

MEMORANDUM

Date: March 10, 2016
TO: Members of the Steering Committee
FROM: Keith Koons
Chair, Faculty Senate
SUBJECT: **STEERING COMMITTEE MEETING on March 17, 2016**

Meeting Date: Thursday, March 17, 2016
Meeting Time: 4:00 – 6:00 p.m.
Meeting Location: College of Arts and Humanities, Room 192

A G E N D A

1. **Call to Order**
2. **Roll Call**
3. **Approval of Minutes of February 11, 2016**
4. **Announcements and Recognition of Guests**
5. **Report of the Provost**
6. **Old Business**
 - None
7. **New Business**
 - Resolution 2015-2016-5 Recognition of the 2016 Quality Enhancement Plan
 - Steering Ad Hoc Committee on Awards - update
 - Appointment of Nominating Committee
 - Constitutional Amendment Process
8. **Liaison Committee Reports**
 - Budget and Administrative Committee – *Robert Cassanello*
 - Parking Advisory Committee – *Bari Hoffman-Ruddy*
 - Personnel Committee – *Linda Walters*
 - Graduate Council – *Jim Moharam*
 - Undergraduate Council – *Hyoung Jin Cho*
9. **Other Business**
 - Dr. Thad Seymour - request to present a Strategic Planning update to the Senate March 31 for approximately 30 minutes.
10. **Adjournment**

Faculty Senate
Steering Committee Meeting
Minutes of **February 11, 2016**

Keith Koons, chair, called the meeting to order at 3:59 p.m. The roll was circulated for signatures.

MINUTES

Motion to approve the minutes of January 14, 2016 was made and seconded. The minutes were approved as recorded.

RECOGNITION OF GUESTS

Joel Hartman, Vice President, Information Technologies & Resources
Kristy McAllister, Academic Affairs Information and Publication Services
Jennifer Kent-Walsh, Associate Professor, Communication Sciences & Disorders
Department, College of Health and Public Affairs
Barry Baker, Director of Libraries
Mary Page, Associate Director for Collections & Technical Services, University Libraries
Frank Allen, Senior Associate Director, University Libraries
Lisa Guion Jones, American Council on Education Fellow (ACE)
Thad Seymour, Senior Advisor to the Provost on Strategic Planning
Tracy Clark, Associate Vice President for Finance, Finance & Accounting

ANNOUNCEMENTS

None.

OLD BUSINESS

None.

REPORT OF THE PROVOST

Strategic Planning Update

Thad Seymour provided a presentation on the strategic planning process. The aim of the process has been to set the university's trajectory over the next 20 years, with three dimensions: philosophy, value, and distinctive impact. Discussed the timeline, a summary of the data gathered, the data requests and analysis, and the current status.

The Provost added that when the first draft is complete, the draft will be vetted through the Faculty Senate Strategic Planning Council and other stakeholder groups.

Board of Governors Emerging Preeminent Universities

Speaker Crisafulli's bill on "emerging preeminence" looks like it will pass. If an institution meets six of the 12 criteria, an institution will have emerging preeminent status with additional funding. UCF met one metric in 2014 and two metrics in 2015. For the 2016 report, UCF will meet six of the metrics.

Performance Funding

UCF has been in the top three for the last three years. The scale went from a 50 point scale to 100 point scale this year. Last year we would have been at 79. It looks like this year we might be at 84, with eight of the ten categories increasing.

Downtown Campus

The Downtown modified plan will be presented to the Board of Governors on March 2. The meeting will be held on the UCF campus.

Data Breach

Last week we notified the UCF community of a data breach prior to mailing letters to the individuals impacted. We immediately initiated an internal and police investigation. A digital forensics firm is also conducting an investigation. UCF is insured with the company handling the notification and helping with the call center. If you or your colleagues didn't get a letter, you can still contact the call center at 877-752-5527 for questions or to learn if you are affected. If you or your colleagues are affected, we recommend you immediately sign up for the Experian identity theft and credit monitoring protection. We are also reviewing our policies and systems. An outside organization has been commissioned to do a full investigation of our processes and procedures.

Questions: Why was it a slow response from the university? Where did the breach occur? Joel Hartman indicated that there are some issues that can't be discussed due to a law enforcement investigation and potential future litigation. The event was confirmed on January 15. An outside forensic firm confirmed what information was and wasn't taken. Once confirmed, we engaged law enforcement and outside resources then began the process of notification which occurred February 4. During the thirteen days, we worked with a law firm (notification requirements differ by State), notified the Attorney General of each State, prepared the notifications, and opened the call center. We took every step necessary to accelerate the notification in a responsible manner. The breach was an intense outside effort by highly trained individuals and impacts other universities. Our efforts now are caring for the community (getting the appropriate protection), increase staff training, and work to increase our security.

Questions: Will UCF cover the ability to freeze or un-freeze your credit? We recommended anyone affected sign-up immediately for the Experian protect my ID coverage provided by UCF. It provides identity theft monitoring and notification, all-clear notification, and resolution including notifying agencies if theft is detected. After the year has expired an extended service runs indefinitely, at no charge. We're not aware of the cost to freeze or un-freeze your credit.

Question: Should I be concerned about my UCF id number? No, the UCF ID is not connected to any information that can be used for identify theft.

Question: The breach was confirmed on January 15. When did the breach occur and when were you first aware? A symptom was reported two-days prior.

Question: In the news, it's reported that two individuals have started a class action lawsuit. Is there evidence that there was an attempted breach in December? We were investigating a student data breach when we discovered this incident.

Question: Exactly what was taken? First name, last name, social security number, and university ID.

Question: What is the worse-case scenario with what was taken? Open accounts in your name. Other suggestion offered; you can also go to IRS.gov and apply for a pin so nobody and submit a fake tax return in your name.

Some people already pay for a Life lock type product and prefer to maintain their own. It was recommended they take the free Experian as the extended care feature continue beyond the year. It's extra protection.

NEW BUSINESS

Library Funding Presentation

Barry Baker distributed and discussed a handout on the University Libraries Materials Budget Analysis and the cost of major subscriptions of journal package and electronic databases.

Question: What cooperation exists across state universities? We do have cooperation particularly with e-books, which requires an additional charge, but overall saves money.

