M E M O R A N D U M

Date: January 10, 2019

TO: Members of the Steering Committee

FROM: William Self
Chair, Faculty Senate

SUBJECT: **STEERING COMMITTEE MEETING on January 17, 2019**

Meeting Date: Thursday, January 17, 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** *October 11, 2018*
4. **Announcements and Recognition of Guests**
    - Recognition of Guests
    - Announcements
    - Senate Chair Update
5. **Report of the Provost**
6. **Old Business**
7. **New Business**
    - Resolution 2018-2019-7 Faculty Senate Bylaw Change – Graduate Council Membership
    - Resolution 2018-2019-8 Student Perception of Instruction Processing
    - Resolution 2019-2019-9 UCF Conference Rooms
    - Research Overhead Presentation– *Liz Klonoff*
    - Research Council Discussion
    - Appointment of selection committee for the University Excellence in Professional Service Award
    - Ad Hoc Committee Report on Student Perception of Instruction (SPoI) Accessibility
    - Senate Committee Staffing Process
    - Standing Senate agenda item for union update
    - Teaching Workload

8. Liaison Committee Reports
    - Budget and Administrative Committee – *Qian Hu*
    - Information Technology Committee – *Joseph Harrington*
    - Parking, Transportation and Safety Committee – *Kristine Shrauger*
    - Personnel Committee – *Linda Walters*
    - Graduate Council – *Mathilda Van Niekerk*
    - Undergraduate Council – *Nina Orlovskaya*
9. Other Business
10. Adjournment

Faculty Senate
Steering Committee Meeting
Millican Hall, room 395E
Minutes of **October 11, 2018**

William Self, chair, called the meeting to order at 4:01 p.m. The roll was circulated for signatures.

MINUTES
Motion to approve the minutes of September 20, 2018 was made and seconded. Motion and second to amend the third question and answer on page 6 to include a note clarifying STARS. The minutes were approved as amended.

RECOGNITION OF GUESTS
Barbara Fritzsche, Associate Dean, College of Graduate Studies
Deborah Christian, Academic Progress and Student Services, College of Graduate Studies
Jana Jasinski, Vice Provost for Faculty Excellence
Brian Boyd, University Registrar, Registrar's Office

ANNOUNCEMENTS
Dr. Self congratulated Bari Hoffman Ruddy on receiving a Luminary Award that recognizes faculty members across all disciplines for being academic leaders in their field and conducting work that has a significant impact on the world.

The Board of Trustees previously approved the UCF Downtown project as a whole. In an abundance of transparency, a Board of Trustees Finance and Facilities meeting was held last week to approve the individual components of UCF Downtown followed by approval of the Board of Trustees. There were some good questions regarding process and two projects were not previously presented to the board in the same level of detail as other projects.

A member asked about the demolition of the old Colbourn Hall. Dr. Self indicated that the demolition and funding was previously approved. A member indicated that he heard that the sub-contractor withdrew from the project and must be rescheduled.

REPORT OF THE PROVOST
Vice Provost Jana Jasinski reporting for Provost Dooley.

<u>Provost Forum</u>
The first Provost Forum will be held November 6, 2018 from 10:00 a.m. – 12:00 p.m. in the Morgridge International Reading Center. The forum will focus on enhancing student success. The forum will include faculty and student insights regarding the importance of student success in reaching UCF goals and the challenges surrounding student success. Department chairs and directors are encouraged to attend. The forum is led by Dr. Maribeth Ehasz, Dr. Jeff Jones, and Dr. Melody Bowdon.

Foundations of Excellence (FoE) Transfer Initiative
The John N. Gardner Institute will be on campus October 16 and October 17, 2018 for a follow-up consultation with a focus on undergraduate and first time in college student success. An open forum will be held October 16, 2018 from 10:00 a.m. – 11:00 a.m. in the Teaching Academy, room 117.

A member asked what is meant by student success? Dr. Self indicated that the answer is not clear. Raising this question at the open forum might provide a clearer answer. Brief discussion regarding the four-year graduation rate and identifying the reasons students don't graduate on-time. Dr. Self indicated that the consultants are reaching out to the associate deans and advising directors. Dr. Jasinski indicated that Dr. Maribeth Ehasz and Dr. Paige Borden are gathering data for the deans.

In response to a question, Dr. Self indicated that students would meet at the same open forum on October 16, 2018. Another question raised was how faculty and students that are unable to attend the forum can provide feedback. A comment was made that the university is given success criteria from the Florida Legislature tied to funding that doesn't necessarily correlate to the universities definition of success.

Luminary Awards
The award recognizes faculty making a difference. Their individual stories will be highlighted on the Office of Research website.

A member asked Dr. Jasinski to pass to the provost that there doesn't seem to be a website for the Council of Academic Vice Presidents (CAVP). The member was unable to locate a schedule of meetings, minutes, membership which seems to be covered under Sunshine law.

A member asked if we know who is paying for the forensic investigation. Dr. Self indicated that is still not known.

OLD BUSINESS
Motion and second to change the order of the agenda to present new business followed by old business. Vote: all in favor; motion passes.

UCF Policy, UCF Regulation, and Dean Policy Notification
Dr. Self explained that there are regulations by the Board of Governors which every university has to follow, Board of Trustees regulation at the university level, and the UCF policies committee that approves policies which two faculty members now serve. The deans have management rights to form policies within their academic units as long as it doesn't conflict with UCF Policy, BOT Regulation, BOG regulation, or the Collective Bargaining Agreement.

The deans and associate deans have been charged with developing department and college bylaws based on last year's approved resolution for Governance in Academic

Units which requires approval by the majority of the general faculty. The question of office hours or other issues should be in the bylaws. If there is push back from administration, the issue should be brought to the Steering Committee relating to the resolution. Faculty Excellence can serve as the mediator between disputes prior to submission.

Committee Bylaws for Eligibility Requirements

Dr. Self brought forward the discussion from the previous meeting regarding modifying the bylaws for specific committees to suggest or require specific knowledge, skills, or abilities in order to serve on a Senate operational or curricular committee. A Bylaws Ad Hoc Committee is still active which includes Bill Self, Michelle Kelley, Bari Hoffman Ruddy, and Keith Koons. Member comments included:

- Not discouraging a new assistant professor from learning and serving on specific committees.
- The question is of specific expertise in teaching a subject that would better serve a committee. Some colleges may not have the skill set needed or faculty that are interested in serving.
- We should have experts that have no affiliation with the university or committee to serve as experts to the committee members.
- Maybe the Senate just "prefers" faculty with certain experience. Response made that this would be a college preference versus a bylaw change.

A change in process needs to be made to solicit interest. Dr. Self noted that he has advocated for the dean or associate dean and the Committee on Committees member partner to solicit feedback. A member responded that they want to see more information for the faculty making the choice to serve and more assurance to the Committee on Committees member that the interest came from the faculty member and that every faculty member gets not just another email, but an email to do something. We need a system where faculty can get information about the committees with qualifications and availability to serve which requires resources. Dr. Self noted that this is a formal request to the chair of the Committee on Committees to look at how the committee functions to staff committees. Dr. Niekerk indicated that she distributed a qualtrics survey to all faculty to solicit interest in serving and held a vote for multiple nominees. The Committee on Committees representative had the final say in the appointment in consultation with the associate dean on split votes.

