



ACADEMIC PROGRAM QUALITY

UNIVERSITY OF CENTRAL FLORIDA

Resource Guide for Specialized Accreditation

This Resource Guide for Specialized Accreditation is produced by Academic Program Quality to assist departments, schools, and colleges in preparing self-studies and drafting reports required by specialized accrediting bodies, as well as discussing the University of Central Florida's accreditation status and practices of common interest to such entities.

Table of Contents

Introduction: The Importance of Coordinated and Consistent Reporting	3
Academic Program Quality	4
Mission	4
Vision.....	4
Goals	4
Academic Program Quality Contact Information.....	5
University Governance and Administration	6
Institutional Accreditation	6
Degree-Granting Authority	6
Mission, Strategic Plan, and Goals	6
UCF Organizational Structure.....	7
Faculty Senate	8
Program Quality	9
Authorization of New Academic Programs	9
Program Content and Development	9
Academic Program Governance.....	9
Faculty Policies and Procedures.....	10
Program Review.....	10
Institutional Effectiveness and Assessment.....	10
Library and Other Learning Resources and Services	12
Access to Collections	12
Library Services	13
Student Support Services	14
Student Support Services	14
Support Services for UCF Online Students	14
Student Complaints and Appeals.....	14
Financial Resources	15
Physical Resources	16
Appendix A: Faculty	17
Definitions	17
Evaluation of In-Unit Faculty Members.....	17
Annual Evaluation Standards and Procedures	19
Evaluation of Part-Time (Adjunct) Faculty Members	19
Evaluation of Non-Unit Full-Time Faculty Members	20
Evaluation of Graduate Teaching Associates, Assistants, and Graders.....	20
Cumulative Progress Evaluations	20
Grievance Procedures	20
Appendix B: UCF's Institutional Effectiveness Assessment Process	22
Key Roles in UCF's Institutional Effectiveness Assessment Model.....	22
Institutional Effectiveness Assessment Process.....	23
Broad-Based Participation, Periodic Reviews, and Quality Assurance	24
Peer Review.....	25
Assessment Criteria and Rubrics.....	25
Annual Report to University Leadership	26

Introduction:

The Importance of Coordinated and Consistent Reporting

The University of Central Florida is authorized by the state of Florida and accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the associate, baccalaureate, master's, specialist, and doctoral levels.

As a SACSCOC-accredited institution, UCF is required to remain in continuous compliance with all SACSCOC policies, including its policy on "Accrediting Decisions of Other Agencies," which is reproduced, in part, below:

The Commission requires candidate and member institutions holding accredited or candidacy (pre-accredited) status from more than one US Department of Education recognized institutional accrediting agency to keep each agency apprised of any change in its status with one or another agency. Any institution seeking or holding accreditation from more than one USDOE recognized institutional accrediting agency must describe itself in identical terms to each agency with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents, and must keep each USDOE recognized accrediting body, including SACSCOC, apprised of any change in its status with one or another accrediting agency.

To reiterate, UCF is required to notify all accrediting agencies recognized by the US Department of Education with which it holds accreditation of any change in its accreditation status, including voluntary withdrawal from accreditation, being placed on probation, or loss of accreditation or candidacy status.

In addition, when completing the Compliance Certification for its decennial reaffirmation of accreditation as well as the Fifth-Year Interim Report, UCF must respond to section 14 of SACSCOC's *Principles of Accreditation*, which states, in part:

The institution (a) represents itself accurately to all US Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

Academic Program Quality (APQ) retains copies of self-studies and applications submitted to specialized accreditation agencies, as well as correspondence between accrediting bodies and the university. It is the responsibility of the department, school, or college engaged in the accreditation process to supply associated correspondence to APQ and to inform APQ of any changes in specialized accreditation status. APQ maintains an inventory of UCF programs holding specialized accreditation on its website.

This guide contains helpful language when for writing self-studies and other reports and for answering questions commonly asked by accrediting agencies with respect to university-level policies and processes. The content of this guide was revised in July 2019. Appendixes provide more detailed information on certain areas. These are provided for background information and to answer questions during on-site visits by an accrediting agency. Please contact APQ for additional information on how best to represent UCF in a self-study.

Prior to submitting a letter or self-study for initial accreditation or reaffirmation, academic units should schedule a meeting with APQ to review the university's requirements detailed on the APQ website. Units are strongly advised to do so early in the planning process (about a year prior to submission).

Academic Program Quality

Academic Program Quality (APQ) plays a vital role in safeguarding the university's academic enterprise. To assure confidence among internal and external stakeholders alike, APQ engages in a wide range of academic quality assurance activities that enforce compliance with regulatory requirements and support the continuous quality enhancement of academic programming. We operate not in isolation but in collaboration with partners across the university to provide campus-wide education, to integrate quality assurance into business processes and planning activities, and to develop models of excellence. We are a key resource to our faculty members, staff members, and administrators in support of our common goal of realizing UCF's promise. Academic Program Quality provides support to all academic programs and administrative units through integrated processes that include faculty qualifications, academic program review, educational sites, institutional accreditation through SACSCOC, and specialized accreditation.

Mission

To safeguard the university's academic enterprise by fostering excellence in academic programming, partnerships, and innovation.

Vision

To be an empowering agent and a key partner in establishing models of excellence to realize UCF's promise.

