Faculty Senate Meeting
Minutes of
March 31, 2016

Keith Koons, chair, called the meeting to order at 4:00 p.m. The roll was circulated for signatures.

MINUTES
Motion to approve the minutes of February 25, 2016 was made and seconded. The minutes were approved as recorded.

RECOGNITION OF GUESTS
Paige Borden, Assistant Vice President, Institutional Knowledge Management
Lisa Guion Jones, American Council on Education Fellow (ACE)
Patricia Ramsey, Director, Institutional Knowledge Management
Kristy McAllister, Academic Affairs Information and Publication Services
Thad Seymour, Senior Advisor to the Provost on Strategic Planning
William Phillips, Instructional Designer, Center for Distributed Learning
Lucretia Cooney, Assistant Director, Faculty Excellence

ANNOUNCEMENTS
Dr. Koons thanked the Provost for hosting a sundae bar in recognition for the Senators' work over the past academic year.

Announced the inaugural Faculty Senate Service Award being presented at the annual Founder's Day celebration on April 6 at 10:00 a.m. in the Pegasus Ballroom. The award honors those faculty that have served ten years or more in the Faculty Senate. This award includes current and retired faculty. We have 39 honorees totaling 536 years of service; ranging from 10 to 35 years of service. Twenty-one honorees are expected to attend, totaling 321 years of service. Of the 21 attending, 10 are Emeritus faculty. This represents an enormous amount of leadership to the university. Dr. Koons thanked the Provost for supporting the recognition.

Discussed the Constitutional revision presented last month. Informed the Senate that we were operating on some incorrect assumptions that led to considering amendments outside the purview of the process. Only the list of proposed changes should have been considered for amendment. There is still a need to process revisions to the Constitution. Last week the Steering committee authorized another Ad Hoc Constitutional Revision Committee. Volunteers for the committee should contact the Senate chair. For clarity, flow charts of the Constitutional Revision and By-law Revision processes were sent with the agenda.

Dr. Koons thanked all the senators for their service. All senators with an expiring term stood to be recognized. Also thanked all committee chairs.

OLD BUSINESS
None.

REPORT OF THE PROVOST
This has been a productive year. The sundae bar is a simple symbolic expression of my appreciation. Thanked everyone for a great year.

UCF Productivity
The productivity of the university, if evaluate according to the Board of Governors performance measures, was number one in the State of Florida. This comes with significant funding.

Faculty Senate Resolution Update
2015-2016-3 Appointment and Evaluation of Department Chairs/Unit Heads was approved with minor clarifications. The clarifications included: determining the timeframe for colleges to submit procedures for appointment; chairs are not reappointed annually but at the end of the initial appointment term; and clarifying that the decision to hire lies with the Dean.

2015-2016-4 Paid Family Emergency Leave Policy and Procedures for UCF Faculty. Since this is a collectively bargained item, the resolution was not approved. This will not be up for negotiation until 2017. The Provost appreciates the resolution. It gives the Board of Trustees negotiating team a framework to better understand the sense of the Senate.

COACHE Survey Teams
Teams are working toward actionable plans. The goal is to have strategies recommended to the Provost by the end of the Spring semester. The COACHE survey was in response to Senate Resolution 2013-2014-4 approved in 2014.

Legislative Budget
The $20 million dollar appropriation for UCF Downtown was signed by the Governor and the funds have been released. The Request for Proposals has been released for design and construction.

The Partnership 4 building is meant to retain military simulation and training. Other states offer low, or no rent to solicit the industry. The Legislature funded $14 million for the building.

The advanced manufacturing facility in Osceola County received $5 million in recurring funds and $10 million for instrumentation. In addition, Istation received an additional $2 million for expansion.

Performance funding was decreased from $100 million, to be divided between all institutions, to $75 million. Even though we are at the top, it is possible that the allocation will be similar or a little lower than the previous year. The emerging preeminence bill is on the Governor's desk to be signed, but the budget has already been allocated. The purpose of the $5 million in recurring funds is to help the university reach preeminence. This requires a 5-year plan for the investment of the funds. UCF has met six of the eleven criteria.

