M E M O R A N D U M

Date: January 31, 2019

TO: Members of the Steering Committee

FROM: William Self
               Chair, Faculty Senate

SUBJECT: **STEERING COMMITTEE MEETING on February 7, 2019**

Meeting Date: Thursday, February 7, 2019

Meeting Time: 4:00 – 6:00 p.m.

Meeting Location: Millican Hall, room 395E

A G E N D A

1. **Call to Order**
2. **Roll Call**
3. **Approval of Minutes of** *January 17, 2019*
4. **Announcements and Recognition of Guests**
5. **Report of the Provost**
6. **Old Business**

   - Ad Hoc Committee Report on Student Perception of Instruction (SPoI) Accessibility
   - Teaching Workload

7. **New Business**

   - Resolution 2018-2019-11 Statement of Civil and Inclusive Discourse in the Campus Environment
   - New Lockheed Martin-Sand Lake Educational Site – *Hank Lewis and Heidi Watt*
   - 2019-2020 Academic Calendar and Religious Holidays
   - Senate Service and Accountability

8. **Liaison Committee Reports**

   - Budget and Administrative Committee – *Qian Hu*
   - Information Technology Committee – *Joseph Harrington*
   - Parking, Transportation and Safety Committee – *Richard Harrison*
   - Personnel Committee – *Linda Walters*
   - Graduate Council – *Mathilda Van Niekerk*
   - Undergraduate Council – *Nina Orlovskaya*

9. **Other Business**
10. **Adjournment**

William Self, chair, called the meeting to order at 4:00 p.m. The roll was circulated for signatures.

MINUTES
Motion to approve the minutes of October 11, 2018 was made and seconded. The minutes were approved as recorded.

RECOGNITION OF GUESTS
Eric Main, Associate Director, Faculty Center for Teaching and Learning
Lucretia Cooney, Associate Director, Faculty Excellence
Jesse Slomowitz, Student Government Association
Jana Jasinski, Vice Provost for Faculty Excellence
Joe Adams, Communications Director, Office of the Provost
Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies
Kristen Shrauger, Interlibrary Loan, University Libraries
Ann Miller, Interim Director, Faculty Center for Teaching and Learning

ANNOUNCEMENTS
Dr. Self welcomed Richard Harrison back to the Steering Committee after a short break and thanked Kristine Shrauger for serving as his interim.

The Bylaws have been updated for all 2018-2019 resolutions resulting in Bylaw changes. In addition, automatic updates have been completed regarding title changes for the provost and vice president and the Chief Financial Officer as the ex officio member of the Budget and Administrative Committee.

The call for Faculty Senate elections was sent to all academic units Wednesday. Election results are due March 1, 2019. Dr. Self noted that the 2019-2020 Senate is the first apportionment for the College of Community Innovation and Education and College of Health Professions and Sciences. All of the colleges' Senate seats expire at the end of the Spring semester due to the reorganization late last year. The College of Graduate Studies was also apportioned with the School of Modeling, Simulation, and Training and will have two Senate seats in 2019-2020.

Senate Chair Update
During a previous meeting, a question was raised as to why the Council of Academic Vice Presidents (CAVP) membership, minutes, or agendas can't be found online. Dr. Self indicated that the CAVP is chaired by a Provost and made up of representatives from each institution. Since the group is advisory to the Board of Governors, they do not fall under the Sunshine law. The group typically meets four times a year. They do not have

any formal agenda's, minutes, or votes. The outcomes for each program are either concerns or no concerns.

Advisory Council of Faculty Senates (ACFS)
Two issues were assigned for review by the ACFS. The issues were discussed at the fall meeting. The first issue was regarding the length of time it takes to get a new degree approved. It can take up to three years depending on the timing of the pre-proposal and proposal submission followed by the university's process. Although the ACFS agreed, the Board of Governor's process can't be changed and this issue is now closed.

The second issue involved concerns regarding the inability to offer a new course with the approved course number instead of showing "special topic" for the course. The rules and policies surrounding a catalog year prevent any university from offering an approved course within a catalog year. This issue is now closed.

Dr. Self indicated that Michelle Kelley, Keith Koons, Manoj Chopra and himself attended an ACFS meeting in Tallahassee last week. The group is very active and met with Board of Governor's staff, the chancellors, and discussed the Trevor Colbourn Hall funding issue. The group has been successful in joining the discussions regarding a new performance funding model after the passage of a resolution regarding concerns to Senate Bill 4 language.

Board of Trustees Meeting
A Board of Trustees meeting is scheduled for January 18, 2019 at 3:00 p.m. at the Fairwinds Alumni Center to discuss the Bryan Cave report. The regular Board of Trustees meeting is scheduled for January 24. A member asked who is paying for the investigation. Dr. Self thought he already answered the question and couldn't recall the answer.

REPORT OF THE PROVOST
Constellation Fund
The Constellation Fund is designed to support undergraduate and graduate education in terms of scholarships. A task force has been formed to build a portfolio of scholarships. A preliminary report of the task force is expected February 2, 2019. The funding for the fund represents carry forward money that has been transferred from the colleges. The provost is working with the deans to understand the budget impact. When the task force is sunset, an accountability council will be in place for the duration of the funds. A member asked how long the funds are expected to last. Dr. Dooley estimated the funds will likely last four to five years.

Searches
The search for the Vice President for Equity, Inclusion & Diversity is underway with up to four candidates scheduled for on-campus interviews next week.

The College of Health Professions and Sciences dean search is underway with the search committee chair indicating the applicant pool is much more diverse in regards to ethnicity, gender, and discipline than the prior search.

OLD BUSINESS
None.

NEW BUSINESS
Resolution 2018-2019-7 Faculty Senate Bylaw Change – Graduate Council Membership
This resolution was brought forward by the Ad Hoc Committee on Bylaw Revisions. The membership requirements in the Bylaws don't match the requirements of Graduate Faculty in the Graduate Catalog.

Motion and second to place Resolution 2018-2019-7 Faculty Senate Bylaw Change – Graduate Council Membership on the January 24 Senate agenda for 30-days review prior to discussion and vote. No discussion.

Vote: All in favor; motion passes.

Resolution 2018-2019-8 Student Perception of Instruction Processing (SPoI)
This resolution is brought forward by the Information Technology Committee and requests UCF IT process and distribute SPoI reports at the end of the course, regardless of when the semester ends. Currently, courses taught multiple times within a semester do not receive the SPoI reports until the end of the normal semester.

Motion and second to place Resolution 2018-2019-8 Student Perception of Instruction Processing on the January 24 Senate agenda. Open for discussion. Comment made that SPoI reports aren't received until a couple of weeks after the end of the semester, which is after planning has been completed for the next semester. A member commented that it would be useful to have data on how many courses have an abbreviated or custom course date. A question was raised as to why a resolution was necessary. UCF IT doesn't want to break a previous resolution that specified a time frame, making a new resolution necessary. No other discussion.