Goals

1. To inspire confidence in the university's academic enterprise among internal and external stakeholders by meeting and exceeding established standards of quality.
2. To develop tools and other resources that empower individuals and units to comply with regulatory standards and to model excellence in new and existing programming, partnerships, and innovations.
3. To establish and enhance business processes to evaluate the quality and effectiveness of the university's academic enterprise.
4. To promote a culture of excellence through effective training and development of academic stewards and support personnel.
5. To be efficient in accomplishing our mission.

Dr. Timothy Letzring, Sr. Associate Provost for Academic Affairs, is UCF's liaison to SACSCOC, the Florida Board of Governors, and the State University System of Florida on all matters related to academic programming.

Academic Program Quality Contact Information

12424 Research Parkway, Suite 215, Orlando, Florida 32826-0065

Heidi Watt	Executive Director	407-823-3844
Hank Lewis	Assistant Director	407-823-1014
Brett Morrison	Academic Compliance Specialist	407-822-0078
Lauren Maroon	Academic Compliance Specialist	407-823-6639
Rose-A-Lee Guillemi	Administrative Assistant	407-823-5061
Emily Troilo	Administrative Assistant	407-823-6197

University Governance and Administration

Institutional Accreditation

Institutional, or regional, accreditation applies to an entire institution, indicating that each of the institution's units contributes to the achievement of its mission, goals, and strategic plan. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is UCF's regional accrediting body.

When referencing UCF's institutional accreditation, all university publications, including websites and promotional materials, must use the entire sentence printed in bold below, as required by SACSCOC. The university may not use the SACSCOC logo in its publications or on its websites.

The University of Central Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the associate, baccalaureate, master's, specialist, and doctoral levels.

Degree-Granting Authority

UCF, as a state university, is authorized to grant degrees by the Florida Legislature, the regulations of the State University System of Florida's Board of Governors, and the policies and procedures of the UCF Board of Trustees.

UCF is one of 12 public universities in the State University System of Florida. The system was established by the Florida Constitution, which grants the Board of Governors the authority to "operate, regulate, control, and be fully responsible for the management of the whole university system." Sections 1000.21 and 1001.71, Florida Statutes, define the constituent institutions of the state university system and their governing structure. The authority of the Board of Governors is further recognized in sections 1001.705 and 1001.706, Florida Statutes.

Pursuant to that authority, the Board of Governors grants to the board of trustees of each constituent institution the authority to establish the power and duties of the university president (BOG 1.001). The powers of the president are formally delineated in section 1001.75, Florida Statutes, which specifically grants the power to award degrees to the presidents of the universities in the state university system. Pursuant to regulation 1.001, Board of Governors, the UCF Board of Trustees delegated the authority to grant degrees to the president by resolution, dated July 29, 2004. Regulation 6.017, Board of Governors, outlines the criteria for awarding baccalaureate degrees.

Mission, Strategic Plan, and Goals

UCF's mission statement, strategic plan, and five foundational goals address the university's commitment to excellence in teaching and learning, research, and public service, with a special emphasis on partnership. The mission statement reads as follows:

The University of Central Florida is a public multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and

economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.

The university's mission and goals are achieved through an ongoing strategic-planning process, which is informed by the Board of Governors' strategic plan and accountability process. UCF's strategic-planning efforts are coordinated by university leadership and the UCF Board of Trustees. The Collective Impact Strategic Plan provides a road map to achieve UCF's long-term vision and a five-year action plan. UCF is a model for higher education in the 21st century, poised to make a better future for our students and society. Based on the idea that bigger is better, we are challenging long-held assumptions about the role and scope of higher education. We're setting big goals—and working together—to achieve our collective impact. UCF uses the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges. (Scale x Excellence = Impact).

Our Promise is to

- harness the power of scale to transform lives and livelihoods;
- attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us;
- deploy our distinctive assets to solve society's greatest challenges;
- create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation; and
- innovate academic, operational, and financial models to transform higher education.

UCF's goals to realize our Promise are to

- increase student access, success, and prominence;
- strengthen our faculty and staff;
- grow our research and graduate programs;
- create community impact through partnerships; and
- lead innovation in higher education.

To review progress toward the goals to date click [here](#).

John C. Hitt, former president of UCF, established five key goals in 1992 that defined the university's course for the future. These goals continue to guide the university and are the foundation for the Collective Impact Strategic Plan.

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

UCF Organizational Structure

The accreditor may require information on the organizational structure of the academic unit, including an organizational chart and corresponding position responsibilities. Information on the university-level administrative structure is offered below.

UCF's 13-member board of trustees is the legal body with specific authority over the university. The board of trustees was established by the Florida Constitution. It is responsible for ensuring that the financial resources of

the university are adequate to provide a sound educational program. The board sets policy and serves as the university's legal owner and final authority responsible for efficient and effective use of resources.

Regulation 1.001(2)(e), Board of Governors, provides for the board of trustees of each constituent institution in the State University System of Florida to establish the powers and duties of its president. The president of UCF is the chief executive officer of the university and is responsible for the operation of the university, as defined in state law and in the rules adopted by the Board of Governors. The bylaws of UCF's board of trustees establish the president's authority in article 5, section 5.1.

The provost and vice president for academic affairs is the chief academic officer of the university and leads the academic affairs division. The mission of the Division of Academic Affairs is to create and support an environment that promotes the university's academic endeavors as one of the state's most comprehensive and diversified institutions of higher education. The division has developed a broad range of teaching, research, and service programs to promote the advancement and application of human knowledge.

Faculty Senate

The constitution of UCF's Faculty Senate provides for participation in the governance of the university through the Faculty Assembly and its representative body, the Faculty Senate. The Faculty Senate is the basic legislative body of the university and addresses academic matters and general educational policies. The Faculty Senate may articulate its opinion on any subject of interest to the university and adopt appropriate resolutions. Each resolution adopted by the Faculty Senate is forwarded to the provost and informs policy making.

