



Faculty Senate

Faculty Senate

Agenda for meeting of Thursday, March 13, 2025, 3:00 – 5:00 p.m.

Location: In person at the Charge on Chamber, Student Union, Room 340

For those unable to make the in person meeting due to travel, location, or health issues, there is a Zoom option:

<https://ucf.zoom.us/j/91507163511?pwd=RER3MDhvOUJHL3FhL1krd2k2K1NGdz09>

Passcode: 222180

1. Call to Order
2. Roll Call via Qualtrics
3. Approval of Minutes of February 13, 2025
4. Recognition of Guests
5. Announcements
6. Report of the Senate Chair
7. Report of the President
8. Report of the Provost
9. Unfinished Business
10. New Business
 - a) 10-Years of Service
 - b) Nominating Committee Update
 - c) Resolution 2024-2025-5 Bylaw Amendment: Adjusting Constituency of UCF Research Council Membership
 - d) Resolution 2024-2025-6 Bylaw Amendment: Textbook Committee
 - e) Resolution 2024-2025-7 Bylaw Amendment: Establishing the Committee on Committees as an autonomous Faculty Senate operational committee
 - f) Resolution 2024-2025-8 Bylaws Amendment: Faculty Staff Benefits Committee
 - g) Resolution 2024-2025-10 Centralization of Emergency Planning, approved by FCTL Advisory Committee
 - h) Resolution 2024-2025-11 Evaluating on Faculty Instruction; approved by the ad hoc Teaching Evaluation committee
 - i) Resolution 2024-2025-12 Approval of a revised Student Perception of Instruction Form; approved by the ad hoc Teaching Evaluation committee
11. Committee Reports
 - a) B&A Committee: Amanda Major, Chair of B&A Committee
 - b) IT Committee: Jim Gallo, Steering Liaison for IT Committee
 - c) Personnel Committee: Karol Lucken, Chair of Personnel Committee
 - d) Research Council: Linda Walters, Chair of Research Council
 - e) Graduate Council: Reid Oetjen, Chair of Graduate Program Review and



Faculty Senate

Awards Committee, Steering Liaison for Graduate Council

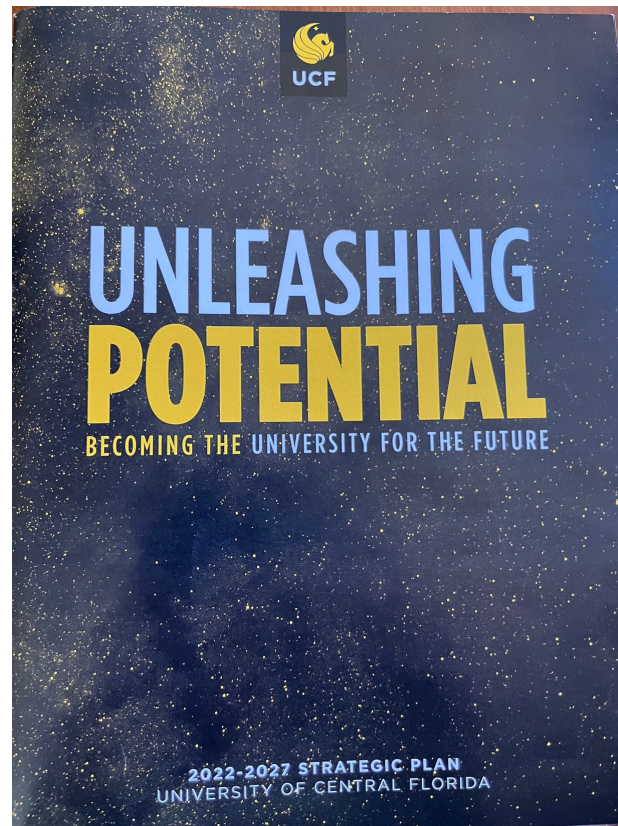
f) Undergraduate Council: Tina Chiarelli, Chair of UCRC, Steering Liaison for Undergraduate Council

12. Other Business

13. Adjournment

UCF 5-Year Strategic Plan

<https://www.ucf.unleashing-potential/>



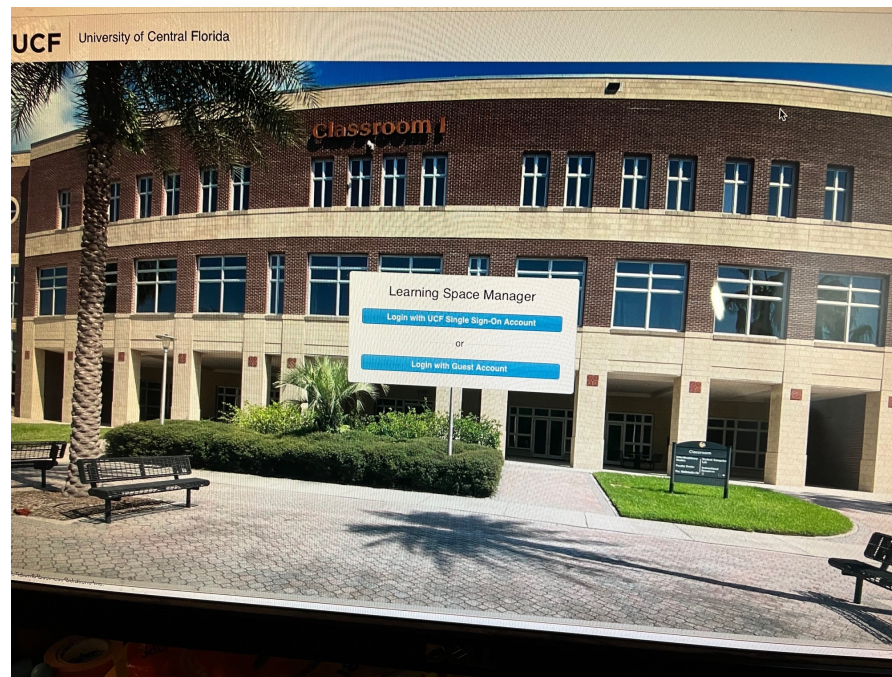
Learning Space Manager

Todd McMahon

Assistant Director Instructional Technology

Office of Instructional Resources

<https://ucf.talem3.com/lsm/login/auth>



Classroom Scheduling

Brian Boyd
University Registrar

Chuck Reilly
Associate Provost for Contract Compliance
and Administrator Support

Over 800 rooms

Underutilized rooms converted for other purposes
How to more efficiently utilize our classrooms?

