

## MEMORANDUM

**Date:** March 24, 2016  
**TO:** All Faculty Senate Members  
**FROM:** Keith Koons  
Chair, Faculty Senate  
**SUBJECT:** Faculty Senate Meeting on March 31, 2016

---

---

Meeting Date: Thursday, March 31, 2016  
Meeting Time: 4:00-6:00 p.m.  
Meeting Location: Student Union Key West, Room 218

### A G E N D A

1. **Call to Order**
2. **Roll Call**
3. **Approval of Minutes of *February 25, 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
  - Resolution 2015-2016-6 Faculty Involvement in Evaluating and Improving the Services, Training, and Resources Offered by the Office of Research and Commercialization
  - Steering Ad Hoc Committee on Awards – update
  - Strategic Planning Presentation – *Thad Seymour*
  - Faculty Salary Study Presentation – *Paige Borden*
8. **Committee Reports**
  - Budget and Administrative Committee – *Joseph Harrington*
  - Personnel Committee – *Ana Leon*
  - Parking Advisory Committee – *Bari Hoffman-Ruddy*
  - Undergraduate Council – *Kelly Allred*
  - Graduate Council – *Annette Khaled*
9. **Adjournment**

**Faculty Senate Meeting**  
Minutes of  
**February 25, 2016**

Keith Koons, chair, called the meeting to order at 4:02 p.m. The roll was circulated for signatures.

**MINUTES**

Motion to approve the minutes of January 28, 2016 was made and seconded. Motion to amend the Graduate Council report to: "Policy committee passed two changes. The first change is to allow those students that completed all coursework and thesis/dissertation hours to enroll for one credit hour per semester until they graduate. We also currently have a 3-year and 7-year certificate; we eliminated the 3-year certificate. Both policy changes are being reviewed by Graduate Studies." The minutes were approved as amended.

**RECOGNITION OF GUESTS**

Valerie Storey, School of Teaching, Learning, and Leadership in the College of Education and Human Performance

Kristy McAllister, Academic Affairs Information and Publication Services

Binita Devkota, Student Government Association

Zachary Lampman, Student Government Association

Peter Larson, History Department College of Arts & Humanities

William Phillips, Instructional Designer, Center for Distributed Learning

Francisca Yonekura, Associate Department Head, Center for Distributed Learning

Bayiun Chen, Instructional Designer, Center for Distributed Learning

Nancy Swenson, Instructional Designer, Center for Distributed Learning

Joel Hartman, Vice President, Information Technologies & Resources

**ANNOUNCEMENTS**

Dr. Koons announced that the Human Resources Department is offering some free CPR and First Aid classes. The next class offered is March 10. For more details go to the Human Resources website.

**OLD BUSINESS**

None.

**REPORT OF THE PROVOST**

Dr. Koons introduced Diane Chase for the report of the Provost and congratulated Dr. Chase for her new appointment as Executive Vice President and Provost for the University of Nevada, Las Vegas followed by acclamation. Dr. Chase thanked the group for their collegiality over the years.

Faculty Hiring

We are now hiring another 100 faculty for Fall 2016. Of the 50 positions allocated to colleges: 31 positions are currently open, nine positions are closed, seven are filled, and

three are not yet posted. There were 2,856 applicants for the positions to date. Of the 33 cluster hires, we have had 498 applicants with no hires yet.

#### Research and Graduate Education

The Provost plans to combine the two positions and will be charging the search committee to find a new leader by March 1. The search committee will develop the advertisement, job description, and the title for the position. Parker Search will be involved in the process. The agenda for the external review team is being finalized. An open forum is planned for faculty on March 29 from 10:30 a.m. to 11:30 a.m. in Colbourn Hall, room 146.

#### COACHE Survey

The strategy committee has been formed with five sub-committees, each having two co-chairs. The committees are populated by faculty who mainly responded to a survey indicating interest. The goal is to have strategies recommended to the Provost by the end of the Spring semester.

#### Questions

Any details on the membership of the search committee for the Vice President for Research and Graduate Studies? I do not have any details with me at this time.