Program Quality

Authorization of New Academic Programs

The accreditor may require a description of the academic unit's process for proposing new courses and programs. Key to the response is describing the involvement of the faculty at all levels of the process.

New programs are developed, examined, and evaluated by faculty committees at the department, college, and university levels to ensure that the proposed program of study includes a logical and sound sequence of courses consistent with national expectations in that field of study. Approval by various levels of administration assures that new programs are appropriate to the university's mission and priorities and that resources are adequate to support them.

UCF's board of trustees has the responsibility and authority to approve new degree programs at the baccalaureate, master's, advanced master's, and specialist levels, in accordance with regulation 8.011, Board of Governors. The board of trustees also approves new professional and research doctorate degree programs for submission to the Board of Governors for final authorization, in accordance with the criteria outlined in regulation 8.011, Board of Governors.

Program Content and Development

The accreditor may require a description of the academic unit's process for developing program content, which may include descriptions of committees at the college level as well as university-level Faculty Senate committees (e.g., Undergraduate Policy and Curriculum Committee, Graduate Council). The accreditor may also require meeting minutes showing faculty involvement.

UCF faculty members have primary responsibility for the content, quality, and effectiveness of curriculum at all levels. Whether acting as department members or on curriculum review committees, faculty members lead in the development of new courses and programs and in the revision of existing curriculum. Faculty members also play a central role in the annual assessment of student learning outcomes and in the state-mandated seven-year program review process. Faculty participation and UCF's compliance with regulations concerning assessment (BOG 8.016) and program review (BOG 8.015) ensure that the university's academic programs are of high quality and appropriate for higher education.

Academic Program Governance

Ultimate responsibility for program coordination and curriculum development resides with department chairs, school directors, and their respective faculties, with direct oversight and review provided by the college deans. These responsibilities, however, are typically delegated to program coordinators for undergraduate degree programs and program directors for graduate degree programs. At the graduate level, these individuals must also be graduate faculty members, as defined by the Graduate Council. The graduate faculty policy is provided in the Graduate Catalog. The job description for graduate program directors is described in the College of Graduate Studies' online Graduate Guide. Undergraduate program coordinators and graduate program directors are selected by the department chair or elected by the academic unit's faculty members and are recognized by their peers as leaders with regard to program and curriculum matters.

All degree and graduate certificate programs are assigned coordinators or directors. In providing coordination for the program, coordinators and directors work with the department chairs to develop a three-year schedule of

courses for the program, update program websites and catalog materials, review all program recruitment materials for accuracy, complete self-studies for program review and specialized accreditation, work with program faculty members to process student applications where there are specialized admission requirements, and work with professional advisory boards, when applicable. They work with students in the program to ensure their success and to resolve issues.

In providing leadership for curriculum changes, program coordinators and directors guide proposals through a multistep review process.

- Undergraduate program coordinators bring curricular additions, revisions, or deletions for the General Education Program through the Common Program Oversight Committee. They do the same for other academic degree programs and courses through the Undergraduate Course Review Committee, a subcommittee of the Undergraduate Policy and Curriculum Committee.
- Graduate program directors typically represent their programs before the Graduate Curriculum Committee of the Graduate Council.

Faculty Policies and Procedures

The accreditor may require the academic unit's recruitment and hiring policies, faculty evaluation policies, and faculty roster, including discipline-specific qualifications. Accreditors often expect these policies to include a plan for hiring a diverse faculty. Additional information on faculty can be found in appendix A.

Searches for staff members, administrators, and faculty members are advertised on the university's website under Jobs with UCF. All postings include eligibility criteria, minimum qualifications, and a summary of job duties and responsibilities. An applicant tutorial and information on veterans' preferences are posted on UCF's Human Resources website. A key element of all appointment policies is UCF's commitment to antidiscrimination and support for diversity in recruitment and hiring, which is reflected in UCF Regulation 3.001, "Non-Discrimination; Affirmative Action Programs," and a number of other internal university documents. All regular faculty positions require the use of search committees. The Office of Institutional Equity is responsible for overseeing the search process.

Program Review

APQ recommends reviewing the final outcomes and recommendations of the most recent program review when completing self-studies. The appropriate college dean's office may offer assistance in locating these documents.

Pursuant to section 1001.03(13), Florida Statutes, and regulation 8.015, Board of Governors, all of UCF's academic degree programs undergo an in-depth review at least once every seven years, and UCF annually submits reports of the prior year's review results to the Board of Governors and the university's board of trustees. Programs also submit implementation status updates to Academic Affairs and the board of trustees. The primary purposes of academic program reviews are to examine the quality and productivity of academic programs and to develop recommendations leading to program improvement.

Institutional Effectiveness and Assessment

The accreditor may require a narrative explaining how programs of study are assessed in the academic unit under review. Inclusion of the institutional effectiveness assessment plan for each program may be used as evidence, if required. This narrative should be directly tied to the missions and strategic plans of the academic unit, the college, and the university.

Consistent with its mission and strategic plan, UCF conducts a robust annual institutional effectiveness assessment process that provides a framework for ongoing quality assurance at the program, unit, and institutional levels. UCF's institutional effectiveness assessment process is overseen by the University Assessment Committee. Each member of the university-level committee chairs a divisional review committee for an academic, administrative, or other designated unit of the university. UCF's Office of Operational Excellence and Assessment Support provides training and support for faculty and staff members involved in all aspects of assessment. Additional information on institutional effectiveness assessment may be found in appendix B.