Classroom Scheduling

Brian Boyd
University Registrar

Chuck Reilly
Associate Provost for Contract Compliance
and Administrator Support

Current Classroom Meeting Pattern Grid

	M	T	W	R	F
9:00 AM					
10:00 AM					

UCF's Actual Meeting Patterns

Meeting Pattern Analysis— Fall 2023

Main Campus LCTR— 167 rooms

365 meeting patterns used for 2,509 section meetings
Average sections/pattern: **6.9**

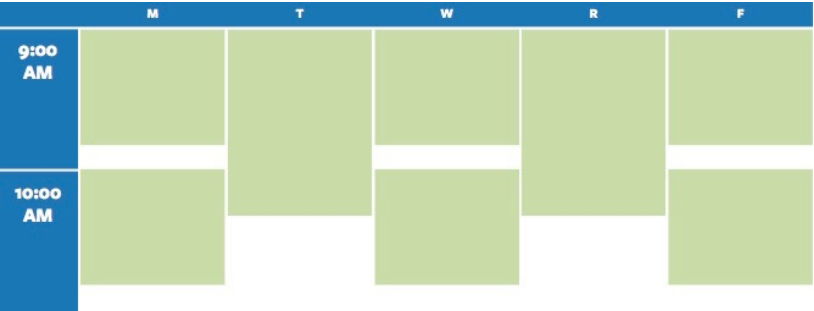
27% of all Classroom sections fall into the top 10 most-used meeting patterns

38% of Classroom meeting patterns are used only once

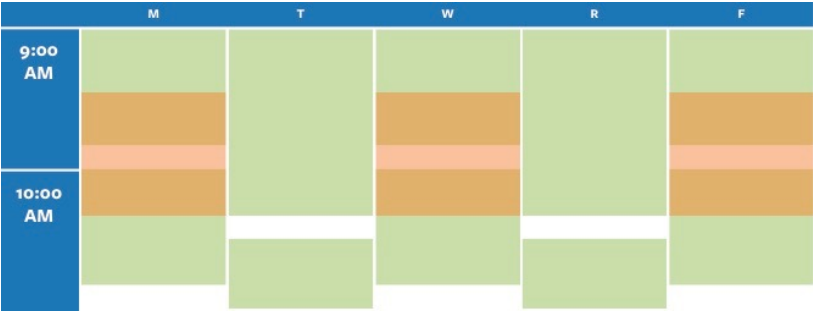
Fall 2023	
W 06:00 PM - 08:50 PM	97
M 06:00 PM - 08:50 PM	77
T 06:00 PM - 08:50 PM	76
TR 12:00 PM - 01:15 PM	71
TR 01:30 PM - 02:45 PM	69
TR 10:30 AM - 11:45 AM	64
TR 09:00 AM - 10:15 AM	59
TR 03:00 PM - 04:15 PM	59
R 06:00 PM - 08:50 PM	53
W 01:30 PM - 04:20 PM	44

The Importance of On-Grid Scheduling

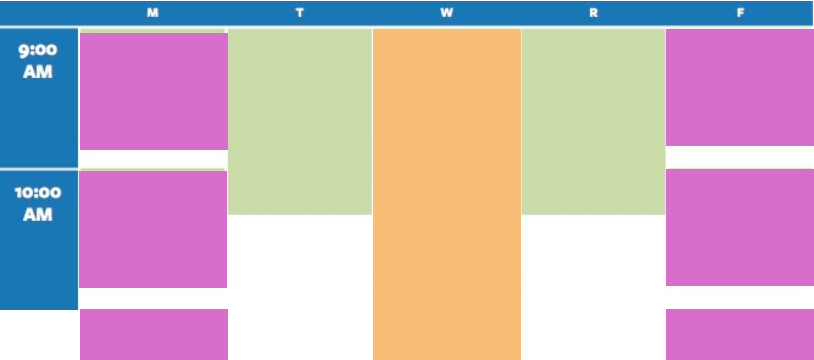
Current Meeting Pattern Grid



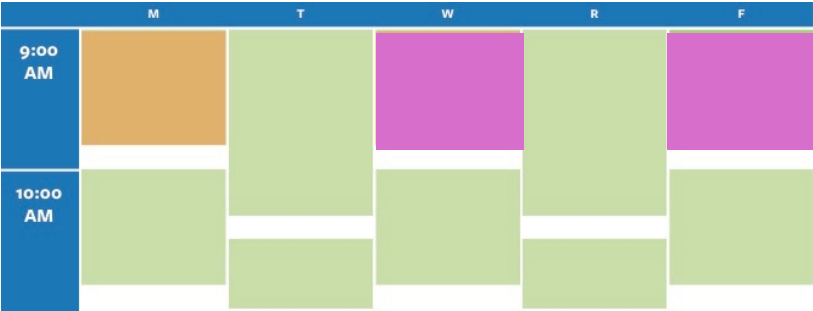
Problem Type 1: The Overlap



Problem Type 4: The One Off Class



Problem Type 2: The Partial Week



Proposed Grid -75 Minute Meeting Patterns

Mon/Wed Tues/Thurs

TIME	SUN	MON	TUES	WEDS	THURS	FRI	SAT
0730-0745		Yellow	Grey	Yellow	Grey	Light Green	
0745-0800		Yellow	Grey	Yellow	Grey	Light Green	
0800-0815		Yellow	Grey	Yellow	Grey	Light Green	
0815-0830		Yellow	Grey	Yellow	Grey	Light Green	
0830-0845		Yellow	Grey	Yellow	Grey	Light Green	
0845-0900						Light Green	
0900-0915		Yellow	Grey	Yellow	Grey	Light Green	
0915-0930		Yellow	Grey	Yellow	Grey	Light Green	
0930-0945		Yellow	Grey	Yellow	Grey	Light Green	
0945-1000		Yellow	Grey	Yellow	Grey	Light Green	
1000-1015		Yellow	Grey	Yellow	Grey	Light Green	
1015-1030						Light Green	
1030-1045		Yellow	Grey	Yellow	Grey	Light Green	
1045-1100		Yellow	Grey	Yellow	Grey	Light Green	
1100-1115		Yellow	Grey	Yellow	Grey	Light Green	
1115-1130		Yellow	Grey	Yellow	Grey	Light Green	
1130-1145		Yellow	Grey	Yellow	Grey	Light Green	
1145-1200						Light Green	
1200-1215		Yellow	Grey	Yellow	Grey	Light Green	
1215-1230		Yellow	Grey	Yellow	Grey	Light Green	
1230-1245		Yellow	Grey	Yellow	Grey	Light Green	
1245-1300		Yellow	Grey	Yellow	Grey	Light Green	
1300-1315		Yellow	Grey	Yellow	Grey	Light Green	
1315-1330						Light Green	