### **NEW BUSINESS**

#### Proposed Revisions to the Constitution and Bylaws

Dr. Koons introduced the proposed revisions to the Faculty Constitution. Last year, an Ad hoc committee was formed to work on proposed revisions. The Ad hoc committee was composed of Norma Conner, Reid Oetjen, Keith Koons, William Self, and Joe Harrington. The committee worked throughout the Fall semester on the revisions and the revisions proposed today were put forward to the Senate by the Steering committee. The Senate has had 30-days to review the proposed changes. The Constitution specifies that once the amendment is passed by the Senate, the amendment is subject to a 14-day review by the general faculty. Any proposed changes to the amendment from the general faculty would go to the Steering committee for consideration prior to a vote by the Faculty Assembly. If no changes are presented by the general faculty, the Faculty Assembly would be held March 31, just prior to a regularly scheduled Senate meeting. If changes are submitted to Steering, then the Faculty Assembly would be held April 21, just prior to a scheduled Senate meeting.

The floor is open for comments and changes to the set of proposed changes.

Suggested changing provost and executive vice president to just provost to be more consistent going forward since the title changes. Constitution allows for automatic updates to position titles, therefore this change is not necessary.

Motion and second to change to word “appointments” to “modifiers” on page 14 of the Bylaws, Section I.A. Titles. Academic Affairs does not use the term appointment, instead refers to modifiers.

1. Professor, Associate Professor, or Assistant Professor (including faculty with clinical or research ~~appointments~~ modifiers).

Discussion. Don’t know that the word modifier is necessarily a problem. Academic Affairs uses the terminology of modifier instead of appointment to describe research or clinical faculty.

Vote: all in favor; motion passes. [*This motion was later ruled out of order*]

Suggested page 24 under Information Technology Committee change the title from vice president for Information Technology and Resources to vice provost to reflect the promotion. This change can be handled in automatic updates to titles. The promotion was from vice provost to vice president; title is correct.

I, Senator Linda Walters on behalf of Thomas Bryer request an exemption be granted to our Faculty Senate Constitution. This amendment would allow for the inclusion of the Instructional Designers (Instructional Specialist, Assistant In Instructional Design, and Associate In Instructional Design) within the Center for Distributed Learning into the UCF Faculty Senate, with full membership rights and responsibilities.

Members of this team are classified as Full Time, 12-month, In-Unit Faculty. Similar to UCF Librarians, Instructional Designers meet the characteristics of faculty stated in Section 1 of the Faculty Senate bylaws; they are hired through a nationally competitive process; are retained and promoted using national, peer-reviewed criteria; participate to some degree in teaching, research, and service; are full-time faculty with multi-year appointments; they are increasingly expected to hold terminal degrees in their field; and are hired by their faculty peers. I ask your support of this request. The request, if approved, would require an amendment to Section 1 of the bylaws and a vote by the full membership of the Senate.

Motion and second to include Instructional Designers from the Center for Distributed Learning in Section I. Definition of Faculty.

1. Professor, Associate Professor, or Assistant Professor (including faculty with clinical or research appointments).
2. University Librarian, Associate University Librarian, or Assistant University Librarian (professional librarians of comparable rank to those listed in *Bylaws*, Section I.A.1).
3. Senior Lecturer, Associate Lecturer, or Lecturer.
4. Senior Instructor, Associate Instructor, Instructor, or Instructor Librarian.
5. **Instructional Specialist, Assistant In Instructional Design, or Associate In Instructional Design.**

Motion open for discussion.

One of the criteria for faculty from the Southern Association of Colleges and Schools (SACS) is that faculty have a terminal degree or equivalent. The Center for Distributed Learning indicates they are being encouraged to obtain a terminal degree; sounds like a terminal degree is not consistent. SACS doesn't require all faculty have a terminal degree; requires we demonstrate that faculty qualifications for the level in which they teach.

Ad hoc committee member summarized the committee decision to not include the request in the proposed revisions. The purpose of the Faculty Senate is to give a voice to the people that produce the primary product of the university which is teaching students, conducting research, and providing service. The faculty in the CDL are not student facing faculty nor responsible for the content of a course. The CDL does provide a valuable service to faculty.

Question: Does CDL faculty work in any capacity with students? The designers do work with students in terms of facilitating pedagogical or technical issues that faculty might have as the course is taught. A number of designers are involved in adjunct teaching and student mentoring through internships.

