News Clips

It's fall. Nights are cool enough to sleep with windows open. Lawn mowing is no longer a weekly chore. And it's time for University of Central Florida's Homecoming '90.

The Knights tackle Slippery Rock at the Citrus Bowl on Saturday, Nov. 10, at 1:30 p.m., to highlight homecoming week. But even non-football fans can have a roaring good time during a week of activities. Events are:

- Duffer's Delight Golf Tournament, Eastwood Country Club, Saturday, Nov. 3, 8 a.m.
- Joe Davis previews the basketball season at the Alumni Club, Wednesday, Nov. 7, 11:30 a.m.
- UCF battles Brazil in a basketball exhibition, Thursday, Nov. 8, 7:30 p.m.
- Student-made floats chug down Gemini Boulevard during the homecoming parade on Friday, Nov. 9, at 4 p.m.
- UCF supporters celebrate at a tailgate party at Tinker Field (next to the Citrus Bowl) on Saturday, Nov. 10, at 11 a.m.
- Gene McDowell reflects on the football season at the UCF Forum, Church Street Station, Wednesday, Nov. 7, 7 p.m.
- UCF battles Brazil in a basketball exhibition, Thursday, Nov. 8, 7:30 p.m.
- Student-made floats chug down Gemini Boulevard during the homecoming parade on Friday, Nov. 9, at 4 p.m.
- UCF supporters celebrate at a tailgate party at Tinker Field (next to the Citrus Bowl) on Saturday, Nov. 10, at 11 a.m.

For information, call x2586.

Yugoslavian writer and poet Neda Miranda Blazevic, the second speaker in the English department's World Writers Series, sponsored by the English department, speaks to faculty, staff and students on Oct. 22.

A plan that could beef up employee scholarships at the University of Central Florida has encountered heavy opposition from University Support Personnel System representatives.

"Fearing a university-wide plan that includes faculty and administrative and professional (A&P) members would not be fair to USFS employees, the staff council on Oct. 18 decided to wait for its next meeting on Nov. 15 to vote on the proposed plan. A subcommittee will examine the proposed plan and report to the council then."

Governor Names UCF Student To Board of Regents

Some credit fate. Others, pure luck. Whatever, Ross Wolf's life has taken magical twists those past few years.

Wolf, the son of public school teachers, was chosen student representative on the state Board of Regents by Gov. Bob Martinez this month. But if not for a series of pinpoint turns and 180-degree bends, Wolf himself would likely be teaching today.

Somewhere between his senior year at the University of Central Florida and graduation, Wolf drifted into school politics. Changed his major from education to liberal studies. Ended up as Florida Student Association legislative director in Tallahassee, last year.

It's a fluke that Wolf, 23, ever became a student at UCF in the first place. If the campus was located a couple of hours south, he never would have stopped here at all. He only did so because he promised his parents he'd at least look at another school before enrolling at the University of Florida. UCF isn't far off the road between his home in New Port Richey and Gainesville.

"In a single fund-raising drive, you're going to gain more than you're going to lose. It's in our interest if we can make this work," Mark Roberts, director of personnel, told the council.

"Something like this could bring us all together," he said.

Most council members opposed the joint plan.

"We've already done all this"

Please see STAFF, Page 3

Next Issue Of The UCF Report is Nov. 14 • Deadline Nov. 7
WOLF, continued from Page 1

visiting both schools, he picked UCF. (He even convinced his younger sister to attend UCF, and is now trying to talk a second sister into it: she's 13.)

In fact, Wolf almost passed on UCF a second time. While in Tallahassee, he began studying for a master's degree in public administration at Florida State University. He missed Orlando and UCF so much though, that he transferred back.

Thanks to all those factors, Wolf is now on the edge of a career in government service. His appointment to the Board of Regents may be the springboard that leads to the plunge.

Wolf is the second UCF student in three years chosen to serve on the board. Two years ago, Jackie Goigel did so. One student each year represents Florida's nine state universities and colleges.