Feedback already received during Steering

- Can we coordinate so departments can have different 3 hr classes in same room on M and W, or T and R
- Departments used to have ability to do this, but current optimizer may not allow
- Can certain rooms be on the 50 min MWF grid and other rooms on the 75 min MW grid?
- Specific issues with lectures that have attached labs and that are linked classes; the timing is better on 50-minute spaces for the lab times when there are multiple (~dozens) of lab sections
- Can we optimize teaching so that faculty teaching back-to-back classes can be put into nearby rooms instead of across campus

1 **Resolution 2024-2025-5**
2 **Bylaw Amendment**
3 **Adjusting Constituency of UCF Research Council Membership**
4

5 **Whereas**, the University of Central Florida Faculty Bylaws, in Section VI.F.2, define the membership
6 of the Faculty Senate Research Council as follows:
7

8 *2. Membership. The committee shall consist of twenty-eight faculty members with at least*
9 *one representative from each of the academic units selected by the Committee on*
10 *Committees and three additional faculty members from the institutes and/or centers will be*
11 *designated by the vice president for Research. Academic unit faculty membership shall*
12 *proportionally represent the number of faculty of the colleges. Only faculty members*
13 *holding the rank of associate professor or professor or professional librarians of comparable*
14 *rank shall be eligible for membership; and*
15

16 **Whereas**, apportionment of faculty in the Faculty Senate and thus in the Research Council has
17 changed with the faculty housed in the Office of Research now considered part of an academic unit
18 for the purposes of senate representation. Faculty in the Office of Research will now automatically
19 be given representation on both the Faculty Senate and the Research Council, eliminating the need
20 for the vice president for Research to appoint members to the Research Council; and
21

22 **Whereas**, all UCF general faculty (as defined by the University of Central Florida Faculty Bylaws, in
23 Section I.A) that are research active should have the opportunity to serve on Research Council
24 rather than just Associate Professors, Professors, and Librarians of comparable rank; therefore
25

26 **Be it Resolved**, that the UCF Faculty Bylaws be amended in Section VI-F2 to state:
27

28 *2. Membership. The committee shall consist of twenty-eight faculty members with at least*
29 *one representative from each of the academic units selected by the Committee on*
30 *Committees. Academic unit faculty membership shall proportionally represent the number*
31 *of faculty of the colleges. All research-active general faculty members shall be eligible for*
32 *membership.*

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Resolution 2024-2025-6
Faculty Senate Bylaw Change
Textbook Committee

Whereas, in 2020, the Bookstore Advisory Committee was renamed the Textbook Committee to broaden its focus; and

Whereas, the Textbook Committee requires broader membership to include expertise and representation for course materials beyond just textbooks; and

Whereas, Florida Statutes and university initiatives place a greater emphasis on course material affordability, accessibility, and open educational resources (OER) and practices (OEP); and

Whereas, the inclusion of both undergraduate and graduate student representatives is critical, as course materials impact students across all academic levels; and

Whereas, the recent institutional reorganization changes the committee's executive sponsor to be the Provost and Executive Vice President for Academic Affairs or designee; therefore

Be it Resolved, that the bylaws for the Textbook Committee be modified to include changing the name of the committee to the "Course Materials Committee" and to update that the committee reports to the Provost and Executive Vice President for Academic Affairs or designee; and

Be it Further Resolved, to amend the Membership section of the Faculty Bylaws of the Textbook Committee to state

"The committee shall consist of one faculty member from each academic unit (selected by the Committee on Committees), one undergraduate student (nominated by the president of the Student Government Association), one graduate student (appointed by the dean of the College of Graduate Studies based on the recommendation of the president of the Graduate Student Association), one representative from the Faculty Center for Teaching and Learning, the chair of the Affordable Instructional Materials Initiative (or designee), the chair of the Open Education Coordinating Committee (or designee), the administrative project manager for Textbook Affordability & Compliance, and the bookstore manager. The Provost and Executive Vice President for Academic Affairs (or designee) is an ex officio member and administrator for the committee and shall identify additional ex officio members to provide useful expertise related to course materials, affordability, accessibility, and open education. The chair and vice chair shall be elected annually from its faculty membership. Terms of service shall be two years, staggered, with the exception of the student members, who shall serve for one year."

TEXTBOOK COMMITTEE

CURRENT TITLE AND DUTIES

Textbook Committee

1. Duties and Responsibilities.

- a. To review and recommend to the dean of the College of Undergraduate Studies procedures to meet textbook adoption deadlines and reporting requirements.
- b. To promote a culture that values textbook affordability.
- c. To respect the faculty member's expertise in choosing appropriate curriculum materials while highlighting the cost-effectiveness for students.
- d. To develop scholarship selection criteria, review applications, and select scholarship recipients each year to receive free course textbooks and other awards for each semester from the university Bookstore.

PROPOSED TITLE AND DUTIES

Course Materials Committee

1. Duties and Responsibilities

- a. To review and recommend to the Provost and Executive Vice President for Academic Affairs (or designee) procedures to meet course material adoption deadlines and reporting requirements.
- b. To promote a culture that values course material affordability.
- c. To respect the faculty member's expertise in choosing appropriate curriculum materials while highlighting the cost-effectiveness for students.
- d. To develop scholarship selection criteria, review applications, and select scholarship recipients each year to receive free course materials and other awards for each semester from the university Bookstore.