Question: What is the CDL's research? Our professional assessment of daily responsibilities and promotion plan requires professional service and research. The CDL staff routinely participates in peer review research.

Question: What percent of work is in teaching, research, and service? 90% professional responsibilities, 5% research, and 5% service.

Question: How many faculty are the principal investigator on a research project? Three of the 15.

Question: In terms of membership on the Senate, how is the CDL impacted by Senate actions? As the faculty voice of the university, CDL would like to be included.

Conversation turned to instructors with terminal degrees that are not members of the Senate. Several senators supported the inclusion while others debated the change. Comments on the various positions and titles in the university. There seems to be two parts to this request, inclusion in the bylaws as a definition of faculty and serving on the Senate.

Question: How many other faculty are in the university in a similar situation? Instructors and Lecturers are included in apportionment but not members of the Senate, so that is one group. Would need someone else to gather the data.

Clarified how instructors and lecturers are included in apportionment as general faculty, but are excluded from Senate membership.

Question: Do CDL faculty develop their own courses and are they faculty of record or do they assist faculty developing their courses? We are not the instructor of record. We teach in an adjunct role. They sometimes co-teach or appear as a guest speaker. Is the adjunct teaching an extra job or included in their job? Extra job.

Comment: CDL should not be members of the Senate if instructors and lecturers can't. It would be too inconsistent.

Question: Does the CDL want to be included in the definition of faculty and have representation on the Senate? The CDL wants recognition as faculty and membership.

Clarification: The motion and second on the table adds Instructional Specialist, Assistant In Instructional Design, or Associate In Instructional Design to Section 1. Definition of Faculty. Section II. General Eligibility specifies Senate membership and specifies exemptions. The motion does not exclude the CDL from Senate membership like the instructors and lecturers.

Question: If the CDL is apportioned, what academic unit are they apportioned to? Each apportioned academic unit also receives a minimum of two senate seats. We have many in-unit faculty titles that are not represented in apportionment or as senators. Suggested that maybe the CDL can be represented by the Library since they are managed within the same division.

Question: Has this issue gone to committee before coming to the Senate floor? The Ad hoc committee on the Constitution revisions considered the request and decided not to include the change in the proposed revisions. When the instructors and lecturers were considered, they were not included in Senate membership since they did not perform teaching, research, and service. One mechanism to allow CDL to service is to combine CDL and Library, giving CDL the ability to serve under the Library.

Question: Is there a chance if CDL faculty disagree with someone of power that it could result in their contract not being renewed? Don't know the answer; we are in-unit faculty members.

Point of Order: Article 8.A. states any amendment to be considered has to be recommended by the Faculty Senate Steering committee or written request by 15% of the general faculty. The text of the proposed amendment must be made available electronically to the members of the Faculty Senate at least 30 days prior to the meeting at which it will be considered. We have not met that threshold today. Point of Order deferred to Parliamentarian. Ruling: table until amendment goes through the Steering committee. So, the proposed set of revisions is not subject to change and is an up or down vote? Parliamentarian ruling: correct. Previous changes voted on are ruled Out of Order since the amendment was not provided 30 days in advance. Comment: All changes brought forward by the ad hoc committee and Steering committee are open for discussion.

Confusion over Constitutional changes versus bylaw changes. At this meeting we are changing the Constitution and Bylaws at the same time. Constitutional changes require a vote by the general assembly where bylaw changes do not require the Faculty Assembly vote. Questioned if the additional motion to include CDL can be withdrawn and addressed at a later time. The ruling by the Parliamentarian is that no changes can be made, so any amendments are null and void.

Called the main question: Pass or fail vote on the proposed revisions to the Constitution and Bylaws. Parliamentarian: After determining that the Steering committee moved the proposed changes as a whole to the Senate; ruling changed indicating the entire document is subject to change.

Continued confusion regarding what can and can't be amended and voted. Recommendation made to vote on the Constitution and come back to the Bylaws. Due to the confusion regarding the rules, suggestion made to table all until procedural clarity can be made. Recommendation to vote on the Constitution and Bylaws since the proposed revisions went through the 30 day review. Then the Senate can consider the proposal for the CDL as a separate Bylaw change.