Question: Key journals are no longer accessible. Is there a mechanism to receive input prior to eliminating these journals? We have not cut any electronic journals lately. There might have been some.

Question: Are there journals only available to College of Medicine? Yes.

Question: How are other universities dealing with the increases in journal costs? Some are cutting.

Question: What can the senate do to assist? The Budget & Administrative committee heard the presentation, but wasn't sure what the committee should or could do to help. The Provost recommended using the University Budget committee process to show an increased need.

Question: Do any comparable universities have an alternative means for funding their library? FIU used some performance funding for a couple of years. UF receives substantial endowment funds, research dollars, and gets funds from the Athletic department. UF also has a student up-charge for database access.

Mary Page discussed how the library consortium served all the State Universities in the past. Now the consortium includes the State Colleges that have different needs than the SUS. We benefit from about \$3 million in funding from the consortium for various

journals and database packages. This will likely change in the future as the State colleges and SUS compete for funding.

Resolution 2015-2016-4 Family Emergency Leave Policy and Procedures

Resolution was brought forward from the Personnel committee. Motion and second made to place the resolution on the February 25 Senate agenda.

Resolution 2015-2016-4 Paid Family Emergency Leave Policy and Procedures for UCF Faculty

Whereas, it appears that current UCF policies do not provide for consistent paid family emergency leave for faculty; and

Whereas, provision of family emergency leave for faculty has been inconsistently given and allowed on an ad hoc basis and a variety of options have been used (see Attachment 2); and

Whereas, UCF, along with UF, USF, FAU, and FSU all now have paid parental leave policies showing UCF's commitment to faculty and career-life balance; and

Whereas, having a paid family emergency leave policy for faculty at UCF is needed for the competitive recruitment, hiring, and retention of faculty; therefore

Be It Resolved that the Faculty Senate of UCF encourages the administration to work with UFF-UCF to develop equitable, consistent policies and procedures to provide paid family emergency leave for faculty; and

Be It Further Resolved that the Faculty Senate of UCF recommends that any development of Paid Family Emergency Leave Policy consider and address the list of examples and conditions identified in Attachment 1: Paid Family Emergency Leave Examples and Conditions.

Attachment 1: Paid Family Emergency Leave Suggested Definitions, Examples and Conditions

Resolution 2015-2016-4 Paid Family Emergency Leave Policy and Procedures for UCF Faculty

The following are offered as examples of conditions and specifications to be considered as part of Policy on Family Emergency Leave for faculty experiencing a family crisis, and do not represent as an exhaustive set of conditions that may be incorporated into the Paid Family Emergency Leave Policy and Procedures.

Definitions:

The UCF definition of family can be found in UFF handbook.

Types of leave:

Expected emergencies, for example, include caring for a family member with a terminal illness or end-of-life for elderly family members.

Unexpected emergencies, for example, include family member hospitalized after injury or family member reported as missing to law enforcement or loss of family home to fire.

Eligibility: Such paid leave be available to all UCF faculty irrespective of length of employment at the university who are on contracts for a minimum of 0.75 time.

Funding and Duration: a maximum of 1 semester of paid leave (up to 19.5 weeks).

- a. The faculty member will not be expected to use their accrued leave or sick leave pool days for paid family emergency leave.
- b. Faculty member will need to complete appropriate paperwork in collaboration with supervisor and have paperwork approved.
- c. If both partners are employed UCF faculty, the ability for both to be on paid family emergency leave simultaneously or sequentially will be at the discretion of the University.

Obligations:

- a. After receiving paid family emergency leave, the faculty member is expected to rejoin the university for a minimum of one year.
- b. Upon separation from the university, the paid family emergency leave will be deducted from any accrued unused sick/annual leave before reimbursing the faculty member.

**Attachment 2: Paid Family Emergency Leave Examples of Current Procedures
Resolution 2015-2016-4 Paid Family Emergency Leave Policy
and Procedures for UCF Faculty**

1. Regarding eligibility for family emergency leave, the variety of requirements associated with their duration of employment at the university that have been used on an ad hoc basis include the following:
 - a. A faculty member must have:
 - i. Been employed at UCF for a minimum of one year prior to eligibility for leave and/or
 - ii. Accrued leave must be available for use in order to be eligible for leave.
 - b. Either of these requirements creates an eligibility disadvantage for recently hired faculty.
2. Regarding performance of all or partial regular UCF duties, an inconsistent set of requirements that have been used on an ad hoc basis include the following:
 - a. A faculty member must:
 - i. Continue to perform all regular UCF duties
 - ii. Find their own no-cost replacement for duration of emergency
 - iii. Continue only non-instructional duties such as research/grant work and/or service or
 - iv. Agree to a plan for modified instructional duties (MID)
 - v. Or modified instructional duties have not been allowed as an option.

Open for discussion. The Personnel committee knows this topic must be negotiated through the bargaining process, however believes this is an important topic. The resolution calls on the administration to work with UFF to address this issue. It's important for the senate to support family emergency leave as many faculty have had difficult experiences with family emergencies.

Provost: I think this will be difficult financially. We would be the first university to do this and would be the biggest change in our benefits. It might be possible to expand the ways in which sick leave can be used, including tapping into the sick leave pool. I agree

with the sentiment, but this will be negotiated with UFF. If passed by the Senate, the resolution will have to be denied with rationale, but will be used in bargaining.

Vote: All in favor; motion passes. The resolution will be added to the Senate agenda after the constitution.

Establish Ad Hoc committee for TIP, RIA, and SoTL Awards Recommendations

Several years ago, we convened committees to review how these awards are handled. We received suggestions that were not synthesized nor actionable. We will create an ad hoc committee to create actionable recommendations. We have identified volunteers for the committee, which are: Thomas Bryer, Mason Cash, Debbie Hahs-Vaughn, Richard Harrison, Jonathan Knuckey, William Self, and Linda Rosa-Lugo.

Motion and second to accept these volunteers and form the committee.

Question: Is the intent to make recommendations that UFF and BOT can negotiate? If we bring this back to Steering, the committee can accept recommendations and send in informal way to the administration to be bargained.

Question: Does the committee have freedom to work with UFF? The committee can act on its own to reconcile the suggestions. Some suggestions are in opposition. It is appropriate to consult with UFF if the committee feels it is necessary.

Question: Are all members senators? No.

