



Faculty Senate

Faculty Senate

Minutes 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

Zoom Recorded Link:

https://ucf.zoom.us/rec/share/sFE5LMPD2S9v_PI9IWvM3lbykB33YI9CGE7MsvkvTT48EGAw4REE3H0HuQsjBNcj.2X2w1-IU1VcaNcjO

Passcode: dy##&vF30

1. Call to Order- 3:00 pm
2. Roll Call via Qualtrics: Faculty Senate Chair Stephen King, Faculty Senate Vice Chair Jeff Kauffman, and Faculty Senate Secretary Daniel Seigler.
3. Approval of Minutes of *February 13, 2025- Minutes approved.*
4. Recognition of in-person Guests:

Michael Johnson, UCF Provost

Joel Cramer, Vice Provost for Faculty Excellence

Joe Adams, Senior Communications Director

Joe Harrington, Interim Associate Vice President for Research

Scott Branting, Chair of Bylaws Committee

Lily Dubach, Chair of Textbook Committee

Alexander Brawley, Student Government Vice President

5. Announcements

Chair King's Announcements:

- Senator Scott French was congratulated on becoming a councilman in Maitland.
- The provost search is in progress; updates are available on the UCF Leadership website: <https://www.ucf.edu/leadership/provost-search/>
- Chair King is working with administration to clarify how research space is evaluated and allocated.
- Chair King also presented on space utilization and classroom assignments.

(Please see attachments for full report.)

6. Report of the Senate Chair

Chair King shared the following report at the meeting:

- Update on the UCF Strategic Plan and the State University System (SUS) Strategic Plan.
- UCF strategic plan:



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Four priorities and five focus areas – members were encouraged to look these up online.

- SUS 30 Strategic Plan includes five priority areas:
 - The last four priorities align with UCF's strategic plan.
 - The first priority requires all 12 state universities to identify how they differentiate themselves from each other. Chair King emphasized the importance of highlighting unique aspects of our programs and noted that every discipline has a role to play. He provided examples of how UCF departments are distinguishing themselves, especially in relation to UCF's prominence in technology

(Please see attachments for full report.)

7. Report of the Provost

The provost shared the following updates at the meeting:

- The provost thanked the Faculty Senate and acknowledged the important work it contributes to the university.
- SP&A Executive Search, a firm specializing in higher education and nonprofit searches, is assisting with the new Provost search. Information about the search is available at: Provost and Executive Vice President for Academic Affairs - UCF Leadership. Website: <https://www.ucf.edu/leadership/provost-search/>
- A reminder was given about Founder's Day on Wednesday, April 2nd, from 3–5 p.m. in the Pegasus Ballroom.
- The Board of Governors (BOG) approved UCF's 2025–2026 General Education Program (GEP).
- A GEP task force has proposed simplifying the 15 state-mandated hours to give students more flexibility. This proposal is now being reviewed by GURC and UPCC.
- Another faculty salary study will be conducted, based on Senate resolutions. This study, done every five years, will replicate the 2021 review.

Surveys:

- The COACHE survey results are in, and priority setting is underway. The provost thanked the council and co-chairs for their work and looks forward to the outcomes.



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- ModernThink survey results will soon be shared with administration, with more information to follow.
- Senior Vice President Gerald Hector has formed a focus group to improve hiring processes. The provost views this as a potential first step in governance and rule-setting around hiring.
- The provost responded to questions from the floor.
(Please see attachments for full report.)

8. Unfinished Business

9. New Business

- a. The Faculty Senate recognized and congratulated Senator Karol Lucken for 10 years of service.
- b. Nominating Committee Update: Chair King delivered the report on behalf of the committee.
 - 1) The committee met on February 19 and discussed the election process and the scope of the committee.

- 2) They reviewed the bylaws regarding nominations and elections and sent an email to all faculty on March 10 announcing that nominations are now open.

- 3) Elections for officers will take place at the next meeting on April 10.

- c. The Senate discussed and voted on seven resolutions during the meeting.

Resolution 2024-2025-5: Bylaw Amendment: Adjusting Constituency of UCF Research Council Membership

– Resolution passed.

Resolution 2024-2025-6: Bylaw Amendment: Textbook Committee

– Discussion was held on Section 1, Duties and Responsibilities, Part D due to concerns that the word “materials” might infringe on copyright.