Vote: All in favor; motion passes.

Resolution 2018-2019-9 UCF Conference Rooms
This resolution is brought forward by the Information Technology Committee due to UCF's distributed locations with a high need for the ability for joint video conferencing capabilities for faculty and staff.

Motion and second to place Resolution 2018-2019-9 UCF Conference Rooms on the January 24 Senate agenda. Open for discussion. Comment made in favor of the resolution. Being able to see who is speaking on both ends is vital. In addition, it's extremely difficult to hear who is speaking for the caller.

Vote: All in favor; motion passes.

Research Overhead Presentation
Dr. Self introduced Elizabeth Klonoff. Dr. Klonoff indicated that the fee isn't referred to as "overhead", but as facility and administrative fees. Dr. Klonoff made a presentation that explained how the 49% facility and administrative funds are spent in relation to Contracts and Grants (C&G) versus Educational and General (E&G) funds.

Question: Is any of the $1.25 million in technology transfer for patents recovered by the university?
Answer: The Research Board was just reconstituted to look for different ways of supporting faculty getting their intellectual property to the point where it could be licensed and marketed in a way for the university to benefit. The bulk of the Research Foundation income is the result of equity owned or licenses.
Question: Is there is a dollar value on the income from patents?
Answer: Dr. Klonoff indicated it varies dramatically, but this year it was about $800,000.

Question: Why isn't the facility and administrative fee higher than 49%?
Answer: Dr. Klonoff indicated that the faculty nor the deans would be happy with a higher level.

Comment: It's difficult to sustain ORC fellowships. Money is spent to recruit, but can only fund them for one year. There needs to be flexibility in the funding mechanism.
Response: Dr. Klonoff recommended that the need should be communicated to the Research Council.

Dr. Klonoff commented on upcoming improvements including allowing faculty to log-in and see the status of proposals and concierge level service to allow a faculty member to call and get answers.

Question: Where does the faculty startup come from?
Answer: Dr. Klonoff indicated from the colleges and deans.

Research Council Discussion
Several years ago, the question of elevating the Research Council from a joint committee to a Senate operational committee was on the Senate topic list. The topic was tabled during the search process for a new vice president of Research. Over the last couple of months, several people have suggested that issue of elevating the committee should be addressed. Operational committees meet at least monthly and the committee would regularly report to Steering and the Senate. Research is a key part of the Strategic Plan and goals. Dr. Self asked the group if elevating the Research Council to a Senate operational committee should be discussed. Dr. Self distributed a draft resolution for the members to review and edit. Dr. Self noted that only minor changes have been made to the duties and responsibilities. The current duties are broad. Dr. Klonoff commented that it would be more efficient if the Research Council was a conduit to communicate risk and compliance issues. Dr. Self indicated that item (j.) already includes conduct and is broad.

Motion and second made to elevate the Research Council to a Senate operational committee. Open for discussion. In response to a question, Dr. Self indicated duties and responsibilities and the membership description are from the current Bylaws of the Joint Council.

Discussed the duties in respect to being too specific and limiting which could result in additional revisions in the future. Discussed the membership and who appoints faculty and the selection criteria specified.

Motion and second to amend line 50 and 51:
> The committee shall consist of one faculty member from each academic unit, ~~(~~selected by the Committee on Committees. ~~in consultation with the vice president for Research and dean of the College of Graduate Studies and the college deans)~~ and two faculty

Vote: all in favor; motion passes.

Point of Order: How can the Senate change a joint committee? Dr. Self indicated that the Senate has jurisdiction over the Bylaws and is recommending to the administration that the committee is elevated and changed.

Briefly debated grammar. Grammar will be corrected on the Senate floor.

Motion and second to amend line 51 and 52:
> ~~and~~ An additional two faculty members from the institutes and/or centers will be ~~(~~designated by the vice president for Research and dean of the College of Graduate Studies~~)~~.

Vote: all in favor; motion passes.

Motion and second to amend line 53 and 54:
> ~~Selection criteria shall include a productive record of research/scholarly activity.~~

Vote: all in favor; motion passes.

Question regarding the language regarding faculty members holding the rank of associate professor or professor or professional librarians of comparable rank shall be eligible for membership. Since the university has non-tenure earning associate and full professors, why don't we include assistant professors? Comment made that for this committee, experienced faculty are needed. Dr. Klonoff commented that if the Senate adds "tenured", all of the research faculty will be excluded.

Discussed the membership is limited to one faculty member per academic unit and the imbalance of research related issues found in large colleges with diverse disciplines. Dr. Self commented that the scope of the work for this committee is unknown. If there is too much work for the council, just like the Graduate and Undergraduate Councils, additional specific committees can be formed. Discussed how the curricular committees are apportioned.

Motion and second to add language to specify 18 faculty members with one faculty member from each unit in proportion to the total number of faculty in each unit. Language to be comparable to the Undergraduate Council.

Vote: too close to determine. Vote by hand: 9 in favor, 6 opposed; motion passes.

Question: does the 18 faculty include the two research faculty?
Answer: No, the 2 research faculty are in addition to the 18 academic unit faculty.

Briefly discussed the three-year term for the committee members. Graduate committees are three-year terms. All other operational and curricular committees have two-year terms.

Motion and second to approve amended Resolution 2018-2019-10 Faculty Senate Bylaw Change Research Council.

> The committee shall consist of eighteen ~~one~~ faculty members with at least one representative from each of the academic units ~~(selected by the Committee on Committees, in consultation with the vice president for Research and dean of the College of Graduate Studies and the college deans)~~ and two additional faculty members from the institutes and/or centers ~~(will be~~ designated by the vice president for Research and dean of the College of Graduate Studies~~)~~. Academic unit faculty membership shall proportionally represent the number of faculty of the colleges. ~~Selection criteria shall include a productive record of research/scholarly activity.~~ Only faculty members holding the rank of associate professor or professor or professional librarians of comparable rank shall be eligible for membership. The vice president for Research and dean of the College of Graduate Studies (or designee) shall serve as an ex officio member. Terms of service shall be three years, staggered. The chair and vice chair of the council shall be elected annually by its membership.

Vote: all in favor; motion passes.

Appointment of a selection committee for the University Excellence in Professional Service Award
The selection committee is comprised of the chair of the Senate and three Steering members. Binders are due to the Faculty Senate Office by January 29, 2019. Each member will review and rate the binders in the Faculty Senate Office following by a scheduled meeting to review the results. Linda Walters, Michelle Kelley, and Richard Harrison volunteered.

