GEP Faculty Co-lead Role Description

Position Summary

General Education Program (GEP) Faculty Co-leads serve as faculty representatives and facilitators, bridging communication between GEP leadership, departmental/school coordinators, and faculty within their assigned UCF GEP Foundation.

Co-leads provide faculty insight to guide program initiatives, support consistency in communication and assessment, and lead GEP-wide efforts through specialized committees. They serve as faculty voices, ensuring effective implementation, coordination, and continuous improvement of the GEP.

General Co-lead Responsibilities

Communication and Liaison
- Serve as the primary faculty bridge between GEP leadership and departments/schools within their assigned GEP foundation area.
- Relay information from GEP leadership to departmental coordinators and ensure updates are clearly communicated at the foundation level.
- Participate in monthly GEP leadership meetings to share foundation-level feedback, raise faculty needs, and contribute to ongoing program initiatives.
- Maintain open, two-way communication with GEP leadership and departmental coordinators to support clarity, timeliness, and transparency.

Program-level Engagement
- Collaborate with the GEP Program Director, Instructional Specialist, and Faculty Fellow to develop faculty-facing resources, templates, and communication materials.
- Contribute faculty perspective to program improvement initiatives, including policy revisions, assessment updates, grant proposals, and the design of faculty resources.
- Support the continuous development and improvement of the GEP Communication Model.

Collaboration and Support

- Meet with departmental GEP coordinators within assigned foundation areas each semester to share updates and address questions.
- Provide guidance to coordinators.
- Participate in the GEP newsletter and other communication efforts by contributing content or highlighting foundation-specific updates.
- Hold pre-assessment Q&A sessions for coordinators and faculty during the assessment period.

Committee Structure and Specific Responsibilities

To ensure workload balance and a clear description of responsibilities, GEP Co-leads are divided into three standing committees, each with distinct functions. Co-leads will serve on one committee, based on their expertise and interests.

1. **Assessment Committee**
   Purpose
   To support the GEP Faculty Fellow in implementing, maintaining, and refining the program's assessment processes and tools.

   Responsibilities:
   - Collaborate with the Faculty Fellow to ensure assessment formats and rubrics align with institutional and state requirements.
   - Provide faculty support and training in the use of assessment tools, methods, and submission.
   - Review and recommend improvements to the Canvas assessment shell, including automation and simplification.
   - Contribute to data-driven reflections and summaries for GEP assessment reports.

2. **Awards Committee**
   Purpose:
   To lead initiatives that promote faculty participation in GEP-related awards, review submissions, and report award recipients.

   Responsibilities:
   - Develop strategies to increase faculty engagement in GEP awards.
   - Review and refine award application criteria and processes to ensure transparency, accessibility, and fairness.
   - Serve as the review body for award submissions.
   - Collaborate with GEP leadership to streamline nominations and review timelines.

- Highlight award winners and success stories for the GEP newsletter or annual reports.

3. **Professional Development Committee**
   Purpose:
   To plan and lead professional development activities that strengthen faculty understanding, engagement, and teaching within the GEP.

   Responsibilities:
   - Plan and deliver GEP-specific faculty development events, such as workshops, webinars, and panels.
   - Collaborate with the Instructional Specialist to create training modules for new GEP faculty and coordinators.
   - Assist the Instructional Specialist in developing faculty resources (guides, exemplars, and best practices) related to assessment, communication, and pedagogy.
   - Gather faculty feedback to inform ongoing PD offerings.
   - Promote a culture of collaboration and continuous improvement across foundations.

Time Commitment & Reporting

- **Term:** One academic year (renewable).
- **Reports to:** GEP Program Director.
- **Collaborates with:** Instructional Specialist, Faculty Fellow, other Co-leads, and departmental GEP Coordinators.
  - Departments/schools may choose to have the person serving as GEP Co-lead also serve as the GEP Coordinator.
- **Time Commitment:** Approximately 4–6 hours per month (including meetings, committee work, and communication tasks). The time may vary throughout the semester, depending on committee assignments and the foundation area.
  - If a faculty member is both Co-lead and Coordinator, they should expect to invest more time to carry out both roles.
- **Recognition:** Service aligns with comparable faculty leadership positions; departments are encouraged to recognize this role as formal service.

Table. Distinction from the GEP Coordinator Role

GEP Co-lead	GEP Coordinator
Operates at the program/foundation level	Operates at the departmental level
Serves on a committee (Assessment, Awards, or PD)	Manages GEP logistics and communication within the department
Contributes to program-wide initiatives and decisions	Implements updates and supports faculty in applying GEP policies
Acts as faculty voice in GEP leadership meetings	Acts as department/school liaison to GEP leadership
Assists in developing resources, training, and assessment support	Distributes updates and facilitates assessment submissions
No enforcement role; provides collaborative support only	No enforcement role; facilitates departmental engagement