Vice President Research and Dean of Graduate Education
The advertisement has been placed in the Chronicle. We are working with Parker Search firm to identify potential candidates. Three consultants were on-site over a two-day period reviewing research and graduate education. The consultants gave a verbal set of ten recommendations; written recommendations are forthcoming. As a next step, I would like to prioritize the recommendations with a group of faculty and start formulating plans for at least the top five priorities.

College of Arts and Humanities Dean Search
Dr. Giovanna Summerfield, Associate Dean for Educational Affairs at Auburn University is interviewing today and tomorrow. On April 4 and 5, Dr. Thomas Foster will be on campus from DePaul University. Dr. Jeffrey Moore, Director, School of Performing Arts will interview, April 7 and April 8.

NEW BUSINESS
Resolution 2015-2016-5 Recognition of the 2016 Quality Enhancement Plan: *What's Next: Integrative Learning for Professional and Civic Preparation*. Anna Jones, Director for the Quality Enhancement Plan introduced the resolution. Success of the plan depends on broad-based involvement and would like the Senate to support the plan.

Motion to vote on the resolution. Since the resolution was brought forward by the Steering committee, no second is required. All in favor; motion passes. The resolution as approved read:

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

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

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

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

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

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

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

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

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

2015-2016-6 Faculty Involvement in Evaluating and Improving the Services, Training, and Resources Offered by the Office of Research and Commercialization. Joseph Harrington, chair of the Budget and Administrative Committee introduced the resolution. The committee was looking into a researcher that was investigated by the National Science Foundation. After interviews, the committee discovered four or five similar cases in the past few years. The committee looked into how to prevent this from happening in the future. There are a number of changes occurring in the Office of Research and Commercialization (ORC) with relatively no faculty input. The resolution is put forward to express the need for faculty input.

Question: Is this just for Federal grants or the all ORC processes? We don't know the extent of the changes occurring. We only know after the fact.

Question: What are some of the changes occurring? Required training for all Federal grant requirements; format, amount of training. The ORC will no longer be working with colleges on proposals. Now requiring a 5-day advance review by the ORC prior to submitting a grant proposal.

Question: Was anyone from the ORC invited to attend this meeting? We didn't invite the ORC. When the resolution was discussed at the Steering committee meeting, it was stated that we are not asking for another committee; just increased attention to faculty involvement. We have a Research Council, the council is just not being utilized.

Discussion continued regarding administrators in general not vetting or seeking feedback from committees. Discussed purpose and function of operational versus reporting committees. Comment made that since grant liability is shifting to faculty, faculty involvement is warranted. Discussed the merits of the resolution and whether the language is too broad. Some expressed concern that we should communicate with the ORC before a resolution is passed. It was expressed that the level of services offered by the ORC has declined over the past several years. Intent is not to criticize the ORC; but to express the desire to help improve the services to faculty.

Motion and second made to amend line 3: **Whereas**, the ~~Federal~~ external grant rules are complex and can vary from agency to agency and grant to grant within an agency; and.

Motion to vote on the resolution. Since the resolution was brought forward by the Steering committee, no second is required. Vote: 1 abstention; all in favor, motion passes.

A senator reminded everyone that Senate resolutions are advisory in nature to the Provost. The Senate can communicate the sense of the Senate without a formal resolution. Others expressed the need to have a record of the resolution. Question raised regarding the Be It Resolved clause and whether it is referring to the Research Council or something else. The committee did not want to limit the Provost's options or the ORC's ability to seek help through the Senate. The resolution calls for more awareness and attention to the matter. It can be handled through the existing committee structure, however, the options are not limited to only the committee.