Ad Hoc Committee Report on Student Perception of Instruction (SPoI) Accessibility
This Ad Hoc Committee was formed based on a topic list issue from last year in addition to an SGA resolution passed earlier this year to make the SPoI more accessible to the students. The Ad Hoc Committee consisted of Steering and Senate members, faculty, students, and a member of the Faculty Center for Teaching and Learning. The Ad Hoc Committee met the report was distributed with the agenda. Dr. Self reviewed the recommendations from the report. A draft resolution was distributed for review and further discussion at the February meeting.

Question: Can't figure out why the college and department mean never changes. Where is the data coming from and who is generating the data?
Answer: UCF IT.

Comment: Maybe Faculty Excellence can include research with the resources helping to revise Annual Evaluation Standards and Procedures (AESP) and how the Student Perception of Instruction is built into the AESP's.

Dr. Self discussed the University of Florida and the process used to improve their student evaluation process and data. The university is currently piloting new questions and custom college questions.
Comment: Would like to see a mechanism to remove data that is referencing the wrong faculty member.
Response: The University of Florida allows the faculty to respond to the data.

The agenda item will be placed on the February agenda.

Senate Committee Staffing Process
At the October Steering Committee meeting, the vice chair of the Committee on Committees (ConC) was charged with improving the method and information provided to faculty in soliciting interest to serve on committees. Dr. Van Niekerk sent the Steering members a copy of the Rosen College nomination survey in addition to the voting survey. Dr. Kelley discussed the two Qualtrics surveys. The first survey can be distributed to the college faculty to solicit interest. The second survey is for voting for the representative on the committee.

Comment: Make sure if someone else nominates a faculty member that you speak to the nominee to make sure they can serve. In addition, make sure the vote is closed so multiple votes are not cast.

Comment: Include all committees including Senate or other university committees so we ask one time for interest.
Response: The Senate doesn't control when the university committees complete staffing and the need can arise at any time throughout the year.
Comment: Include a catch-all question at the end of the survey indicating that other committees may become vacant in the future to determine those faculty that may be interested.

Question: What about ensuring diversity on the committees?
Answer: The Committee on Committee representative can ensure diversity. Regardless of the vote, the ConC representative is the final appointing authority.

Suggested the 2019-2020 Committee on Committees meet to discuss the possible new process.

Teaching Workload
The committee did not have enough time to discuss the agenda item. The item will be placed under old business on the February 7 Steering agenda.

Standing Senate agenda item for union update
At the November Senate meeting, senators requested a standing agenda item for a union update along with an administration bargaining team update. The Advisory Council of Faculty Senates used to have the President of the United Faculty of Florida provide a regular update and asked the members of the ACFS if an update should be provided again on a regular basis. All ACFS members were asked how many Senates have regular updates from the union. All ACFS members indicated that they receive regular updates from the union. One university allows the update under campus climate update. The regular agenda items are specified in the Bylaws. The Bylaws would have to be modified to add a regular update. Dr. Self will update the Senate to determine how to proceed in the short and long-term.

LIAISON COMMITTEE REPORTS
Budget and Administrative Committee – *William Self* for *Qian Hu*
The committee met on Jan 16 and invited two guests to the meeting, the Director of the UCF Creative School Dr. Suzette Turner and Assistant Vice President David Pavlonnis. Dr. Turner and Mr. Pavlonnis presented information about the benefits and costs related to the expansion of the creative school. The committee will meet in February to decide on further action.

Information Technology Committee – *Joseph Harrington*
Committee met multiple times and completed an electronic meeting and vote on a resolution. The chair of the committee, Sumanta Pattanaik has a teaching conflict during the Spring. Vice chair Barbara Sharanowski has agreed to chair for the Spring. Committee discussed password resets. The State Auditor is demanding a 60-day password reset. The latest studies, including from the Department of Defense, indicates passwords shouldn't be reset at all. Also discussed a possible resolution regarding services UCF IT provides regarding Linux and Linux users and keeping past email when someone leaves UCF. Also discussed email being the primary record of purchasing discussions and decisions which are lost once a person leaves the university.

Parking, Transportation and Safety Committee – *Richard Harrison*
The committee met October 22 and discussed issues related to the Lime bikes. The
Assistant Director of security provided an active shooter lockdown update. Thirty-one
buildings are keyed buildings. It would cost at least $7 million for state of the art
security. The university received $2 million to start the process. Deadbolt mechanisms
are being installed in the doors of Classroom 1, the College of Optics and Photonics,
Millican Hall, and Psychology. The cost is approximately $500.00 per door.
Adjustments have been made to the parking application regarding reliability and the issue
is now closed. The issue of short-term parking permits for volunteers is now closed. The
departments can buy permits for $3.00 per day to provide volunteers. The Rosen college
issue regarding having to purchase parking permits is now closed. The college is getting
a parking garage and the college requested to be included in the parking system to benefit
from stripping, resurfacing, and more.

Comment: the committee should ensure all of the campuses are included in the parking
system.

Personnel Committee – *Linda Walters*
The committee discussed the promotion of non-tenure earning clinical, research, and
medical librarian faculty. The committee is working on a resolution to eliminate these
faculty from going to the University Promotion and Tenure committee.

Graduate Council – *Mathilda Van Niekerk*
The Graduate Curriculum Committee met January 9 regarding many course revisions and
additions. The Graduate Policy Committee met December 12 and discussed Conditional
Retention Plans (CRPs), UCF employment titles to count as Graduate Faculty, and
Graduate Status GPA basic policy framework. The Graduate Appeals Committee met
January 15. The Graduate Program Review and Awards Committee met November 30 to
review graduate faculty appointments. The next meeting is scheduled for January 18.

Undergraduate Council – *Nina Orlovskaya*
Both committees have been very active with course revisions and new courses. This year
the university allowed the departments to charge, increase or decrease an equipment
fee. The committee received many requests from different departments regarding the
fee. A request from Chemistry department was approved by the Undergraduate
Curriculum Review Committee to use a lab fee to fund an undergraduate teaching
assistants to support teaching large undergraduate classes. The committee members
questioned the fee since the description indicates the fees are not allowed to be used as a
support for teaching assistants. However the Department of Chemistry representative
indicated that Florida International University and other universities along with other
UCF departments are already using the lab fees to support teaching assistants. For a
course with 450 undergraduate students and no teaching assistant, this fee would resolve
the issue. Dr. Orlovskaya questions if the committee can review the fee requests without
knowing if it is allowed or not. Dr. Dooley indicated that the documents will be reviewed
for the compliance questions. Dr. Self noted that for both committees, recommendations
go to the dean of the College of Undergraduate Studies for approval.

OTHER BUSINESS
Dr. Jasinski would like to provide a brief update on the COACHE survey at the January Senate meeting. Motion and second to schedule a COACHE update presentation for the January 24 Senate meeting. Vote: all in favor; motion passes.