More than 300 administrative units and research centers, academic programs with selected tracks and certificates, and courses from five general education foundation areas are annually assessed as part of this systematic, research-based, university-wide process of continuous improvement. The process requires each unit to define its mission and expected outcomes, explain how the unit's mission relates to the university's strategic plan, collect data and assess the extent to which its expected outcomes are achieved, report on assessment results, and plan and implement improvements in light of those results.

Library and Other Learning Resources and Services

The accreditor may require a report of discipline-specific library holdings including electronic resources. Academic units must consult with their Subject Librarians to ensure that these resources are current. In addition, academic units with programs offered at UCF Connect Centers should consult with the department head of UCF Connect Libraries for information on partnership libraries.

The UCF Libraries includes two facilities on the main campus in Orlando: the John C. Hitt Library and the Curriculum Materials Center. Additional facilities located in Orlando include the Universal Orlando Foundation Library (hereafter Rosen Library), located at the Rosen College of Hospitality Management; the Downtown Campus Library, which is part of UCF Downtown; and the Harriet F. Ginsburg Health Sciences Library, located at the UCF Health Sciences Campus at Lake Nona. The Harriet F. Ginsburg Health Sciences Library is an independently administered facility not reporting directly to the UCF Libraries. Print collections are also available at the FLARE and UCF Connect centers at the partnership libraries with state colleges.

The UCF Libraries' collections include 1,528,861 print volumes, 53,320 journals, 508 electronic databases, 943,148 e-documents, and 3.28 million microforms. As a member of Federal Depository Library Program and Florida State Publications Program, UCF Libraries receives most U.S. and Florida government publications. It is also the only Patents & Trademark Resource Center in Central and North Florida. Most physical materials are housed in the John C. Hitt Library, with unique and rare materials kept in the Special Collections and University Archives area.

Electronic resources are key to supporting UCF's fully online and blended-learning courses, which require access to information via the web, and for meeting demands of traditional on-campus students and faculty members. More than 80 percent of the UCF Libraries' materials budget is committed to subscriptions and purchases of electronic resources and is supplemented by resources shared through the Florida Virtual Campus and the Florida Electronic Library.

Access to Collections

The accreditor may require information on how students access discipline-specific materials from the UCF Libraries. The Subject Librarian will assist in writing this narrative.

All UCF students, staff members, and faculty members on UCF campuses have direct access to library collections, both physical and digital, and to related services that support teaching, learning, and research. The UCF Libraries' collections, including print and electronic books, videos, journals, documents, dissertations, and other materials, and many open contents are searchable via the online catalog. In addition, QuickSearch, the UCF implementation of EBSCO Discovery Service, provides an effective one-stop search experience for most UCF's libraries' print and online collections.

Electronic resources are licensed for the UCF community, and the UCF Libraries is committed to providing convenient access to authorized students and employees both on and off campus. EZ Proxy facilitates access to license-restricted electronic resources from any web-capable location. Because authorization relies on IP recognition, anyone connected through the UCF network is recognized as a valid user. That same credential also works for all campus accounts and systems, including Webcourses@UCF (learning management system), ILLiad (for interlibrary loan and document delivery), and the library catalog (for book renewals and holds).

To facilitate access to online learning resources for instruction, the Center for Distributed Learning and UCF Libraries created UCF Library Tools and Research Guide in Webcourses@UCF. Each section allows users

convenient access to the most commonly used resources without their having to leave the online learning environment.

Library Services

The accreditor may require information on library services. The Subject Librarian, in consultation with the heads of the Research and Information Services and Teaching and Engagement departments, will assist in writing this narrative.

The UCF Libraries' Subject Librarian program makes sure that every student and faculty member has a one-stop librarian to support all library-related facets of their teaching, learning, and research activities. Its Engagement Librarian program supports targeted student populations such as first-time-in-college and transfer students, international students, graduate students, and undergraduate research and honors students. Also, its Ask Us virtual reference program supports online and off-campus students and its Information Literacy Instruction program teaches information literacy skills to students at all levels via online and face-to-face modalities.

Student Support Services

The accreditor may require program-specific information on admission criteria, orientation, advising, retention and progress toward graduation, and student complaint processes, among other student services. The narrative should include services offered at the unit, college, and university levels.

Student Support Services

UCF's core student support programs are housed in Student Development and Enrollment Services. These programs provide environments and experiences that serve as the foundation for students' academic, personal, and career success. The goals of these programs are to guide students in building academic skills, to create a successful learning environment through timely and quality support services, and to provide needed support to targeted student groups. SDES departments are broken down into eight functional groups, with each group offering a variety of programs and services.

Support Services for UCF Online Students

UCF Online students have chosen to waive some privileges and access for the benefit of having some of their campus-based fees reduced; these students have enrollment restrictions, meaning they can enroll only in online courses, and their student accounts are specifically designed to exclude the campus-based fees that they are exempt from paying. UCF Online students have access and privileges to a wide range of student services that they can connect to from the UCF Online website.

In addition, UCF Online students are assigned a coach who guides them from prospect through graduation; these coaches are a part of the UCF Online Connect Center team. Coaches serve as the point of contact for UCF Online students and guide them to the resources that they need, when they need them. They develop proactive and long-term relationships with the students and complement the academic advising done in the departments and colleges with support for various academic, university, and life issues.

UCF's Center for Distributed Learning offers technical support services including support for Webcourses@UCF for UCF Online students.

