship that may create a potential conflict of interest with the candidate under consideration, he or she must declare the nature of the relationship before any discussion takes place. The specific nature of the relationship should be noted in any written evaluation. If after consultation, the provost's

representative feels that the process would be compromised by the participation of any individual, that faculty member must recuse him or herself from discussion and voting on that particular case.

- 8) A committee member may only vote on dossiers that he or she has personally reviewed.

Part "b" has been added to this section.

- 9) Administrators holding academic appointments and who do not directly supervise the candidate and who meet the requirements of the previous section and who will otherwise not recommendation may participate on the college promotion and tenure committees.

Section "8" brings the section on the college committee in line with the department/school.

- 10) The committee shall be professional and discriminating in its decision making and make its recommendations based on consideration of the facts and supportive evidence contained in the candidate's dossier.
11) The dean or dean's designee convenes the first meeting to charge the committee with their assignment, assist in the election of a committee chair, and provide additional assistance as required. The committee chair shall be a member of the committee elected by a majority vote of its members, and shall call the committee into session to transact such business as required.

Section "10" was added to outline the duties of the dean's office vs the committee chair.

- 12) A quorum shall consist of the attendance of all of committee members whenever practicable. However, quorum shall not be less than the majority of the committee members and never be less than 3.

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No change was made, but we may want to set the quorum lower than 100% attendance. Should quorum be defined as a supermajority - 2/3 of the members, OR majority - 51% OR more of the members or other?

- 13) If a committee member is unable to perform his or her duty, an alternate member may be elected, providing there is an eligible person available.
14) Committee members shall evaluate and vote on each case considered, and the result shall be recorded (AA-16). Split votes and abstentions shall be explained within the written recommendation.

Consistent with other sections.

- 15) The committee chair shall forward a copy of the committee's evaluation and recommendation (AA-16), the voting record, and the dossier to the dean.

- 16) The dean shall, within five calendar days, provide the committee's evaluation and recommendation to the candidate. The candidate may review and provide comments on the committee's evaluation and recommendation in writing within five calendar days after receipt of said notice. The candidate's response shall be placed in the tenure dossier.
- i) University promotion and tenure committee:
 - 1) The university promotion and tenure committee, a reporting committee of the Faculty Senate, shall be established to function as an advisory group to the provost. Committee members must be tenured, hold the rank of professor, and be active scholars within their particular disciplines.
 - 2) The tenured faculty from each college shall elect an eligible tenured professor to serve a two year term.
 - 3) Faculty are ineligible for re-election for two years following the completion of their term. Vacancies are filled during the term in which they occur from the area of the vacating member for the remainder of that person's term.
 - 4) The provost or provost's designee convenes the first meeting to charge the committee with their assignment, assist in the election of a committee chair, and provide additional assistance as required. The committee members elect a chair at the first meeting. The committee chair is responsible for establishing the agenda and the workflow.

These sections have been added to more clearly outline the responsibilities of persons affiliated with the committee.

- 5) No member of the university committee may be a member of a department, school, unit or college promotion and tenure committee.
- 6) If any one involved in the tenure process has a personal or professional relationship that may create a potential conflict of interest with the candidate under consideration, he or she must declare the nature of the relationship before any discussion takes place. The specific nature of the relationship should be noted in any written evaluation. If after consultation, the provost's representative feels that the process would be compromised by the participation of any individual, that faculty member must recuse him or herself from discussion and voting on that particular case.
- 7) A committee member may only vote on dossiers that he or she has personally reviewed.

Section 6 is consistent with the sections on the department and college committees.

- 8) Faculty serving in administrative positions may participate on the university promotion and tenure committee.

Administrative faculty can serve on the university committee.

9) The committee shall be professional and discriminating in its decision making and base its review only on consideration of all of the facts and supportive evidence contained in the candidate's dossier.

10) The committee chair shall forward a copy of the committee's evaluation recommendation (AA-16) as a part of the dossier to Faculty Affairs. A candidate's response must be submitted to Faculty Relation within five calendar days.

This outlines the current practice.

j) All candidate dossiers, if not withdrawn, will be reviewed by the provost and the president. Final decisions shall be made by the Board of Trustees and rendered in writing.

k) Tenure will normally become effective at the beginning of the succeeding academic year.