"I really don't understand why I was chosen considering UCF just had someone (on the board) two years ago," Wolf said.

"All I know is I'm grateful.

A year lobbying for the Florida student Association may have given Wolf the edge over other applicants wanting to serve on the Board of Regents.

"I really enjoyed that," he said, referring to the work in Tallahassee. "I got to know a number of people there, a lot of legislators."

"The experience I've had prepared me for the type of issues I'll be facing. Since I already know who the players are in education, I don't have to spend time learning that. I can get down to trying to do something about the issues," he said.

Wolf has a list of the issues he wants to address during his year on the board. Among them:

- Faculty and staff salaries. He believes they should be increased.
- He also hopes to discuss with board members the role of faculty, if it's necessary for them to do research to be good teachers.
- Minority recruitment and retention.
- Deciding what is a student's "fair share" when paying for education.
- Dealing with the growing number of students at the state's universities and colleges.

Wolf has his first opportunity to introduce those priorities soon enough. The Board of Regents meets on Thursday, Nov. 1.

Memorandum

To University community

From: Frank Brittan, surplus property & salvage; Beverly Delong, property & inventory control

Subject: Surplus property procedures

Procedures regarding disposition of surplus property are not being followed in some areas. All items that become surplus, damaged or unusable are to be reported on UCF Form 812, "Request for Relief of Responsibility for Property Surplus, Damaged or Unusable." Copies should be sent to surplus property & salvage and property & inventory control. No items are to be permanently removed from campus unless so designated by surplus property & salvage. Unusable, damaged and surplus items must be reported so they can be removed by property & inventory control.

To University community

From: Hugh Irie, environmental health and safety

Subject: Smoking policy

This policy outlines conditions under which, in university buildings, smoking is permitted or prohibited.

Guidelines:

- Smoking is permitted in places marked "smoking area."
- Smoking is not permitted in buildings that have been declared "no smoking facilities." and in the following areas of all buildings: classrooms, laboratories, lecture halls, auditoriums, storage rooms, libraries, corridors and hallways and lobbies within 15 feet of a rest room or water fountain, theater seating areas, open work space (unless all people unplugged there at the same time agree that smoking is permitted), elevators, janitorial closets, gymnastics rooms, rest rooms and water fountains (or areas providing access to them), medical treatment areas.
- Any person with a health problem that smoke makes worse and that is verified by a doctor, can insist on a work space in a non-smoking area. If that person has no fixed work space and is exposed to smoke, such exposure shall be limited to 50 percent of work time.
- In snack bars and other eating places, smoking areas shall be assigned as determined in accordance with 386.205, FS.
- In one or two person offices, smoking shall be permitted if occupants agree.
- Smoking and no-smoking areas in general conference and seminar rooms may be established by the person in charge of each group using the facility.
- Smoking will not be permitted in any area unless suitable ashtrays or receptacles are provided.
- Smoking and non-smoking areas open to visitors or the general public must be identified by appropriate signs. Signs will be installed by physical plant.

Responsibilities:
- Department heads shall determine in which areas under their control smoking is permitted (in consonance with guidelines); by memorandum, inform building managers of these areas.
- Building managers shall keep the environmental health and safety department informed of the smoking and non-smoking areas in consultation with department heads, determine which areas are open to smoking for the general public.
- Physical plant shall furnish and install smoking and non-smoking signs in accordance with information received from building managers.
- The director of environmental health and safety is responsible for the overall implementation of this policy.

Disputes:
- Any problems or disputes that are not readily solvable at the building level may be appealed in writing to the director of environmental health and safety.
- Procedures for appealing may be obtained from the environmental health and safety office.