Student Complaints and Appeals

At UCF, students are our most important constituents. They are also vital partners in ensuring the effectiveness of the university and its learning environments. To assist students in finding the right people and procedures to get their questions answered and their concerns resolved, UCF established a centralized website to address these matters.

Students are encouraged to pursue informal resolution to grievances whenever possible. In most cases, unless otherwise defined by university policy, this entails bringing the issue to the attention of the person or office where the concern arises. If dissatisfied with the response, the student may contact the appropriate area supervisor, director, department chair, or dean for resolution. If a grievance cannot be resolved through informal means, a student may file a formal written complaint in accordance with university procedures.

Financial Resources

The accreditor may require detailed budget information from the department or college that supports the academic unit under review. This may include how the academic unit's finances support the program to achieve its stated mission and goals.

UCF recognizes its fiduciary responsibility and operates within controlled environments developed in accordance with state regulations and university policies and procedures to ensure the protection and monitoring of its financial resources. These environments include the functions of budgeting, accounting, disbursements, and cash management. Controls are independently reviewed and tested through internal audits by University Audit and through external audits by the state of Florida's auditor general.

Physical Resources

The accreditor may require detailed information on available physical resources. This may include descriptions of classrooms, laboratories, study areas, research facilities, faculty offices, and any plans for expansion.

UCF is a public metropolitan research university located in Orlando, Florida, whose main campus comprises 1,415 acres designed in a pedestrian-oriented series of concentric circles. Six hundred acres of the campus are set aside for lakes, woodlands, and an arboretum. There are 192 university-owned buildings, including classrooms, offices, a library, student housing, Greek housing, and parking. UCF's campus is designed to meet the teaching, study, research, recreation, conservation, service, and living requirements of the university and its constituencies.

UCF has consistently expanded its physical resources to accommodate steady growth in student enrollment, programs, and services. UCF operates at many locations throughout Central Florida, including the main campus, UCF Downtown, UCF Connect Centers, the Rosen College of Hospitality Management, the Health Sciences Campus at Lake Nona, and six buildings in the Central Florida Research Park adjacent to the main campus.

Appendix A: Faculty

Definitions

Full-time faculty appointments at UCF are made on a tenured, tenure-earning, or non-tenure-earning basis. Some non-tenure-eligible faculty members receive multiyear appointments. Full-time faculty members are normally hired through competitive search processes, are retained and promoted using national peer-reviewed criteria, and participate, to various degrees, in teaching, research, and service. Experienced full-time faculty members serve as program leaders (i.e., coordinators) who shepherd the curriculum and establish and evaluate student learning outcomes as well as serve on faculty curriculum committees at the department, college, and university levels.

Part-time faculty appointments at UCF include adjuncts and graduate teaching associates who are certified to serve as instructors of record. These faculty members supplement the work of full-time faculty, who retain control of the curriculum but who engage part-time faculty in the curriculum review process, as appropriate. Part-time faculty members primarily provide classroom instruction, but many who teach the same courses on a regular basis also participate in curricular and advising discussions and may even assist with research. Part-time faculty appointments are made via an adjunct employment agreement for an academic term, academic year, or calendar year, as appropriate, given the assigned duties and responsibilities.

UCF's adjunct faculty members are recruited on the basis of their academic qualifications, professional experience, or both. Often practitioners, these faculty members bring real-world case studies to the classroom and deliver current industry knowledge and practices. UCF considers adjunct faculty members to be valuable resources and provides strong support for their success in the classroom. Orientation sessions for adjunct faculty members are held every term and cover rosters, legal matters, and syllabi, and help them learn how to hold effective and interesting lectures, increase student engagement, and build courses that are balanced and aligned with goals, objectives, assignments, and teaching practice.

UCF's graduate teaching associates are graduate students who have been qualified to serve as instructors of record through the College of Graduate Studies and their home colleges. Each has the appropriate academic credentials for the teaching assignment, has completed a required teaching orientation developed by the Karen L. Smith Faculty Center for Teaching and Learning, is advised and evaluated for teaching by a faculty mentor, and may also be enrolled in the semester-long Preparing Tomorrow's Faculty program conducted by the faculty center.

Evaluation of In-Unit Faculty Members

Section 10.1 of the 2018-21 UCF Board of Trustees – United Faculty of Florida Collective Bargaining Agreement outlines the university's evaluation of in-unit faculty members and is consistent with UCF Regulation 3.010, which requires that all full-time and part-time faculty members be evaluated on an annual basis. The purpose of the annual evaluation is to communicate an assessment of the employee's performance of assigned duties. In accordance with the collective bargaining agreement, faculty members receive their assignment of duties in writing at least six weeks before the beginning of each year (or term) of employment from their department chair or unit supervisor. Assignments are generally divided among instruction, research or other creative undertakings, and service activities, but may also include professional development and other duties.

If an in-unit faculty member believes that an assignment has been imposed arbitrarily or unreasonably, a grievance may be filed according to the exclusive assignment dispute resolution procedure described in Article 9, Section 9.8 through 9.12, to account for the often time-sensitive nature of faculty assignments.

Annual performance evaluations are based on the professional performance of assigned duties consistent with the following criteria delineated more completely in section 10.1(d) of the collective bargaining agreement.