7) **Hire with Tenure.** Faculty may be hired with tenure. Most often this type of hire occurs when the person has held tenure at another institution of higher learning, has an extraordinary record of achievement, and/or has been appointed to an administrative position.

a) The process to hire a faculty member with tenure begins with submission of the applicant's dossier followed by an interview with the department faculty; department chair, school director, or unit head; and the dean or dean's representative.

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b) A positive recommendation vote from the tenured faculty in the department, school, or unit is required to recommend tenure with hire and move the dossier forward.

c) The department chair, school director, or unit head shall not vote as a member of the department, school, or unit promotion and tenure committee, but shall review the dossier and register his/her recommendation vote with the dean or dean's representative and send the hiring dossier forward to the dean's office.

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d) The dean or dean's representative shall review the tenure with hire dossier and register his/her recommendation vote with the provost. The dean's office shall forward the hiring dossier, including form AA-12, to Academic Affairs Administration.

e) Once all approvals have been received, Academic Affairs Administration shall forward form AA-12, the curriculum vitae, and an electronic copy of the employment agreement to Faculty Affairs.

f) Faculty Affairs shall prepare all documentation for the Board of Trustees.

g) Letters indicating that the Board of Trustees have approved tenure for persons hired with tenure will be sent to the candidates directly following the meeting at which the tenure vote was taken.

h) Tenure will normally become effective at the beginning of the succeeding academic year. If it is proposed that a faculty member be hired with tenure, the

Board of Trustees vote on tenure is conducted at the September meeting of the faculty member's first academic year at UCF.

Section "7" above is all new. It puts the Hire with Tenure process in writing.

8) Transfer of tenure procedure.

- (a) The faculty member and the department chair, school director, or unit head confer about the possibility of transferring the faculty member's tenure to another department, school, or unit, and if in agreement, take the request to the tenured faculty in that department, school, or unit.
- (b) A positive recommendation vote of the tenured faculty in the originating department, school, or unit is required to transfer the faculty member's tenure into another department, school, or unit.
- (c) The applicant submits an up-to-date curriculum vitae and other supporting documentation to the host unit, as requested.
- (d) Interviews are conducted by the host department faculty; department chair, school director, or unit head; and the dean or dean's representative.
- b) A positive recommendation vote of tenured faculty in the host department, school, or unit is required to transfer a faculty member's tenure.
- c) The department chair, school director, or unit head shall review the materials provided and register register the tenured faculty's vote, as well as his/her recommendation vote with the dean or dean's representative and forward the materials to the dean's office.
- d) The dean or dean's representative shall review the materials provided and register his/her recommendation vote with the provost, who makes the final decision.
- e) A letter indicating approval of the transfer of tenure will be sent to the candidate.

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Section "8" above is all new. It puts the transfer or expansion of tenure process in writing.

9) Expansion of tenure procedure for Full Professor with tenure.

- (a) The faculty member and the department chair, school director, or unit head confer about the possibility of expanding the faculty member's tenure into another department, school, or unit, and if in agreement, take the request to the tenured faculty in that department, school, or unit.
- (b) A positive recommendation vote of the tenured faculty in the originating department, school, or unit is required to expand the faculty member's tenure into another department, school, or unit.
- b) The applicant submits an up-to-date curriculum vitae and other supporting documentation to the host unit, as requested.
- c) Interviews are conducted by the host department faculty; department chair, school director, or unit head; and the dean or dean's representative.
- d) A positive recommendation vote of tenured faculty in the host department, school, or unit is required to expand a faculty member's tenure.

- e) The department chair, school director, or unit head shall review the materials provided and register the tenured faculty's vote, as well as his/her recommendation vote with the dean or dean's representative and forward the materials to the dean's office.
- f) The dean or dean's representative shall review the materials provided and register his/her recommendation vote with the provost, who makes the final decision.
- g) A Memorandum of Understanding shall be completed that outlines the rights and responsibilities of the faculty member in each unit and be signed off on by the department chair, school director, or unit head from each unit and the faculty member.
- h) A letter indicating approval of the expansion of tenure will then be sent to the candidate.