– Resolution passed after discussion.

Resolution 2024-2025-7: Bylaw Amendment: Establishing the Committee on Committees as an Autonomous Faculty Senate Operational Committee

– This amendment separates the Steering Committee and the Committee on Committees into two distinct committees.

– Motion to amend the resolution (lines 18–21) as follows passed:

Be It Further Resolved, “The Establishment of the Committee on Committees shall occur by an election of each academic unit’s senators. Each academic unit shall have one member of the Committee on Committees.”

– Amended resolution passed.

Resolution 2024-2025-8: Bylaw Amendment: Faculty Staff Benefits Committee

– Resolution passed.

Resolution 2024-2025-10: Centralization of Emergency Planning

– Resolution passed.



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Resolution 2024-2025-11: Evaluating Faculty Instruction

– Multiple amendment motions were made, debated, and voted upon. The amended resolution was passed. The approved version is in the meeting materials.

Resolution 2024-2025-12: Approval of a Revised Student Perception of Instruction Form

– The new and current SPI questions were presented and discussed.

– Multiple amendment motions were made, debated, and voted upon. The amended resolution was passed. The approved version is in the meeting materials.

10. Other Business

11. Adjournment 5:12 pm

Daniel Seigler

Daniel Seigler
Secretary, Faculty Senate

03/25/2025

Date

March 13th Faculty Senate chair announcements and report

Announcements: **1st:** This is our last Faculty Senate meeting of the 2024-2025 session. The next Faculty Senate meeting on April 10th will be the first of the 2025-2026 session. The elections for new senators that have 2025-2027 terms are almost completed...and that means that some of you will be continuing as senators in April, ...and some of you are completing their time on senate this afternoon.

I want to personally thank all of those senators that are concluding their faculty Senate service today. I thank you for your dedication to our fellow faculty, to the Faculty Senate, and to UCF. I appreciate the service you have done in support of the Faculty Senate.

2nd announcement The provost search committee has been shared. As far as I know, no other recent provost search across any of the SUS institutions has had a rank and file faculty member as a chair or co-chair of the committee. So I am quite pleased that we have Carolina Cruz Neira as a co-chair along with Vice President Winston Schoenfeld. The committee includes two students and many faculty, myself included, and I will give updates at future senate and steering meetings.

3rd announcement I want to update you on our research space utilization program. As UCF's faculty grows, we will need more research space. Since new space isn't an option for several years, the administration is carefully reviewing how all departments are utilizing their current research space.

I've been working closely with both faculty and administrators to keep this process transparent. Faculty members need clear information on:

- The specific criteria for space reevaluation.
- Their own individual ratings on these criteria.
- How their own ratings compare with those of their colleagues.

I've engaged with the administration to develop changes that will enable department chairs to share this information more easily with faculty. This more complete data should be available in the very near future. I will share more as this process evolves.

Next I want to share information about a new app for faculty that lets you actually look inside any room used for instruction on campus. **The website is in meeting materials** This app is being developed by Todd McMahon, from the Office of Instructional Resources. If you login with your UCF SSO, you can use drop downs to get critical information on any classroom on campus.

You can see the layout, the type of chairs, the type of desks, the instructional technology etc. In other words, you can tell, at a glance, if the room will be suitable for your own exact teaching needs.

Back in the fall, we had discussions from faculty about being assigned classrooms that didn't meet their teaching requirements. This app should help that issue significantly.

Last announcement is also related to classrooms, this time its classroom scheduling and utilization. Here I'm sharing a plan that Brian Boyd, the University Registrar, and Chuck Reilly, associate Provost, have been working on. I have these slides also in your meeting materials.

Our current default **classroom schedule** has 50-minute time slots on MWF. And 75 minute slots on TR.

I want to be clear that I am talking about the classroom itself, not the course that is in the classroom.

The problem is almost all faculty have gone away from the 50 minute MWF class pattern when we choose the times we teach!

NEXT SLIDE shows the top 10 class patterns at UCF: and not a single MWF 50-minute slots is in the top 10!

we have 3-hour night classes, followed by the 75-minute TR classes in the top 10

NEXT SLIDE:

But by keeping this as the default pattern for classrooms, we can get into a variety of messes when other patterns are superimposed on this default pattern.