ADJOURNMENT
Motion to adjourn made and seconded. The committee adjourned at 6:10 p.m.

Benchmarks Dashboard

COACHE Dashboard Guide

This is the overall score (*between 1 and 5*) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

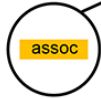|	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure	rank	gender	race	2008
Health and retirement benefits	3.43	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	pre-ten	full	women		
Interdisciplinary work	3.00	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	pre-ten	assoc	women	white	
Collaboration	3.46	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	tenured		women	white	
Mentoring	3.18	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	tenured	assoc		foc	
Tenure policies	3.64	◄►	N/A	◄►	N/A	N/A	◄►	◄►	◄►	N<5	N/A	N/A		+
Tenure clarity	3.33	◄►	N/A	◄►	N/A	N/A	◄►	◄►	◄►	N<5	N/A	N/A	men	

What do these triangles mean?

These symbols represent results that fit COACHE's criteria for "areas of strength" (in green) and "areas of concern" (in red).

Your ranking among peers:			Your percentile among your cohort:
1st or 2nd	◄	►	Top 30%
3rd or 4th	◄	►	Middle 40%
5th or 6th	◄	►	Bottom 30%
insufficient data for reporting	◁		

*This result, for example, shows that your female faculty are **less satisfied** than are women at your peers (◄), but **more satisfied** than are women at 70% of other institutions (►). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.*

And these results?

Here, the faculty subgroup with the *lower* rating appears. Shading conveys the *magnitude* of sub-group differences: small effects appear as text only, moderate effects are shaded yellow, and large effects are shaded orange. Trivial differences remain blank. Change over time appears as +/-.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

COACHE Aware

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2015
Nature of Work: Research	3.18													tenured	tenured	assoc		foc		urm	
Nature of Work: Service	3.33													tenured	tenured	assoc	women		white	urm	+
Nature of Work: Teaching	3.65														tenured	assoc		foc	asian	urm	
Facilities and Work Resources	3.64														tenured			foc	asian	urm	
Personal and Family Policies	3.21													tenured	tenured	assoc		foc		urm	+
Health and Retirement Benefits	3.74													tenured	tenured		men				+
Interdisciplinary Work	2.74														tenured	assoc			white		+
Collaboration	3.58															assoc	women	foc		urm	+
Mentoring	3.10													tenured	tenured	assoc		foc		urm	
Tenure Policies	3.72		N/A		N/A	N/A	N/A							N/A	N/A	N/A			white	urm	
Tenure Expectations: Clarity	3.55		N/A		N/A	N/A	N/A							N/A	N/A	N/A		white	white	urm	
Promotion to Full	3.49			N/A	N/A									N/A	N/A	assoc	women	foc		urm	+
Leadership: Senior	3.44													tenured	tenured	assoc		foc	asian	urm	+
Leadership: Divisional	3.36													tenured	tenured	assoc		foc	asian	urm	
Leadership: Departmental	3.62													tenured	tenured						
Leadership: Faculty	3.30													tenured	tenured		men		white		
Governance: Trust	3.12													tenured	tenured	assoc					+
Governance: Shared Sense of Purpose	3.08													tenured	tenured	assoc			white		+
Governance: Understanding the Issue at Hand	3.00													tenured	tenured	assoc					+
Governance: Adaptability	3.01													tenured	tenured	assoc				urm	+
Governance: Productivity	3.20													tenured	tenured	assoc	men		white		+
Departmental Collegiality	3.72														tenured		women	foc	asian	urm	
Departmental Engagement	3.54														tenured			foc		urm	
Departmental Quality	3.56															assoc		foc	asian	urm	+
Appreciation and Recognition	3.28													tenured	tenured	assoc		foc	asian	urm	+

COACHE Aware

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in **GREEN**
Areas of concern in **RED**

Within campus differences
sm (.1) med. (.3) lrg. (.5)

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth	Hum vs other	Soc vs other	Phy vs other	Bio vs other	VPA vs other	ECM vs other	HHE vs other	Agr vs other	Bus vs other	Edu vs other	Med vs other	Oth vs other	2015
Nature of Work: Research	3.18								N<5	N<5					Hum		other	other	VPA		N<5	N<5		other		other	Oth
Nature of Work: Service	3.33								N<5	N<5					Hum	Soc	other	other	VPA	other	N<5	N<5	other	other	other	Oth	+
Nature of Work: Teaching	3.65								N<5	N<5								other	VPA	ECM	N<5	N<5		other	other	
Facilities and Work Resources	3.64								N<5	N<5					Hum			other	VPA	ECM	N<5	N<5	other		other	Oth
Personal and Family Policies	3.21								N<5	N<5					Hum			Bio	VPA		N<5	N<5	other	other	other		+
Health and Retirement Benefits	3.74								N<5	N<5							Phy		VPA		N<5	N<5	other		other		+
Interdisciplinary Work	2.74								N<5	N<5					Hum		other		VPA	other	N<5	N<5	Bus	other	other		+
Collaboration	3.58								N<5	N<5					Hum	Soc	other	other	VPA	other	N<5	N<5	other	other	other	other	+
Mentoring	3.10								N<5	N<5							other	other		ECM	N<5	N<5	Bus		other	other	
Tenure Policies	3.72								N<5	N<5				N<5	Hum	other	other	other	VPA	ECM	N<5	N<5					N<5
Tenure Expectations: Clarity	3.55								N<5	N<5				N<5	Hum	other	other	other	VPA	other	N<5	N<5	Bus	Edu	Med		N<5
Promotion to Full	3.49								N<5	N<5				N<5	Hum	other	other	other	VPA	other	N<5	N<5		Edu	other		+
Leadership: Senior	3.44								N<5	N<5					Hum		other		VPA	ECM	N<5	N<5			other		+
Leadership: Divisional	3.36								N<5	N<5					Hum			other	VPA		N<5	N<5		other	other	
Leadership: Departmental	3.62								N<5	N<5							other	other	VPA	ECM	N<5	N<5	other	other	other	Oth
Leadership: Faculty	3.30								N<5	N<5									VPA		N<5	N<5	Bus	other	other	other
Governance: Trust	3.12								N<5	N<5					Hum		other		VPA		N<5	N<5	Bus		other	Oth	+
Governance: Shared Sense of Purpose	3.08								N<5	N<5					Hum	Soc	other		VPA		N<5	N<5		other	other	Oth	+
Governance: Understanding the Issue at Hand	3.00								N<5	N<5					Hum		other		VPA		N<5	N<5		other	other	Oth
Governance: Adaptability	3.01								N<5	N<5					Hum	other			VPA		N<5	N<5	Bus	other	other	other	+
Governance: Productivity	3.20								N<5	N<5						Soc			VPA		N<5	N<5	Bus	other	other		+
Departmental Collegiality	3.72								N<5	N<5					Hum	Soc	other	other	VPA	ECM	N<5	N<5	other	other	other	other	+
Departmental Engagement	3.54								N<5	N<5					Hum	Soc	other	other	VPA	ECM	N<5	N<5	other	other	other	other
Departmental Quality	3.56								N<5	N<5					other		other	other	VPA	ECM	N<5	N<5	other	other		+
Appreciation and Recognition	3.28								N<5	N<5					Hum		other	other	VPA	ECM	N<5	N<5	other		other	other	+

COACHE Aware

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1) · med. (.3) · lrg. (.5)

The arrow-indicator columns (overall, tenured, pre-ten, ntt, full, assoc, men, women, white, foc, asian, urm) are shown as paired colored triangles and are not transcribed as text.

