

M E M O R A N D U M

TO: Steering Committee Members
DATE: Monday, August 13, 2007
FROM: Dr. Manoj Chopra
Chair, Faculty Senate
SUBJECT: Steering Committee Meeting on Thursday, August 16, 2007

Meeting Agenda

1. **Call to Order**
2. **Roll Call**
3. **Minutes of *April 12, 2007***
4. **Announcements and Recognition of Guests**
5. **Old Business**
 - Student Perception of Instruction Forms - Report from Adhoc Committee (Dr. Jungblut presenting)(distribute attached draft document to all Steering members)
 - Online Evaluations - Assessment of Past Year - Dr. Cook
6. **New Business**
 - BOG, ACFS and BOT Updates - Dr. Chase and Chopra
 - Graduate Council Business - (see two attached documents from Dr. Bishop for distribution to all Steering members)
 - Creation of Executive Committees for UPCC and Graduate Council
 - Parking on Gamedays – Dr. Schell
 - Faculty Senate Website Update - Dr. Chopra
 - Faculty Constitution Changes - Dr. Cook
 - Steering Standing Committee Liaisons Appointments – Dr. Chopra
7. **Other Business**

Faculty Senate Steering Meeting Thursday, April 12, 2007

Dr. Manoj Chopra, Faculty Senate Chair, called the meeting to order at 4:07 p.m. The roll was circulated for signatures. The minutes of March 8, 2007 were reviewed and approved unanimously.

Steering Officers present: Drs. Manoj Chopra, Ida Cook, Arlen Chase, and Pamela Ark.

Steering Members present: Drs. Michael Haralambous, Aubrey Jewett, Christopher Muller, Dawn Trouard, Henry Daniell, Jim Moharam, Kalpathy Sundaram, Keith Koons, Robert Pennington, and Subir Bose.

Administrators present: Drs. Huff-Corzine and Schell

Steering Members and Administrators absent: Provost Terry Hickey, Drs. Paul Maiden, Glenda Gunter, and Rufus Barfield.

Guests: Ms. Denise Berrios, UCF Bookstore General Manager; Mr. Norrin Dias, Textbook Manager

PROVOST REPORT

No report

ANNOUNCEMENTS

Parking Advisory Committee - Dr. Chopra reported

There are two separate committees looking at parking issues on campus. Dr. Chopra has met with Mr. Merck to consider cooperation between these committees. A liaison between university parking and the faculty senate committee will be appointed in the Fall; each committee will bring up issues and share information. Dr. Gunter was appointed as the Senate liaison

Procedure for Possible Faculty Only Discussions -

If a steering committee member raises the request for a closed session and receives a second, then with majority vote of the members, the Faculty Senate Steering Committee would proceed to an executive session. The meeting would still be open to the public under the sunshine laws - anyone could sit in but not participate. The decision for a closed session could also be determined through a secret ballot. Note that administrators are faculty and could remain during the closed session. The only provision for executive sessions is when the topics/issues are related to personnel issues. Of note, the Florida sunshine laws supersede Robert's Rules.

Board of Governors Update - Dr. Chase reported

The BOG convened two weeks ago; Governor Crist's view of education is different than previous administration. The agenda items sent to the legislature from BOG were amended in committee. The BOG members continue to discuss the Pappas report. The PhD program in Physical Therapy was passed unanimously by the BOG. Dr. Chase noted that UCF is not receiving its fair share of the PECO funds. The UCF Medical School is outside PECO as is the Burnett Biomedical Building. There is proposed legislation that on a one-time basis those in the ORP could transfer to the FL retirement - if the legislation passes there will be a one-year window, effective July 1,

2007. This same legislation was passed for community colleges five years ago. Dr. Chase will send information to Dr. Chopra with details and where the bill is in legislature; this item is on the May 31st BOG meeting agenda.

OLD BUSINESS

Reporting the Status of a Previous Year Senate Resolution

Background: Tenure in Centers Resolution in 2005 - the timing of this resolution was between April 2005 and August 2005. The status of all resolutions, passed or rejected, is available on the Senate website complete with the response from administration. Today's discussion focused on the granting of tenure in centers. The only center that exists freely is Nanotechnology where non-teaching faculty are tenured in the center. The tenuring center resolution was turned down by the Provost after the senate concluded business for the academic year. Faculty Senate supports oversight of the tenure process. Dr. Trouard asked if there should be another discussion in Faculty Senate when a resolution is subsequently rejected by administration. Dr. Chopra proposed follow up on the resolution and referral as an agenda item to the new Personnel committee of Faculty Senate in fall 2007.