For example the top right shows what happens when **a class in ORANGE** doesn't start at 9 or 10, but at 9:30 on the schedule. This one class basically knocks out two slots even though it could fit into one slot.

Bottom right shows what happens when a class **in ORANGE** meets for just one 50 minute time slot a week. The two purple slots on W and F are also locked up.

Then we have **one off** classes in bottom left. In this case a single day extended time class could knock out multiple uses of the classroom throughout the week.

SO. HOW CAN UCF ADDRESS THIS?

One way that has been proposed is to have our CLASSROOM Schedule use 75 minute for MW as well as TR classes!

This way the rooms could fit either a 50 or 75 minute class. one-off classes would not affect as many course time slots.

For both of these classroom topics I shared I am here to collect feedback and comments from faculty. Due to the time constraints today, I am not going to take questions, but I will invite anyone to email me their questions or ideas.... I have included feedback I had from steering members to get your ideas flowing.

For my Report Today,

First, I will highlight sections of our UCF 2022-2027 Strategic plan.

Then I will mention a few points from the recently approved Board of Governors “SUS 30” Strategic Plan for all 12 State Universities.

Finally I will show where those two plans overlap, and how that affects every one of us at UCF.

I’ll start with our own UCF Board of Trustees approved Strategic plan that was approved back in 2022.

At my very first Senate meeting as Chair in September 2022, I highlighted the at that time newly approved Strategic Plan. Fast forward to just two weeks ago, on February 26th, when the Board of Trustees received updates on our progress toward its goals.

The UCF 2022-2027 Strategic Plan

is built on **four key priorities**:

- 1 Student Success & Well-being
- 2 Discovery & Scholarship
- 3 Community & Culture
- 4 Innovation & Sustainability

Beyond these pillars, the plan also identifies **five strategic focus areas** for UCF’s growth and investment:

- Space Technologies & Systems
- Health & Human Performance
- Energy & Sustainability
- Entertainment & Immersive Experiences
- Transformative Technologies & National Security

I want to foreshadow one thing about these five areas that I’ll come back to later in my report: all five are areas where **change and innovation** is happening incredibly fast

OK, now lets jump ahead 2-3 years to the recently approved Board of Governors-approved SUS Strategic plan which encompasses all 12 state Universities.

The SUS Strategic Plan has five priority areas:

- 1 One SUS (I'll come back to what this means for us)
- 2 Elevating Student Success – (a core mission for all universities)
- 3 Operational Excellence – (think efficient use of state finances and resources)
- 4 World-Class Talent – (this is about hiring and supporting top faculty)
- 5 Innovative Research and Economic Development (this is about the impact of our teaching, research and scholarship)

The last four priority areas overlap with those in our own 2022-2027 Strategic Plan.

It's that initial: "One SUS" that I want to go into a bit more depth on:

The Priority Area "One SUS" starts with the following statement:

"The State University System of Florida is comprised of 12 distinct universities, each with renowned areas of expertise, all collaborating as one System".

Later there is a section that directly focuses on what it terms: "Areas of Expertise": The key statement here is:

"Each state university will elevate areas of expertise and intentionally prioritize resources so that it will be the very best in those areas. Differentiating and excelling in these areas will bolster the reputation of the System and Florida. "

Ok, I want to share my personal interpretation of this: this means all 12 State Universities need to identify and support **differences and distinctions at which they excel** compared to the other 11 State Universities.

I'll go a step further in how I look ahead within the state of higher education within FL, and frankly, within the entire country.

I'll suggest that no matter what program you are in,

no matter what curriculum you teach,

what department you are in,

or what research area you focus on,

I suggest that you identify and explore and focus on ways in which your program at UCF is different and distinct from programs at other Universities.

How can you do that? How can you be distinct, innovative, and different? Remember I foreshadowed innovation and technology from within our own UCF strategic plan.

Every discipline at UCF has a role to play in technological advancement. Consider these examples:

Writing & Rhetoric is integrating **Artificial Intelligence** into its curriculum.

The College of Nursing is a national leader in using **advanced simulation and training**.

The College of Arts & Humanities is reimagining the future of humanities through its **Texts & Technology Ph.D. program**.