Item	mean	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2015
Nature of Work: Research	3.18	tenured	tenured	assoc		foc		urm	
Time spent on research	3.34		ntt	assoc	women		white	urm	
Expectations for finding external funding	3.00	tenured	tenured	assoc		foc		urm	
Influence over focus of research	4.16	tenured	ntt	assoc		foc	asian	urm	
Quality of grad students to support research	2.99		tenured	assoc	women	foc	asian	urm	
Support for research	2.88	tenured		assoc		foc		urm	+
Support for engaging undergrads in research	3.33	tenured		assoc		foc	asian	urm	
Support for obtaining grants (pre-award)	2.91	tenured	tenured	assoc			white		-
Support for maintaining grants (post-award)	2.93	tenured	tenured	assoc	women	white	white		-
Support for securing grad student assistance	2.79		tenured	assoc	women	foc	asian	urm	
Support for travel to present/conduct research	3.15	tenured	tenured	assoc		foc		urm	+
Availability of course release for research	2.59	pre-ten		assoc	women		white	urm	
Nature of Work: Service	3.33	tenured	tenured	assoc	women		white	urm	+
Time spent on service	3.49		tenured	assoc	women		white	urm	
Support for faculty in leadership roles	2.85	tenured	tenured	assoc	women		white	urm	
Number of committees	3.51	tenured	tenured	assoc	women		white	urm	+
Attractiveness of committees	3.50		tenured	assoc		foc		urm	
Discretion to choose committees	3.51		tenured	assoc	women	foc	asian		+
Equitability of committee assignments	3.05	tenured	tenured	assoc	women		white		
Number of student advisees	3.64	tenured		assoc	women			urm	
Support for being a good advisor	2.89	pre-ten	tenured		women		white	urm	N/A
Equity of the distribution of advising responsibilities	3.01			assoc	women				N/A
Nature of Work: Teaching	3.65		tenured	assoc		foc	asian	urm	
Time spent on teaching	3.84	pre-ten	tenured	assoc		foc	asian	urm	
Number of courses taught	3.73	pre-ten	tenured	assoc	women		white	urm	
Level of courses taught	4.08		tenured	assoc		foc	asian	urm	
Discretion over course content	4.30	tenured				foc	asian		
Number of students in classes taught	3.36	pre-ten						urm	
Quality of students taught	3.32		tenured		men		asian		+
Equitability of distribution of teaching load	3.16			assoc	women	foc	asian	urm	
Quality of grad students to support teaching	3.19		tenured	assoc		foc	asian	urm	
Teaching schedule	3.98	pre-ten	tenured	assoc		foc	asian	urm	N/A
Support for teaching diverse learning styles	3.72		tenured			foc	asian	urm	N/A
Support for assessing student learning	3.80		tenured			foc	asian	urm	N/A
Support for developing online/hybrid courses	3.87	tenured	tenured		men				N/A
Support for teaching online/hybrid courses	3.86	tenured	tenured		men				N/A
Related Survey Items	--	--	--	--	--	--	--	--	--
Time spent on outreach	3.65		tenured			foc	asian	urm	
Time spent on administrative tasks	3.09	tenured	tenured				white		

Ability to balance teaching/research/service   3.23   ◀▶ ◀▶ ◀▶ ◁▷ ◀▶ ◀▶ ◀▶ ◀▶ ◀▶ ◀▶ ◀▶ ◀▶ | tenured   assoc   women   white   white

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sm (.1) med. (.3) lrg. (.5)

Note: In the per-group columns below (Hum … Oth), arrow glyphs indicate comparison to peers (◄) and cohort (►); only text labels (e.g. "N<5") are transcribed. The HHE and Agr per-group columns read "N<5" for every row.