Discussion closed. Vote: 3 no; all others in favor; motion passes. The resolution as approved read:

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

Whereas, the external grant rules are complex and can vary from agency to agency and grant to grant within an agency; and

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

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

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

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

Steering Ad Hoc Committee on Awards
William Self, chair of the Steering Ad Hoc Committee on Awards provided an overview of the issue. The Senate previously passed Resolution 2013-2014-5 Establishment of an Awards Procedures Review committee to have a committee review TIP, RIA, SoTL awards programs. In 2015, Academic Affairs formed a committee. The large committee broke into three sub-committees for each award, and recommendations from each sub-committee were submitted to Steering. The recommendations were sent to the Personnel committee to synthesize, but the committee sent the request back to Steering due to a lack of time to work on the issue. Steering formed an Ad Hoc committee to resolve differences across the three sub-committees. The Ad Hoc committee members included:

Thomas Bryer, Mason Cash, Debbie Hahs-Vaughn, Richard Harrison, Jonathan Knuckey, and Linda Rosa-Lugo. The committee reviewed all recommendations and adopted those with broad consensus. Dr. Self provided a summary of the recommendations being presented. Dr. Koons thanked the committee for their service. The Steering committee accepted the report. The report was forwarded to the Provost for consideration.

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. We will probably have five drafts of the plan. The third draft will be reviewed by the Faculty Senate Strategic Planning Council. We plan to present the final plan to the Board of Trustees May 26.

Faculty Salary Study
Paige Borden provided a presentation on the CUPA Faculty Salary Benchmarking. The study benchmarked UCF faculty salaries as of January 20, 2015 to the 2013-2014 CUPA-HR's Faculty in Higher Education Salary Survey. The study used 117 benchmark institutions and the comparison was based on 4-digit CIP level for each academic rank. Based on the results, 347 faculty fell below the 30th percentile salary totaling $3,724,543. This represents 26% of UCF faculty. The study is available in the Pegasus Mine Portal (select Faculty, then CUPA Salary Benchmark). Several senators expressed an interest in including gender gap information.

Question to the Provost: Is there a plan to address the results? This topic is on the table now. UFF previously removed retention from administrative discretionary increases (ADI) calculation, which allows ADI to be used for market adjustments. We have to determine where the money will come from, and determine if we have funds to address the issue. We are in the time period of thinking about raises and adjustments. We are starting to know the shape of our budget from the State. This will be weighed with the addition of faculty, providing raises, or making adjustments. All of these are part of the equation.

LIAISON COMMITTEE REPORTS
Budget and Administrative Committee – Joseph Harrington
Reviewed staffing models in departments; what degree of work being completed by faculty can be completed by support staff. Referred this issue to the COACHE sub-committee on nature of work. The other issue was the investigation of external complaints against faculty; how complaints are handled. We had several conversations with external and internal administrators. Other universities have policies which include peer judgment. A clearer UCF policy is recommended. This issue will carry forward to next year.

Dr. Koons reminded committee chairs to forward unresolved business to include in the next Senate session.

Parking Advisory Committee – Keith Koons for Bari Hoffman-Ruddy
The Parking committee has not met since the last Senate meeting. The next meeting is scheduled for April 21.

Personnel Committee – Ana Leon
Committee met March 16. We reviewed the preliminary salary study information and requested the presentation made today by Dr. Borden. Also discussed the Emeritus status, criteria, and process.   Requested a status update on Resolution 2011-2012-6 Emeritus Policy Revisions through the Steering committee to determine what needs to be done to get the policy updated. An additional Emeritus request was received from the Legal Studies department to allow instructors to be eligible for Emeritus status.

Graduate Council –Annette Khaled
Graduate policy had a discussion on continuous enrollment. We determined there was no need to change the policy; exceptions will be reviewed on a case-by-case basis. Other committees continue to meet.

Comment: Recommend the Senate review the Faculty Constitution scope for the Graduate Council since the Vice President of Research and Dean of the Graduate College will be merged.

Undergraduate Council – Kelly Allred
Recent meetings canceled. No new business from the colleges.

OTHER BUSINESS
None.

ADJOURNMENT
Motion to adjourn made and seconded. The committee adjourned at 5:40 p.m.