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10) Notice of Denial and Grievance Process.

- a) **Notice of Denial.** If any employee is denied tenure, the employee shall be notified in writing by the university within ten (10) days or as soon as possible thereafter, of that decision. Upon written request by an employee within twenty (20) days of the employee's receipt of notice of denial of tenure, the university shall provide the employee with a written statement of the reasons why tenure was denied.
- b) **Grievability.** An in-unit employee who receives written notice of denial of tenure may, in accordance with the provisions and requirements of the then current collectively bargained grievance procedure, contest the decision because of an alleged violation of a specific provision of the collective bargaining agreement. A non-unit employee who receives written notice of denial of tenure may, in accordance with the provisions and requirements of the University's non-unit grievance procedure Regulation 6C7-3.0132, contest the decision because of an alleged violation of University regulation, policy, or procedure. In either case, time limits for filing such grievances shall be as set forth in the applicable procedure.

Authority: BOG Resolution dated January 7, 2003. History--New 10875, Amended 11/10/77, 4/30/81, 8/4/85, Formerly 6C73.11, Amended 8/14/88, 8/2/89, 3/11/93, 9/15/96, 12/9/97, 3/16/03, 10/18/05.

Student Perception of Instruction (Face-to-Face and ITV)

Instructions: Please answer each question based on your current class experience. You can provide additional information on each item in the Comments box.

All responses are anonymous. The results will be shared with the instructor after the semester is over.

Section I: Student Information Items

The following items are not used to evaluate instruction but will help put responses for Section III items in context.

1. In general, I prefer taking courses that are:

- a. Face-to-face
- b. Interactive TV
- c. Web-mediated [partly online; partly face-to-face (M)]
- d. Fully online (W)
- e. Video-streaming (V)
- f. FEEDS
- g. I have no preference

Comments

2. Which of the following is the most important reason you took this course?

- a. I had to.
- b. I wanted to.
- c. I had to and I wanted to.
- d. It fit my schedule.

Comments

3. I had a strong desire to take this course.

- a. absolutely true
- b. mostly true
- c. I had no preference.
- d. mostly false
- e. absolutely false

Comments

4. I had a strong desire to take a course with this instructor.

- a. absolutely true
- b. mostly true
- c. I had no preference.
- d. mostly false
- e. absolutely false

Comments

5. I used most of the required course materials (for example texts, articles, online resources, art supplies, computer programs, etc.).

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false
- e. not applicable

Comments

6. The final grade I anticipate for this class is:

a. A/A-

b. B+/B/B-

c. C+/C/C-

d. D+/D/D-

e. F

f. P

g. S

h. U

i. Other

Comments

Section II: Face-to-Face and ITV Course Items

F1. I spent ___ hours per week outside of class on this course.

- a. 3 or less
- b. 4-6
- c. 7-9
- d. more than 9

Comments

F2. I missed class ___ times this semester.

- a. 0
- b. 1-2
- c. 3-5
- d. more than 5

Comments

F3. I was late to class or left early ___ times this semester.

- a. 0
- b. 1-2
- c. 3-5
- d. more than 5
- e. not applicable

Comments

F4. Did this class have online assignments (for example, web readings, web modules, online discussions, etc.)?

a. Yes

b. No

Comments

F5. If your response to the item above (F4) was "Yes," complete this item: I completed the online assignments.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

F6. If your response to the item F4 was "Yes," complete this item: Webcourses access problems (for example, the server being down or very slow - or other technical glitches) were minimal and did not impact my ability to complete assignments.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

F7. Parking on campus made it difficult for me to get to class on time.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

F8. The classroom was comfortable for learning: the temperature, sound, desks/chairs, and lighting were fine.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

F9. If an ITV class, my classroom was (choose one of the following):

- a. the site from which the course was broadcast some weeks and a site to which the course was transmitted other weeks
- b. the site from which the course was broadcast almost every class
- c. a site to which the course was broadcast almost every class

Comments

F10. If an ITV class, ITV problems (for example, audio and/or video quality) were minimal and did not impact my ability to participate in class.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

Section III: Evaluation of Instruction Items *(question numbering continues from Section I)*

7. The instructor provided a syllabus.

- a. Yes
- b. No

Comments

8. The instructor provided information about how grades are determined.

- a. Yes
- b. No

Comments

9. The instructor provided a course schedule.

- a. Yes
- b. No

Comments

10. The required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.) helped me learn the course content.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

e. not applicable

Comments

11. The assignments helped me learn the course content.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

12. The instructor was available to assist me at prearranged times outside of class either online or in person.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false
- e. I never tried to meet with the instructor outside of class.