NEW BUSINESS

Resolution 2018-2019-6 Faculty Senate Bylaw Change, Graduate Appeals Committee Duties

This resolution was brought forward by the College of Graduate Studies to better communicate how the committee is assigned cases. Dr. Self introduced Dr. Barbara Fritzsche, Associate Dean with the College of Graduate Studies to speak on the rationale for the change. Dr. Fritzsche indicated the recommendations of the committee are advisory to the dean of the College of Graduate Studies and the final decision on appeals is made by the dean. The first duty of the committee implies all petitions are given to the Appeals Committee where Golden Rule appeals are only heard if referred to the

committee by the dean. Some appeals are complicated and need to be heard by the committee. Many petitions are straight forward in that if the appeal relates to miscommunication by the program the petitions are always approved. If the petition relates to a student challenging the 7-year rule that hasn't taken a course in seven years, the petitions are always denied. To reduce the workload on the committee, Graduate Studies is recommending that petitions are only heard by the Appeals committee if referred to the committee by the dean. The committee is seeing an increase in petitions and Golden Rule grievances. Grievances usually take the complete meeting time to hear.

Motion and second to place Resolution 2018-2019-6 Faculty Senate Bylaw Change, Graduate Appeals Committee Duties on the October 25 Senate agenda for 30-days review prior to discussion and vote. Open for discussion. Concern voiced that if petitions bypass the committee and the student doesn't agree with the outcome, there is no chance for the committee to hear the petition and the decision is final. Concern over one person having too much authority. Support voiced for bringing the resolution to the Senate floor and all concerns should be raised with a representative from Graduate Studies and Appeals Committee members in attendance to respond to questions and concerns. A member suggested adding to the first duty "or requested by the petitioner" to give the petitioner the ability to ask for a committee review. Dr. Fritzsche indicated that everyone would ask for the committee review. A member suggested that any petition that receives an initial denial would automatically go to the committee for review since nobody would appeal an approval. Dr. Fritzsche indicated that right now the committee deliberates and votes, the recommendations are given to the dean, then the dean makes the final decision. A member asked why there is no appeal to the outcome of a decision and another asked why we have committees if someone else makes the decision. Dr. Fritzsche indicated that the discussion in the committee often fleshes out details and the real issue. If a petition requires more information, the petition typically goes to the committee. Comment made that the promotion and tenure process bypasses the committee for all unanimous yes votes. In that process, the faculty member has the ability to respond at each step of the process. Discussion closed.

Vote: All opposed; motion fails.

<u>Room Usage Guidelines</u>

Dr. Self introduced Brian Boyd, University Registrar for a brief presentation on room usage guidelines. Mr. Boyd distributed a handout. Mr. Boyd indicated that several conversations were held over the summer to address classroom space and find ways to minimize student conflict in order to progress toward graduation. The guidelines regarding scheduling have been in place for a long time, we are just encouraging following the guidelines. Discussed the goals, the UCF Class Scheduling Model, and inefficient class scheduling example. The Registrar's Office is working with Ad Astra Information Systems regarding software and consulting regarding scheduling and facility usage. Discussed the consulting groups course offering opportunities for the university. The Registrar's Office has dashboard data that they are able to share with the deans, associate deans, and schedulers. Based on the consulting group and using the UCF Class Scheduling Model more effectively, UCF has the opportunity to reduce artificial barriers

with a 13% capacity improvement. Encouraging everyone to stick to the grid and for college schedulers to work toward an 80% capacity and assigning rooms based on the teaching and capacity needs of the class. The Registrar's Office centrally schedules the largest rooms on the main campus, Trevor Colbourn Hall, and UCF Downtown. The rest of the classrooms are somewhat decentralized in that the Registrar's Office pre-assigns the general purpose classrooms to the colleges based on the size category and the needs of each college. The colleges are then free to schedule the general purpose classrooms pre-assigned. A discussion ensued.

Question: What is our current capacity?
Answer: Mr. Boyd indicated that UCF's current enrollment capacity is 85% in aggregate. For each individual room, we would like to see 80% capacity. When looking at the 1000 or 2000 courses, we are at about 90% capacity.

Question: Are the media reports correct in that we have more students in a room than chairs and if so, how did this happen?
Answer: Mr. Boyd indicated that these instances are in the College of Business lecture capture courses where every student shows up the first couple of days which creates a capacity issue. The college is moving away from the modality of teaching.

Question: If the grid is followed for Monday, Wednesday, and Friday it would increase capacity. Will we need additional faculty to increase capacity?
Answer: Mr. Boyd indicated maybe, but we are talking about space availability. In some instances, like the 1000 and 2000 courses which are at 92% capacity, it may be due to lack of faculty availability but the study didn't address faculty availability.

Question: This issue was raised because it was communicated as a policy.
Answer: Room Usage has never been a policy. The scheduling grid has been in existence for many years. The college schedulers get a grid report every day. For some, the normal scheduling deviated from the grid and probably seemed new and used the term policy instead of guideline.

Question: Were the guidelines in consultation with faculty and students? Many students work and try to go to campus as little as possible. The guidelines will force students to go to campus at least twice a week.
Answer: Mr. Boyd indicated that ultimately, we don't want students harmed or graduation delayed by the way we schedule courses.

Question: Why isn't scheduling completely centralized?
Answer: Mr. Boyd indicated that we would have to reorganize the whole scheduling process if it was completely centralized.

Question: Have you considered different rooms on different days for the same class?
Answer: Yes, for different times on the different days.

Discussed different room and course combinations. Lack of reserved or available time for faculty meetings has been a big issue.

The software the Registrar's Office is purchasing has an optimizer and can optimize by zones. A lot of the data is based on Fall 17 and Spring 18 scheduling. A member commented that faculty teaching preferences are never honored in the contract and faculty aren't asked about teaching preferences. Dr. Self indicated that this is a chair and associate dean issue.

Question: Have you tried 75-minute blocks for all classes?
Answer: That would only work if everyone could do a 75-minute block.

Comment made that we may need a resolution to lower faculty/student ratio, can get courses they need to graduate on-time.

LIAISON COMMITTEE REPORTS

Budget and Administrative Committee – *Qian Hu*
The committee is scheduled to meet next week.

Information Technology Committee – *Joseph Harrington*
The committee met twice. Discussed the issue of multi-factor authorization and using personal cellphones. There is a $20.00 USB dongle that can be purchased by the department; the issue is closed. Also discussed teleconference, Skype for Business, and Teams issue. It was discovered that the network is being paid for by telephone charges. This is difficult since many departments are no longer buying telephones. UCF IT is developing a committee to determine a more rational charging model. Discussed problems with Skype for Business, conference rooms, and who pays for the equipment in conference rooms and upgrades down the road. Discussed the Student Perception of Instruction for mid-cycle and mid-term evaluations. SPoI can be run at-will and should be requested from the Registrar's Office.

Parking, Transportation and Safety Committee – *William Self for Kristine Shrauger*
The Environmental Health and Safety (EH&S) department is working on campus-wide policies. EH&S is bringing in someone from the committee to expand on the polices that are being reviewed/revised. For the Active Shooter issue, many of the classroom doors don't have locks. There is money allocated to create a locking mechanism. They are looking at high volume/high usage classrooms first. Legislation needs to be created to be able to legally lock some classrooms. Other states already have passed legislation to comply. This would be the cheapest way to install locks on all doors. The Lime bikes are blocking doors, exits, and sidewalks. There is Lime Bike staff on campus that are monitoring and moving bikes around campus. They are working with Marketing and Communication to provide safety and parking lessons. It seems like faculty parking is shrinking. Faculty spots are becoming more reserved spots. Garage B residents have moved their vehicles out of the garage during the week. Someone will come and speak to the committee from Parking to explain more.