TEXTBOOK COMMITTEE

CURRENT MEMBERSHIP

2. Membership.

The committee shall consist of one faculty member from each academic unit (selected by the Committee on Committees), one student (nominated by the president of the Student Government Association), one representative from the Faculty Center for Teaching and Learning, ~~one representative from the University Libraries,~~ the bookstore manager, ~~and the dean of the College of Undergraduate Studies (or designee).~~ ~~The dean of the College of Undergraduate Studies (or designee) shall identify ex officio members.~~ The chair and vice chair shall be elected annually from its faculty membership. Terms of service shall be two years, staggered, with the exception of the student ~~member,~~ who shall serve for one year.

PROPOSED MEMBERSHIP

2. Membership.

The committee shall consist of one faculty member from each academic unit (selected by the Committee on Committees), one ~~undergraduate~~ student (nominated by the president of the Student Government Association), ~~one graduate student (appointed by the dean of the College of Graduate Studies based on the recommendation of the president of the Graduate Student Association),~~ one representative from the Faculty Center for Teaching and Learning, ~~the chair of the Affordable Instructional Materials Initiative (or designee),~~ the chair of the Open Education Coordinating Committee (or designee), the administrative project manager for Textbook Affordability & Compliance, and ~~the bookstore manager.~~ ~~The Provost and Executive Vice President for Academic Affairs (or designee) is an ex officio member and administrator for the committee and shall identify additional ex officio members to provide useful expertise related to course materials, affordability, accessibility, and open education.~~ The chair and vice chair shall be elected annually from its faculty membership. Terms of service shall be two years, staggered, with the exception of the student ~~members,~~ who shall serve for one year.

1 **Resolution 2024-2025- 7**
2 **Faculty Senate Bylaw Amendment Resolution:**
3 Establishing the Committee on Committees as an
4 autonomous Faculty Senate operational committee
5

6 **Whereas**, the Committee on Committees is currently a subcommittee of the Steering
7 Committee, requiring its members to also serve on the Steering Committee; and

8 **Whereas**, the duties and responsibilities of the Steering Committee and the Committee on
9 Committees are unrelated, and the skills, experience, and characteristics that make
10 senators effective in one committee may not align with those needed in the other; and

11 **Whereas**, separating the Steering Committee and the Committee on Committees would
12 enable a broader range of senators to engage with the Faculty Senate's inner operations
13 and leadership, thereby doubling opportunities for senators from each academic unit to
14 gain valuable experience; therefore

15 **Be It Resolved**, that the Committee on Committees shall become an autonomous
16 operational committee of the Faculty Senate, with its members selected from among the
17 senators of each academic unit; and

18 **Be It Further Resolved**, that the Faculty Senate Bylaws be amended to remove any
19 reference to the Committee on Committees as a subcommittee of the Steering Committee
20 and to establish the Committee on Committees as an independent operational committee
21 with the following description:

22 ***Committee on Committees.***

23 ***1 Duties and Responsibilities***

24 *a To solicit committee preferences from senators for membership on the operational,*
25 *curricular and joint committees and councils of the Senate, and to review and recommend*
26 *committee membership.*

27 *b To determine the interest of their academic unit faculty (by survey or other*
28 *appropriate means) in serving on the various operational, curricular and joint committees*
29 *and to obtain names from department chairs, deans, and others of faculty members whom*
30 *they believe have the requisite interest and experience to serve on specific committees.*

31 *c To provide the Office of the Faculty Senate with a list of nominees for all Senate*
32 *operational, curricular and joint committees and councils. The Committee on Committees*
33 *shall take into consideration minority and female representation, and to the extent possible,*
34 *take into consideration approximate proportionate representation of the academic units to*
35 *serve on operational, curricular, and joint committees.*

36 *d To provide the Chair of the Committee on Committees and the Office of the Faculty*
37 *Senate with faculty nominees for additional service opportunities that are requested of the*
38 *Faculty Senate from across the university.*

39 2. Membership:

40 *Members of the Committee on Committees are elected at the first Senate meeting of the year*
41 *to a one-year term. The senators from each academic unit shall elect one representative to*
42 *the Committee on Committees from amongst the unit's Senators. A senator may serve as*
43 *their unit's representative on both the Steering Committee and the Committee on*
44 *Committees. Should a vacancy occur on the Committee on Committees, the senators from*
45 *the academic unit in which the vacancy occurs shall designate a replacement. This*
46 *committee will be chaired by the Senate vice chair.*

1
2 **Amendment to Resolution 2024-2025-7: Bylaw Amendment**
3 **Establishing the Committee on Committees as an**
4 **autonomous Faculty Senate operational committee**
5

6 **Whereas**, the Committee on Committees is currently a subcommittee of the Steering
7 Committee, requiring its members to also serve on the Steering Committee; and

8 **Whereas**, the duties and responsibilities of the Steering Committee and the Committee on
9 Committees are unrelated, and the skills, experience, and characteristics that make
10 senators effective in one committee may not align with those needed in the other; and

11 **Whereas**, separating the Steering Committee and the Committee on Committees would
12 enable a broader range of senators to engage with the Faculty Senate's inner operations
13 and leadership, thereby doubling opportunities for senators from each academic unit to
14 gain valuable experience; therefore

15 **Be It Resolved**, that the Committee on Committees shall become an autonomous
16 operational committee of the Faculty Senate, with its members selected from among the
17 senators of each academic unit; and

18 **Be It Further Resolved**, that the Faculty Senate Bylaws in Section IV.C. First Meeting be
19 amended from the current:

20 *"The Establishment of the Committee on Committees shall occur as the senators*
21 *from each academic unit nominate and approve one of their Steering Committee*
22 *representatives to serve on the Committee on Committees."*

23 *to now read:*

24 *"The Establishment of the Committee on Committees shall occur by an election of*
25 *each academic units' senators. Each academic unit shall have one member of the*
26 *Committee on Committees."*

27 **Be It Further Resolved**, that the Faculty Senate Bylaws be amended to remove any
28 reference to the Committee on Committees as a subcommittee of the Steering Committee
29 and to establish the Committee on Committees as an independent operational committee
30 with the following description:

31 ***Committee on Committees.***

32 ***1 Duties and Responsibilities***

33 *a To solicit committee preferences from senators for membership on the operational,*
34 *curricular and joint committees and councils of the Senate, and to review and recommend*
35 *committee membership.*

36 *b To determine the interest of their academic unit faculty (by survey or other*
37 *appropriate means) in serving on the various operational, curricular and joint committees*
38 *and to obtain names from department chairs, deans, and others of faculty members whom*
39 *they believe have the requisite interest and experience to serve on specific committees.*

40 *c To provide the Office of the Faculty Senate with a list of nominees for all Senate*
41 *operational, curricular and joint committees and councils. The Committee on Committees*
42 *shall take into consideration minority and female representation, and to the extent possible,*
43 *take into consideration approximate proportionate representation of the academic units to*
44 *serve on operational, curricular, and joint committees.*

45 *d To provide the Chair of the Committee on Committees and the Office of the Faculty*
46 *Senate with faculty nominees for additional service opportunities that are requested of the*
47 *Faculty Senate from across the university.*

48

49 *2. Membership:*

50 *Members of the Committee on Committees are elected at the first Senate meeting of the year*
51 *to a one-year term. The senators from each academic unit shall elect one representative to*
52 *the Committee on Committees from amongst the unit's Senators. A senator may serve as*
53 *their unit's representative on both the Steering Committee and the Committee on*
54 *Committees. Should a vacancy occur on the Committee on Committees, the senators from*
55 *the academic unit in which the vacancy occurs shall designate a replacement. This*
56 *committee will be chaired by the Senate vice chair.*

A. Steering Committee

1. Composition.
2. Duties and Responsibilities
3. Meetings
4. Quorum
5. Subcommittees of the Steering Committee

a. Committee on Committees.

The senators from each academic unit shall elect their representatives to the Committee on Committees from amongst the unit's Steering Committee members. Members of the Committee on Committees are elected at the first Senate meeting of the year to a one-year term. Should a vacancy occur on the Committee on Committees, the senators from the academic unit in which the vacancy occurs shall designate a replacement. This committee will be chaired by the Senate vice chair. The committee responsibilities are:

i. To solicit committee preferences from senators for membership on the committees of the Senate, review and recommend committee membership, and to appoint a Senate liaison to provide monthly committee reports to the Senate.

ii. To consult with the faculty and deans of their academic units to identify nominees for university joint committees and councils and to review and recommend committee membership.

a. The identification of faculty for service on joint university committees and councils is the result of collaboration between the college Committee on Committees representative and a representative of the college dean. The Vice Chair of the Faculty Senate will notify both parties when a vacancy occurs, who will come to an agreement on the new appointee.

b. Based upon the criteria for the committee position, both parties may solicit nominations from the college's faculty or administrators. If the dean's representative and the college Committee on Committees representative cannot agree on the new appointee, both the nominations will be reviewed by the full Committee on Committees, which will make the final determination.

e. Once the new appointee has agreed to serve, the Committee on Committees representative shall inform the Office of the Faculty Senate of the appointment.

iii. To provide the Steering Committee of the Faculty Senate with a list of nominees for all Senate operational and curricular committees and the responsible university administrator with nominations for joint

~~committees and councils. The Committee on Committees shall take into consideration minority and female representation, and to the extent possible, take into consideration approximate proportionate representation of the academic units to serve on Senate and joint committees.~~

~~iv. To determine the interest of faculty (by survey or other appropriate means) in serving on the various Senate and joint committees and to obtain names from department chairs, deans, and others of faculty members whom they believe have the requisite interest and experience to serve on specific committees.~~

b. Nominating Committee.

The Nominating Committee shall be formed at the Steering Committee meeting prior to the March Senate meeting at the latest. This committee consists of the Senate past chair, who shall serve as chair of the committee, and two other Steering Committee members. If the immediate past chair is not available, the Steering Committee must elect a faculty member to serve in this role. The chair of the Nominating Committee shall preside over the election of Faculty Senate officers. For nomination procedures, see Bylaws, Section III.B.

a. Committee on Committees.

1. Duties and Responsibilities: The committee responsibilities are:

- i. To solicit committee preferences from senators for membership on the committees of the Senate, **and to** review and recommend committee membership, ~~and to appoint a Senate liaison to provide monthly committee reports to the Senate.~~
- ii. ~~To consult with the faculty and deans of their academic units to identify nominees for university joint committees and councils and to review and recommend committee membership.~~
 - a. ~~The identification of faculty for service on joint university committees and councils is the result of collaboration between the college Committee on Committees representative and a representative of the college dean. The Vice Chair of the Faculty Senate will notify both parties when a vacancy occurs, who will come to an agreement on the new appointee.~~
 - b. ~~Based upon the criteria for the committee position, both parties may solicit nominations from the college's faculty or administrators. If the dean's representative and the college Committee on Committees representative cannot agree on the new appointee, both the nominations will be reviewed by the full Committee on Committees, which will make the final determination.~~
 - c. ~~Once the new appointee has agreed to serve, the Committee on Committees representative shall inform the Office of the Faculty Senate of the appointment.~~
- iii. To determine the interest of **their academic unit** faculty (by survey or other appropriate means) in serving on the various Senate **operational, curricular** and joint committees and to obtain names from department chairs, deans, and others of faculty members whom they believe have the requisite interest and experience to serve on specific committees.
- iv. To provide **the Office of the Faculty Senate** ~~Steering Committee of the Faculty Senate~~ with a list of nominees for all Senate operational ~~and~~ curricular committees ~~and the responsible university administrator with nominations for~~ **and** joint committees and councils. The Committee on Committees shall take into consideration minority and female representation, and to the extent possible, take into consideration approximate proportionate representation of the academic units to serve on Senate **operational, curricular**, and joint committees.
- v. To provide the Chair of the Committee on Committees and the Office of the Faculty Senate with faculty nominees for additional service opportunities that are requested of the Faculty Senate from across the university

2 Membership: Members of the Committee on Committees are elected at the first Senate meeting of the year to a one-year term. The senators from each academic unit shall elect **one representative** ~~their representatives~~ to the Committee on Committees from amongst the unit's **Senators Steering Committee members**. **A senator may serve as their unit's representative on both the Steering Committee and the Committee on Committees.** Should a vacancy occur on the Committee on Committees, the senators from the academic unit in which the vacancy occurs shall designate a replacement. This committee will be chaired by the Senate vice chair.