Dr. Koons clarified that the Ad hoc committee made changes to the Constitution and Bylaws and decided to follow the Constitutional process since it is subject to a higher level of scrutiny. Discussion on how the CDL change is a substantive change and can't be separated from the Constitution. Discussed how Article II.A. of the Constitution defines academic units as each college and the University Libraries. Therefore, the CDL issue can't be separated as the change impacts the Constitution.

Motion and second to vote on the amendment to add the CDL to Section I. Definition of Faculty 1.5.

Vote: all opposed; 1 abstained; motion is defeated.

Motion and second to vote on the proposed Constitution and Bylaws as sent forward from the Steering committee.

Open for discussion.

Motion to change Article II.A. Membership, second paragraph. Change "Academic units shall be each college and the University Libraries" to "Academic unit shall be any unit that has the authority to grant tenure and the University Libraries." Point of Order: motion ruled out-of-order. Confusion expressed on the process between Constitutional changes versus Bylaw changes. Dr. Koons clarified that Constitutional changes are voted by the Senate followed by a vote by the Faculty Assembly. Only Bylaw changes require two senate agendas prior to a vote. Question of the timeline. Dr. Koons restated the timeline after the Senate vote. More confusion expressed.

Motion and second to call the question. All in favor; motion passes.

Motion and second to vote on the Constitution and Bylaws as presented by the Steering committee. Point of Order: Does this include the change from Academic units to tenure granting units? That was ruled out of order.

Vote: one in favor; all others opposed; motion is defeated.

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

The resolution was submitted by the Personnel committee. Extra copies of the resolution are provided at the sign-in table. The resolution was approved and put forward by the Steering committee, therefore no second is needed. Open for discussion.

Quorum call: quorum established.

Vote called: all in favor; motion passes. The resolution as approved read:

**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**

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**

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.

## **LIAISON COMMITTEE REPORTS**

### **Budget and Administrative Committee – Joseph Harrington**

Committee met February 17 and discussed the staffing model in departments. Discussion included if given a new hire, should a faculty member be hired or is it better to hire support staff, and how to assess what departments are doing. Also discussed procedures for handling external complaints against employees with respect to a certain instance in

which many people felt the university did not do a good job resolving the issue. Both topics are still under discussion.

Parking Advisory Committee – Bari Hoffman-Ruddy

The committee met February 15. Received an update on a signage issue at the College of Medicine Lake Nona location; seems the issue is resolved. Also received updates on construction projects and the student park-n-ride at the softball field. Next meeting is in April.

Personnel Committee – Ana Leon

Committee discussed criteria for joint appointments and determined no further action is necessary since the cluster hire appointment remains a secondary joint and not a primary joint. The evaluation of faculty already has joint appointments clearly defined. Also reviewed and provided recommendations to content changes for the promotion and tenure dossiers at the request of Faculty Excellence. Tabled the Faculty Salary Study results and Emeritus criteria.

Graduate Council – Deborah Breiter Terry for Annette Khaled

Policy committee is scheduled to meet in March and the Appeals committee continues to meet. The Curriculum committee will meet a couple of more times.

Undergraduate Council – Kelly Allred

February meeting was canceled; next meeting in March.

**OTHER BUSINESS**

None.

**ADJOURNMENT**

Motion to adjourn made and seconded. The committee adjourned at 5:45 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