Non-smoking facilities:

- AFT/RITC, art dome, engineering (CEBA), business administration, chemistry, computer center II (except employee lounge), economics, creative school for children, education (except floor lab), engineering field lab, Howard Phillips Hall, health and physical sciences, humanities and fine arts, library, police facility, portable buildings, psychology dome, rehearsal dome, rehearsal hall, recreational services, student center, student health center, theater, Wayne Deenich I.
University committed To Ethnic Diversity

UCF's Future: Rainbow Of Races, Cultures

The University of Central Florida of the future may have a strikingly different look. Not because of sprouting buildings and classrooms and parking garages though. In years to come, a rainbow of races and ethnic groups may be on campus.

Janet Balanoff hopes so anyway. "I'd like to see men and women with different ethnic backgrounds sprinkled around in all kinds of (job) positions," said Balanoff, director of the university's equal opportunity and affirmative action office.

Already there are signs pointing in that direction. There's a 17 percent jump in minority student enrollment this year over last. And the university's first full-time assistant admissions director for minority student programs came on board this summer.

The university has "a commitment to broaden (cultural) diversity," Balanoff said.

To push that commitment along, each year Balanoff implements the cultural diversity initiative, a list of programs designed to help the University of Central Florida increase diversity. The 24 goals listed vary from long-range ("USPS staff members of both genders, two or more race/ethnic groups in each department."). to short-term ("Distribute black history month posters, Martin Luther King posters.").

Balanoff encourages departments to sponsor cultural diversity initiative programs.

"I would like to make sure people in organizations and departments are already doing activities that aren't related to this office," she said, pointing out the university's English department sponsored a talk by black author Toni Morrison last year.

Balanoff said, pointing out the university's "We've done a lot for students who have applied to UCF, but not for the student who has not applied and might be a good prospect." -- Nona Edmundson-Wright

Director's Goal: Beefing Campus Minority Number

Nona Edmundson-Wright is glad to be working for the state. After a three-year stint at Rollins College working in admissions, she decided it was time to move on.

In August, she started her new job as the University of Central Florida's assistant director for minority student programs. Her first project is developing a minority recruitment program.

"From the administrative point of view, there needs to be a program: systemized, organized so every year we know this format is in place for years to come."

As the university's first full-time minority recruiter, she focuses on increasing minority enrollment. She speaks to high school seniors, assists with the admissions office scholarship selection and handles publicity and fund raising.

Currently, there are 2,880 minority students enrolled at UCF, a 17 percent jump over last year. But she wants those figures to increase.

"We've done a lot for students who have applied to UCF, but not for the student who has not applied and might be a good prospect. I want more people to apply here," she said.

Under Edmundson-Wright's guidance, while assistant director of admissions at Rollins, minority enrollment increased to more than 15 percent in 1989, from about 8 percent three years earlier.

A Canadian citizen who grew up in Jamaica, Edmundson-Wright attended Southern Illinois University, where she earned a double B.A. in business and marketing in 1984, and an MBA in '86.

As a student, she did research for the minority engineering program and handled programming for student organizations, which led to a career in minority recruitment.

"I wanted to work in higher education administration. And I found administration and business plus education a happy medium," she said.

Wednesday, Oct. 31, 1990
For Sale

Vivitar flash. Bell & Howell 110mm camera. Best offer.

For Rent

Free deposit! Moving to larger location. Need someone to assume last 4 months of apt. lease. Walk to UCF. Pools, etc. $349/mo. You keep deposit. Roger, x2093.

Sand & surf condo, on Daytona Beach Shores. 2nd floor, fully furnished, sleeps 6, 2 full baths. Available Nov. 17-24 and Nov. 24-Dec. 1. $275/week. Shirley Fowles, x5460 or 657-2867.

Wanted

Wanted collectables, old wooden lures, quality reels, etc. $349/mo. You keep deposit. Roger, x2093.

Teamwork

Calling all former Pittsburghers! Has Mickey Town got your down? Do you long for the land of the Black and Gold? Well, don’t despair! The Orlando-Pittsburgh Club can bring a touch of old home to you right here in Florida. Our last happy hour attracted approximately 60 displaced ‘Burghers, and we’re looking for more. You might meet some old friends you’re sure to make new ones. So any of “yinz” guys and girls from Pgh. or the surrounding area who are interested, call Bill Dougherty at x572 for information.