1 **Resolution 2024-2025-8**

2 **Bylaws Amendment Resolution**

3 **Faculty and Staff Benefits Committee**

4
5 **Whereas**, the current Faculty and Staff Benefits Committee duties and responsibilities include to
6 study fringe benefits and other benefits and services provided to all faculty and staff of the
7 university in relation to those offered in other institutions and to examine, analyze, and make
8 recommendations on insurance and other benefit programs offered for consideration and
9 implementation by the university; and

10 **Whereas**, the Faculty and Staff Benefits Committee recent activities have included an enhanced
11 focus on faculty and staff wellbeing, as well as exploring improved strategies for communicating
12 benefit-related updates to the university community; and

13 **Whereas**, the current Faculty and Staff Benefits Committee membership does not reflect the UCF
14 Staff Advisory Council updated structure which now includes USPS and A&P employees who are
15 both considered staff classification; and

16 **Whereas**, the current Faculty and Staff Benefits Committee Bylaws require the committee Chair be
17 appointed by the vice president for Human Resources instead of electing the Chair from the
18 committee faculty membership; therefore

19 **Be it Resolved**, the Faculty Bylaws shall be amended and replaced in Sections I and II with the text
20 detailed below:

21 **Section I. Duties and Responsibilities**

- 22 a) Regularly review, compare, and assess university benefits and wellness-related programs and
23 services to ensure they align with the evolving needs and interests of faculty and staff of the
24 university.
25 b) Collaborate with university stakeholders to facilitate the development and implementation of
26 initiatives that improve faculty and staff benefits and well-being.
27 c) Develop and execute strategies to communicate benefit-related updates, initiatives, and
28 resources effectively across the university community.
29 d) To report the results of the committee’s findings and recommendations on opportunities for
30 improvement and expansion of benefits and wellness-related programs to the Faculty Senate
31 and/or president.

32 **Section II. Membership**

33 The committee shall consist of at least one faculty member from each academic unit, selected by
34 the Committee on Committees, six staff members selected by the UCF Staff Advisory Council, and
35 two members from the Retiree Association (one retired faculty and one retired staff) nominated by
36 the president of the UCF Retirement Association. A benefits representative from the Office of
37 Human Resources and the associate vice president for Human Resources (or designee) shall serve
38 as ex officio members. The committee chair and vice chair shall be elected annually by its

39 membership at the first meeting of the committee after the new Faculty Senate is elected, normally
40 in the early fall term. The committee chair shall be elected annually from the faculty members of
41 the committee.

Faculty and Staff Benefits Committee

CURRENT

1. Duties and Responsibilities.

- a. ~~To 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.~~
- b. ~~To examine, analyze, and make recommendations on insurance and other benefit programs offered for consideration and implementation by the university.~~
- c. ~~To make recommendations to the president on any proposed changes in benefits provided to the faculty and staff.~~
- d. ~~To report the results of fringe benefits and other related faculty and staff benefits studies to the Senate.~~
- e. ~~A quorum shall be five or more voting members.~~

PROPOSED

I. Duties and Responsibilities

- A) Regularly review, compare, and assess university benefits and wellness-related programs and services to ensure they align with the evolving needs and interests of faculty and staff of the university.
- b) Collaborate with university stakeholders to facilitate the development and implementation of initiatives that improve faculty and staff benefits and well-being.
- c) Develop and execute strategies to communicate benefit-related updates, initiatives, and resources effectively across the university community.
- d) To report the results of the committee's findings and recommendations on opportunities for improvement and expansion of benefits and wellness-related programs to the Faculty Senate and/or president.

Faculty and Staff Benefits Committee

CURRENT

2. Membership.

The committee shall consist of one faculty member from each academic unit, selected by the Committee on Committees, ~~three~~ staff members selected by the ~~USPS Staff Council~~, ~~three Administrative and Professional employees selected by the associate vice president for Human Resources~~, and two members from the Retiree Association (one retired faculty and one retired staff) nominated by the president of the UCF Retirement Association. A benefits representative from the Office of Human Resources and the associate vice president for Human Resources (or designee) shall serve as ex officio members. The chair is ~~appointed annually by the associate vice president for Human Resources from the faculty members of the committee~~. The vice chair shall be elected annually by its membership at the first meeting of the committee after the new Faculty Senate is elected, normally in the early fall term. ~~Terms of service shall be two years, staggered.~~

2. Membership

The committee shall consist of **at least** one faculty member from each academic unit, selected by the Committee on Committees, **six** staff members selected by the **UCF Staff Advisory Council**, and two members from the Retiree Association (one retired faculty and one retired staff) nominated by the president of the UCF Retirement Association. A benefits representative from the Office of Human Resources and the associate vice president for Human Resources (or designee) shall serve as ex officio members. The **committee** chair and vice chair shall be elected annually by its membership at the first meeting of the committee after the new Faculty Senate is elected, normally in the early fall term. **The committee chair shall be elected annually from the faculty members of the committee.**

Resolution 2024-2025-10
Centralization of Emergency Planning

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Whereas, the UCF faculty have expressed concerns about the generic nature of emergency planning materials present in every classroom; and

Whereas, emergency planning materials customized for every classroom (including such information as a custom evacuation route for that exact classroom, the location of the nearest AED, etc.) do not presently exist, nor does it appear to be the purview of any identified office at UCF to create them; and

Whereas, the Faculty Center for Teaching and Learning Advisory Committee was assigned Faculty Senate topic 2024-2025-8 which stated: *In the event of an emergency, classroom instructors and students need to have location-specific safety information available. How can we incorporate that information into all course syllabi for in person classes? Examples of safety information that could be included are an active shooter plan for the individual classroom and the location of the nearest AED*; and

Whereas, the Faculty Center for Teaching and Learning Advisory Committee discovered a classroom tracking software called Talum, which is operated by the Office of Instructional Resources, who handles classroom technology but not emergency planning, rendering Talum an incorrect choice for housing faculty-facing safety information; therefore

Be It Resolved, that the Faculty Senate hereby calls upon the University to assign a specific central office associated with public safety to provide custom safety information for each classroom.