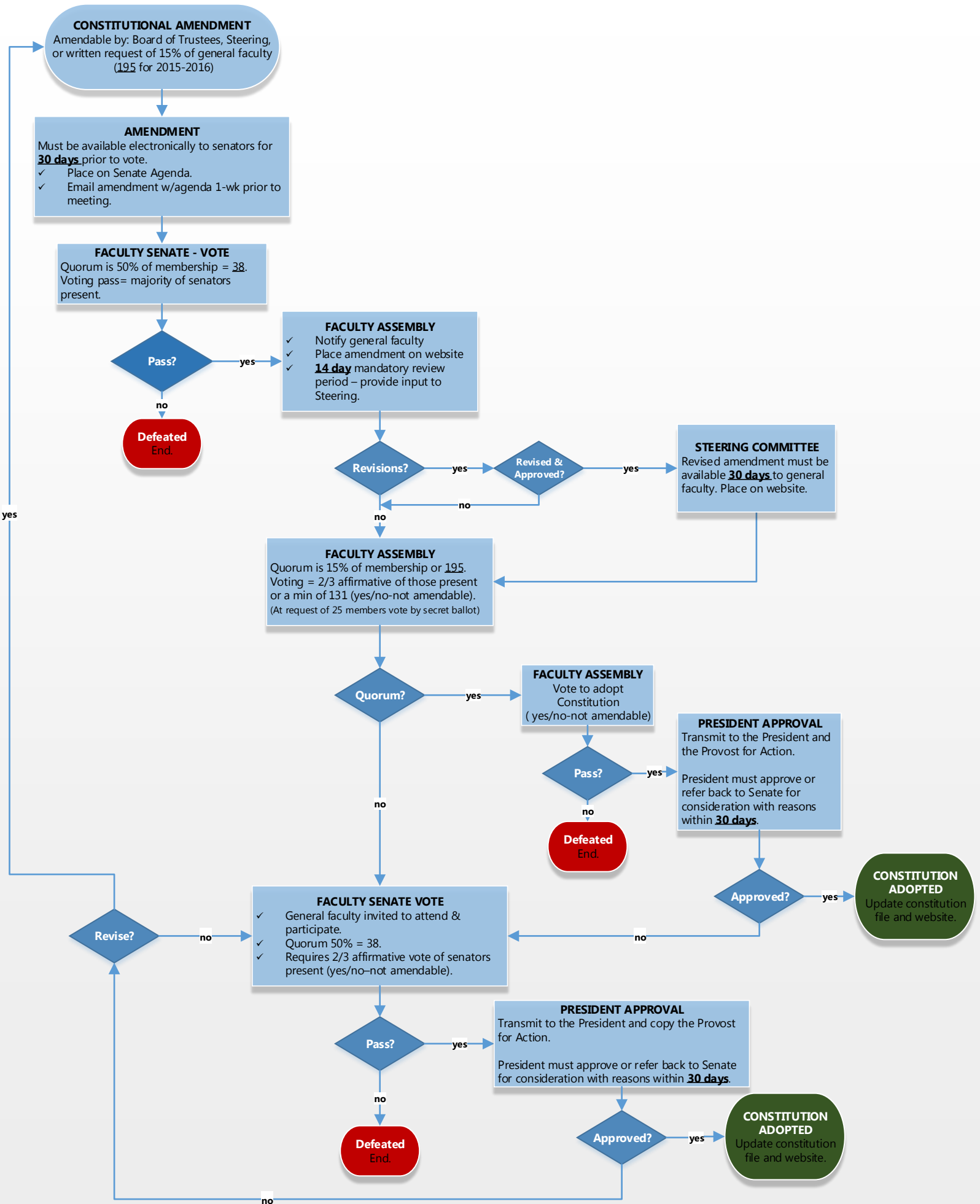
The provisions of this *Constitution* shall not be construed in any manner so as to conflict with the laws of the State of Florida, the policies of the Board of Governors, or policies of the Board of Trustees or contractual agreements between the Board of Trustees and bargaining agents.