Comment made that Rosen College faculty were hired with no expectation of paying for parking. Now they are expected to pay for parking. The question is why are faculty, adjuncts, or volunteers paying for parking when there are no options for alternative transportation? Disney, Universal Studios, nor the hotels make their employees pay for parking. Motion and second made to assign the issue of faculty parking to the Parking, Transportation and Safety Committee. Vote: All in favor; motion passes.

Personnel Committee – *Stephen King*
Discussed last year's approved resolution regarding unanimous promotion and tenure decisions bypassing the committee. Discussed that this would be at all levels. Committee will address non-tenure track bylaws. Discussed the university telecommuting policy. It's a good policy that nobody knows about. Need a way to disseminate the information so faculty are aware of the policy. Also discussed the denial of the out-of-unit parental leave benefits from last year. The Faculty and Staff Benefits committee is looking into the issue. Looking into out-of-unit faculty for awards for Pegasus and other rewards. Discussed the issue of award and accountability for service. The committee envisioned multiple levels and feels the Senate should pilot first before disseminating university-wide. Committee needs clarification on the Joint Appointment issue with the College of Medicine. Is the problem when it's 50/50 or any joint appointment? It's any joint appointment.

Graduate Council – *Mathilda Van Niekerk*
The Curriculum committee canceled the October 10 meeting. The next meeting is scheduled for October 24. The Graduate Policy Committee has not met since the last meeting. The Graduate Appeals and the Graduate Program Review and Awards Committee has been conducting normal business.

Undergraduate Council – *Nina Orlovskaya*
A brief meeting was held since the department wasn't present so the item was tabled until the next meeting.

OTHER BUSINESS
The centers and institutes faculty have been moved within departments for tenure home. From what has been heard, when they teach, the SCH credits and the associated budget funds are not going to the department. The question is where are the funds going for research center teaching?

***Note**: After the meeting, Steering was informed that the SCH for faculty with research center liability assignments are redirected to the course offering colleges. The only units that are presently excluded from the model, and whose SCH are not redirected to the course offering colleges are the Burnett Honors College, Graduate Studies, SDES, and Undergraduate Studies.*

A member indicated that he attended the Board of Trustees meeting and spoke about the broken bargaining process and argued the higher level faculty, provost and the president should be at the table. The member asked that the provost be made aware of the request

to attend and expedite the process and for faculty to attend these bargaining sessions in order to not delegate bargaining to delegates on both sides of the process.

ADJOURNMENT
Motion to adjourn made and seconded. The committee adjourned at 6:05 p.m.

Resolution 2018-2019-7 Faculty Senate Bylaw Change
Graduate Council Membership

Whereas, the bylaws of the Graduate Council state committee members of the Graduate Council (and all graduate committees) must be tenured or tenure-earning faculty holding the rank of assistant professor, associate professor, or professor; general faculty of comparable rank with multi-year appointments; or professional librarians of comparable rank; and

Whereas, the membership criteria further specifies that all members must meet the qualifications for participating in graduate education as specified by the Council and published in the Graduate Catalog; and

Whereas, the qualifications in the Bylaws for the council do not match the qualifications specified in the qualifications of Graduate Faculty in the Graduate Catalog; therefore

Be it resolved that the *Bylaws* for the Graduate Council membership be amended to make the only requirement for serving refer to the qualifications of Graduate Faculty in the Graduate Catalog as follows:

Graduate Council

b. Membership.

The council shall consist of all of the members of the committees of the Graduate Council and the vice president for Research and dean of the College of Graduate Studies (ex officio). ~~All members of the Council must be tenured or tenure-earning faculty holding the rank of assistant professor, associate professor, or professor; general faculty of comparable rank with multi-year appointments; or professional librarians of comparable rank.~~ All members of the Graduate Council must meet the qualifications for participating in graduate education as specified ~~by the Council~~ and published in the Graduate Catalog as Graduate Faculty. The Committee on Committees shall select the faculty members for all committees of the Graduate Council and shall solicit nominees from the deans of the respective academic units as well as from the vice president for Research and dean of the College of Graduate Studies, among others. The council chair and vice chair must be current Faculty Senate members and are elected annually by the membership of the council at the first meeting after the new committee is constituted, normally early in the fall term. The elected chair of the council will serve as the chair of the Graduate Policy Committee. The vice chair of the council will serve as the chair of the Graduate Curriculum Committee.

Resolution 2018-2019-8 Student Perception of Instruction Processing

Whereas, the purpose of the Student Perception of Instruction is primarily to provide feedback to faculty in order to continually improve courses and teaching methods; and

Whereas, *Resolution 2011-2012-7 Student Perception of Instruction Administration Period* was approved by the Senate and the provost to specify that the online Student Perception of Instruction (SPoI) survey be administered during the last 15 days of instruction in each term, closing one hour before the official final exam period opens; and

Whereas, the Registrar's Office defines the opening and closing of the SPoI survey based on each specific course end date, regardless of the semester end date; and

Whereas, many courses have an abbreviated or customized course length that ends prior to the end of a semester (such as a 7-week course); and

Whereas, UCF IT processes SPoI data at the end of each semester resulting in faculty teaching a course with an abbreviated or customized course date waiting until the end of the semester for data to improve instruction; and

Whereas, UCF IT has requested that a change in the processing of the SPoI survey be voted on by the Faculty Senate; therefore

Be it resolved that the Faculty Senate requests that UCF IT process and distribute all SPoI reports for abbreviated or customized courses based on the course end date, regardless of when the semester ends.

Resolution 2018-2019-9 UCF Conference Rooms

Whereas, collaboration and participation in virtual meetings is required for the normal and effective functioning of the university; and

Whereas, UCF, its programs, its faculty, and its faculty's external collaborators are progressively more interdisciplinary and geographically distributed, resulting in greater demand for teleconferencing and technologies to support distributed meetings and collaborative work; and

Whereas, delays in room scheduling and collaboration software failures result in wasted faculty and support-staff time as well as embarrassment and lost opportunities for UCF; and

Whereas, UCF conference rooms have inconsistent teleconference technology, with many providing no or inadequate teleconference technology; and

Whereas, many faculty and staff lack the technical knowledge to operate the ever-expanding array of conferencing hardware and software, and many conference rooms lack instructions for using the conference systems and obtaining help with their technology; and

Whereas, like all technology, teleconference hardware and software experience various failures - they break, become misconfigured, require updates and upgrades, and generally require regular maintenance and, at times, immediate troubleshooting and support; and

Whereas, over 40% of the main-campus conference rooms are available to all units to schedule and be used for meetings; and

Whereas, the majority of those schedulable conference rooms are assigned to a specific unit, requiring that unit to fund all technology and furniture; and

Whereas, using unit funds to supply the needs of non-unit users is an inappropriate use of a unit's funds; therefore

Be it resolved that the administration identify and take responsibility for generally available conference rooms and:

1. Develop a minimum standard for items to be installed in each conference room, including at least:
    a. A computer
    b. A video camera viewing the audience
    c. Microphones that cover all potential speakers
    d. Powered loudspeakers
    e. Software for document collaboration, including simultaneous group editing
    f. Software for reliable and consistent audiovisual remote participation that enables viewing and hearing of remote participants as well as remote presentations
    g. Display devices that make a presentation visible to all in the room

The standard may specify additional or better elements for larger or special-purpose rooms. Compliance with the Americans with Disabilities Act and other requirements is necessary. Periodic revision is necessary to track changing technology.