It was suggested that the names of the volunteers should have be sent to the Steering Committee members prior to the meeting.

Vote: All in favor; motion passes.

Bill Self has been appointed the chair of the committee. Bill will deliver recommendations to the Steering Committee by the March steering committee meeting.

LIAISON COMMITTEE REPORTS

Budget and Administrative Committee – Robert Cassanello

They have not met since previous meeting.

Parking Advisory Committee – Bari Hoffman-Ruddy

They have not met since previous meeting.

Personnel Committee – Richard Harrison for Linda Walters

Met on January 20 and agreed to the family emergency leave resolution. In our next meeting, we will address joint appointments and Emeritus status.

Graduate Council – Jim Moharam

All the committees met at least once since our last meeting. The Graduate Program Review committee is considering a proposal for a masters program in genetic counseling from the Burnett College.

Undergraduate Council – Hyoung Jin Cho

The Undergraduate Policy and Curriculum Committee met on January 19 with agenda items for the College of Engineering. The Undergraduate Course Review met on January 12 for course changes for the Catalog. Dr. Cho mentioned he has not been receiving notice of the meetings. The Senate Office will correct.

OTHER BUSINESS

At the next Senate meeting, we will consider constitutional revisions. Please come prepared to make comments to the point and brief. It hurts our progress when individuals are not prepared.

ADJOURNMENT

Motion to adjourn made and seconded. The committee adjourned at 5:33 p.m.

Constitution
Article VII. Amendments

ARTICLE VII.
Amendments

- A. Amendments to the constitution may be considered by the Faculty Senate upon (1) recommendation of the Faculty Senate Steering Committee or (2) written request of fifteen percent of the members of the general faculty. The text of a proposed amendment must be made available electronically to the members of the Faculty Senate at least thirty days prior to the meeting at which it will be considered.

A proposed amendment must receive an affirmative majority vote of the members of the Faculty Senate who are present, after which the text of such amendment shall be made available electronically to all members of the general faculty for their review and consideration. Members of the general faculty have fourteen days from initial distribution to provide input to the Faculty Senate Steering Committee.

The Faculty Senate Steering Committee shall consider all input from the members of the general faculty for potential revisions to the amendment. The revised text of the proposed amendment shall be made available electronically to all members of the general faculty at least thirty days prior to a meeting of the general faculty. At such meeting, the proposed amendment will be voted upon if a quorum is present. For final adoption, the proposed amendment must receive an affirmative two-thirds vote of those who are present.

If a quorum is not achieved at this meeting of the general faculty, a subsequent called meeting of the Faculty Senate shall consider the proposed amendment for final adoption. At this called meeting of the Faculty Senate, all members of the general faculty shall be invited to attend and participate. For final adoption, a proposed amendment must receive an affirmative two-thirds vote of the members of the Faculty Senate who are present.

- B. Upon final adoption by the Faculty Senate, an amendment shall be transmitted to the provost and executive vice president and the president of the university for action. Within thirty days the president shall either approve the amendment or refer the amendment back to the Faculty Senate for reconsideration. Such a referral should include the reasons for the action. If the latter action is taken and the Faculty Senate again approves the amendment as originally adopted, it will be sent to

the president for further consideration. An amendment shall become effective at such time as it receives the president's approval.

- C. If there is a change in the designation of an office, the title of an official, the name of a committee, or the references to the bylaws, the constitution will be automatically adjusted to reflect the change. Such changes will be reported to the Faculty Senate.
- D. This constitution may be amended by the Board of Trustees in accordance with the Florida Board of Governor's Regulation Development Procedure for State University Boards of Trustees.

ARTICLE VIII.
Compliance

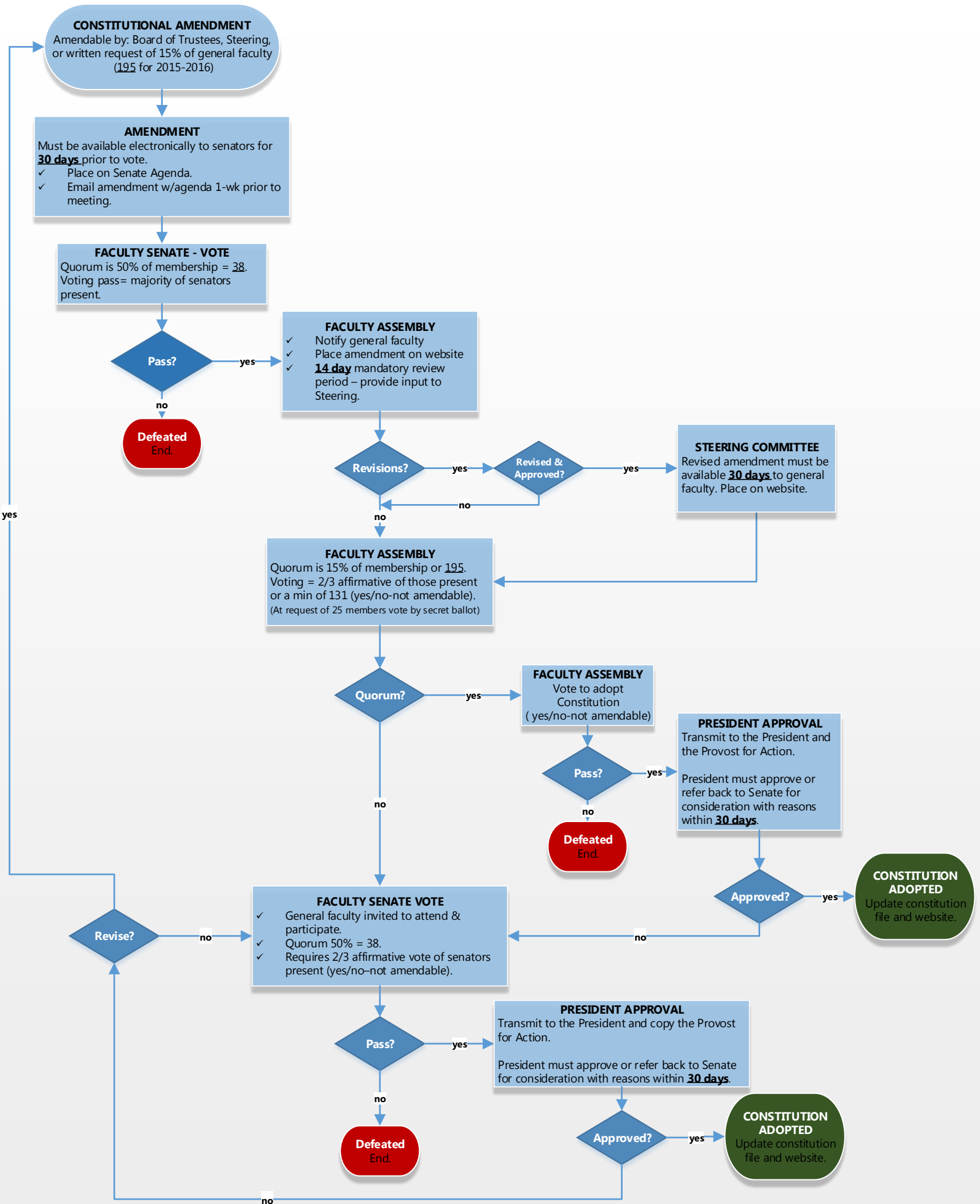
The provisions of this *Constitution* shall not be construed in any manner so as to conflict with the laws of the State of Florida, the policies of the Board of Governors, or policies of the Board of Trustees or contractual agreements between the Board of Trustees and bargaining agents.