These academic fields may not traditionally be associated with technology, yet each has found innovative ways to leverage technology in teaching, research, and scholarship.

Senators, no matter your department or program, I urge you to reexamine the Strategic Plan and to explore how you and your department and college can help support UCF's stated goal of becoming Florida's premier Engineering and Technology University.

By aligning with this vision,

You strengthen and distinguish your own program,

you increase opportunities for funding,

and you enhance our student's success now and in their future careers.

That ends my report today, thank you.

March 13th Faculty Senate Chair Slides for report

1

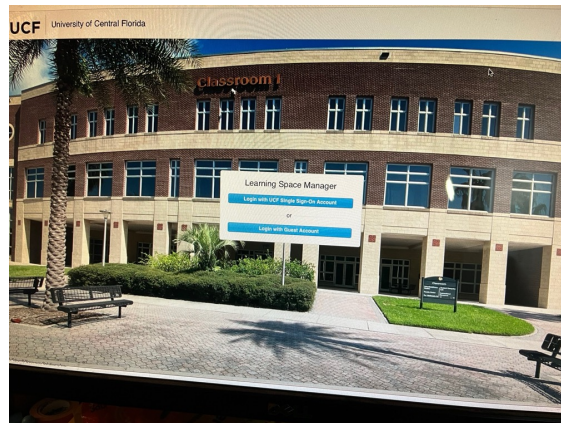
Learning Space Manager

Todd McMahon

Assistant Director Instructional Technology

Office of Instructional Resources

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



2

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?

3

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	█	█	█	█	█

4

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

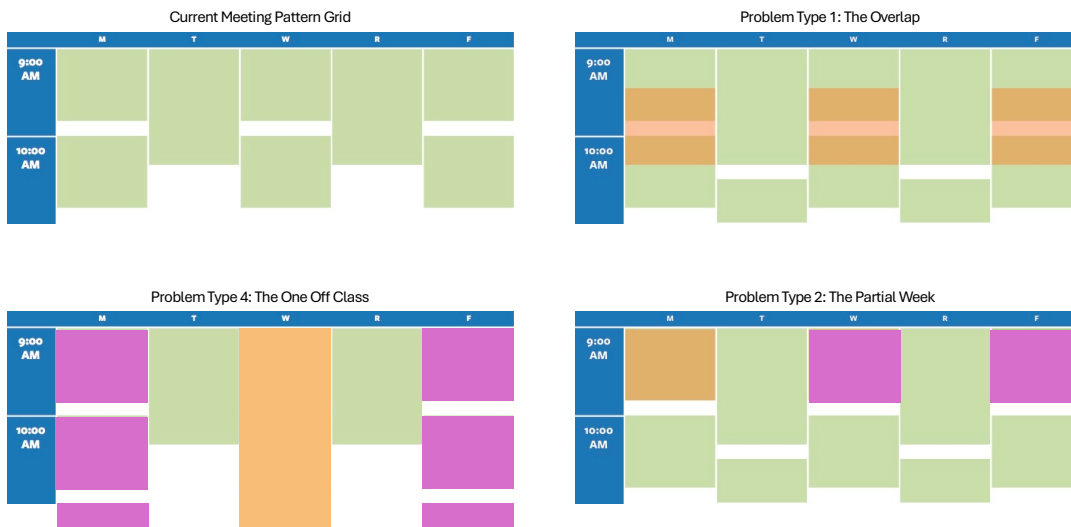
27% of all Classroom sections fall into the top 10 most-used meeting patterns

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

5

The Importance of On-Grid Scheduling



6

Proposed Grid -75 Minute Meeting Patterns

Mon/Wed Tues/Thurs

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

7

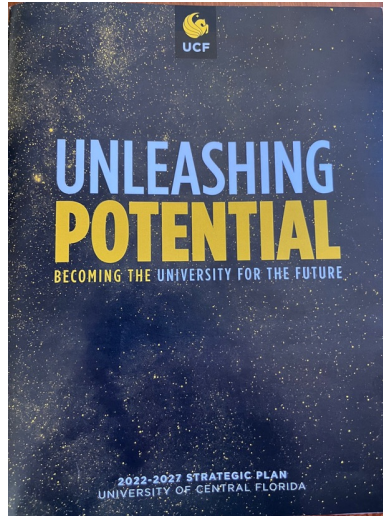
Feedback already received during Steering

- 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

8

UCF 2022-2027 Strategic Plan

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



9

SUS 30 Strategic Plan

<https://www.flbog.edu/wp-content/uploads/2025/02/SUS-30-2-19-25-Web.pdf>



10

The Nominating committee met on February 19th and discussed the process of the election and the work and scope of the committee.