(1) Teaching effectiveness, including effectiveness in imparting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, workshop, practical experience, student perceptions of instruction, assessment of and engagement with student work, and direct consultation with students.

a. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, effective student performance evaluation procedures, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The learning objectives of each course, the means of assessing learning objectives, and the outcomes of the assessment should be assessed as part of the teaching performance.

b. The evaluation shall include consideration of other assigned university teaching duties, such as advising, counseling, supervision, or duties of the position held by the employee.

c. The evaluator shall take into account any relevant materials submitted by the employee such as class notes, syllabi, student exams and assignments, an employee's teaching portfolio, results of peer evaluations of teaching, and any other materials relevant to the employee's instructional assignment.

d. The evaluator shall consider all information available in forming an assessment of teaching effectiveness.

(2) Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of research/scholarship/creative activity.

a. Evidence of research/scholarship/creative activity, either print or electronic, shall include, but not be limited to, as appropriate, published books; chapters in books; articles and papers in professional journals; musical compositions, paintings, sculpture; works of performing art; papers presented at meetings of professional societies; funded grant activities; reviews; and research and creative activity that has not yet resulted in publication, funding, display, or performance.

b. The evaluation shall include consideration of the quality and quantity of the employee's research/scholarship and other creative programs and contributions during the evaluation period, and recognition by the academic or professional community of what has been accomplished.

(3) Performance of assigned professional duties.

(4) Public service that extends professional or discipline-related contributions to the community; the state, including public schools; and the national and international community. Such service includes contributions to scholarly and professional conferences and organizations, governmental boards, agencies, and commissions that are beneficial to such groups and individuals.

(5) Service within the university and participation in the governance processes of the institution through significant service on committees, councils, and senates, attendance at commencement, and the employee's contributions to the governance of the institution through participation in regular departmental or college meetings.

(6) Service for UFF activities is not considered university service and shall not be evaluated.

(7) Other assigned university duties such as academic administration.

Annual Evaluation Standards and Procedures

Section 10.1(e) of the 2018-21 UCF Board of Trustees – United Faculty of Florida Collective Bargaining Agreement requires that tenure-granting departments or units develop and maintain annual evaluation standards and procedures, AESPs. These standards and procedures are developed and revised by a committee of peer-elected faculty members, at least two of whom hold tenure in the department or unit, the department chair or comparable unit head, and one representative appointed by the appropriate dean. AESPs are also developed in non-tenure-granting units where in-unit faculty members are employed (e.g., English Language Institute). In such cases, the only difference in committee structure is that there are no tenured faculty members to serve on the committee.

The proposed annual evaluation standards and procedures or revisions are voted on by eligible employees in the department or unit and subsequently forwarded to the appropriate dean or vice president for review. Once the dean or vice president determines that the proposed AESPs or revisions align with the mission and goals of the college or division, they are forwarded to the university's representative for review to ensure that they are consistent with the mission and goals of the university and comply with the collective bargaining agreement. Once approved by the university's representative, the AESPs must be reviewed on a regular basis; such reviews must begin no later than five years after the adoption or most recent review of the AESPs.

Evaluation of Part-Time (Adjunct) Faculty Members

Adjunct faculty members are temporary employees who are hired to teach one or more courses for one academic term, academic year, or calendar year, as appropriate. They are not represented by collective bargaining at UCF. Like all other instructors of record, adjunct faculty members are evaluated through student perception of instruction surveys. In addition to student perception of instruction surveys and in accordance with UCF Policy 4-500.1 and UCF Regulation 3.010, adjunct faculty members receive, at minimum, an annual evaluation by the appropriate department chair or unit supervisor. Alternatively, they may be evaluated each term in which they are employed. Procedures for the evaluation of adjunct faculty members' performance are maintained by Faculty Excellence at UCF.

As with in-unit faculty members, evaluators of adjunct faculty member performance consider, as appropriate, information provided by the faculty member, students, peers, other UCF officials who contribute to the supervision of the faculty member, and individuals to whom the faculty member may be responsible in the course of his or her assignment. As noted in the procedures, if an adjunct faculty member is noted as having a performance deficiency, the following courses of action may be taken. The supervisor may

- provide counseling or instruction;
- provide personal assistance with the preparation of syllabi, exams, assignments, etc.;
- require the adjunct faculty member to attend workshops or other applicable training sessions conducted by the Faculty Center for Teaching and Learning; and
- elect not to renew the employment of the adjunct faculty member.

Evaluation of Non-Unit Full-Time Faculty Members

Non-unit faculty members are those not included in the bargaining unit. At UCF, non-unit faculty members fall into two categories: (1) administrators (e.g., chairs, assistant deans, associate deans) and (2) faculty members with primary appointments in the university's College of Medicine. Deans are responsible for evaluating department chairs or school directors within their college on an annual basis in accordance with UCF Policy 4-500.1. The annual evaluation of College of Medicine faculty members is also governed by UCF Policy 4-500.1 and UCF Regulation 3.010. Implementation of the regulation and policy mirrors that of the process for in-unit faculty members.

Evaluation of Graduate Teaching Associates, Assistants, and Graders

The teaching-related performance of each GTA (including Graduate Teaching Associates, Graduate Teaching Assistants, and Graders) must be assessed at the end of each term in which the student serves in this capacity. The exact timing and methodology of the assessment is at the discretion of the department, college, or unit by which the GTA is employed. When reviewers evaluate GTA performance, they may rely on classroom visits, ratings on the student perception of instruction survey, syllabi, interviews and discussions with the GTA, and any other pertinent information. The university requires the completion of the GTA Performance Assessment Form and its submission to the College of Graduate Studies. This form is to be completed by the GTA's assigned faculty supervisor after appropriate consultation with the department chair, graduate program director, or other relevant persons. Information on this form provides a summarized rating of the student's teaching-related performance. Colleges and departments may implement additional means of evaluating GTA performance, including GTAs who serve as instructors of record. This summative assessment is discussed with the student, and the student is given an opportunity to respond to the assessment in writing. GTAs who serve as instructor of record also receive student perception of instruction reports.