Item	mean	Hum vs other	Soc vs other	Phy vs other	Bio vs other	VPA vs other	ECM vs other	HHE vs other	Agr vs other	Bus vs other	Edu vs other	Med vs other	Oth vs other	2015
Nature of Work: Research	**3.18**	Hum		other	other	VPA		N<5	N<5		other	other	Oth	
Time spent on research	3.34	Hum	other		other	VPA	other	N<5	N<5		other			
Expectations for finding external funding	3.00	Hum	Soc		other	VPA	other	N<5	N<5		other	other	Oth	
Influence over focus of research	4.16	Hum	other			VPA	ECM	N<5	N<5	other			other	
Quality of grad students to support research	2.99			other	other	VPA		N<5	N<5		other		other	
Support for research	2.88	Hum	Soc	other	other	VPA	ECM	N<5	N<5		other	other		+
Support for engaging undergrads in research	3.33	Hum	other	other	other	VPA		N<5	N<5	Bus	other	other	Oth	
Support for obtaining grants (pre-award)	2.91	Hum	Soc			VPA		N<5	N<5		other	other		-
Support for maintaining grants (post-award)	2.93	Hum	Soc	other	other	VPA	other	N<5	N<5			other	other	-
Support for securing grad student assistance	2.79	Hum		other	other	VPA		N<5	N<5		other			
Support for travel to present/conduct research	3.15	Hum	other			VPA		N<5	N<5	Bus	other	other	Oth	+
Availability of course release for research	2.59	Hum	other	other		VPA	other	N<5	N<5	Bus	other	other	N<5	
Nature of Work: Service	**3.33**	Hum	Soc	other	other	VPA	other	N<5	N<5	other	other	other	Oth	+
Time spent on service	3.49	Hum	Soc	other	other	VPA	other	N<5	N<5	other	other	other	Oth	
Support for faculty in leadership roles	2.85	Hum	Soc	other	other	VPA		N<5	N<5	other	other	other		
Number of committees	3.51	Hum				VPA	other	N<5	N<5	other	other		Oth	+
Attractiveness of committees	3.50	Hum	Soc		other	VPA		N<5	N<5	other	other	other		
Discretion to choose committees	3.51				other	VPA		N<5	N<5	other			other	+
Equitability of committee assignments	3.05	Hum	Soc	other	other	VPA	other	N<5	N<5	other		other	Oth	
Number of student advisees	3.64	Hum		other	other			N<5	N<5	other		other		
Support for being a good advisor	2.89	Hum		other	other	VPA		N<5	N<5	other		other		N/A
Equity of the distribution of advising responsibilities	3.01		Soc	other	other	VPA	other	N<5	N<5	other	Edu	other		N/A
Nature of Work: Teaching	**3.65**				other	VPA	ECM	N<5	N<5		other	other		
Time spent on teaching	3.84		Soc		other	VPA	ECM	N<5	N<5		other	other	other	
Number of courses taught	3.73	Hum		other	other	VPA	other	N<5	N<5	Bus	other		Oth	
Level of courses taught	4.08	Hum		Phy		VPA	other	N<5	N<5		other	other		
Discretion over course content	4.30		other	Phy	other		ECM	N<5	N<5		other	Med	Oth	
Number of students in classes taught	3.36		other	Phy	other	VPA	ECM	N<5	N<5		other			
Quality of students taught	3.32	other	Soc	Phy	other		ECM	N<5	N<5	Bus	other	other		+
Equitability of distribution of teaching load	3.16					VPA		N<5	N<5		other		Oth	
Quality of grad students to support teaching	3.19			Phy	other	VPA	ECM	N<5	N<5			Med	Oth	
Teaching schedule	3.98		other		other	VPA		N<5	N<5				Oth	N/A
Support for teaching diverse learning styles	3.72		other	Phy		VPA	ECM	N<5	N<5		other	other	other	N/A
Support for assessing student learning	3.80		other	Phy	Bio	other	ECM	N<5	N<5	other	other	other	Oth	N/A
Support for developing online/hybrid courses	3.87			Phy	other	VPA	ECM	N<5	N<5			other	Oth	N/A
Support for teaching online/hybrid courses	3.86			Phy			ECM	N<5	N<5			other	Oth	N/A
Related Survey Items	**--**	--	--	--	--	--	--	--	--	--	--	--	--	--
Time spent on outreach	3.65	Hum			other	VPA		N<5	N<5	other	other	Med	other	
Time spent on administrative tasks	3.09			Phy		VPA	ECM	N<5	N<5	other	other	other	other	
Ability to balance teaching/research/service	3.23	Hum			other	VPA	other	N<5	N<5		other		other	

2/2

To:	Dr. William Self, Faculty Senate
From:	Dr. DeLaine Priest, Committee Administrator
	Academic Calendar Committee
Subject:	2018-19 Academic Calendar Committee Annual Report
Date:	November 15, 2018

Committee Overview:

The Academic Calendar Committee is a joint committee of the University of Central Florida's Faculty Senate. Joint committees are established and dissolved by the president, the Senate and the faculty are represented by members nominated by the Committee on Committees.

Committee Composition:

The Academic Calendar committee consist of one faculty member from each academic unit selected by the Committee on Committees and one student nominated by the president of the Student Government. No more than two of the faculty members of the committee shall hold rank of assistant dean or higher. The Vice President for Student Development and Enrollment Services (or designee) will serve as committee administrator and identify other ex officio members. The 2018-19 Academic Calendar Committee composition consisted of 12 voting members and two ex-officio representatives.

Duties and Responsibilities of the Committee:

a. To recommend the academic calendar and to ensure compliance with the rules and regulations of the State of Florida and the University Board of Trustees.
b. To consider the impact of changes in the academic calendar on students and faculty.

Process:

The approval process for the Academic Calendar includes recommendations from the committee which are forwarded to the Provost, Board of Trustee, and then submitted to the Board of Governors for final approval. Dr. Barbara Gannon, served as Chair, Dr. Robin Back served as Vice Chair, and Dr. Priest as Committee Administrator.

Committee Actions:

Two drafted versions of the 2021-22 Academic Calendar were proposed:

- **Proposal B was voted on and approved by the committee (see attached)**
- Proposal A recommended a Fall start date of August 30th
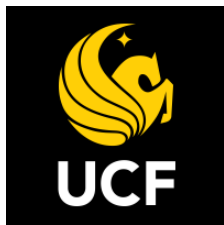
- Proposal B recommended the Fall start date would commence August 23rd
- Proposal B does not include a study day
- Last day of classes is December 3rd

Committee Discussion:

The number of instructional days for the term are reduced when multiple holidays fall on the same day of the week, which will vary each semester, thereby impacting classes held on those days. The question was raised if this issue could be reviewed. What are the options? It was recommended that this issue be forwarded to the Faculty Senate for review.

Sierra Clare, SGA representative, presented a student's concern with regard to religious holiday's observance. The student is not requesting action but would like faculty, staff and administrators to be sensitive to holiday observances and for the Academic Calendar committee to consider this concern for future Academic Calendar reviews and approvals. Passover 2019 falls between Friday April 19th through Saturday 27th; and finals for spring 2019 are from Wednesday April 24th through Monday April 30th, 2019. The first two days (April 19-20) and the last two days (April 26-27) are considered Jewish holy days. Thus, students must decide between academic successes versus religious observance.

The committee did acknowledge that the University has the Religious Calendar 2018-2020 on the Faculty Center for Teaching and learning website under the Teaching and Learning Resources(http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/ReligiousObservances/). The committee confirmed that there is a policy regarding excused absences and accommodations for religious observances. The committee recommended forwarding this concern to the Faculty Senate to bring more awareness to faculty, administrators and students of religious holiday's observance.

Respectfully submitted by: Committee Administrator, Dr. DeLaine Priest
DeLaine.Priest@ucf.edu (407) 823 – 5122

CC: Christie Wolf
        Dr. Maribeth Ehasz

Faculty Senate Steering Committee
Ad Hoc Committee Report -
Student Perception of Instruction (SPoI) Accessibility

The Ad Hoc Committee met September 28, 2018 with the following members in attendance: William Self, chair; Kevin Coffey, CECS; Reshawna Chapple, CHPS; Zhongzhou Chen, COS; Eric Main, FCTL; Silvana Sidhom, SGA Graduate Studies senator; Jesse Slomowitz, SGA CAH senator.

OVERVIEW
The new SPOI questions were approved by the Faculty Senate in 2013. On November 20, 2013 the Faculty Senate approved the SPoI results to be posted online. In August 2017, the Student Government Association (SGA) approached the Faculty Senate Steering Committee to make the SPoI data more accessible to students by putting the data in myUCF, and in an easier format for students to review a particular faculty member. The Steering Committee assigned the issue to the Information Technology Committee for 2017-2018. The committee discussed the issue within the committee and with faculty within the colleges. See Minutes of 9-25-2017, 1-9-2018, 1-22-2018, and 2-13-2018. The committee determined that the SPoI data is currently available on the UCF IT website and no change was recommended.