BYLAWS
Section IX. Amendments

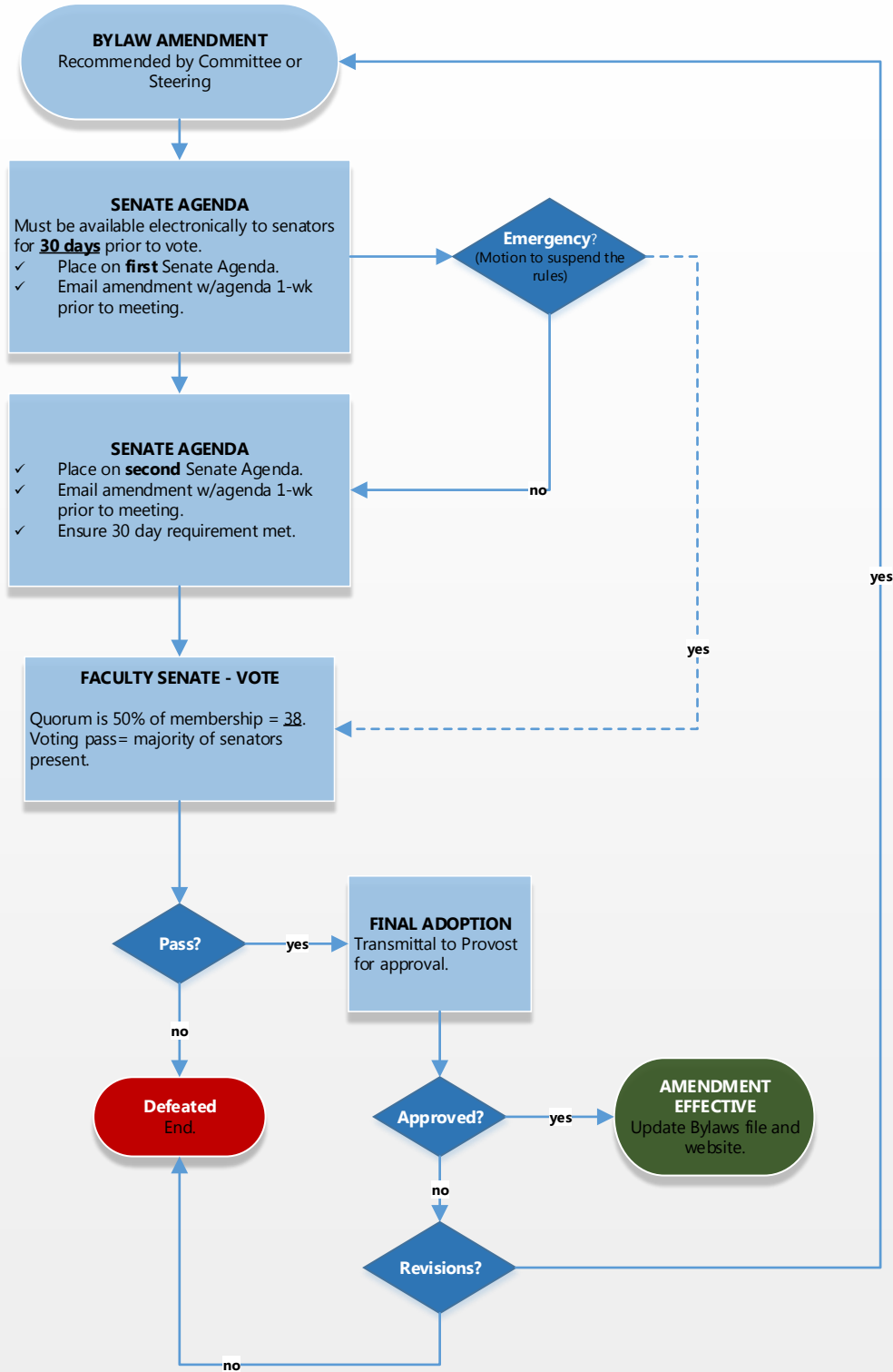
SECTION IX.
Amendments

The Faculty Senate may amend its own bylaws by the affirmative vote of a majority of Senate members present and voting at a meeting with a quorum. The text of a proposed bylaw or amendment to a current bylaw must be made available electronically to the members of the Faculty Senate at least thirty days prior to the meeting at which it will be considered. Proposals should be included on the agenda of two successive meetings of the Senate. In cases of emergency, however, the policy requiring two successive meetings can be waived.