**BYLAWS**  
**Section IX. Amendments**

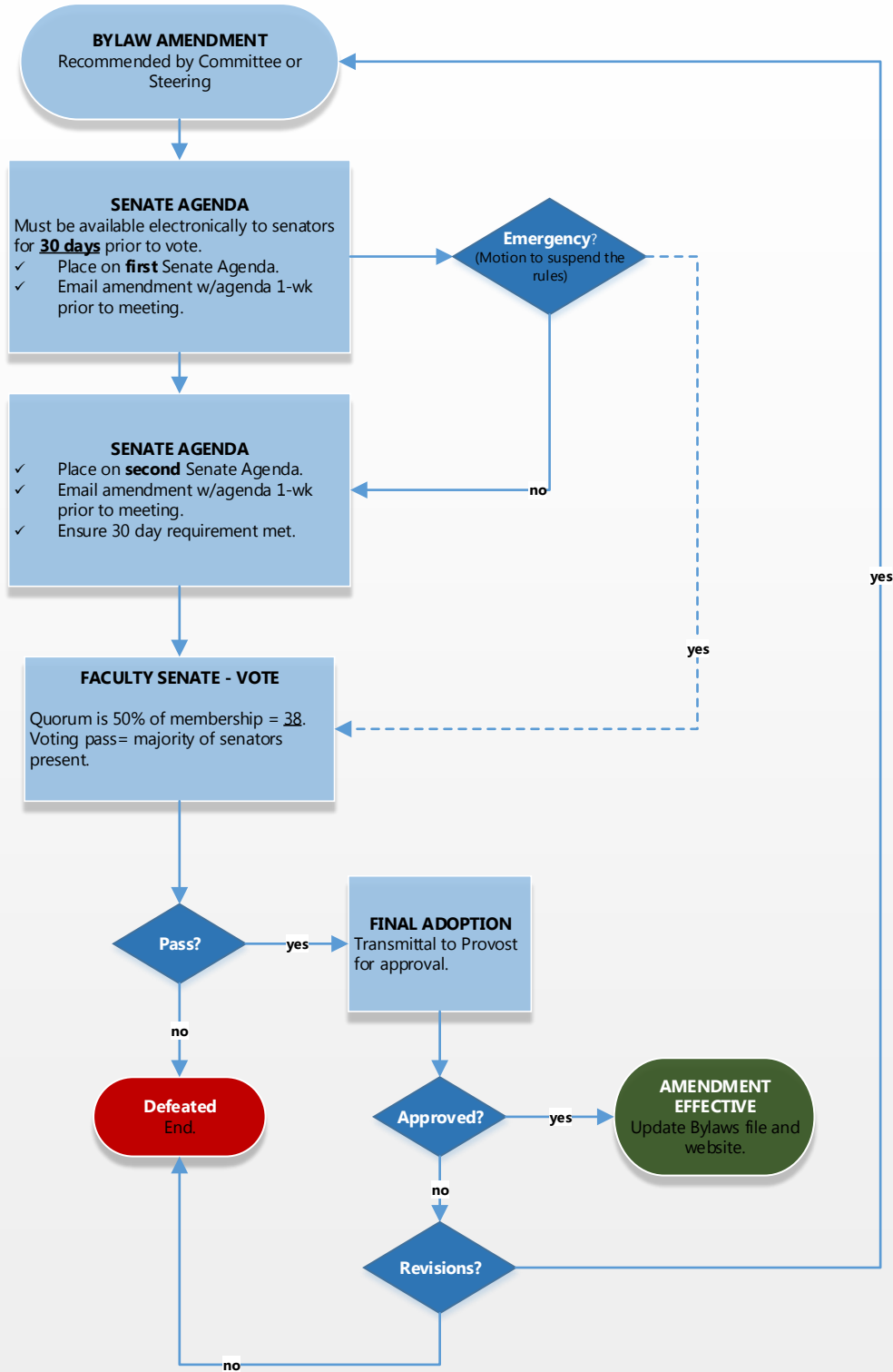
SECTION IX.  
Amendments

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



**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); and

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

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; and

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; and

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; and

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; and

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; that*  
20 *our students will graduate with the ability to persuasively articulate and demonstrate their skills;*  
21 *and that they will develop the capacity to transfer their skills and intentional learning strategies*  
22 *to new contexts. Consequently, graduates will be able to successfully enter and participate in*  
23 *the next steps of their professional and civic lives; therefore*

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

1           **Resolution 2015-2016-6 Faculty Involvement in Evaluating and Improving the Services,**  
2           **Training, and Resources Offered by the Office of Research and Commercialization**

3   **Whereas**, the Federal grant rules are complex and can vary from agency to agency and grant to  
4 grant within an agency; and

5   **Whereas**, the training and tools for managing multiple grants are inadequate; and

6   **Whereas**, faculty principal investigators are responsible for research management and are the  
7 principal consumers of services offered by the Office of Research and Commercialization (ORC);  
8 and

9   **Whereas**, faculty have valuable insights to offer regarding what new research management  
10 tools, training, and information resources would be most effective in ensuring a higher level of  
11 compliance with federal grant rules; therefore

12 **Be it Resolved** that the Faculty Senate requests that faculty, selected through their Senate  
13 representatives, be involved in the ongoing re-evaluation of services provided by and training  
14 offered by ORC.