In August 2018, the SGA presented Resolution 50-57 Increasing Transparency of Student Perception of Instruction Surveys requesting the Faculty Senate make the SPoI data more readily available for transparency. SGA discussed the University of Florida's system called GatorRater which is available to all faculty and staff. The Faculty Senate Steering Committee formed an Ad Hoc Committee to address the issue.

ISSUE
Dr. Self talked to Dr. Chris Hass, Associate Provost for Academic and Faculty Affairs and Dr. John Jordi in the Office of Faculty Development and Teaching Excellence who oversees GatorRater at the University of Florida. Dr. Hass indicated that Rice University was one of the first universities to allow access to the results and linked to the schedule of courses. The University of Florida developed an in-house program available to the public and is searchable by instructor or course. The university deployed GatorRater, a customized program offered by Explorance Blue that allows faculty and staff to log-in for more details funded by a Technology Fee grant. Florida State University has a similar system. Due to faculty concerns regarding bad questions, questions leading to bias, questions geared more to evaluating the instructor instead of the course, the University of Florida developed a long list of standard optional questions in addition to the core questions. The colleges and potentially the departments can choose to add five additional questions to the evaluation in addition to the core questions based on the college/department need. It took the university two years to review the questions. The university will be adding a mid-term evaluation option. The university is now piloting the improved and customized evaluation university-wide. To encourage participation, the university allows students to receive their grades a week early for those students that completed the evaluations. Those students that didn't complete the evaluation have to

wait to access grades. Once the surveys are past due, Canvas is shut down to not allow access to grades until the survey is complete.

DISCUSSION
Below is a summary of the issues raised during discussion:
- The Collegiate Cyber Defense Club (also known as Hack@UCF) is willing to take SPoI on as a small project.
- The university needs to own the information versus students placing the information on the website. The students, faculty, and administration need the SPoI data.
- SPoI results are already available to the public online at UCF IT. The data is hard to find and contained in a 15,000-page Adobe pdf and an Excel .cvs format. Sometimes the web site goes down.
- SPoI doesn't relate to learning, subjected to bias, and if provided to students without context, the data can skew a student's impression of a course.
- Concerned that the completion of the SPoI for students is forced under the wrong conditions and time. Because of the timing, students Christmas tree the responses in order to continue.
- Faculty value the feedback, but the current system contains SPoI data errors due to multiple instructors or teaching assistants.
- The Faculty Center for Teaching and Learning would like to form focus groups and provide surveys to identify improvement opportunities.
- SPoI can be emotional as it can impact faculty promotion and tenure. Need a long-term vision for the questions. In the short-term we need to show integrity and not hide the data.
- Some faculty will feel threatened if the results are in the course search for scheduling.
- The issue is to make the information more readily accessible for students which is already public and being used by students and the faculty; can improve it later.
- Concerned that SPoI results will get pushed to be easily accessible with no plan to improve the questions.
- Students already use Rate my professor and ask other friends about courses and professors.
- Want a continuous effort to improve the process, make the information useful to students and faculty in order to interpret the data correctly.
- Outside of grade distributions, the SPoI data is the only readily available data to chairs and an over reliance on the data can have negative consequences.
- The weakness of SPoI is the low response rate. We need to add a "carrot" to encourage completion.
- In the next year faculty will be required to enter all grades in gradebook. This eliminates a potential "carrot" of accessing grades.

- Don't want punitive punishment to students for non-completion. The SPoI has to be meaningful to students. If the results are available at course scheduling, more students will respond. Better to pop-up as a reminder to allow the students to complete later under less stressful circumstances with only x times to bypass.
- Many students take the evaluation seriously and want their voice heard.
- Currently students are not given information as to why and what is done with SPoI results. They are only sent an email requesting completion. With access and information, SPoI will be more meaningful to students and will have a purpose to complete the evaluations.
- Flaws in data when a faculty member teaches a course designed by a different faculty member.
- What is the University of Florida's response rate?

RECOMMENDATIONS
The Ad Hoc Committee made the following recommendations:
1. In response to student concerns, immediately make the Student Perception of Instruction Results easily accessible to students and faculty.
2. Make the evaluations optional to complete, even if for a pilot period with active reminders.
3. Create a Task Force to include the Faculty Center for Teaching and Learning, students from SGA, administration, and faculty to review questions, validity, and better way to evaluate teaching and define the role of SPoI in the evaluation.
4. Provide students with information to interpret the data and a disclaimer regarding bias.
5. Add a link to the email sent to students to the SPoI results so students have a purpose to complete.

Resolution 2018-2019-11 Statement of Civil and Inclusive Discourse in the Campus Environment

Whereas, UCF Faculty Senate Resolution 2017-2018-6 endorsed a standard freedom of expression statement that was not written with UCF's institutional mission and values in mind; and

Whereas, the responsibility to protect freedom of expression should be considered alongside and in relation to other responsibilities of UCF and higher education institutions more generally; therefore

BE IT RESOLVED that the Faculty Senate endorses the following supplementary statement about freedom of expression:

The Faculty Senate recognizes the rights and responsibilities of active citizenship and promotes this by encouraging open scholarly dialogue and debate. Such dialogue should promote, rather than undermine, a campus environment free from any form of harassment or discrimination. The goal to promote scholarly dialogue must additionally be balanced with our responsibility to seek knowledge and truth and our goal to promote civility, access, equality, inclusivity, and care.

We recognize and promote the dignity of each person and reject activities that deny or attack personal and human dignity—including calls for the discrimination of, violence against, or elimination of individual people or groups of people based on their race, gender, ethnicity, national origin, disability, sexual identity, religion, and age, which have the effect of marginalizing and silencing people.

As faculty in an institution of higher learning, we encourage critical thinking and reject the legitimation of false equivalences, including that between hate speech and civil disagreement and deliberation.

We encourage discussion of the broader contexts in which dialogue and debates occur; for instance, debates about immigration policy can only benefit from a deeper understanding of the historical economic, environmental, and ideological factors that shape current conditions.

We promote a culture and environment of caring, and we therefore see the value in places where groups of people who have experienced bullying, intimidation, and marginalization can access supportive resources and/or meet to discuss their experiences free from fear.

Although we recognize the current debate about the need for trigger warnings, we do not believe such warnings preempt students from engaging difficult or challenging topics, and we view the decision to issue notifications about potentially disturbing materials as a pedagogical responsibility that should be determined by the presenter on a case-by-case basis.