1 **Resolution 2024-2025-11**

2 **Evaluating Faculty Instruction**

3 **Whereas**, despite UCF Regulation 3.010 indicating that Student Perceptions of Instruction
4 (SPIs) should not be the only source of evaluating teaching, SPIs remain one of the primary and
5 most convenient methods of evaluating faculty instruction for purposes of annual evaluation,
6 tenure and promotion, and teaching awards at UCF; and

7 **Whereas**, empirical research has shown that SPIs are biased against women, with women being
8 judged more harshly than their male counterparts (Boring, 2017; Centra & Gaubatz, 2000;
9 Kogan, Schoenfeld-Tacher, & Hellyer, 2010; Laube, Massoni et al., 2007; Mitchell & Martin,
10 2018). Empirical research has equally shown that SPIs are biased against ethnic and minority
11 groups, resulting in African American professors being rated, on average, as 21% more mean
12 spirited and 24% harder as compared to Caucasian faculty ratings (Harlow, 2003); and

13 **Whereas**, a recommendation of the 2020 report of the UCF SPI Task Force states: “As one of the
14 largest and most innovative universities in the U.S., a designated Hispanic-Serving and Minority
15 Serving institution that is committed to access, inclusion, and diversity, UCF should discontinue
16 the use of SPIs, which perpetuate race- and gender-based biases, in the process of Faculty
17 Performance evaluations” (p.6). The rationale for this recommendation was based in part on an
18 argument that appeared in an issue of Inside Higher Ed, which stated: “Relying on biased
19 instruments to evaluate faculty members is institutional discrimination.” (Owen, 2019); and

20 **Whereas**, empirical research, including a recent meta-analysis (Uttl, White & Gonzalez, 2017),
21 has shown that SPIs are a poor measure of teaching effectiveness, primarily measuring
22 perceptions of students who are not experts in pedagogy, and are influenced by non-teaching
23 based factors like time of day, subject, and class size (Boring, Ottoboni, 2016; Stark & Freishtat,
24 2014; Flaherty, 2020; Lederman, 2020; Stroebe, 2020); and

25 **Whereas**, empirical research has shown that students rate teaching methods that have been
26 proven effective [such as active learning] as less effective than passive learning strategies
27 (Deslauriers, McCarty et al., 2019); and

28 **Whereas**, UCF research has shown that less than 60% of students complete SPIs, despite
29 continuous reminders and subsequent barriers to enrollment and other university activities for
30 those failing to complete them (Dziuban, Moskal, Self, & Hubertz, 2022); and

31 **Whereas**, UCF research has shown that 66.1% of students from 2017 to 2021 straight lined their
32 SPI responses (Dziuban, Moskal, Self, & Hubertz, 2022); and

33 **Whereas**, empirical research has shown that “up to a third of students use instructor ratings to get
34 revenge on instructors they do not like, even to the extent of submitting false information”
35 (Clayson & Haley, 2011; as cited in UCF SPI Task Force Report, 2020:7).

36 **Whereas**, empirical research has shown that student grade satisfaction, receiving expected
37 grades, perceived and actual grading leniency, and/or “consumer satisfaction” are important

38 drivers of [positive] faculty evaluations (Johnson, 2002; Eiszler, 2002; Felton et al., 2008; Braga,
39 et al., 2014; Stroebe, 2020); and

40 **Whereas**, empirical research has shown that SPIs, especially when used in high-stake personnel
41 decisions, encourage grade inflation (Johnson, 2006; Hu, 2005), ultimately affecting the
42 credibility of institutions and creating dubious impressions of student learning and teaching
43 effectiveness; and

44 **Whereas**, at UCF, from 2018 to 2023, in lower-level undergraduate courses, 46.8 percent [range
45 of 42.3 – 49] of grades were A’s (A /A-) and 26.2 percent [range of 25.3 – 28.2] were B’s
46 (B+/B/B-). From 2018 to 2023, in upper-level undergraduate courses, 47.2 percent [range of 44 –
47 48.9] of grades were A’s and 26.1 percent [range of 25.7 – 27.9] were B’s (Source:IKM); and

48 **Whereas**, at UCF, from 2018 to 2023, the average percentage of A’s received in upper-level
49 undergraduate courses was at or exceeded 55 percent [range of 55 – 65] in 6 of 10 colleges. In
50 the remaining 4 colleges, which are responsible for 62% of all grades at UCF, the most
51 commonly reported percentage of A’s for upper-level undergraduate courses was 45 percent
52 [range of 31 – 46] and 26 and 36 percent for B’s (Data Source: IKM; College of Medicine and
53 Graduate Studies, and Honor’s College, where 80 percent of grades are “S,” are not included in
54 these figures).

55 **Whereas**, research by scholars from Brigham Young, Purdue, and Stanford University (Denning,
56 Eide, Mumford, Patterson & Warnick, 2023) found that the “no direct cost to the university”
57 practice of grade inflation [not changing enrollment patterns, better performance on standardized
58 tests, student-to-faculty ratios or instructional expenditures] is most responsible for increased
59 graduation rates (“The Grade Inflation Conversation We’re Not Having,” April 13, 2023 issue of
60 Chronicle of Higher Education); and

61 **Whereas**, the Faculty Senate ad hoc committee on Teaching Evaluations was charged to:
62 “*Examine teaching evaluation practices from other higher ed institutions that do not rely on*
63 *student perceptions of instruction including Colorado-Boulder, Southern California, Oregon,*
64 *Kansas along with current research and present a resolution to the faculty senate regarding*
65 *mechanisms to measure effective teaching that do not rely on documented biased measures of*
66 *student perception.*” These four universities have made substantial changes to the evaluation of
67 faculty teaching, which includes elimination of SPIs as a sole source of evaluating teaching in
68 favor of more balanced frameworks (UCF SPI Task Force, 2020:8-9)

69 **Be it Resolved** that UCF limit use of SPIs in faculty annual evaluations, promotion and tenure
70 decisions, and awards, to no more than 25% of the total teaching evaluation. For the remaining
71 75%, UCF unit/department heads, deans, and other university personnel shall utilize and
72 prioritize other measures of teaching quality and commitment in assessing faculty instruction.
73 Examples of alternative measures include, but are not limited to:

74 **I. Materials created by the faculty member (primary documents)**

- 75 a. Syllabi
- 76 b. Lesson plans
- 77 c. Exams

- 78 d. Assignment prompts
- 79 e. Presentation materials
- 80 f. Use of evidence-based practices in classroom
- 81 g. Creation of new courses for department curriculum
- 82 h. Students supervised on independent studies/theses/dissertations
- 83
- 84 **II. Materials created by the faculty member (reflective documents)**
- 85 a. Statement of teaching philosophy
- 86 b. Narrative of teaching practices (specific examples of how theory is put into practice)
- 87 c. Annual reflection statement (teaching innovations and continuous improvement in the classroom this
- 88 year)
- 89 d. Statement of teaching responsibilities
- 90 e. Statement of professional development attended
- 91
- 92 **III. Materials created by others**
- 93 a. Peer observation feedback (by department peer or Chair)
- 94 b. Peer observation feedback (by UCF faculty member outside department)
- 95 c. Peer observation feedback (by FCTL)
- 96 d. Peer observation feedback (same discipline, different instruction, via recording)
- 97 e. Annual letter of participation in various events from FCTL
- 98 f. Teaching awards received
- 99 g. FCTL video capture of instructor teaching a class
- 100 h. quality course designations from IDL
- 101
- 102 **IV. Evidence of student learning**
- 103 a. Before-and-after results (test or writing samples, especially comparing early semester to end)
- 104 b. Passing rates of students (especially compared to department average)
- 105 c. Graded student essays, with explanation on grading results
- 106 d. Student publications on course-related work
- 107 e. Statements/videos from previous students in the course
- 108 f. Publications and presentations with students

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**Two separate proposed amendments for
Resolution 2024-2025-11: Evaluating Faculty Instruction**

Amendment A: The following proposed amendment would replace the existing Be It Resolved clause.

Current clause:

Be it Resolved, that UCF limit use of SPIs in faculty annual evaluations, promotion and tenure decisions, and awards, to no more than 25% of the total teaching evaluation. For the remaining 75%, UCF unit/department heads, deans, and other university personnel shall utilize and prioritize other measures of teaching quality and commitment in assessing faculty instruction. Examples of alternative measures include, but are not limited to:

Proposed clause:

Be it Resolved, that UCF direct AESP, promotion, tenure, and award committees to implement teaching evaluation standards that recognize the pervasive and persistent problems with SPIs at UCF and across the country, by requiring that they do the following:

Adopt teaching evaluation standards that include a minimum of 3 other substantive measures of teaching quality and commitment as determined by your department or listed in the CBA (for a suggested but not exhaustive list see below or the Collective Bargaining Agreement), that in combination have at least the same weight as SPIs.

Adopt AESP evaluation standards that ensure that an instructor [of any rank] receive no less than a “satisfactory” overall rating for their teaching if they receive an average rating of 3 or better on a 5-point Likert scale across all courses. This rating is only appropriate if the instructor has met all the other basic duties and responsibilities of their teaching assignments, without violating their contract or other UCF rules and policies.

Adopt AESP evaluation standards that give the instructor the option to exclude SPIs for a given class if the number of students responding to the survey is less than 25 percent.

Amendment B: The following proposed amendment would add an additional Be It Resolved clause after any other existing or amended Be It Resolved clause(s).

Be it Further Resolved, that UCF faculty members may elect to have SPIs weighted at more than 25% in their annual evaluations, tenure and promotion decisions, and teaching award considerations, if they opt-in by submitting a formal request to their department chair or evaluation committee before the evaluation period.

1 **Resolution 2024-2025-12**
2 **Approval of a Revised Student Perception of Instruction Form**
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4 **Whereas**, the UCF faculty have expressed ongoing concerns about the quality and usage of the
5 current Student Perception of Instruction form; and
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7 **Whereas**, several Faculty Senate committees, administrators, the Faculty Center for Teaching
8 and Learning, and a designated Faculty Senate ad hoc committee have developed constructive
9 recommendations to revise the Student Perception of Instruction form; and
10

11 **Whereas**, these recommendations stressed moving away from questions that asked students to
12 rate topics they had no expertise in, questions that were out of the instructor's control, and
13 questions that inappropriately conflated the course/instruction with the instructor; and
14

15 **Whereas**, the Faculty Senate ad hoc committee on Teaching Evaluations was charged to:
16 “present a resolution with *a revised set of objective SPI questions for use in 5-year reviews,*”
17 which stemmed from Faculty Senate resolution 2023-2024-8 Evaluating Faculty Instruction and
18 Faculty Senate resolution 2023-2024-6 Approval of a Revised Student Perception of Instruction
19 Form; and
20

21 **Whereas**, the ad hoc Faculty Senate committee on Teaching Evaluations has considered the
22 available reports, debated various options, and approved a Revised Student Perception of
23 Instruction form; therefore
24

25 **Be It Resolved**, that the Faculty Senate hereby accepts and approves the proposed revisions to
26 the Student Perception of Instruction form and transmits that Revised Student Perception of
27 Instruction form to the Provost for incorporation into future evaluations,
28

29 **Be It Further Resolved**, that the presentation of SPI results will be revised to include
30 departmental average comparisons that match the size (small, medium, or large) of the course in
31 question,
32

33 **Be It Further Resolved**, that the presentation of SPI results will not include university average
34 comparisons.

Replacement Likert Scale Questions

1. The course expectations were clear.
2. The course was well organized.
3. Graded work was aligned with course content.
4. The instructor made clear efforts to engage students.
5. The instructor was helpful in responding to questions.
6. I received sufficient feedback on my performance in the class.
7. The instructor was available for assistance.
8. The instructor enhanced my understanding of the material.
9. The instructor positively impacted how I learn.

Scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

Nonstudent facing averages.

Overall Effectiveness of the course and content (Automated Average Score) 1-3

Overall Effectiveness of the instructor and instruction (Automated Average Score) 4-9

Replacement Open Ended Questions

Describe to the instructor the most effective elements of the course.

Explain to the instructor your suggestions for improving the course.