Faculty Senate Constitutional Amendment Process Article VII. 2015-2016



Faculty Senate Bylaws Amendment Process Section IX. 2015-2016



**UCF Faculty Senate
2016-2017 Senators**

3/10/2016

College of Arts and Humanities

Name	Department	At Large	Term	Email	Phone
Cash, Mason	Philosophy		2016-2018	Mason.Cash@ucf.edu	407-823-6857
Giordano, Paul	Modern Languages and Literatures	Yes	2015-2017	Paul.Giordano@ucf.edu	407-823-2472
Hall, R. Mark	Writing and Rhetoric		2016-2018	RMarkHall@ucf.edu	407-823-0504
Jones, Anna	English		2015-2017	Anna.Jones@ucf.edu	407-823-5596
Jones, Robert	School of Visual Arts and Design	Yes	2015-2017	Robert.Jones@ucf.edu	407-823-3309
Koons, Keith	School of Performing Arts	Yes	2015-2017	Keith.Koons@ucf.edu	407-823-4077
Kourova, Alla	Modern Languages and Literatures	Yes	2016-2018	Alla.Kourova@ucf.edu	407-823-2472
Marosi, Laszlo	School of Performing Arts		2016-2018	Laszlo.Marosi@ucf.edu	407-823-5002
Purmensky, Kerry	Modern Languages and Literature		2016-2018	Kerry.Purmensky@ucf.edu	407-823-0110
Raimundi-Ortiz, Wanda	School of Visual Arts and Design	Yes	2015-2017	Wanda.Raimundi-Ortiz@ucf.edu	407-823-3161
Salter, Anastasia	School of Visual Arts and Design	Yes	2016-2018	Anastasia.Salter@ucf.edu	407-823-6470
Solonari, Vladimir	History		2016-2018	Vladimir.Solonari@ucf.edu	407-823-6617
Warfield, Scott	School of Performing Arts	Yes	2015-2017	Scott.Warfield@ucf.edu	407-823-1144
Watson, Keri	School of Visual Arts and Design	Yes	2016-2018	Keri.Watson@ucf.edu	407-823-6470
Zaho, Margaret Ann	School of Visual Arts and Design		2016-2018	Margaret.Zaho@ucf.edu	407-823-5620

College of Business Administration

Name	Department	At Large	Term	Email	Phone
Bhardwaj, Pradeep	Marketing		2015-2017	Pradeep.Bhardwaj@ucf.edu	407-823-5053
Caputo, Michael	Economics		2016-2018	mcaputo@ucf.edu	407-823-1405
Choi, Yoon	Finance		2016-2018	ychoi@ucf.edu	407-823-5023
Folger, Robert	Management		2015-2017	rfolger@ucf.edu	407-823-2932
Harrison, David	Finance	Yes	2016-2018	David.Harrison2@ucf.edu	407-823-1127
Kelliher, Charles	Accounting		2015-2017	Charles.Kelliher@ucf.edu	407-823-5128

College of Education and Human Performance

Name	Department	At Large	Term	Email	Phone
Cintrón-Delgado, Rosa	Child, Family, and Community Sciences		2016-2018	Rosa.CintronDelgado@ucf.edu	407-823-1248
Gunter, Glenda	Educational and Human Sciences		2016-2018	Glenda.Gunter@ucf.edu	407-823-2595
Hahs-Vaughn, Debbie	Educational and Human Sciences	Yes	2015-2017	Debbie.Hahs-Vaughn@ucf.edu	407-823-2595
Hoffman, Bobby	School of Teaching, Learning and Leadership	Yes	2015-2017	Bobby.Hoffman@ucf.edu	407-823-1770
Kelley, Michelle	School of Teaching, Learning and Leadership		2016-2018	michelle.kelley@ucf.edu	407-823-1768
Olan, Elsie	School of Teaching, Learning and Leadership		2015-2017	Elsie.Olan@ucf.edu	407-823-5179

College of Engineering and Computer Science

Name	Department	At Large	Term	Email	Phone
An, Linan	Materials Science and Engineering	Yes	2016-2018	Linan.An@ucf.edu	407-823-1009
Bölöni, Lotzi	Computer Science	Yes	2015-2017	Iboloni@eecs.ucf.edu	407-823-2320
Coffey, Kevin	Materials Science and Engineering	Yes	2015-2017	Kevin.Coffey@ucf.edu	407-823-2175
Elshennawy, Ahmad	Industrial Engineering and Management Systems	Yes	2016-2018	Ahmad.Elshennawy@ucf.edu	407-823-5742
Jha, Sumit	Computer Science	Yes	2015-2017	Sumit.Jha@ucf.edu	407-882-2215
Karwowski, Waldemar	Industrial Engineering & Management Sys.	Yes	2016-2018	wkar@ucf.edu	407-823-2204
Orlovskaya, Nina	Mechanical and Aerospace Engineering	Yes	2016-2018	Nina.Orlovskaya@ucf.edu	407-823-5770
Turgut, Damla	Computer Science	Yes	2016-2018	Damla.Turgut@ucf.edu	407-823-6171
Weeks, Art	Electrical and Computer Engineering	Yes	2015-2017	Arthur.Weeks@ucf.edu	407-823-0767

College of Health and Public Affairs

Name	Department	At Large	Term	Email	Phone
Anderson, Kim	Social Work		2016-2018	Kim.Anderson@ucf.edu	407-823-3358
Hoffman-Ruddy, Bari	Communication Sciences and Disorders		2016-2018	bari.hoffmanruddy@ucf.edu	407-823-4804
Knox, Claire	Public Administration		2015-2017	Claire.Knox@ucf.edu	407-823-0153
Lucken, Karol	Criminal Justice		2015-2017	Karol.Lucken@ucf.edu	407-823-6487
Merriam, Eric	Legal Studies	Yes	2016-2018	Eric.Merriam@ucf.edu	407-823-1670

Oetjen, Reid	Health Management and Informatics		2016-2018	Reid.Oetjen@ucf.edu	407-823-5668
Ravich, Timothy	Legal Studies		2015-2017	Timothy.Ravich@ucf.edu	407-823-2703
Smith, Gerald	Health Professions		2016-2018	Gerald.Smith@ucf.edu	407-823-0094
Vanryckeghem, Martine	Communication Sciences and Disorders	Yes	2016-2018	Martinev@ucf.edu	407-823-4808

College of Medicine

Name	Department	At Large	Term	Email	Phone
Gorman, Laurel	Medical Education		2016-2018	Adrienne.Gorman@ucf.edu	407-266-1100
King, Stephen	Biomedical Sciences		2016-2018	Stephen.King@ucf.edu	407-266-7108
Lambert, Stephen	Medical Education		2015-2017	Stephen.Lambert@ucf.edu	407-266-7086
Self, William	Biomedical Sciences		2015-2017	william.self@ucf.edu	407-823-4262
Sugaya, Kimi	Biomedical Sciences	Yes	2016-2018	Ksugaya@ucf.edu	407-266-7045