Cumulative Progress Evaluations

The collective bargaining agreement also requires that in-unit faculty members who are eligible for consideration for promotion to the rank of associate professor or tenure be informed annually of their progress toward promotion to the rank of associate professor. Beginning with the second year of employment (or the first year, if tenure credit was given upon hire), separate cumulative progress evaluations are provided by the tenured members of the department or unit, the chair or unit head, and dean. The progress evaluations are included in the annual evaluation, with the intent of providing an accurate assessment of the faculty member's cumulative performance toward promotion to the rank of associate professor or tenure. At least one assessment of their progress toward the rank of professor is to be made for each employee eligible for promotion to professor before submitting their promotion dossier.

Grievance Procedures

Faculty members at UCF may contest annual evaluations, cumulative progress evaluations, sustained performance evaluations, and performance improvement plan evaluations through appropriate grievance and arbitration processes. In-unit faculty members may file a grievance in accordance with Article 20 of the collective bargaining agreement. Non-unit full-time and part-time faculty members may file a grievance in accordance with UCF Regulation 3.036.

Graduate Teaching Assistants or Associates who believe they have been treated unfairly in the evaluation process may file a grievance in accordance with the Academic Grievance Procedure in the Golden Rule Student Handbook.

Appendix B: UCF's Institutional Effectiveness Assessment Process

Consistent with its core mission and strategic plan, the University of Central Florida implements its own institutional effectiveness assessment policies and procedures. Since 1994, UCF faculty and staff members have defined expected outcomes, assessed the extent to which these outcomes are achieved, and have modified and improved their academic programs and administrative units in light of assessment results. By 1996, each academic program and administrative unit had developed an assessment plan—mission, objectives and outcomes, and measures—and completed one cycle of reporting results and use of results. A three-year review cycle was instituted initially, followed by an annual review in 2000. This change was prompted by a memorandum by the president that restated the importance of assessment and established the Operational Excellence and Assessment Support office to support the assessment activities.

UCF's institutional effectiveness assessment process is overseen by divisional review committees that are aligned to colleges and divisions. UCF's assessment model comprises two broad categories: academic programs and administrative units.

- Academic programs include undergraduate and graduate educational programs (with selected tracks), certificate programs, and the general education program.
- Administrative units include administrative support services, academic and student support services, research centers and institutes, and units focused on community and public service.

Each academic year, all academic programs and administrative units engage in assessment. When appropriate, a program track may undergo separate assessment.

Key Roles in UCF's Institutional Effectiveness Assessment Model

UCF's institutional effectiveness assessment model engages broad-based participation and encompasses several key faculty, staff, and administrative roles depicted in figure 1 and described below:

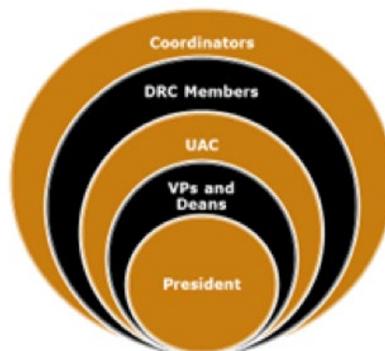


Figure 1: Institutional Effectiveness Assessment Leadership

- Assessment coordinators are faculty and staff members from the academic programs and administrative units. Each academic program and administrative unit has an assessment coordinator, who works in collaboration with their colleagues to develop assessment plans and report results.

- Divisional review committee members are faculty members, staff members, department chairs, and other administrators from the same college or division who serve in a mentoring role and review plans and results.
- University Assessment Committee members are faculty members, deans, vice presidents, and directors who chair the divisional review committees and provide leadership and mentor assessment coordinators and divisional review committee members. The university president, with appropriate consultation, appoints the chair of the University Assessment Committee from among its members. The chair serves for a specific term, typically two years.
- The provost, deans, and vice presidents provide leadership with respect to institutional effectiveness assessment in their respective colleges and divisions.
- The president provides university-wide leadership and gives the charge to the University Assessment Committee.

Institutional Effectiveness Assessment Process

The institutional effectiveness assessment model applies a common assessment process for academic programs and administrative units. Assessment coordinators for each program or unit work with program faculty or staff members

- to develop a plan with outcomes consistent with the mission using the SMART guidelines;
- to select and implement measures using the MATURE guidelines; and
- to analyze results and plan for improvements in light of those results, which are then assessed in the following year's plan (i.e., closing the loop).

The assessment process is detailed below and includes the components of the assessment report that is submitted annually.

1. Results of the previous year's assessment plan (data and analysis).
2. A reflective statement describing the implications of the findings and how the evidence can be used to make improvements.
3. Implemented and planned improvements (actual and proposed changes) in light of these results.
4. An assessment plan for the current year (which includes measurement of the effect of improvements made). The plan consists of a mission statement, assessment process, at least eight outcomes (for undergraduate programs) or at least three outcomes (for graduate programs and administrative units) that are central to their mission, and at least two measures (one of which is a direct measure) per outcome with performance criteria or targets that provide evidence about how well the outcomes are being achieved. Methodologically sound practices are employed by faculty and staff members to measure student learning and operational outcomes.
5. Results and plans are submitted to the appropriate divisional review committee for reviews that are designed to promote excellence in assessment of processes, operations, and student learning outcomes. Division review committee members provide feedback to the coordinators about the assessment results and plans. Assessment coordinators address the feedback and resubmit the results and plans back to the divisional review committee. The results and plans go through several iterations prior to final approval by the chair of the divisional review committee.