2. Supply technology, maintenance, and upgrades consistent with item 1 in each generally schedulable UCF conference room; and

Be it further resolved that the administration make available user support services for all UCF conference rooms and:

1. Provide remote voice and real-time, on-site user support in conference rooms.
2. Post instructions for use, troubleshooting, and how to get immediate on-site support in conference rooms.
3. Provide (or, with consent of a unit, delegate) conference-room scheduling, with an immediate response to meeting requests (accepted or declined); and

Be it further resolved that nothing in this resolution should be construed as an intention to reduce or change the scheduling priority that units may have over conference rooms.

Introduced By:	Senator Silvana Sidhom
Sponsored By:	Senator Kimmel
Contact:	sga_grst3@ucf.edu
First Reading:	July 19, 2018
Committee Action:	7-0-0
Second Reading:	July 26, 2018
Third Reading:	July 26. 2018
Final Vote:	Passed 38-0-0

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

[Increasing Transparency of Student Perception of Instruction Surveys]

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

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

WHEREAS, IT Committee's last discussion of the issue resulting in resolution titled *Student Perception of Instruction Resolution* on February 26th 2018, did not offer any resolution to this issue;
WHEREAS, Faculty cited concerns that those faculty with bad ratings would not want SPOIs to be released and can feel exposed;
WHEREAS, Attempts to gain approval from faculty to make already public data more accessible raises transparency issues;
WHEREAS, Increased SPOI transparency would better allow students the possibility to affect, reflect upon and take responsibility for their own learning while also giving important information for course enhancement; and
WHEREAS, Chair of the Faculty Senate has assured SGA that they are "engaged in working toward a better process for students" and the issue of SPOI transparency will be again reviewed by the Steering committee on August 16, 2018;

THEREFORE BE IT RESOLVED, That it is the opinion of the Fiftieth Student Body Senate of the University of Central Florida that the publicly accessible Student Perception of Instruction Surveys (SPOI) be available to students in a transparent manner within the next academic year with widespread access for students to the survey by including the aforementioned web address where SPOI data can be found in the emails sent out on a semester basis to students regarding completion of SPOIs; and
BE IT FURTHER RESOLVED, Results as well as additional relevant data such as grade distributions, overall ratings for faculty and provision of graphs and other visuals for enhanced transparency and faculty accountability be available to students, in a similar manner to evaluations from a representative university found here: http://file.big.su.se/_html/studentportal/regelverk/kursvardering.html#en and suggestion for data output in such a format be proposed and included in all further discussions with any third-party vendors;
BE IT FURTHER RESOLVED, That a copy of this Resolution be sent to, UCF President-Dale Whittaker, the UCF Board of Trustees, Interim Provost Dr. Elizabeth A. Dooley, UCF Vice President for Information Technologies & Resources and Chief Information Officer Joel Hartman, Faculty Senate Chair Dr. William T. Self and Faculty Senate IT Committee Chair Dr. Reid Oetjen.

AUTHORIZING SIGNATURES

Ashley Samson
Senate President

7/27/18
Date

Sierra Scott
Senate President Pro Tempore

7-27-18
Date

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.

Faculty Senate Meeting Schedule 2018-2019

Steering Committee 4:00 P.M. to 6:00 P.M.	**Faculty Senate** 4:00 P.M. to 6:00 P.M.
Thursday, April 5, 2018 *Millican Hall, room 395E* ***(Last meeting, 2017-2018 Steering Committee)***	**Thursday, April 19, 2018** *Student Union Key West, Room 218* ***(First Meeting, 2018-2019 Faculty Senate)***
Thursday, August 16, 2018 *Millican Hall, room 395E*	**Thursday, August 30, 2018** *Student Union, Cape Florida Ballroom*
Thursday, September 20, 2018 *Millican Hall, room 395E*	**Thursday, September 27, 2018** *Student Union Key West, Room 218*
Thursday, October 11, 2018 *Millican Hall, room 395E*	**Thursday, October 25, 2018** *Student Union Key West, Room 218*
Thursday, November 8, 2018 *Millican Hall, room 395E*	**Thursday, November 15, 2018** *Student Union Key West, Room 218*
No Meetings in December **(Fall Commencement and December Holidays)**	
Thursday, January 10, 2019 *Millican Hall, room 395E*	**Thursday, January 24, 2019** *Student Union Key West, Room 218*
Thursday, February 7, 2019 *Millican Hall, room 395E*	**Thursday, February 21, 2019** *Student Union Key West, Room 218*
Thursday, March 7, 2019 *Millican Hall, room 395E*	**Thursday, March 21, 2019** *Student Union Key West, Room 218*
Thursday, April 4, 2019 *Millican Hall, room 395E*	**Thursday, April 18, 2019** *Student Union Key West, Room 218*
(Last meeting, 2018-2019 Steering Committee)	***(First Meeting, 2019-2020 Faculty Senate)***

TIMELINE

April 18 Senate Meeting = Leadership, Steering, ConC elections
April 19 - April 26 = Senator Preferences Collected
April 29 - May 3 = Senator committee appointments & confirmation
May 6 - May 10 = Create Staffing Spreadsheets
May 13 - June 30 = College staffing

Faculty Senate Committee Staffing Process:

1. **At the first Senate meeting** for 2019-2020 in April, the Steering Committee and Committee on Committees (ConC) representatives are elected for each college.

2. **After the first Senate meeting** for 2019-2020 in April, the Senator Committee preferences are solicited and due to the Faculty Senate Administrative Assistant within one-week.

3. **Prior to the end of the Spring 2019 semester**, the final college apportionment roster will be distributed to the ConC members. The roster lists all "general faculty" within the college, and indicates faculty eligible to vote and serve on Senate committees. The ConC representatives should send an email to the general faculty to indicate a survey will be forthcoming to nominate or self-nominate faculty to serve on Senate committees starting in the Fall of 2020.

4. **April 29 – May 3** senators are assigned to a committee based on their preferences and committee assignments are confirmed.

5. **May 6 – May 10** college staffing spreadsheets are created to show the faculty currently in the middle of a term, vacancies, and who was the previous seat holder was for each committee.

6. **May 13** – Senate Office distributes to the ConC members the committee vacancies, including:
    a. College staffing spreadsheets,
    b. Customized college committee staffing Qualtrics survey, and
    c. Eligibility matrix.

7. **May 13 – June 30** – College Staffing
    a. Modify the Qualtrics *Committee Staffing Survey* [1] if needed.
    b. Distribute the survey to all faculty on the final apportionment roster.
    c. Review nominations with dean's staffing liaison to ensure ability to serve and eliminate conflicts.
    d. Confirm the nominee's ability to serve.
    e. Modify the Qualtrics *Committee Vacancy Voting Survey* [2] based on valid nominations.
    f. Update staffing spreadsheet to fill vacancies and return to Faculty Senate Administrative Assistant.