Faculty Senate Constitution Revisions-Drs. Cook, Pennington & Chase reported.

The Ad Hoc Committee distributed proposed changes to the Faculty Constitution to date in writing to Faculty Senate steering members. There will be an expansion in the size of the Senate to reflect the new colleges and in particular the introduction of the new College of Medicine. The committee will continue work over the summer on the following areas in the FS constitution.

- There was discussion that committee chairpersons should be tenured faculty.
- Consideration should be given to include instructors (not visiting instructors) for membership in the Faculty Senate; These could perhaps be those prospective members having five years of continuous service at UCF.
- Need for Committee structure with an Executive Committee for the UPCC and Graduate Council - Dr. Pennington and Dr. Moharam indicated the need for structure allowing for an executive committee that would set received materials; set the agenda. These committees would not preclude a review by all committee members. However, this structure would ensure that all necessary information is sent to the committee to allow for a complete review of the proposals.

Dr. Schell will determine the current proportions of instructors per department and where this change will benefit. Dr. Daniell will send his the rules from his department. There are currently 1500 in unit; instructors are included in the 1500; this number also includes visiting instructors. Data are needed from Dr. Lin Huff-Corzine's office. The target timetable for the Faculty Assembly is November 07. Allocation will be based on January status of departments.

Proposed changes will be introduced in August and discussed in September. There is a need 30 days notice for a Faculty Assembly. All Faculty Senate Steering members are asked to discuss with faculty in their units. Please continue to forward any constitution comments to Dr. Cook by May 15, 2007.

NEW BUSINESS

Slate Nominees - Dr. Chase reported

Slate committee members are Drs. Chase, Pennington, and Ark. The elections are scheduled for the April 26th Faculty Senate meeting. The slate recommended is the current slate: Dr. Manoj Chopra, Chair; Dr. Ida Cook, Vice-Chair; Dr. Pamela Ark, Secretary. The procedure is to ask for any nominations from the floor. There will be two receptions for returning senate members and new members: April 26th hosted by the Faculty Senate and in August will be sponsored by President Hitt.

Textbook Ordering - Ms. Denise Berrios & Mr. Norrin Dias from the UCF Bookstore

The order date for the summer semester was on April 6th and as of today the orders were at 55% compared to 57% at this time in 2006. Fall orders are due April 20th and this date is close to the date of bookstore textbook buy back which is coordinated with final examination week. Denise shared copies of a Florida house Bill on textbook pricing and there was also a senate bill. The bill sets due dates for posting booklists on institutional website. The proposed bill does not restrict faculty use nor exclude royalties. The bookstore does not pay royalties directly to faculty and the money goes to department right now; It can also be given to the UCF Foundation.

Online order glitch - the textbook order procedure is now outside of GroupWise for submission; and at this point, the Sapien company program does not access a database. However, the bookstore is looking in to that option.

Members discussed a previous Senate resolution passed six years ago against faculty selling desk copies to wholesale vendors however the university cannot ban a wholesale vendor from the building. If faculty have extra books/old editions then they can be used for charity. For example, Dr. Pennington has an associate who sends books to Africa. There are other departments who send to those countries in need of textbooks.

STANDING COMMITTEE REPORTS

Budget and Administrative Committee - Dr. Trouard reported.

Members are awaiting circulation of the bookstore space and operations report from the committee chair.

Graduate Council Committee - Drs. Moharam and Jewett reported.

- March-April 2007 Summary Report of Graduate Council Activities was distributed.
- Approved a motion to recommend that the requirements of "At least 6 semester hours of the course work taken at UCF must be outside the student's program area" be deleted from the policy.
- Approved revisions in M.S. in Digital Media; M.S. in Interactive Entertainment; Changes to MA in Early Childhood Development; revisions to the MA/MED in Exceptional Education; Finance track in Ph.D. in Education.

- Reviewed Graduate Certificates established in 2000 and 2003. Fifteen certificates showed low enrollment and college coordinators will be contacted.
- Approved a motion to recommend the elimination of the “Residency Requirements(s) for Doctoral Students”, pending review of the state requirements; Discussed the “Continuous Enrollment” policy to address inconsistencies in the graduate catalog.
- Approved revisions to Resolution GS-1 on using turnit-in.com for reconsideration; revisions to Resolution GS-2 on ETD dissemination for reconsideration; and “Intellectual Property” section of the graduate catalog. Approved additions to the conflict of policy issue for possible resolution.
- Dr. Huff-Corzine stated that there will be meetings over the summer regarding the Conflict of Interest and Commitment issues.