Comments

13. The instructor was well organized.

- a. absolutely true
- b. mostly true
- c. mostly false

d. absolutely false

Comments

14. The instructor displayed enthusiasm for teaching this class.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

15. The instructor communicated the importance and significance of the subject matter.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

16. The instructor communicated ideas and/or information clearly.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

17. On average, I received feedback on the class assignments from the instructor

- a. within one week
- b. within two weeks
- c. within three weeks
- d. by the end of the semester

Comments

18. The instructor created an environment that encouraged students to ask questions.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

19. The instructor answered student questions.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

20. The instructor created an environment that encouraged students to express their ideas.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

21. Overall, this faculty member was an effective instructor.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

22. What did you like best about the way this faculty member taught this course?

Comments

23. What suggestions do you have for this faculty member to improve this course?

Comments

Student Perception of Instruction (M)

Instructions: Please answer each question based on your current class experience. You can provide additional information on each item in the Comments box.

All responses are anonymous. The results will be shared with the instructor after the semester is over.

Section I: Student Information Items

The following items are not used to evaluate instruction but will help put responses for Section III items in context.

1. In general, I prefer taking courses that are:

- a. Face-to-face
- b. Interactive TV
- c. Web-mediated [partly online; partly face-to-face (M)]
- d. Fully online (W)
- e. Video-streaming (V)
- f. FEEDS
- g. I have no preference

Comments

2. Which of the following is the most important reason you took this course?

- a. I had to.
- b. I wanted to.
- c. I had to and I wanted to.
- d. It fit my schedule.

Comments

3. I had a strong desire to take this course.

- a. absolutely true
- b. mostly true
- c. I had no preference
- d. mostly false
- e. absolutely false

Comments

4. I had a strong desire to take a course with this instructor.

- a. absolutely true
- b. mostly true
- c. I had no preference
- d. mostly false
- e. absolutely false

Comments

5. I used most of the required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.).

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false
- e. not applicable

Comments

6. The final grade I anticipate for this class is:

a. A/A-

b. B+/B/B-

c. C+/C/C-

d. D+/D/D-

e. F

f. P

g. S

h. U

i. Other

Comments

Section II: Mixed Mode (M) Course Items

M1. At the start of the course, I familiarized myself with the Webcourses set up and online course components.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

M2. I completed the online requirements including discussions as assigned.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

M3. I spent ___ hours per week outside of face-to-face class meetings on this course.

- a. 3 or less
- b. 4-6
- c. 7-9
- d. more than 9

Comments

M4. I missed class ____ times this semester on days the class met face-to-face.

- a. 0
- b. 1-2
- c. 3-5
- d. more than 5

Comments

M5. When the class met face-to-face, I was late to class or left early ____ times this semester.

- a. 0
- b. 1-2
- c. 3-5
- d. more than 5

Comments

M6. The Webcourses site was easy to navigate.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

M7. Webcourses access problems (for example, the server being down or very slow - or other technical glitches) were minimal and did not impact my ability to complete assignments.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

M8. Parking on campus made it difficult for me to get to class on time.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

M9. The classroom was comfortable for learning: the temperature, sound, desks/chairs, and lighting were fine.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

Section III: Evaluation of Instruction Items *(question numbering continues from Section I)*

7. The instructor provided a syllabus.

- a. Yes
- b. No

Comments

8. The instructor provided information about how grades are determined.

- a. Yes
- b. No

Comments

9. The instructor provided a course schedule.

- a. Yes
- b. No

Comments

10. The required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.) helped me learn the course content.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

e. not applicable

Comments

11. The assignments helped me learn the course content.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

12. The instructor was available to assist me at prearranged times outside of class either online or in person.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false
- e. I never tried to meet with the instructor outside of class.