8. Retain the Qualtrics *Committee Vacancy Voting* results for future use in filling vacancies due to faculty stepping down.

[1] Committee Staffing Survey identifies qualified faculty interested in serving on committees.
[2] Committee Vacancy Voting Survey allows all general faculty to vote for the faculty member to represent the college on specific committees.

Faculty Senate Committee Staffing Survey

Default Question Block Block Options

Q1

Dear Colleagues,

Service on university committees and councils is the primary means of direct participation in university governance by faculty. As your elected member of the Faculty Senate Steering Committee, Committee on Committees (ConC), it is my responsibility to ensure college faculty are represented and have an opportunity to serve on all Senate Committees.

Please either ***nominate yourself or a colleague*** (with the nominees permission) to serve on the different Senate Committees by **May 31**. The committees listed represent current committee vacancies. If more than one nominee for a committee is received, everyone will have the opportunity to vote on who they would like to represent our college.

If you have any questions please let me know.

Regards,
ConC Member

Q2

Enter Your Name and Last Name

Q3

SENATE OPERATIONAL COMMITTEE VACANCIES

Senate operational committees serve to expedite the efficient functioning of the Senate and its affairs, and to address matters relating to faculty interests and function. Senate operational committees report monthly to the Faculty Senate.

Note: Senate Operational Committees meet based on a standard meeting day and time. Please do not nominate yourself or someone else that is unable to attend meetings due to course conflicts.

Q4

Q5

Budget and Administrative Committee
[Typically meets monthly on a Wednesday from 2:30 - 3:30 p.m.]

Duties: Evaluate and recommend policies and procedures concerning the university budget with emphasis on the academic budget; make recommendations on any administrative procedure that affects faculty members in the performance of their work; and participate in the academic planning process as appropriate.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q6 **Budget and Administrative Committee Nominee(s):**

Q7 **Faculty Senate Parking, Transportation and Safety Committee**
[Typically meets monthly on a Monday from 11:30 - 12:30 p.m.]

Duties: Evaluate and recommend policies and procedures concerning parking, transportation, and campus safety and security that will foster a mutually beneficial environment for faculty, staff students, and visitors in the university community.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q8 **Faculty Senate Parking, Transportation and Safety Committee Nominee(s):**

Q9 **Information Technology Committee**
[Typically meets twice a month on a Monday from 2:00 - 3:00 p.m.]

Duties: Assist in the determination and evaluation of faculty information technology needs and to review general policies in this area; review changes to educational media and communications recommended by the vice president for Information Technologies and Resources and chief information officer; and to advise the vice president and chief information officer on university and faculty needs and interests in developing information technology resources to enhance the campus environment for teaching, learning, research, other scholarly activities, and service.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q10 **Information Technology Committee Nominee(s):**

Q11 **Personnel Committee**
[Typically meets monthly on a Wednesday from 11:30 - 12:30 p.m.]

Duties: Study and recommend academic personnel policy and standards, including promotion and tenure criteria; responsible for procedures to evaluate administrators and department chairs and to oversee such evaluations; and consider other matters related to the professional well-being of the faculty, including academic freedom.

Eligible: Full-time, non-visiting tenured Associate or Professor; Associate or University Librarian.

Q12 **Personnel Committee Nominee(s):**

Q13

SENATE CURRICULAR COMMITTEE VACANCIES

Senate Curricular Committees govern college and university curricular and academic policies and procedures in cooperation with the College of Undergraduate Studies and/or the College of Graduate Studies. Senate operational committees report monthly to the Faculty Senate.

Note: Senate Operational Committees meet based on a standard meeting day and time. Please do not nominate yourself or someone else that is unable to attend meetings due to course conflicts.

Q14

Q15

Undergraduate Course Review Committee
[Typically meets monthly on a Tuesday from 12:00 - 1:00 p.m.]

Duties: Review all undergraduate course additions, revisions or deletions, and special topics course requests and transmit its recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies (or designee) for approval ; and to review recommendations from the Undergraduate Common Program Oversight Committee regarding course proposals related to the General Education Program.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructors/Lecturers.

Q16

Undergraduate Course Review Committee Nominee(s):

Q17

Undergraduate Policy and Curriculum Committee
[Typically meets monthly on a Tuesday from 12:00 - 1:00 p.m.]

Duties: Study, review, and provide recommendations on undergraduate academic policies; study, review, and provide recommendations on university-wide undergraduate degree requirements, including the General Education Program (GEP), foreign language requirements or proficiency, admission standards, and baccalaureate academic honors; study and review recommendations from the University Common Program Oversight Committee on changes to the General Education Program and to transmit recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies; review and make recommendations on all proposals for planning or implementation of new undergraduate degree programs, minors, and elimination of existing programs that will be submitted by the committee to the Office of Academic Affairs prior to submission to the Board of Trustees for final approval; review and make recommendations on all proposals for revisions to existing degree programs and certificates; and to review and make recommendations on the allocation of the Equipment Fee to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies, who submits his/her recommendations to the provost and executive vice president.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q18

Undergraduate Policy and Curriculum Committee Nominee(s):

Q19

Graduate Appeals Committee
[Typically meets monthly on a Thursday from 1:30 - 2:30 p.m.]

Duties: Hear petitions for variances from established policies governing post-baccalaureate, certificate, or graduate degrees regardless of the administrative level from which the policy emanated including the graduate program, the college, or the university; hear other cases as referred by the vice president for Research and dean of the College of Graduate Studies including but not limited to appeals of adverse admissions decisions, appeals of adverse administrative decisions, and appeals originating in *The Golden Rule* and requiring a decision by the vice president for Research and dean of the College of Graduate Studies; hear all requests from graduate program directors for exceptions to graduate policies and procedures; identify graduate program practices that have policy implications and refer them to the vice president for Research and dean of the College of Graduate Studies; and to review all matters referred by the Graduate Council.

Eligible: Must be Graduate Faculty as listed in the graduate catalog. Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian.

Q20

Graduate Appeals Committee Nominee(s):

Q21

Graduate Curriculum Committee
[Typically meets monthly on a Wednesday 2:30-3:30 p.m.]

Duties: Review curricular issues related to graduate education and make recommendations to the vice president for Research and dean of the College of Graduate Studies; review changes to existing graduate programs (such as hours, thesis/non-thesis options); review new tracks or options to existing graduate programs and deletions of tracks or options; review new certificate programs and the deletion of existing certificate programs; and to review all requests for additions, revisions, and deletions of graduate and special topic courses.

Eligible: Must be Graduate Faculty as listed in the graduate catalog. Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian.

Q22

Graduate Curriculum Committee Nominee(s):

Q23

Graduate Policy Committee
[Typically meets monthly on a Wednesday from 10:30 - 11:30 a.m.]

Duties: Examine existing policies and procedures and recommend new policies and procedures with regard to graduate education, including but not limited to policies and procedures affecting admissions, academic progress, and financial support for graduate students; and to review all matters referred by the vice president for Research and dean of the College of Graduate Studies.

Eligible: Must be Graduate Faculty as listed in the graduate catalog. Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian.

Q24

Graduate Policy Committee Nominee(s):

Q25

Graduate Program Review and Awards Committee
[Typically meets monthly on a Friday 9:30-10:30 a.m.]