Personnel Committee -

No report.

UPCC - Dr. Pennington reported.

The committee met on Tuesday April 10th and approved a minor for the English dept and College of Ed minor/certificate in non-COE major; Dr. Pennington and the committee expressed the need for an executive committee. This committee would review items for the agenda and move the process of review for approval forward to the full committee. The COE anticipates legislative changes in the curriculum to come forward from the state. Clarification was given regarding when there is low attendance; can ask for a quorum. Proxies are allowed.

OTHER

Alternate Faculty Career Pathways

Dr. Schell announced that he was directed by the general counsel to cancel meetings on regional campuses dealing with this ongoing discussion on campus. He does not know the reason for the cancellation.

ADJOURNMENT

Motion to adjourn was made and seconded. The meeting was adjourned at around 5:53 pm.

TO: Faculty Senate Steering Committee

FROM: Dr. Aaron Liberman, Chair of Graduate Council Policy Subcommittee

SUBJECT: Deletion of existing curriculum policy

DATE: August 7, 2007

The Graduate Council Policy Subcommittee recognizes that language concerning the requirement that at least six hours of course work must be taken at UCF outside of a student's program is confusing and causing numerous student appeals through the Graduate Council Appeals Subcommittee. The Graduate Council Policy Subcommittee and the Graduate Council Appeals Subcommittee recommend that the requirement be deleted university-wide.

Also, the Graduate Council Policy Subcommittee does not think that this change in curriculum requires Faculty Senate approval, but that this is an informational item to the Steering Committee.

The change is identified below from the Graduate Catalog with the strikethrough feature. Please let us know if this item needs Faculty Senate deliberation. Otherwise, we recommend that the Graduate Catalog be updated with this strikethrough for 2007.

Course Requirements

The course requirements for a doctoral degree will consist of lectures, seminars, discussions, independent research, independent study, and dissertation research. However, because of the advanced nature of doctoral education, seminars and independent study are used frequently to encourage student participation, debate, evaluation, and discussion of diverse ideas and approaches. Student presentations and discussions are a standard instructional technique in doctoral programs, and careful analysis, independent research, and greater understanding and application of ideas is expected. A primary objective of doctoral study is to train students to a point of excellence in conducting, reporting, and applying scholarly research. Successful students must demonstrate that they are able to conduct and report original independent research that contributes substantially to the discipline in which they study.

Each doctoral program of study will include a minimum of 72 semester hours of graduate credit beyond the baccalaureate degree, at least one-half of which must be taken at UCF. ~~At least 6 semester hours of the course work taken at UCF must be outside the student's program area.~~ A university-wide minimum of at least 15 hours of dissertation credits is required for all doctoral programs. Some programs require considerably more than the minimum of 72 hours because of the nature of the discipline and the standards of the associated profession.

TO: Faculty Senate Steering Committee

FROM: Dr. Aaron Liberman, Chair of Graduate Council Policy Subcommittee

SUBJECT: Endorsement of Graduate Faculty Conduct and Conflicts of Interest

DATE: August 7, 2007

The attached statement is the Graduate Council's interpretation and elaboration of existing policies on conduct and conflict of interest. We endorse these interpretations and elaborations and urge the Faculty Senate to also endorse these. We believe that these statements will serve to clarify expected behaviors for graduate faculty and graduate students.

Graduate Faculty Conduct and Conflicts of Interest

Graduate Faculty of the University must behave in a professional manner and avoid conflicts of interest.

All Graduate Faculty, are subject to the requirements of Florida Statutes Chapter 112, Part III, known as the Code of Ethics for Public Officers and Employees.

A. A conflict of interest occurs when there is a divergence between an individual's private, personal relationships or interests and his/her professional obligations to the university such that an independent observer would reasonably question whether the individual's professional actions or decisions are determined by considerations of personal benefit, gain, or advantage. A potential for conflict of interest exists where there are personal relationships or interests which reasonably could create a divergence between those interests and professional obligations but which have not yet (and may not) do so. Thus, a *potential conflict of interest* is where there is a reasonable possibility of an actual conflict of interest arising.