The committee reviewed and discussed the senate bylaws on nomination and elections, and the content in an all faculty email. This email was sent to faculty March 10th and the nominations are now open.

The committee has set up another meeting to discuss nominees and to contact those nominated to determine whether they are willing to run for office.

Bill Self
Chair, Nominating Committee

Resolution 2024-2025-5
Bylaw Amendment
Adjusting Constituency of UCF Research Council Membership

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

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

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

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

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

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

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."

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

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

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

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

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

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

“The Establishment of the Committee on Committees shall occur as the senators from each academic unit nominate and approve one of their Steering Committee representatives to serve on the Committee on Committees.”

to now read:

“The Establishment of the Committee on Committees shall occur by an election of each academic units' senators. Each academic unit shall have one member of the Committee on Committees.”

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

Committee on Committees.

1 Duties and Responsibilities

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

b To determine the interest of their academic unit faculty (by survey or other appropriate means) in serving on the various 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.

c To provide the Office of the Faculty Senate with a list of nominees for all Senate operational, curricular 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 operational, curricular, and joint committees.

d 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 to the Committee on Committees from amongst the unit's Senators. 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.

Resolution 2024-2025-8
Bylaws Amendment Resolution
Faculty and Staff Benefits Committee

Whereas, the current Faculty and Staff Benefits Committee duties and responsibilities include 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 and to examine, analyze, and make recommendations on insurance and other benefit programs offered for consideration and implementation by the university; and

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

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

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

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

Section 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.

Section II. 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

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.

Resolution 2024-2025-11

Evaluating Faculty Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 individually have at least the same weight as SPIs.

Adopt teaching 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 of enrollment.

Examples of alternative measures include, but are not limited to:

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

- a. Syllabi
- b. Lesson plans
- c. Exams
- d. Assignment prompts
- e. Presentation materials
- f. Use of evidence-based practices in classroom
- g. Creation of new courses for department curriculum
- h. Students supervised on independent studies/theses/dissertations

II. Materials created by the faculty member (reflective documents)

- a. Statement of teaching philosophy
- b. Narrative of teaching practices (specific examples of how theory is put into practice)
- c. Annual reflection statement (teaching innovations and continuous improvement in the classroom this year)
- d. Statement of teaching responsibilities
- e. Statement of professional development attended

III. Materials created by others

- a. Peer observation feedback (by department peer or Chair)
- b. Peer observation feedback (by UCF faculty member outside department)
- c. Peer observation feedback (by FCTL)
- d. Peer observation feedback (same discipline, different instruction, via recording)
- e. Annual letter of participation in various events from FCTL
- f. Teaching awards received
- g. FCTL video capture of instructor teaching a class
- h. Online and blended course designations from CDL
- i. Evidence of participation in High Impact Practice designation

IV. Evidence of student learning

- a. Before-and-after results (test or writing samples, especially comparing early semester to end)
- b. Passing rates of students (especially compared to department average)
- c. Graded student essays, with explanation on grading results
- d. Student publications on course-related work
- e. Statements/videos from previous students in the course
- f. Publications and presentations with students

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Resolution 2024-2025-12
Approval of a Revised Student Perception of Instruction Form

Whereas, the UCF faculty have expressed ongoing concerns about the quality and usage of the current Student Perception of Instruction form; and

Whereas, several Faculty Senate committees, administrators, the Faculty Center for Teaching and Learning, and a designated Faculty Senate ad hoc committee have developed constructive recommendations to revise the Student Perception of Instruction form; and

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

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

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

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

Be It Further Resolved, that the presentation of SPI results will be revised to include departmental and college average comparisons that match the size (small, medium, or large) of the course in question; and

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

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) 4-8

Replacement Open Ended Questions

Describe to the instructor the most effective elements of the course and its instruction.

Explain to the instructor your suggestions for improving the course and its instruction.