Duties: Review graduate programs as part of the program review cycle, identify factors that promote quality in graduate programs, and update faculty status for those faculty members participating in the graduate programs; review proposals of new graduate programs and deletion of existing programs; and to review nominees for the graduate student awards for teaching, thesis, and dissertation given by the College of Graduate Studies and for the Excellence in Graduate Teaching Award.

Eligible: Must be Graduate Faculty as listed in the graduate catalog. Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian.

Q26

Graduate Program Review and Awards Committee Nominee(s):

Q27

FACULTY SENATE JOINT COMMITTEES AND COUNCILS VACANCIES

Faculty involvement is important for the disposition of certain key university issues with academic and administrative implications. In the spirit of shared governance, these issues are dealt with by joint committees. The composition of the joint committees and councils varies and report to the Senate, president, or responsible committee administrator.

Note: Meetings are scheduled by the committee administrator and/or chair of the committee.

Q28

Q29

Academic Calendar Committee
[Typically meets once in January]

Duties: Recommend the academic calendar and to ensure compliance with the rules and regulations of the State of Florida and the university Board of Trustees; and to consider the impact of changes in the academic calendar on students and faculty.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q30

Academic Calendar Committee Nominee(s):

Q31

Admissions and Standards Committee
[Typically meets monthly or more depending on cases on a Tuesday]

Duties: Consider all undergraduate student admissions that do not meet the minimum university admissions standards and that are referred to it by the Office of Undergraduate Admissions; consider all undergraduate student appeals of readmission decisions or academic standing; consider undergraduate student appeals of decisions that have been made by the College of Undergraduate Studies concerning late withdrawals, late drops, late adds, and medical withdrawals; and to consider graduate student appeals of decisions that have been made by the College of Graduate Studies concerning late withdrawals, late drops, late adds, and medical withdrawals.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q32

Admissions and Standards Committee Nominee(s):

Q33

Commencement, Convocation and Recognitions Committee
[Typically meets once in late February and via email]

Duties: Examine and review commencement and convocation procedures and to make recommendations for future commencements and convocations, taking into account budgetary implications; make recommendations to the president regarding speakers for commencements and convocations; make recommendations regarding the number and kinds of commencements and convocations; review proposals for awards, emeritus status, honorary degrees, and any other recognition or honors bestowed by the university and to make recommendations to the president; recommend the standards and criteria by which to judge the qualifications for awarding honorary degrees; recommend criteria for the selection of those to be honored by the university with the designation distinguished alumnus; and serve as a selection committee for those to be named distinguished alumni.

Eligible: Full-time, non-visiting tenured Associate or Professor; Associate or University Librarian.

Q34

Commencement, Convocation and Recognitions Committee Nominee(s):

Q35

Faculty Center for Teaching and Learning Advisory Committee
[Typically meets once a semester]

Duties: Supporting and developing faculty professional development in areas of teaching, learning and the scholarship of teaching for all faculty, including full-time, adjunct and graduate teaching assistants; oversee and administer professional teaching development activities; coordinate the nomination, review and selection of faculty fellowships and other awards for creative teaching and the innovative use of technology in teaching and learning; and administer and review an annual assessment of the Faculty Center for Teaching and Learning activities.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q36

Faculty Center for Teaching and Learning Advisory Committee Nominee(s):

Q37

Faculty and Staff Benefits Committee
[Typically meets once a semester]

Duties: Study fringe benefits and other benefits and services provided to all faculty and staff of the university in relation to those offered in other institutions; examine, analyze, and make recommendations on insurance and other benefit programs offered for consideration and implementation by the university; make recommendations to the president on any proposed changes in benefits provided to the faculty and staff; and to report the results of fringe benefits and other related faculty and staff benefits studies to the Senate.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q38

Faculty and Staff Benefits Committee Nominee(s):

Q39

Library Advisory Committee
[Typically meets once a semester]

Duties: Facilitate communication between the Libraries and its academic clientele; act as advocates of the Libraries in university-wide decision-making groups; and to act as an advisory council to the Libraries administration.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q40

Library Advisory Committee Nominee(s):

Q41

Research Council
[Typically meets once a semester as by email as needed]

Duties: Recommend to the Faculty Senate such policies as it deems necessary and appropriate with respect to research activities, facilities, personnel, and patents; consult with and advise the vice president for Research and dean of the College of Graduate Studies on the stimulation of and support for research activities, including policies for allocation of monies to be invested in UCF research endeavors; assist in the evaluation of research programs within the university and advise on new research centers and institutes and the evaluation of performance of existing centers and institutes; recommend policies that will foster a strong, mutually productive relationship between research centers and institutes and departments; speak for the faculty on governmental, industrial, and other private sector and foundation support of the research programs of the university; review the activities of the committees that deal with the use of human subjects or animals in research; review the activities of the committee that deals with copyrights and patents; review and make recommendations to the vice president for Research and dean of the College of Graduate Studies on internal research grants and awards; and to work with the vice president for Research and dean of the College of Graduate Studies in establishing guidelines for submissions and review of research proposals.

Eligible: Full-time, non-visiting Associate or Professor; Associate or University Librarian.

Q42

Research Council Nominee(s):

Q43

Strategic Planning Council
[Typically meets once a semester]

Duties: Advise and assist the provost and executive vice president in developing and updating the university's strategic plan; recommend policies to support the university's strategic planning process, including academic planning, institutional effectiveness, accountability, budget planning, and student services; and to recommend to the provost and executive vice president the university's academic plan and any budget or academic actions necessary to support those recommendations.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q44

Strategic Planning Council Nominee(s):

Q45

Undergraduate Common Program Oversight Committee
[Typically meets monthly on a Thursday]

Duties: Monitor university-wide undergraduate curriculum requirements such as the General Education Program, diversity, Gordon Rule, foreign language proficiency, and to review any changes, additions, or deletions to those curriculum requirements; review, monitor, and make recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies on courses and syllabi submitted to fulfill the university diversity requirement meet the established definition of diversity; make recommendations to the Undergraduate Policy and Curriculum Committee on changes to the General Education Program; and to make recommendations to the Undergraduate Course Review Committee regarding course proposals related to the General Education Program.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q46

Undergraduate Common Program Oversight Committee Nominee(s):

Q47

University Athletics Advisory Committee
[Typically meets once a semester]

Duties: Nurture and foster academic integrity through an oversight of academics matters related to University Athletics; supervise the relationship of the university to the athletic conference in which it holds membership and the National Collegiate Athletic Association and to ensure that university policies and procedures are being followed in order to maintain the integrity of the university with NCAA rules and regulations; ensure that the university's athletic program is in keeping with the educational objectives of the university; review the academic advisement, retention, and admissions of athletes; recommend to the Faculty Senate policies to ensure the academic integrity of the athletic programs; and to serve as an advisory and recommending body for intercollegiate athletics on policies and procedures that relate specifically to student-athlete welfare and academic progress.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q48

University Athletics Committee Nominee(s):

Q49

University Bookstore Advisory Committee
[Typically meets once a semester]

Duties: Recommend policies that will foster a cooperative, mutually productive and beneficial relationship between the bookstore and its customers in the university community; and to develop scholarship selection criteria, review applications, and select scholarship recipients each year to receive free course textbooks and other awards for each semester.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q50

University Bookstore Advisory Committee Nominee(s):