The University of Central Florida requires that all employees report all outside employment, compensated activity, and continuing business activity. The supervisory chain of the employee will review the report for potential or actual conflict(s) of interest. Uncompensated activities and financial interests (including financial interests of an employee's immediate family members) may also need to be reported for review. In the event of a potential for conflict of interest, a monitoring plan may be devised to manage the possibility of conflict or the activity may be altered in some way to prevent a conflict from occurring. Where there is an actual conflict of interest, the employee will be asked to resolve the conflicting activity.

Conflicts of interest are necessarily fact-specific. As a result, the university has not attempted to provide an exhaustive list of fixed rules on conflicts of interest. Individuals who have questions about how this policy applies to a particular activity should seek advice from the Office of the Provost, the Office of Research and Commercialization, or the Office of the General Counsel.

Below are examples of activities that constitute *actual conflicts of interest* that are inconsistent with University policy.

Precluding university researchers, including students and postdoctoral appointees, from publishing work on account of the interest of an external organization in which a faculty mentor or supervisor has an economic interest.

Prohibiting a graduate student from disclosing any aspect of his/her thesis or dissertation work where the prohibition is unilaterally imposed by individuals at UCF (including members of the dissertation advisory committee).

A faculty member serving in an evaluative role (such as dissertation or thesis advisor) over a student who is also the faculty member's liaison or contact at a granting corporation or agency for purposes of sponsored research. For example, a faculty member should not serve as advisor of a student who is also the corporate contract liaison for a research contract with a private corporation on which the faculty member is the principal investigator.

A faculty member having involvement in setting the terms and conditions of employment of an employee where that faculty member has made a personal financial investment in a commercial operation of the employee (such as investment in an employee's start-up business).

A faculty member acting as the thesis or dissertation advisor to a graduate student for a research project, suggested by the faculty member, that the faculty member expects to substantially enhance the value of a company in which the faculty member has a significant interest.

A graduate student under a faculty member's direction, paid for by faculty member's grant, or in faculty member's research group, is employed part- or full-time by a commercial operation (whether for profit or not for profit) in which the faculty member has an ownership interest or is an officer or director.

Employing postdoctoral fellows and associates in a commercial operation (whether for profit or not for profit), in which a faculty member who supervises the fellow or associate (or an immediate family member of the faculty member) has an equity interest, to conduct research that overlaps with the fellow's university research or is to be conducted on University premises. Any proposed employment of a post-doctoral fellow or associate by a commercial operation where a supervising or advising faculty member has any interest (either directly or because of an immediate family member) should be reviewed in advance by the Office of Research and Commercialization.

Below are examples of situations that constitute ***potential conflicts of interest*** in that they may develop into actual conflicts of interest inconsistent with University policy. Situations that raise the potential for conflicts of interest should be monitored to manage any conflicts that might arise during the activity.

An employee or volunteer would be considered to have a potential conflict of interest, if they participated in the process of selecting personal computers and an immediate family member's job responsibilities involve the sale of personal computers to UCF. In such cases, the individual should reveal the potential conflict in such cases and the employee or volunteer would be asked to recuse themselves from involvement in such decision-making.

Survey of Items for the Student Perception of Instruction

Place a check mark before each item you recommend for use. Leave a blank before each item you do not recommend for use. Recommend additional items at the end of each section or at the end of the form.

I. Organization of the Student Evaluation Process

Some institutions choose to implement two versions of their course evaluations – one that provides focused information on the instruction as the students see it and one that provides other information to provide more information on the respondents. The results of the latter items can be used for informative correlations with the evaluation items.

	A short form (10-14 items) will be administered most semesters.
	A long form (30-40 items) will be administered once every 2-3 years. This form would include the short form items and additional items that would provide information to aid instructional effectiveness, though these items would not be used for instructor evaluation. Most of these “extra” results would be sent only to the individual faculty members.
Additional item(s) you recommend for use:	

II. Student Motivation and Effort Items

The following items are being considered for use in providing additional information. Comparing these results to evaluation items could provide a useful contexts. These would be included in both long & short forms referred to above.

	In regard to your academic program, this course was: a. a program requirement b. a program elective c. a general education (GEP) requirement d. a general education (GEP) elective e. my choice to take (a free elective)
	I had a strong desire to take this course. a. absolutely true b. mostly true c. mostly false d. absolutely false
	I had a strong desire to take a course with this instructor. a. absolutely true b. mostly true c. mostly false d. absolutely false e. not applicable
	I used most of the required course materials (texts, articles, online resources). a. absolutely true b. mostly true c. mostly false d. absolutely false

	The grade I expect to receive in this class is a(n): a. A/A- b. B+/B/B- c. C+/C/C- d. D+/D/D- e. F
	Additional item(s) you recommend for use:

Face-to-face class

	I spent _____ hours per week outside of class on this course. a. less than 1 hour b. between 1 and 3 hours c. more than 3 hours
	I missed class _____ times this semester. a. 0 b. 1 – 2 c. 3 – 5 d. more than 5
	I was late to class or left early _____ times this semester. a. 0 b. 1 – 2 c. 3 – 5 d. more than 5
	Additional item(s) you recommend for use.