College of Nursing

Name	Department	At Large	Term	Email	Phone
Allred, Kelly	Nursing	Yes	2015-2017	Kelly.Allred@ucf.edu	407-823-0160
Anderson, Mindi	Nursing	Yes	2016-2018	Mindi.Anderson@ucf.edu	407-823-0079
Howe, Linda	Nursing	Yes	2015-2017	Linda.Howe@ucf.edu	407-823-5315

College of Optics and Photonics

Name	Department	At Large	Term	Email	Phone
LiKamWa , Patrick	Optics and Photonics	Yes	2016-2018	patrick@creol.ucf.edu	407-823-6816
Moharam, Jim	Optics and Photonics	Yes	2015-2017	moharam@creol.ucf.edu	407-823-6833

College of Sciences

Name	Department	At Large	Term	Email	Phone
Carter, Scott	Sociology		2015-2017	Carter@ucf.edu	386-506-4047
Dodd, Melissa	Communication	Yes	2016-2018	Melissa.Dodd@ucf.edu	407-823-4539
Harrington, Joseph	Physics		2016-2018	jh@physics.ucf.edu	407-823-3416

Kim, Myunghee	Political Science		2016-2018	Myunghee.Kim@ucf.edu	407-823-2608
Knuckey, Jonathan	Political Science	Yes	2015-2017	Jonathan.Knuckey@ucf.edu	407-823-2608
Kuebler, Stephen	Chemistry		2015-2017	Stephen.Kuebler@ucf.edu	407-823-2770
Lynxwiler, John	Sociology	Yes	2016-2018	John.Lynxwiler@ucf.edu	407-823-7886
Neuberger, Lindsay	Communication		2015-2017	Lindsay.Neuberger@ucf.edu	407-823-5537
Sandoval, Jennifer	Communication	Yes	2015-2017	Jennifer.Sandoval@ucf.edu	407-823-1711
Sellnow, Timothy	Communication	Yes	2016-2018	Timothy.Sellnow@ucf.edu	407-823-3143
Song, Zixia	Mathematics		2105-2017	Zixia.Song@ucf.edu	407-823-2493
TBD	Psychology		2016-2018		
Walker, John	Anthropology		2016-2018	John.Walker@ucf.edu	407-823-3798
Walters, Linda	Biology		2015-2017	Linda.Walters@ucf.edu	407-823-2148
Yan, Xin	Statistics		2016-2018	Xin.Yan@ucf.edu	407-823-5530

Rosen College of Hospitality Management

Name	Department	At Large	Term	Email	Phone
Breiter Terry, Deborah	Tourism, Events, and Attractions	Yes	2015-2017	Deborah.Breiter@ucf.edu	407-903-8021
Murphy, Kevin	Foodservice and Lodging Management	Yes	2016-2018	Kevin.Murphy@ucf.edu	407-903-8035
Van Niekerk, Mathilda	Tourism, Events, and Attractions	Yes	2016-2018	Mathilda.Vanniekerk@ucf.edu	407-903-8052

University Libraries

Name	Department	At Large	Term	Email	Phone
Buck, Tina	Acquisitions & Collections Services	Yes	2016-2018	Tina.Buck@ucf.edu	407-823-0448
Harrison, Richard	Research and Information Services	Yes	2015-2017	Richard.Harrison@ucf.edu	407-823-4249

**RECOMMENDATIONS FROM THE FACULTY SENATE STEERING AD HOC COMMITTEE ON AWARDS
MARCH 2016**

Note: For each recommendation a rationale is given below in italics

A. Base Number of Awards, Creation of New Teaching and Clinical Education Awards, Recycling and Award amount

1. Increase or maintain the number of TIP, RIA and SOTL awards available each year; maintain an increase that reflects the increases in faculty numbers (5 year rolling increase to account for eligible new faculty); An initial overall increase in RIA as compared to TIP and SOTL is suggested based on the number of applicants vs. awards in each category in the past 3 years.

The number of awards in all categories has remained stagnant for over a decade, and the number of faculty being hired is accelerating.

2. Develop new faculty **awards** for faculty (as defined by faculty senate) who are not generating student credit hours through undergraduate or graduate courses, but contribute significantly to the mission of the University. This should include units such as the Libraries, the Medical Education Department within the College of Medicine, and clinical faculty in COHPA and Nursing, amongst others. The same salary structure (\$5000 permanent increase in base salary) would be used.

- a) *Faculty in some units (e.g., College of Medicine, Nursing, and COHPA) do not generate SCH, but should be awarded for their excellence.*
- b) *Librarians have been long left out of the award process with exception of a one time \$2000 excellence award.*
- c) *Faculty with substantial clinical teaching do not generally generate SCHs, and so they are not eligible for existing awards, and yet clinical education should be recognized at the University.*

3. Given the importance of service in the academy, a new award (base salary increase of \$5000 per year) should be developed that is University wide.

Like librarians, service has been undervalued in the award process, and service is a critical part of the academy and should be appreciated.

4. Add a final recommendation for all awards at the level of Dean (given the selection process within the colleges) and the Dean of the College of Undergraduate Studies (SOTL). If an award is not recommended at the Dean level, it can be recycled back to the same unit only one time (the next cycle) before it is returned to the overall pool and apportionment. This information should be included in each committee charging document (see recommendation C-2 below).

There are concerns that in some cases faculty are eligible for an award and are recommended for the award by the committee even without meeting a level of excellence that would merit the award.

The ability to recycle a single award within a unit for one year will allow for some critical decision-making by the Deans without penalizing the unit unduly. It is possible that the 'use it or lose it' mentality could alter the rigor of the Dean's process for decision making.

5. When a faculty member retires or leaves UCF, awards will be recycled into the overall award pool for the next year in order to increase award numbers.

Recycled awards within units will over time skew the apportionment of the awards over time and this allows for awards to be fairly distributed.

6. For all Excellence Awards (given on Founder's Day) – increase the one time award from \$2000 to \$4000.

The award amount has been stagnant and given that these are one time awards a \$4000 award is more substantial for the faculty member.