Calendar

Celebration:
• Sunday, Nov. 11, annual celebration for the Spanish Business and Professional Women’s Organization’s scholarship fund takes place in the ballroom of the Americas at Disney’s Contemporary Resort, 11 a.m. The Mexican Fiesta consists of a luncheon and fashion show. A Mariachi band, Tierra del Sol, will play popular Mexican songs. Tickets are $50. For tickets and reservations, call Elba Grovadall, 679-4741.

Courses:
The following mini-courses are being offered by private and public agencies in the Orlando area. For information, contact personnel services, ADM 230.
• Friday, Nov. 2, Powerful Business Writing Skills.
• Monday, Nov. 5, The 1990 Seminar.
• Wednesday, Nov. 7-Thursday, Nov. 8, The Course Developer Workshop.
• Monday, Nov. 12, Base Supremacy.
• Nov. 14, Handling Emphatic Discipline and Performance Mistakes.
• Nov. 14-Nov. 16, Evaluating Contractor Proposals.
• Nov. 29, How to be a Better Receptionist.

UCF’s Center for Executive Development is offering the following courses and conferences in November. For information, call program coordinator Judy Ryder, x2446.
• Monday, Nov. 12, updates and current developments in taxation for individual and corporate taxpayers will be covered. The agenda covers employee benefits, international tax affecting Florida businesses, presenting financial statement data with graphics, administrative procedures and resolution of controversies with the IRS and with Florida’s Department of Revenue, and estate and gift tax planning. The conference will be held in the College of Business building. Registration begins at 7:45 a.m. Cost is $115, and includes continental breakfast, lunch, refreshments and materials.
• Nov. 16-17, Obtaining Results Through Effective Leadership — a course dealing with promoting quality, goal setting, planning, delegation and communication will be held in the Center for Execucare Development. 8:30 a.m. to 4:30 p.m. Cost is $95. The workshop will also teach leadership through effective human resources, covering such topics as employee behavioral styles, interviewing skills to build your team, using performance appraisals, disciplining and reward systems, problem solving and directions in human resources.

UCF computer lab in CB6 A2, 146A:
• Wednesday, Oct. 31, Introduction to DOS, HPB 331, 11-1 a.m.
• Wednesday, Oct. 31, Introduction to CMS, HPB 331, 1:30 p.m.
• Thursday, Nov. 1, Introduction to LAN, HPB 331, 1-3 p.m.
• Tuesday, Nov. 6, Foxpro, HPB 331, 9-11 a.m.
• Wednesday, Nov. 7, Introduction to LAN, HPB 331, 9-11 a.m.
• Thursday, Nov. 8, Introduction to DOS, HPB 331, 1-3 p.m.
• Friday, Nov. 9, Dialup, HPB 331, 1-3 p.m.
• Tuesday, Nov. 13, Introduction to CMS, HPB 331, 9-11 a.m.
The following class is in the Macintosh lab in computer center 2, room 111:
• Friday, Nov. 2, Microsoft Chart for DOS, HPB 331, 1-3 p.m.

Exhibit:
• Through Nov. 16, Prints and Drawings, an exhibit by Robert Rivers, will be on display in the UCF Fine Arts Gallery.

Miscellaneous:
• Nov. 14, UCF Women’s Club hosts a dinner and theater party, “Hall Best for Good Times,” featuring James Best, known as Sheriff Rosco Colewoman on the Drapes of Hazard television show. The covered dish dinner is at the home of Lee and Al Armstrong at 9:30 p.m., and the rest of the program is at the University Theatre at 7:30 p.m. Tickets are $5. Reservation deadline is Friday, Nov. 9. For information, call Judy Kuhn, 365-9209 or Al Armstrong, 699-0890.

Music:
• Nov. 16, the University Chorus Concert will be held at St. John’s Lutheran Church in Winter Park at 8 p.m.