44 We recognize and pledge to ensure appropriate boundaries for scholarly and open dialogues
45 and debates within our institution, and accordingly condemn public endangerment, threats,
46 and fraudulent claims aimed at silencing members of our community.
47
48 Finally, we affirm the usefulness of written university regulations and policies designed to
49 promote the values espoused in this resolution. Faculty and other UCF community members
50 may find the following examples helpful:
51   • UCF Regulation 3.001: Nondiscrimination; Affirmative Action Programs
52   (http://regulations.ucf.edu/docs/notices/3.001Non-
53   DiscrimAffirmActionsPrograms_Nov10.pdf)
54   • UCF Regulation 3.0134: Complaints and Grievances Alleging Discrimination,
55   Discriminatory Harassment or Retaliation
56   (https://regulations.ucf.edu/chapter3/documents/3.0134GrievancesAllegingDiscriminati
57   onFINAL_July17.pdf)
58   • UCF Regulation 3.019: Disruptive Conduct
59   (https://regulations.ucf.edu/docs/notices/3.019DisruptiveConduct_finalJun09_000.pdf)
60   • UCF Policy 2-004.1: Prohibition of Discrimination, Harassment and Related Interpersonal
61   Violence (https://policies.ucf.edu/documents/2-
62   004.1ProhibitionOfDiscriminationHarassmentAndRelatedInterpersonalViolence.pdf)
63   • UCF Employee Code of Conduct (https://compliance.ucf.edu/files/2018/07/UCF-Code-
64   Of-Conduct-FINAL.pdf)

University of Central Florida
Fiftieth Student Body Senate
Resolution 50-57

[Increasing Transparency of Student Perception of Instruction Surveys]

1   **WHEREAS,** Senate Rule 2.1 (F) (4) states that the Student Body Advocacy (SBA) Committee is to be in constant
2   review of student affairs and matters including, but not limited to, educational, environmental, economic,
3   transportation, health, and safety concerns on and beyond the University of Central Florida campuses that affects the
4   students at the University of Central Florida;

5   **WHEREAS,** Senate Rule 5.01 (A) (3) (ii) states that a Resolution pertains to every measure expressing the
6   sentiment of the Senate of the Student Government Association (SGA) who represents 66,183 students of the
7   University of Central Florida (UCF);
8   **WHEREAS,** "Student Perception of Instruction Survey" (SPOI) are student course evaluations administered at the
9   end of each semester during the last 15 days of the class;
10   **WHEREAS,** SPOI results are published in the format of a massive combined PDF document and Excel sheet;
11   **WHEREAS,** SPOIs are publicly accessible online at http://net11019.net.ucf.edu/spi.html for all students and faculty
12   to view;
13   **WHEREAS,** Said website is not advertised to students and not easily accessible;
14   **WHEREAS,** The current format is not easily navigable nor understandable by the student body;
15   **WHEREAS,** On November 30, 2013, the Faculty Senate approved the web publication of the responses for all nine
16   SPOI multiple choice questions but not written comments;
17   **WHEREAS,** These issues were brought to the Faculty Senate's attention by SGA nearly a year ago during their
18   annual Steering Committee, on August 17, 2017 and was remanded to the Information Technology (IT) Committee;
19   **WHEREAS,** Faculty Senate IT Committee discussed several issues associated with SPOIs including overall low
20   response rate of 60%, wish of SGA to make these results more accessible for students, and outsourcing to 3rd party;
21   **WHEREAS,** Convenient access to the results of SPOIs will be most effective driver for increasing response rate;
22   **WHEREAS,** Faculty Senate IT Committee identified faculty issue with making SPOI data more accessible;
23   **WHEREAS,** It is some faculty's opinion that making comments available along with data from the nine multiple
24   choice questions could ease such worries and provide additional background to numerical data currently available;
25   **WHEREAS,** IT Committee is also in discussion with third party Explorance Blue regarding an overhaul of the
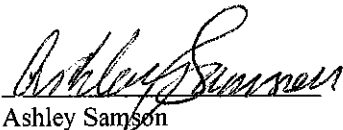26   current SPOI system;
27   **WHEREAS,** Suggested overhaul is a prime opportunity to increase transparency and accessibility of SPOI data;
28   **WHEREAS,** IT Committee suggested such overhaul could include a Dashboard on which students could view SPOI
29   results pending said approval of data release by faculty;
30   **WHEREAS,** Inclusion of data analytics, graphs and visuals in proposed overhaul for further interpretation of the
31   data by students as well as faculty will increase faculty accountability and excellence, one of the key priority metrics
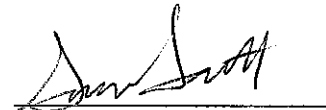32   outlined in UCF's strategic plan;

33   **WHEREAS,** IT Committee's last discussion of the issue resulting in resolution titled *Student Perception of*
34   *Instruction Resolution* on February 26th 2018, did not offer any resolution to this issue;
35   **WHEREAS,** Faculty cited concerns that those faculty with bad ratings would not want SPOIs to be released and can
36   feel exposed;
37   **WHEREAS,** Attempts to gain approval from faculty to make already public data more accessible raises
38   transparency issues;
39   **WHEREAS,** Increased SPOI transparency would better allow students the possibility to affect, reflect upon and
40   take responsibility for their own learning while also giving important information for course enhancement; and
41   **WHEREAS,** Chair of the Faculty Senate has assured SGA that they are "engaged in working toward a better
42   process for students" and the issue of SPOI transparency will be again reviewed by the Steering committee on
43   August 16, 2018;
44
45   **THEREFORE BE IT RESOLVED,** That it is the opinion of the Fiftieth Student Body Senate of the University of
46   Central Florida that the publicly accessible Student Perception of Instruction Surveys (SPOI) be available to students
47   in a transparent manner within the next academic year with widespread access for students to the survey by
48   including the aforementioned web address where SPOI data can be found in the emails sent out on a semester basis
49   to students regarding completion of SPOIs; and
50   **BE IT FURTHER RESOLVED,** Results as well as additional relevant data such as grade distributions, overall
51   ratings for faculty and provision of graphs and other visuals for enhanced transparency and faculty accountability be
52   available to students, in a similar manner to evaluations from a representative university found here:
53   http://file.big.su.se/_html/studentportal/regelverk/kursvardering.html#en and suggestion for data output in such a
54   format be proposed and included in all further discussions with any third-party vendors;
55   **BE IT FURTHER RESOLVED,** That a copy of this Resolution be sent to, UCF President-Dale Whittaker, the
56   UCF Board of Trustees, Interim Provost Dr. Elizabeth A. Dooley, UCF Vice President for Information Technologies
57   & Resources and Chief Information Officer Joel Hartman, Faculty Senate Chair Dr. William T. Self and Faculty
58   Senate IT Committee Chair Dr. Reid Oetjen.

AUTHORIZING SIGNATURES

Ashley Sampson
Senate President

7/27/18
Date

Sierra Scott
Senate President Pro Tempore

7-27-18
Date