ITV class

	I spent _____ hours per week outside of class on this course. a. less than 1 hour b. between 1 and 3 hours c. more than 3 hours
	I missed class _____ times this semester. a. 0 b. 1 – 2 c. 3 – 5 d. more than 5
	I was late to class or left early _____ times this semester. a. 0 b. 1 – 2 c. 3 – 5 d. more than 5
	Additional item(s) you recommend for use.

Fully online class (W)

	I completed all the online requirements including discussions as assigned. a. absolutely true b. mostly true c. mostly false d. absolutely false
	I spent a total of _____ hours per week on this class. a. 3 or less b. 4 - 6 c. 7 – 9 d. more than 9
	Additional item(s) you recommend for use.

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Mediated Class (M)

	I completed all the online requirements including discussions as assigned. a. absolutely true b. mostly true c. mostly false d. absolutely false
	I spent a total of _____ hours per week on this class. a. 3 or less b. 4 - 6 c. 7 – 9 d. more than 9
	Additional item(s) you recommend for use.

III. Instruction Evaluation (Used as part of an every-semester/every-class short form as well as part of the long form.)

	The instructor provided a syllabus. a. yes b. no
	The syllabus included grading information. a. yes b. no
	The instructor provided a schedule. a. yes b. no
	The instructor provided grading information. a. yes b. no
	The instructor was available to help. a. absolutely true b. mostly true c. mostly false e. absolutely false
	The instructor was well organized. a. absolutely true b. mostly true c. mostly false e. absolutely false
	The instructor displayed enthusiasm for teaching this class. a. absolutely true b. mostly true c. mostly false e. absolutely false
	The instructor demonstrated the importance and significance of the subject matter. a. absolutely true b. mostly true c. mostly false e. absolutely false
	The instructor communicated ideas and/or information clearly. a. absolutely true b. mostly true c. mostly false e. absolutely false

	The coursework helped me to learn the material. a. absolutely true b. mostly true c. mostly false e. absolutely false
	Responded well to student questions. a. absolutely true b. mostly true c. mostly false e. absolutely false
	Created an environment that encouraged students to express their ideas. a. absolutely true b. mostly true c. mostly false e. absolutely false
	Created an environment that encouraged students to ask questions. a. absolutely true b. mostly true c. mostly false e. absolutely false
	On average, I received feedback on the class assignments from the instructor within: a. Two weeks b. Three weeks c. Seven weeks d. By the end of the semester
	Overall, this faculty member was an effective instructor. a. absolutely true b. mostly true c. mostly false e. absolutely false
Additional item(s) you recommend for use.	

IV. Student Experiences (Long form only – administered every 2-3 years; to be compared with what the instructor reports happened in the class. Used for program evaluation.)

Below are some learning statements that may or may not apply to your class. Identify the emphasis placed on each of the following general learning objectives for this class:

	Gaining factual knowledge a = primary b = secondary c = minor d = does not apply
	Understanding fundamental theories and concepts a = primary b = secondary c = minor d = does not apply
	Applying course content to solving problems and/or making decisions a = primary b = secondary c = minor d = does not apply
	Analyzing complex problems or concepts a = primary b = secondary c = minor d = does not apply
	Finding, evaluating, and using resources to solve problems

Comment [b1]: Dawn and Diane suggested asking the faculty/reviewers to specify, for each of these items, whether the item should be "kept," "dropped," or "changed." If "changed" is selected, they were hoping we could have a 'fill in the blank' section for the reviewer to provide his/her comments. Would Ed be able to build that into the online to-be-reviewed version?

	a = primary b = secondary c = minor d = does not apply
	Synthesizing ideas to build something new
	a = primary b = secondary c = minor d = does not apply
	Developing skills related to this course
	a = primary b = secondary c = minor d = does not apply
	Developing and expressing creativity related to this course
	a = primary b = secondary c = minor d = does not apply
	Exhibiting values conducive to success in future courses or a career
	a = primary b = secondary c = minor d = does not apply
	Expressing strong oral communication skills
	a = primary b = secondary c = minor d = does not apply
	Expressing strong written communication skills
	a = primary b = secondary c = minor d = does not apply
Additional item(s) you recommend for use.	