Comments

13. The instructor was well organized.

- a. absolutely true
- b. mostly true
- c. mostly false

d. absolutely false

Comments

14. The instructor displayed enthusiasm for teaching this class.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

15. The instructor communicated the importance and significance of the subject matter.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

16. The instructor communicated ideas and/or information clearly.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

17. On average, I received feedback on the class assignments from the instructor

- a. within one week
- b. within two weeks
- c. within three weeks
- d. by the end of the semester

Comments

18. The instructor created an environment that encouraged students to ask questions.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

19. The instructor answered student questions.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

20. The instructor created an environment that encouraged students to express their ideas.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

21. Overall, this faculty member was an effective instructor.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

22. What did you like best about the way this faculty member taught this course?

Comments

23. What suggestions do you have for this faculty member to improve this course?

Comments

Student Perception of Instruction (W)

Instructions: Please answer each question based on your current class experience. You can provide additional information on each item in the Comments box.

All responses are anonymous. The results will be shared with the instructor after the semester is over.

Section I: Student Information Items

The following items are not used to evaluate instruction but will help put responses for Section III items in context.

1. In general, I prefer taking courses that are:

- a. Face-to-face
- b. Interactive TV
- c. Web-mediated [partly online; partly face-to-face (M)]
- d. Fully online (W)
- e. Video-streaming (V)
- f. FEEDS
- g. I have no preference

Comments

2. Which of the following is the most important reason you took this course?

- a. I had to.
- b. I wanted to.
- c. I had to and I wanted to.
- d. It fit my schedule.

Comments

3. I had a strong desire to take this course.

- a. absolutely true
- b. mostly true
- c. I had no preference
- d. mostly false
- e. absolutely false

Comments

4. I had a strong desire to take a course with this instructor.

- a. absolutely true
- b. mostly true
- c. I had no preference
- d. mostly false
- e. absolutely false

Comments

5. I used most of the required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.).

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false
- e. not applicable

Comments

6. The final grade I anticipate for this class is:

- a. A/A-
- b. B+/B/B-
- c. C+/C/C-
- d. D+/D/D-
- e. F
- f. P
- g. S
- h. U
- i. Other

Comments

Section II: Web-Based (W) Course Items

W1. At the start of the course, I familiarized myself with the Webcourses set up and online course components.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

W2. I completed the online requirements including discussions as assigned.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

W3. I spent a total of ____ hours per week on this class.

- a. 3 or less
- b. 4-6
- c. 7-9
- d. more than 9

Comments

W4. The Webcourses site was easy to navigate.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

W5. Webcourses access problems (for example, the server being down or very slow - or other technical glitches) were minimal and did not impact my ability to complete assignments.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

Section III: Evaluation of Instruction Items *(question numbering continues from Section I)*

7. The instructor provided a syllabus.

- a. Yes
- b. No

Comments

8. The instructor provided information about how grades are determined.

- a. Yes
- b. No

Comments

9. The instructor provided a course schedule.

- a. Yes
- b. No

Comments

10. The required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.) helped me learn the course content.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

e. not applicable

Comments

11. The assignments helped me learn the course content.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

12. The instructor was available to assist me at prearranged times outside of class either online or in person.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false
- e. I never tried to meet with the instructor outside of class.

Comments

13. The instructor was well organized.

- a. absolutely true
- b. mostly true
- c. mostly false

d. absolutely false

Comments

14. The instructor displayed enthusiasm for teaching this class.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

15. The instructor communicated the importance and significance of the subject matter.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

16. The instructor communicated ideas and/or information clearly.

a. absolutely true

b. mostly true

c. mostly false

d. absolutely false

Comments

17. On average, I received feedback on the class assignments from the instructor

- a. within one week
- b. within two weeks
- c. within three weeks
- d. by the end of the semester

Comments

18. The instructor created an environment that encouraged students to ask questions.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

19. The instructor answered student questions.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

20. The instructor created an environment that encouraged students to express their ideas.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

21. Overall, this faculty member was an effective instructor.

- a. absolutely true
- b. mostly true
- c. mostly false
- d. absolutely false

Comments

22. What did you like best about the way this faculty member taught this course?

Comments

23. What suggestions do you have for this faculty member to improve this course?

Comments