The UCF Report

The UCF Report is a publication of the Department of Public Affairs, Division of University Relations, University of Central Florida, P.O. Box 25000, Orlando, FL 32816, (407) 287-2504. Publication of announcements and official memos about University policy and procedures in The UCF Report constitutes official notice to faculty and staff.

Dave Finnerty, Editor
Irene LeBlanc, Editorial Assistant
Kristen Sweet, Editorial Assistant
Bill Thomas, Photographer
Goals Promoting Campus Community
Score #1 In Broad-Based UCF Survey

Promoting a sense of campus community tops a list of 20 goal areas that UCF should stress, a broad-based survey commissioned by the Strategic Planning Council has found.

While the "community" goals cluster (see Goal Area Definitions) earned the highest importance rating in the Institutional Goals Inventory prepared by the Educational Testing Service, three other goal areas also attained a "highly important" rating based on the answers of 1,000 faculty, student, administrative/professional, staff, alumni and community respondents.

The goal areas cover fostering beliefs and attitudes towards learning and intellectual work, furthering academic development, and providing academic training.

At the opposite end of the scale, respondents gave the lowest grade — "no importance" or "not applicable" — to "traditional religiousness," made up of goals that have a religious content or purpose.

The inventory, according to ETS, "designed to help colleges and universities define their educational goals, establish priorities among those goals, and give direction to their present and future planning." The framework of the inventory consists of 20 "goal areas" which are divided into two categories: outcome and process goals. Outcome goals, ETS says, are "substantive goals colleges may be seeking to achieve (qualities of graduating students, research output, kinds of public service, for example)."

Process goals, ETS explains, "are conceived as internal campus objectives — relating, for the most part, to educational process and campus climate — which may facilitate achievement of the outcome goals."

ETS quantifies the 20 goal areas according to how much importance respondents say should be given to a series of four goal statements that apply to each area. The one to five scale gives respondents the choice of "no importance" (for N/A), "low importance," "medium importance," "high importance," and "extremely high importance." The same methodology is used to measure how much importance respondents believe is currently ascribed to each goal.

Consequently, the survey enables one to identify the difference, or importance gap, between how much importance respondents feel is being placed on the various goal areas versus how much should be placed there.

The graph on the following page (Institutional Goal Area Rankings) depicts the UCF "importance" scores for the goals areas on the x and y should be measured.

Since each goal area score represents the average for respondents' answers to four goal statements, the survey provides a fix on specific goals the sample feels should be stressed the least and most.

Following is the rank ordering of individual goal statements deemed most important, together with their scores (5=extremely important) down to 1= no importance or N/A).

Who's Included In The Survey:

<table>
<thead>
<tr>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>276</td>
</tr>
<tr>
<td>Students</td>
<td>419</td>
</tr>
<tr>
<td>Staff</td>
<td>126</td>
</tr>
<tr>
<td>Alumni</td>
<td>146</td>
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<tr>
<td>Community</td>
<td>51</td>
</tr>
<tr>
<td>Unidentified</td>
<td>19</td>
</tr>
<tr>
<td>Total:</td>
<td>1,037</td>
</tr>
</tbody>
</table>

*Opinion leaders associated with UCF*

ETS Goals Study Has Track Record

ETS goals inventories have been commissioned by hundreds of colleges and universities nationwide since introduction in 1972. Originally developed for in-depth studies of institutions of higher education in California, ETS goals instruments have been used by every type of school — from community colleges through huge land-grant universities. Within the last four years, 45 institutions have conducted the ETS inventory.

The ETS goals study comprises one leg of a three-legged information platform designed to provide solid footing for the construction of a University of Central Florida mission statement by members of the Strategic Planning Council.

The Institutional Goals Inventory offers council members data-driven insight into how much UCF's key constituencies value the many different goals that colleges and universities may choose to pursue or emphasize.

The shaping of a mission statement capable of being implemented is facilitated by the knowledge of what goals rank highest and lowest — and by whom. The underlying premise is that university missions built from goals that fail to be highly valued by key constituent groups will suffer instability.