How often did you use the following teaching/learning strategies in this class:

	Lecture
	a = often b = sometimes c = rarely, if ever d. does not apply
	Laboratory/Studio
	a = often b = sometimes c = rarely, if ever d. does not apply
	Student Presentations
	a = often b = sometimes c = rarely, if ever d. does not apply
	Essays/writing assignments
	a = often b = sometimes c = rarely, if ever d. does not apply
	Discussions
	a = often b = sometimes c = rarely, if ever d. does not apply
	Field Experiences

	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Group or Team work			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Hands-on activities			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Problem-solving			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Using technology tools: computer, webcasting, clickers, simulators, etc.			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Using simulations or role play			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Debates			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Add others: Case studies			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	One-minute papers			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Discussion Postings			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Clinical experience			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Additional item(s) you recommend for use.			

V. Open-ended Questions

	What did you like best about the way the faculty member taught this course?
	What suggestions do you have for this faculty member to improve this course?

VI. The following items would be included only once every two - three years on a long form. The responses would not be used to evaluate faculty teaching performance but would be aggregated to gather information about the learning environment for administrative use.

Learning Environment (not included in instructor evaluation)

On-campus and Mediated classes

	The classroom was comfortable for learning – temperature, sound, desks/chairs, and lighting were fine. a. absolutely true b. mostly true c. mostly false d. absolutely false
	Parking problems on campus impeded my ability to get to class on time. a. absolutely true b. mostly true c. mostly false d. absolutely false

Online and Mediated classes

	The WebCourses site was easy to navigate and enhanced my learning experience. a. absolutely true b. mostly true c. mostly false d. absolutely false
	Access problems (server down or very slow) with WebCourses were minimal and did not impact my ability to complete assignments. a. absolutely true b. mostly true c. mostly false d. absolutely false

Separate Faculty Survey

To provide additional information regarding the class and to provide the instructor’s perspective on the class, the following are offered as items for a separate, instructor survey. The results would be analyzed in comparison with particular items in the Student Perception of Instruction to determine contrasts and correlations. It could be used each semester or as part of the long form administered each 2-3 years.

Below are some learning statements that may or may not apply to your class. Identify the emphasis placed on each of the following general learning objectives for this class:

	Gaining factual knowledge a = primary b = secondary c = minor d = does not apply
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	Understanding fundamental theories and concepts a = primary b = secondary c = minor d = does not apply
	Applying course content to solving problems and/or making decisions a = primary b = secondary c = minor d = does not apply
	Analyzing complex problems or concepts a = primary b = secondary c = minor d = does not apply
	Finding, evaluating, and using resources to solve problems a = primary b = secondary c = minor d = does not apply
	Synthesizing ideas to build something new a = primary b = secondary c = minor d = does not apply
	Developing skills related to this course a = primary b = secondary c = minor d = does not apply
	Developing and expressing creativity related to this course a = primary b = secondary c = minor d = does not apply
	Exhibiting values conducive to success in future courses or a career a = primary b = secondary c = minor d = does not apply
	Expressing strong oral communication skills a = primary b = secondary c = minor d = does not apply
	Expressing strong written communication skills a = primary b = secondary c = minor d = does not apply
	Additional item(s) you recommend for use.

How often did you use the following teaching/learning strategies in this class:

	Lecture a = often b = sometimes c = rarely if ever
	Laboratory/Studio a = often b = sometimes c = rarely if ever
	Student Presentations a = often b = sometimes c = rarely if ever
	Essays/writing assignments

	a = often	b = sometimes	c = rarely if ever
	Discussions		
	a = often	b = sometimes	c = rarely if ever
	Field Experiences		
	a = often	b = sometimes	c = rarely if ever
	Group or Team work		
	a = often	b = sometimes	c = rarely if ever
	Hands-on activities		
	a = often	b = sometimes	c = rarely if ever
	Problem-solving		
	a = often	b = sometimes	c = rarely if ever
	Using technology tools: computer, webcasting, clickers, simulators, etc.		
	a = often	b = sometimes	c = rarely if ever
	Using simulations or role play		
	a = often	b = sometimes	c = rarely if ever
	Debates		
	a = often	b = sometimes	c = rarely if ever
Additional item(s) you recommend for use.			