Figure 2 shows the continuous quality improvement process described above.



Figure 2: Continuous Quality Improvement Assessment Cycle

Regulation 8.016, Board of Governors, requires student learning outcomes for undergraduate degree programs to include discipline- or content-specific knowledge and skills, communication skills, and critical-thinking skills. The outcomes, referred to as Academic Learning Compacts, are incorporated into each undergraduate degree program’s assessment plan. The regulation also requires that the outcomes incorporate perspectives of appropriate constituencies, such as potential employers and graduate programs, regarding the knowledge and skills graduates need in the global marketplace and society.

Outcomes for undergraduate degree programs and the general education program are measured annually, as are outcomes for graduate programs and administrative units. In all cases, the results are analyzed and used for program improvement. While not required by regulation, UCF also establishes student learning outcomes corresponding to content-specific knowledge and skills, communication skills, and critical thinking skills for each foundational area of the general education program.

Broad-Based Participation, Periodic Reviews, and Quality Assurance

Broad-based participation is the foundation of UCF’s assessment model and is characterized by active involvement and contributions of faculty members, staff members, and administrators who are organized into divisional review committees that are aligned to the colleges and divisions. Each divisional review committee has a chair who sits on the University Assessment Committee. The University Assessment Committee was established to support a process of continual self-evaluation and improvement. The primary purpose of the committee is to oversee and assist academic programs and administrative units in conducting ongoing assessment to improve student learning and operations. This quality assurance structure has been in place since 1996.

Assessment coordinators from each program or unit work collaboratively with fellow faculty and staff members to develop outcomes, select and implement measures, analyze results, and plan for improvements in light of the results. There are two phases to this collaborative process that represent the two parts of an assessment plan and are described below:

- Phase I Plan: Enter a plan with outcomes and measures into the online report and review system.
- Phase II Results: Enter results for each measure, analyze results, and provide likely changes in the reflective statements.

The assessment coordinators submit the plans and results for review to the divisional review committee. The online report and review system houses common structured templates for assessment coordinators and divisional review committee members. Each divisional review committee is charged with working collaboratively with its programs or units to assist the members in their assessment efforts and to provide a review of the quality of the assessment reports according to established criteria.

Peer Review

Each program and unit is reviewed by multiple members of the divisional review committee—often one member and the chair. They review the quality of the assessment result submissions and new assessment plans and provide feedback to the assessment coordinators in the assessment web application to help improve the quality of the reports and new assessment plans. In light of this feedback, assessment coordinators improve their results and plans and resubmit to the divisional review committee members. The results and plans go through this iterative review process until the divisional review committee chair approves the results and plans.

Prior to the recording of this final review in the assessment web application, additional quality assurance best practices are encouraged to be incorporated. For example, in the College of Engineering and Computer Science and in Student Development and Enrollment Services, faculty and staff members make presentations of their assessment plans and results and receive feedback in public forums attended by administrators, faculty members, and staff members from the colleges and units and divisional review committee members. This activity allows for additional perspectives and input to further enhance student learning and the assessment process.

The University Assessment Committee ensures the quality of the reviews conducted by the divisional review committees through its oversight of the review process. The chairs of each of the 21 divisional review committees constitute the university-level committee. A major role that this committee plays is in its oversight of the review process. Every year, each member of the University Assessment Committee presents a report on the quality of the results and plans of the divisional review committee that they oversee. It contains examples of how the programs or units use assessment results to make improvements.

Assessment Criteria and Rubrics

Assessment criteria are defined in the institutional effectiveness developmental assessment rubrics, designed in 2009 as a tool for providing specific feedback on plans (outcomes and measures) and results (results and analysis). The rubrics replaced rating scales that were in effect from 2001 through 2008.

The assessment rubrics were developed by a working committee of the University Assessment Committee to deepen the assessment culture and use of evidence for improvement. Faculty and staff members tested the rubrics by applying them to assessment plans and results. Feedback was elicited with an online structured form to improve the content and language. The rubrics were then programmed into an existing assessment web application as a replacement for the existing reviewer rating scales in the assessment plans and results template. Workshops and training sessions were conducted to clarify expectations and to practice using the rubrics. The rubrics were revised in 2013 to increase rigor and provide a detailed narrative for each rubric indicator.

The University Assessment Committee launched several related initiatives to strengthen the assessment culture and the use of evidence for improvement. Rubric reports were designed to show trends over time for use by assessment coordinators and committee chairs and members. Divisional review committees use the rubric reports to support efforts of programs and units whose assessment work is rated at an early developmental stage to increase the use of results for improvement. To track the impact of evidence-based changes, assessment rubric plans and results reports show how programs or administrative units are meeting the expected standards benchmarked against the university.

These reports are used by the divisional review committees to mentor faculty and staff members and to focus discussion on the rubric indicators. The reports have assisted the committees in increasing the quality of their assessment plans and results. Reports that show how programs or administrative units are meeting the expected standards are housed in a password-protected assessment web application.

Annual Report to University Leadership

Assessment trend reports summarizing the overall status of using the process to improve learning and operations are provided annually by the chair of the University Assessment Committee to the provost, deans, and vice presidents. The committee also presents an annual assessment report to the president and campus community that highlights submission rates, types of measurement approaches used in assessment, changes made as a result of conducting assessments, and the impact of the changes over time. Assessment success stories, based on assessment rubric ratings, are celebrated through poster presentations.