A second leg of the information platform consists of the external forces studies, which now are being prepared in final form after adjustment to reflect comments of interested parties, go-campus and off-campus.

The external forces studies seek to identify dynamics beyond the control of the university that provide opportunities or threats — and sometimes both — for UCF's development during the 1990s.

Studies examine forces spanning dynamics that are economic, educational, legal/political, social/cultural, demographic, and technological. The final reports will be printed as an insert to The UCF Report.

The third leg, an assessment of UCF's internal strengths and weaknesses in academic programs, nonacademic departments, facilities, other resources and internal services. The assessment has been conducted by representatives from both the faculty and the student bodies. The results of the council-commissioned goals study are available for examination at the reserve desk of the library.

Wednesday, October 31, 1990

Special Insert Page 1
Institutional Goal Priorities -- By Group

Faculty
• To ensure that students who graduate receive some level of reading/writing/math competency (4.51).
• To train students in methods of scholarly inquiry, scientific research and problem solving (4.47).
• To maintain a climate of mutual trust and respect among students/professors/administrators (4.47).
• To create an institution known widely as an intellectually exciting and stimulating place (4.45).
• To help students acquire depth of knowledge in at least one academic discipline (4.36).

Students
• To ensure that students who graduate receive some level of reading/writing/math competency (4.58).
• To provide students an opportunity for training in specific careers — accounting, nursing, etc. (4.44).
• To develop what would generally be regarded as a strong and comprehensive graduate school (4.41).
• To help students acquire depth of knowledge in at least one academic discipline (4.43).
• To develop what would generally be regarded as a strong and comprehensive graduate school (4.41).

A&P and Staff
• To ensure that students who graduate receive some level of reading/writing/math competency (4.50).
• To maintain a climate of mutual trust and respect among students/professors/administrators (4.44).
• To train students in methods of scholarly inquiry, scientific research, and problem solving (4.39).
• To maintain a climate of open/candid communication throughout the organizational structure (4.37).

Alumni
• To ensure that students who graduate achieve some level of reading/writing/math competency (4.56).
• To provide students an opportunity for training in specific careers — accounting, nursing, etc. (4.56).
• To help students acquire depth of knowledge in at least one academic discipline (4.43).
• To develop what would generally be regarded as a strong and comprehensive graduate school (4.41).

Community
• To ensure that students who graduate achieve some level of reading/writing/math competency (4.55).
• To train students in methods of scholarly inquiry, scientific research, and problem solving (4.52).
• To maintain or work for a reputable standing for the college/university in the academic world (4.29).
• To create an institution known widely as an intellectually exciting and stimulating place (4.55).
• To help students acquire depth of knowledge in at least one academic discipline (4.43).

Bold: Shared by all groups
Italic: Shared by at least three groups

Institutional Goal Area Rankings

Key to Responses

<table>
<thead>
<tr>
<th>Of no importance/ not applicable</th>
<th>Of low importance</th>
<th>Of medium importance</th>
<th>Of high importance</th>
<th>Of extremely high importance</th>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Community
Intellectual Orientation
Academic Development
Advanced Training
Vocational Preparation
Intellectual/Aesthetic Env.
Democrat. Governance
Indiv. Personal Development
Research
Accountability/Efficiency
Freedom
Meeting Local Needs
Innovation
Public Service
Humanism/Altruism
Social Criticism/Activism
Cult./Aesthet. Awareness
Social Egalitarianism
Off-Campus Learning
Traditional Religiousness

among students/professors/administrators (4.28).