B. Eligibility and Formatting of awards

1. Awards are NOT a replacement of raises – and they should NOT be included in the base salaries of any faculty when the University is carrying out a salary study, NOR should they be used in determining how much of an increase a faculty member should get based on the results of a salary study, for example, to address equity and/or salary compression issues. ***This is a critical issue that faculty are concerned about and needs to be addressed openly by the administration.***

Awards should not be seen as raises – they are awards. Winning an award should not penalize a faculty member when it comes to salary increases for which they would otherwise qualify.

2. Eliminate tenure-earning in the eligibility of RIA awards.

This will allow for instructors and lecturers, some of whom carry out substantial research, to be eligible for RIA.

3. Establish an additional TIP eligibility category – undergraduate or graduate degree program or major; determine the median for SCH production by degree program (graduate or undergraduate) rather than by department so that small programs are not disenfranchised if they are housed in the same department or unit as large program(s). This would not alter the current eligibility system by department or college at undergraduate or graduate level.

We appreciate that more than 80% of faculty are eligible by the current guidelines, but this additional layer could include faculty that might be excluded by the size of their degree program within a department or school.

4. Standardize and simplify all award applications to be concise and to include only salient materials that support a strong case for excellence in teaching, research or SOTL. For example, a full CV, a one-page statement of strengths in the application and an appendix of materials to support this case.

The applications are burdensome to both the applicants and the review committees. Excellence can be described in a succinct manner without losing critical information to judge the applications. This will lighten the burden on faculty of time spent assembling the application, and also on committees, who are perceived to have an incentive to relieve this burden by rejecting applications based on technicalities.

5. Make all applications electronic.

This is obvious in 2016.

6. Word count rules must have a 10% margin of error.

This will eliminate the disqualification problems that have occurred in the past.

7. Develop a similar application for Excellence awards (Founder's Day awards) so that the materials for these awards are in line with the TIP, RIA and SOTL and to minimize the time faculty spend on preparing these applications.

This will reduce the time that faculty spend on developing all applications.

8. For each award the applicant is required to include as evidence either the past five academic years, or more, since the date of hire at UCF or since the submission of the last successful application.

Faculty should be able to point to all their accomplishments in an area, with a limitation only if they are a previous awardee.

9. There should be an emphasis on the review of SOTL awards that demonstrates that the same activities, by and large, would not be used for both a TIP and a SOTL (see changes to SOTL in appendix).

Faculty who by definition work in this area (SOTL) as their creative activities should not be 'double-dipping'. Some overlap in research, teaching and service is also expected but this will clarify that SOTL and TIP are unique and different.

10. Grant funding and percent effort on grants should be documented by the applicant from the Office of Research databases, or other official sources (e.g. UCF Foundation, contracts processed through auxiliary accounts).

The funding amount and role of a faculty member is critical in assessing their contribution on a funded project. This will also align with the current dossier requirement for promotion and tenure that now requires the ORC report to be included in the dossier.

11. All applications should clearly show (and committees should consider) the FTE assignment for the applicant for any years of service included in the application.

The amount of time a faculty member has to do research, teaching and service should be taken into account by the review committee.

12. Eligibility for awards is based on faculty as defined by the Faculty Senate.

A number of groups who have been deemed as faculty by Human Resources are not recognized as faculty by the Senate, yet have been seeking this designation in part to obtain awards.

13. Detailed changes are suggested for the SOTL application (attached appendix A).

14. Applications for all awards should provide more explicit information on eligibility. For example, define 'full-time' as 1.0 FTE and define 'continuous service'. Clarity on what constitutes continuous service is a concern to this committee. For example a faculty member who had a part-time teaching commitment for a number of years and then is hired into a full time position – are they eligible? Should all years of teaching be considered for continuous service? What about sabbatical, medical leave or parental leave? Neither of these should disqualify you for in our opinion.

C. Committee Structure, Charges to Committees, and Conflict of Interest

1. The faculty should elect committees from a pool of faculty that are not currently eligible for the award and should include past winners.

Eligible faculty should play no role whatsoever in the process, including Chairs or Directors that can submit applications.

2. Develop and implement a committee-charging document that will be used for all awards. The document will remind committees that only the application is to be discussed and that the award is based on merit. No additional outside information or discussion of position (e.g., instructor vs. tenure-track faculty member, past awards, current salary, etc.) are to be considered during review.

Committee members have discussed that some past occurrences that invoked issues outside of the application have occurred. This will remind each committee each year about the importance of remaining focused on the applications and their merit.

3. Develop a conflict of interest statement as a reminder to faculty who are eligible for and applying for TIP that they are not to be part of the process of committee development or in a decision-making capacity in the award system.

Chairs and Directors are eligible for awards (and should remain so). However some faculty disagree with this eligibility. Distance between the process and the Chair/Director should be clear to all faculty in each case. The reason for disagreement on the eligibility of Chairs/Directors is that they make decisions that affect faculty eligibility (e.g. teaching assignments in large courses) and they could be competing with those faculty for the same awards.

APPENDIX A – SOTL CHANGES
RECOMMENDATIONS FROM THE FACULTY SENATE STEERING AD HOC COMMITTEE
ON AWARDS – MARCH 2016

I. Program Overview

The Office of Academic Affairs provides the funding for these awards. For the academic year 2014–2015, UCF will sponsor 10 awards for the Scholarship of Teaching and Learning (SoTL). In any given academic year, if any former recipients of SoTL awards leave their employment at UCF, the award(s) will be “recycled” as additional SoTL awards for the following academic year.

For the purpose of this award, SoTL is defined as follows: The Scholarship of Teaching and Learning (SoTL) uses discovery, reflection, and evidence-based methods to research effective teaching and student learning in higher education. These findings are peer reviewed and publicly disseminated in an ongoing cycle of systematic inquiry into teaching practices. This work benefits students and colleagues and is a source of personal renewal (UCF FCTL).

While the implementation of SoTL outcomes in individual classrooms and through curriculum development can result in teaching excellence and increased teaching effectiveness, this award recognizes not teaching excellence but scholarly efforts. Application materials should not include matter related to teaching unless it is part of a peer-reviewed publication, presentation, grant, or other peer-reviewed innovation (e.g., published software).

II. Funding

Regardless of their contract length (9 months or 12 months), awardees will receive a \$5,000 base salary increase retroactive to August 8, 2014, the start of the 2014–2015 contract.