Q51

University Honors Committee
[Typically meets once a semester]

Duties: Consider and recommend fundamental policies and procedures relating to The Burnett Honors College, including the general direction of the college and its programs, requirements, faculty participation, and curricular matters; make recommendations to the dean of The Burnett Honors College on matters requiring judgments regarding faculty and student awards, scholarships, and other benefits; and to make recommendations to the dean of The Burnett Honors College as required on disciplinary matters relating to The Burnett Honors College including the removal of a student from the program.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q52

University Honors Committee Nominee(s):

Q53

University Master Planning Committee
[Typically meets 6 times an academic year depending on projects]

Duties: Review short-range as well as long-range issues related to land use, facilities planning, and future development of the campus, including protection and preservation of natural resources on the campus; make recommendations to the president regarding matters of aesthetics and suitability for minor projects and modifications of the campus landscape, utilities, and building exteriors; review signage, site furniture, public art, and some temporary installations; and to serve as a clearinghouse for communication to the campus community.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q54

University Master Planning Committee Nominee(s):

Q55

University Parking and Transportation Committee
[Typically meets monthly]

Duties: Recommend to the vice president for Administration and Finance changes to the UCF regulations that govern traffic and parking on the UCF campus; review programs or services designed to improve traffic, transportation, or parking services to the UCF community; review and approve special parking permits and 24-hour reserved parking spaces; and to review and approve conversion of metered, faculty/staff parking spaces, or drop-off and pick-up spaces.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q56

University Parking and Transportation Committee Nominee(s):

Q57

University Travel Awards Committee
[Typically meets once a semester]

Duties: Develop guidelines for travel awards to faculty; make announcements to the faculty regarding availability and procedures for application for travel awards; solicit applications for travel awards; and to review faculty applications for travel awards and make recommendations to the provost and executive vice president for making these awards.

Eligible: Full-time, non-visiting Assistant, Associate or Professor; Assistant, Associate or University Librarian; Instructor, Lecturer, Associate Instructor/Lecturer or Senior Instructor/Lecturer.

Q58

University Travel Awards Committee Nominee(s):

Q59

THANK YOU VERY MUCH

Add Block

End of Survey Survey Termination Options...

Faculty Senate Committee Voting

Default Question Block Block Options

Q1

Dear Colleagues,

Service on university committees and councils is the primary means of direct participation in university governance by faculty. As your elected member of the Faculty Senate Steering Committee, Committee on Committees (ConC), it is my responsibility to ensure college faculty are represented and have an opportunity to serve on all Senate Committees.

Please vote for the candidate that you want to represent the college. The ballot only displays the faculty that confirmed their ability to serve. Only one vote per faculty member is allowed, and all votes are anonymous.

Voting will close **June 14 at midnight**. If you have any questions please let me know.

Regards,
ConC Member

Q2

Q3

Budget and Administrative Committee

Duties: Evaluate and recommend policies and procedures concerning the university budget with emphasis on the academic budget; make recommendations on any administrative procedure that affects faculty members in the performance of their work; and participate in the academic planning process as appropriate.

Q4

Budget and Administrative Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q5

Faculty Senate Parking, Transportation and Safety Committee

Duties: Evaluate and recommend policies and procedures concerning parking, transportation, and campus safety and security that will foster a mutually beneficial environment for faculty, staff students, and visitors in the university community.

Q6

Faculty Senate Parking, Transportation and Safety Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q7

Information Technology Committee

Duties: Assist in the determination and evaluation of faculty information technology needs and to review general policies in this area; review changes to educational media and communications recommended by the vice president for Information Technologies and Resources and chief information officer; and to advise the vice president and chief information officer on university and faculty needs and interests in developing information technology resources to enhance the campus environment for teaching, learning, research, other scholarly activities, and service.

Q8

Information Technology Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q9

Personnel Committee

Duties: Study and recommend academic personnel policy and standards, including promotion and tenure criteria; responsible for procedures to evaluate administrators and department chairs and to oversee such evaluations; and consider other matters related to the professional well-being of the faculty, including academic freedom.

Q10

Personnel Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q11

Undergraduate Course Review Committee

Duties: Review all undergraduate course additions, revisions or deletions, and special topics course requests and transmit its recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies (or designee) for approval ; and to review recommendations from the Undergraduate Common Program Oversight Committee regarding course proposals related to the General Education Program.

Q12

Undergraduate Course Review Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q13

Undergraduate Policy and Curriculum Committee

Duties: Study, review, and provide recommendations on undergraduate academic policies; study, review, and provide recommendations on university-wide undergraduate degree requirements, including the General Education Program (GEP), foreign language requirements or proficiency, admission standards, and baccalaureate academic honors; study and review recommendations from the University Common Program Oversight Committee on changes to the General Education Program and to transmit recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies; review and make recommendations on all proposals for planning or implementation of new undergraduate degree programs, minors, and elimination of existing programs that will be submitted by the committee to the Office of Academic Affairs prior to submission to the Board of Trustees for final approval; review and make recommendations on all proposals for revisions to existing degree programs and certificates; and to review and make recommendations on the allocation of the Equipment Fee to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies, who submits his/her recommendations to the provost and executive vice president.

Q14

Undergraduate Policy and Curriculum Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q15

Graduate Appeals Committee

Duties: Hear petitions for variances from established policies governing post-baccalaureate, certificate, or graduate degrees regardless of the administrative level from which the policy emanated including the graduate program, the college, or the university; hear other cases as referred by the vice president for Research and dean of the College of Graduate Studies including but not limited to appeals of adverse admissions decisions, appeals of adverse administrative decisions, and appeals originating in *The Golden Rule* and requiring a decision by the vice president for Research and dean of the College of Graduate Studies; hear all requests from graduate program directors for exceptions to graduate policies and procedures; identify graduate program practices that have policy implications and refer them to the vice president for Research and dean of the College of Graduate Studies; and to review all matters referred by the Graduate Council.

Q16

Graduate Appeals Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q17

Graduate Curriculum Committee

Duties: Review curricular issues related to graduate education and make recommendations to the vice president for Research and dean of the College of Graduate Studies; review changes to existing graduate programs (such as hours, thesis/non-thesis options); review new tracks or options to existing graduate programs and deletions of tracks or options; review new certificate programs and the deletion of existing certificate programs; and to review all requests for additions, revisions, and deletions of graduate and special topic courses.

Q18

Graduate Curriculum Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q19

Graduate Policy Committee

Duties: Examine existing policies and procedures and recommend new policies and procedures with regard to graduate education, including but not limited to policies and procedures affecting admissions, academic progress, and financial support for graduate students; and to review all matters referred by the vice president for Research and dean of the College of Graduate Studies.

Q20

Graduate Policy Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q21

Graduate Program Review and Awards Committee

Duties: Review graduate programs as part of the program review cycle, identify factors that promote quality in graduate programs, and update faculty status for those faculty members participating in the graduate programs; review proposals of new graduate programs and deletion of existing programs; and to review nominees for the graduate student awards for teaching, thesis, and dissertation given by the College of Graduate Studies and for the Excellence in Graduate Teaching Award.

Q22

Graduate Program Review and Awards Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q23

Academic Calendar Committee

Duties: Recommend the academic calendar and to ensure compliance with the rules and regulations of the State of Florida and the university Board of Trustees; and to consider the impact of changes in the academic calendar on students and faculty.