The UCF Report
ETS, continued from Page 1

importance is being concentrated on the most important local goals. This same faculty opinion skewed occurred on three other goals: to perform contract research for government, business, or industry; to expand open admissions and develop meaningful educational experiences for all admitted; and to apply cost criteria in deciding among alternative academic and non-academic programs. Based on the opinions of all respondents, the goals presenting the greatest challenges (in terms of the distance that must be traveled), and ranking them from their current levels of importance to the desired levels are:

Most Challenging Goals
All Respondents
• To create an institution known widely as an intellectually exciting and stimulating place. (4.37 "should be")
• To promote an understanding of the need for private support of a public institution. (4.30)
• To maintain a climate of mutual trust and respect among students, faculty, administrators, staff. (4.29)
• To increase computer literacy of students/faculty/staff. (4.27)

Students
• To maintain a commitment toward excellence in teaching. (4.60)
• To create a continuing positive image of the university. (4.29)
• To place the educational, cultural, and social development of the student as the primary goal of the university. (4.18)
• To promote an understanding of the need for private support of a public institution. (4.03)
• To increase the computer literacy of students/faculty/staff. (3.99)

A&P and Staff
• To maintain a commitment toward excellence in teaching. (4.60)
• To create a continuing positive image of the university. (4.29)
• To place the educational, cultural, and social development of the student as the primary goal of the university. (4.28)
• To increase computer literacy of students/faculty/staff. (4.17)
• To enhance research links with international, national, and industrial laboratories. (3.87)

Community
• To maintain a commitment toward excellence in teaching. (4.53)
• To create a continuing positive image of the university. (4.58)
• To maintain commitment toward the advancement of African-American students. (4.50)
• To increase computer literacy of students/faculty/staff. (4.16)
• To assess on a University-wide basis the quantity and quality of student learning in order to gauge institutional effectiveness. (4.12)

Most Important Goals
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How UCF Results Fare
With Other ETS Studies

If imitation is the sincerest form of flattery, then the institutions ETS likens to UCF should consider themselves complimented. The institutional goal areas UCF respondents say should be most important here largely mirror the cumulative results for 28 schools ETS used for comparative purposes. In 12 of 20 goal areas, the importance the overall Central Florida sample says should apply remained within one-tenth of a point from the average importance scores of the other schools.

In addition, UCF and the comparative sample shared common ground in their rank ordering of the goal areas they considered most important. They agreed, in descending order, that the three most important areas should be: campus community, intellectual orientation, and academic development.

Unlike the case with ETS institutional goals, respondents attributed significantly higher value to the local option goals at the bottom of the "should be" importance scale. The bottom five, in fact, all scored in the moderately important range.

Special Insert Page 3

ETS, continued from Page 1

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With Other ETS Studies

If imitation is the sincerest form of flattery, then the institutions ETS likens to UCF should consider themselves complimented. The institutional goal areas UCF respondents say should be most important here largely mirror the cumulative results for 28 schools ETS used for comparative purposes. In 12 of 20 goal areas, the importance the overall Central Florida sample says should apply remained within one-tenth of a point from the average importance scores of the other schools.

In addition, UCF and the comparative sample shared common ground in their rank ordering of the goal areas they considered most important. They agreed, in descending order, that the three most important areas should be: campus community, intellectual orientation, and academic development.

Unlike the case with ETS institutional goals, respondents attributed significantly higher value to the local option goals at the bottom of the "should be" importance scale. The bottom five, in fact, all scored in the moderately important range.

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Goal Area Definitions

Outcome Goals

Academic Development - this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

Intellectual Orientation - this goal area relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.

Individual Personal Development - this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.

Humanism/Altruism - this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

Cultural/Aesthetic Awareness - this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

Traditional Religiousness - this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental - in short, traditional rather than "secular" or "modern."

Vocational Preparation - this goal area means offering specific occupational curriculums (as in accounting or nursing) geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

Advanced Training - this goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.

Research - this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

Meeting Local Needs - this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

Public Service - this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

Social Egalitarianism - this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

Social Criticism-Activism - this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

Process Goals

Freedom - this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles.

Democratic Governance - this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

Community - this goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

Intellectual/Aesthetic Environment - this goal area means a rich program of cultural events; a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

Innovation - this goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

Off-Campus Learning - this goal area includes time away from the campus in travel, work-study, VISTA work, etc; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

Accountability/Efficiency - this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.