III. Eligibility Criteria

For the purposes of this award, faculty members are defined as professor, associate professor, assistant professor (including faculty members with clinical or research appointments), university librarian, associate university librarian, assistant university librarian, senior lecturer, associate lecturer, lecturer, senior instructor, associate instructor, instructor. Faculty members are considered “eligible” for the SoTL award if all the following criteria are met:

1. The employee must be on a full-time 9- or 12-month appointment.
2. The employee must have at least four years of continuous full-time service at UCF. Specifically, she or he must have been employed at UCF on or prior to August 8, 2010.
3. No faculty member may receive the award more than once every five years. Previous award recipients who received a SoTL increase that became effective August 8, 2010, or later are not

eligible for a SoTL award this year. Employees who received the award in 2009–2010 or earlier are eligible to apply for the 2014–2015 award.

IV. Award Criteria

The criteria for evaluating applicants' portfolios include recognition of the value or impact of the applicant's SoTL efforts both within their core discipline and for the teaching and learning community as a whole in every case. Examples include:

1. Publication of papers that describe SoTL research or implementation of teaching approaches based on SoTL.
2. Grant and contract support for SoTL activities. The emphasis in this area should be on disseminated research rather than on program development and implementation.
3. Presentations of SoTL research results at academic or professional conferences and other forums within and outside UCF.
4. Dissemination of SoTL research through innovations such as patents and software program publication and distribution.
5. Peer recognition of SoTL research and creative efforts by way of awards and other honors. (This does not include teaching awards.)
6. Service as an editor or a peer reviewer for a SoTL journal or a journal where SoTL papers are regularly published.

V. Application Materials and Required Sections submitted digitally (numbers 1–7) and in a 1-inch Portfolio (number 8). [Or preferably all materials could be submitted digitally.]

If a nominee received the SoTL award at UCF in the past, accomplishments since the last award should be clearly identified. Items in progress (e.g., grant proposals, publications, or presentations still in review) should also be clearly indicated.

1. Title page.
2. Table of contents.
3. Nomination letter from the dean, director, chair, or a colleague written specifically in reference to this award. Self-nominations are also accepted. The letter should stress the nominee's achievements in dissemination of knowledge relating to SoTL and should not focus on teaching performance.

4. Applicant's definition of SoTL and description of SoTL research methodology/ies. This document should not be a teaching philosophy. (250 words maximum, 12-point font). Word count must be included.

5. List of the nominee's SoTL accomplishments during the award period (100 words maximum, 12-point font). Word count must be included. This list should include a short overview of the number of publications, grants, presentations, awards and honors, patents, software publications, and editorial efforts.

6. Abbreviated Curriculum Vitae (no more than 5 pages, 12-point font) focusing on the nominee's SoTL accomplishments, including publications, grants, presentations, awards, patents, software development and distribution, and editorial efforts. Each entry should be clearly identified as peer reviewed, editor reviewed, invited, etc. Optional information could include acceptance rates, citations, circulation rates, and audience details. Applicants are encouraged to include annotations that describe each included entry in such a way that readers can easily determine whether and how it meets the UCF definition of SoTL.

7. Narrative describing the impact of the applicant's SoTL research. This document should address the ways in which and the extent to which the applicant's SoTL research and creative activities have impacted teaching and learning outcomes at UCF and beyond (500 words maximum, 12-point font). Word count must be included.

8. Supporting Material: Evidence of SoTL accomplishments, including copies of book covers with tables of contents, book chapters, SoTL articles or other publications, executive summaries of grants and grant reports, documentation of awards related to SoTL, editorial board and review appointments, as well as other appropriate materials that provide evidence of SoTL accomplishments.

VI. Evaluation and Award Process

The award winners will be determined by a university-level committee consisting of one faculty member as defined in Section III elected for a two-year term from each of the colleges, one member from IT&R, and the executive director of the FCTL. The elected faculty members should have demonstrated SoTL-related accomplishments and should preferably be previous SOTL winners. All committee members shall be voting members for the purposes of these awards. Faculty candidates for the award are not eligible to serve on this committee. The executive director of the FCTL will convene the first meeting of the committee, at which the committee chair shall be elected. Each award winner will be invited to submit a SoTL-focused article for publication in the FCTL's Faculty Focus.

**Resolution 2015–2016-5 Recognition of the 2016 Quality Enhancement Plan:
*What’s Next: Integrative Learning for Professional and Civic Preparation***

1 **Whereas**, the Quality Enhancement Plan (QEP) is an integral part of UCF’s decennial
2 reaffirmation of accreditation by the Southern Association of College and Schools Commission
3 on Colleges (SACSCOC);

4 **Whereas**, the aim of the Quality Enhancement Plan (QEP) to improve undergraduate
5 education;

6 **Whereas**, the University of Central Florida is committed to providing the best undergraduate
7 education in Florida, as evidenced by the first of President Hitt’s five visionary goals;

8 **Whereas**, planning, development, and implementation of the QEP topic—*integrative learning for*
9 *professional and civic preparation*—is a joint process involving faculty, staff, students,
10 administrators, alumni and stakeholders across the UCF community;

11 **Whereas**, recent surveys and listening groups conducted with UCF students, faculty, staff,
12 alumni, and employers demonstrate that cross-cutting skills such as communication, problem-
13 solving, and the ability to work in teams are valuable and useful for our undergraduates, both
14 while they are at UCF and beyond the university;

15 **Whereas**, integrative learning—defined as the process of developing skills and knowledge
16 across multiple experiences and the ability to adapt these to new contexts—has been shown to
17 help students prepare for “real-world” challenges post-graduation;

18 **Whereas**, the vision of the 2016 QEP is that *UCF undergraduates will graduate with integrative*
19 *learning experiences that foster important cross-cutting, transferrable knowledge and skills;*
20 *that our students will graduate with the ability to persuasively articulate and demonstrate their*
21 *skills; and that they will develop the capacity to transfer their skills and intentional learning*
22 *strategies to new contexts. Consequently, graduates will be able to successfully enter and*
23 *participate in the next steps of their professional and civic lives;*

24 **Therefore, be It Resolved** that the Faculty Senate of the University of Central Florida endorses
25 UCF’s 2016 QEP initiative, *What’s Next: Integrative Learning for Professional and Civic*
26 *Preparation*, and offers our support for its continued development and implementation.