Q24

Academic Calendar Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q25

Admissions and Standards Committee

Duties: Consider all undergraduate student admissions that do not meet the minimum university admissions standards and that are referred to it by the Office of Undergraduate Admissions; consider all undergraduate student appeals of readmission decisions or academic standing; consider undergraduate student appeals of decisions that have been made by the College of Undergraduate Studies concerning late withdrawals, late drops, late adds, and medical withdrawals; and to consider graduate student appeals of decisions that have been made by the College of Graduate Studies concerning late withdrawals, late drops, late adds, and medical withdrawals.

Q26

Admissions and Standards Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q27

Commencement, Convocation and Recognitions Committee

Duties: Examine and review commencement and convocation procedures and to make recommendations for future commencements and convocations, taking into account budgetary implications; make recommendations to the president regarding speakers for commencements and convocations; make recommendations regarding the number and kinds of commencements and convocations; review proposals for awards, emeritus status, honorary degrees, and any other recognition or honors bestowed by the university and to make recommendations to the president; recommend the standards and criteria by which to judge the qualifications for awarding honorary degrees; recommend criteria for the selection of those to be honored by the university with the designation distinguished alumnus; and serve as a selection committee for those to be named distinguished alumni.

Q28

Commencement, Convocation and Recognitions Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q29

Faculty Center for Teaching and Learning Advisory Committee

Duties: Supporting and developing faculty professional development in areas of teaching, learning and the scholarship of teaching for all faculty, including full-time, adjunct and graduate teaching assistants; oversee and administer professional teaching development activities; coordinate the nomination, review and selection of faculty fellowships and other awards for creative teaching and the innovative use of technology in teaching and learning; and administer and review an annual assessment of the Faculty Center for Teaching and Learning activities.

Q30

Faculty Center for Teaching and Learning Advisory Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q31

Faculty and Staff Benefits Committee

Duties: Study fringe benefits and other benefits and services provided to all faculty and staff of the university in relation to those offered in other institutions; examine, analyze, and make recommendations on insurance and other benefit programs offered for consideration and implementation by the university; make recommendations to the president on any proposed changes in benefits provided to the faculty and staff; and to report the results of fringe benefits and other related faculty and staff benefits studies to the Senate.

Q32

Faculty and Staff Benefits Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q33

Library Advisory Committee

Duties: Facilitate communication between the Libraries and its academic clientele; act as advocates of the Libraries in university-wide decision-making groups; and to act as an advisory council to the Libraries administration.

Q34

Library Advisory Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q35

Research Council

Duties: Recommend to the Faculty Senate such policies as it deems necessary and appropriate with respect to research activities, facilities, personnel, and patents; consult with and advise the vice president for Research and dean of the College of Graduate Studies on the stimulation of and support for research activities, including policies for allocation of monies to be invested in UCF research endeavors; assist in the evaluation of research programs within the university and advise on new research centers and institutes and the evaluation of performance of existing centers and institutes; recommend policies that will foster a strong, mutually productive relationship between research centers and institutes and departments; speak for the faculty on governmental, industrial, and other private sector and foundation support of the research programs of the university; review the activities of the committees that deal with the use of human subjects or animals in research; review the activities of the committee that deals with copyrights and patents; review and make recommendations to the vice president for Research and dean of the College of Graduate Studies on internal research grants and awards; and to work with the vice president for Research and dean of the College of Graduate Studies in establishing guidelines for submissions and review of research proposals.

Q36

Research Council Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q37

Strategic Planning Council

Duties: Advise and assist the provost and executive vice president in developing and updating the university's strategic plan; recommend policies to support the university's strategic planning process, including academic planning, institutional effectiveness, accountability, budget planning, and student services; and to recommend to the provost and executive vice president the university's academic plan and any budget or academic actions necessary to support those recommendations.

Q38

Strategic Planning Council Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q39

Undergraduate Common Program Oversight Committee

Duties: Monitor university-wide undergraduate curriculum requirements such as the General Education Program, diversity, Gordon Rule, foreign language proficiency, and to review any changes, additions, or deletions to those curriculum requirements; review, monitor, and make recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies on courses and syllabi submitted to fulfill the university diversity requirement meet the established definition of diversity; make recommendations to the Undergraduate Policy and Curriculum Committee on changes to the General Education Program; and to make recommendations to the Undergraduate Course Review Committee regarding course proposals related to the General Education Program.

Q40

Undergraduate Common Program Oversight Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q41

University Athletics Advisory Committee

Duties: Nurture and foster academic integrity through an oversight of academics matters related to University Athletics; supervise the relationship of the university to the athletic conference in which it holds membership and the National Collegiate Athletic Association and to ensure that university policies and procedures are being followed in order to maintain the integrity of the university with NCAA rules and regulations; ensure that the university's athletic program is in keeping with the educational objectives of the university; review the academic advisement, retention, and admissions of athletes; recommend to the Faculty Senate policies to ensure the academic integrity of the athletic programs; and to serve as an advisory and recommending body for intercollegiate athletics on policies and procedures that relate specifically to student-athlete welfare and academic progress.

Q42

University Athletics Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q43

University Bookstore Advisory Committee

Duties: Recommend policies that will foster a cooperative, mutually productive and beneficial relationship between the bookstore and its customers in the university community; and to develop scholarship selection criteria, review applications, and select scholarship recipients each year to receive free course textbooks and other awards for each semester.

Q44

University Bookstore Advisory Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q45

University Honors Committee

Duties: Consider and recommend fundamental policies and procedures relating to The Burnett Honors College, including the general direction of the college and its programs, requirements, faculty participation, and curricular matters; make recommendations to the dean of The Burnett Honors College on matters requiring judgments regarding faculty and student awards, scholarships, and other benefits; and to make recommendations to the dean of The Burnett Honors College as required on disciplinary matters relating to The Burnett Honors College including the removal of a student from the program.

Q46

University Honors Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q47

University Master Planning Committee

Duties: Review short-range as well as long-range issues related to land use, facilities planning, and future development of the campus, including protection and preservation of natural resources on the campus; make recommendations to the president regarding matters of aesthetics and suitability for minor projects and modifications of the campus landscape, utilities, and building exteriors; review signage, site furniture, public art, and some temporary installations; and to serve as a clearinghouse for communication to the campus community.

Q48

University Master Planning Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q49

University Parking and Transportation Committee

Duties: Recommend to the vice president for Administration and Finance changes to the UCF regulations that govern traffic and parking on the UCF campus; review programs or services designed to improve traffic, transportation, or parking services to the UCF community; review and approve special parking permits and 24-hour reserved parking spaces; and to review and approve conversion of metered, faculty/staff parking spaces, or drop-off and pick-up spaces.

Q50

University Parking and Transportation Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q51

University Travel Awards Committee

Duties: Develop guidelines for travel awards to faculty; make announcements to the faculty regarding availability and procedures for application for travel awards; solicit applications for travel awards; and to review faculty applications for travel awards and make recommendations to the provost and executive vice president for making these awards.

Q52

University Travel Awards Committee Candidates:

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

Q53

THANK YOU VERY MUCH

Add Block

End of Survey — Survey Termination Options...

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 ◁	

women ◀▶

*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.*

assoc

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

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	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	+

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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	N<5	+
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	
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	+

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

	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	
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	urm	+
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		

COACHE Aware

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