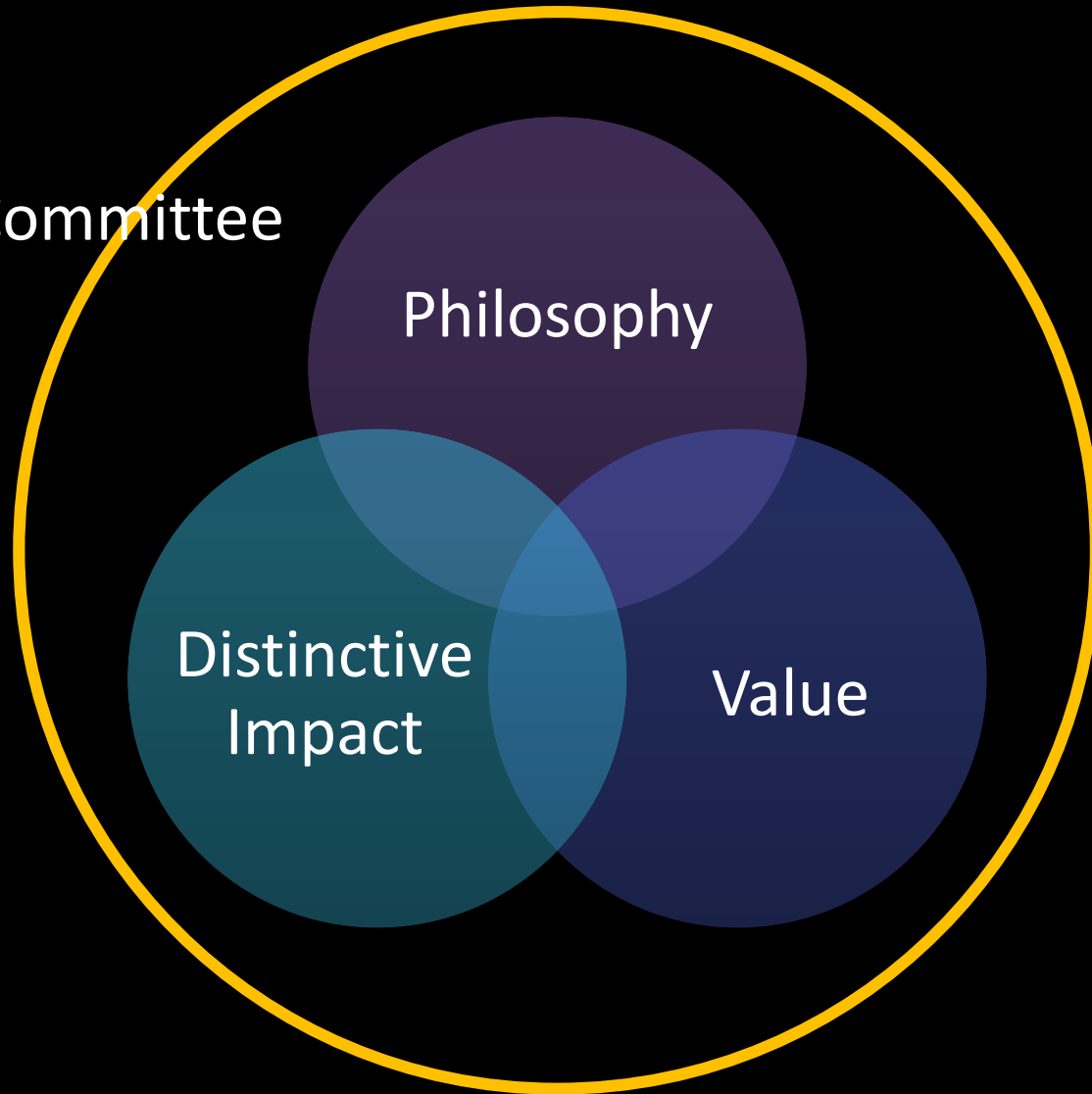# Collective Impact Strategic Planning Update

24 March 2016
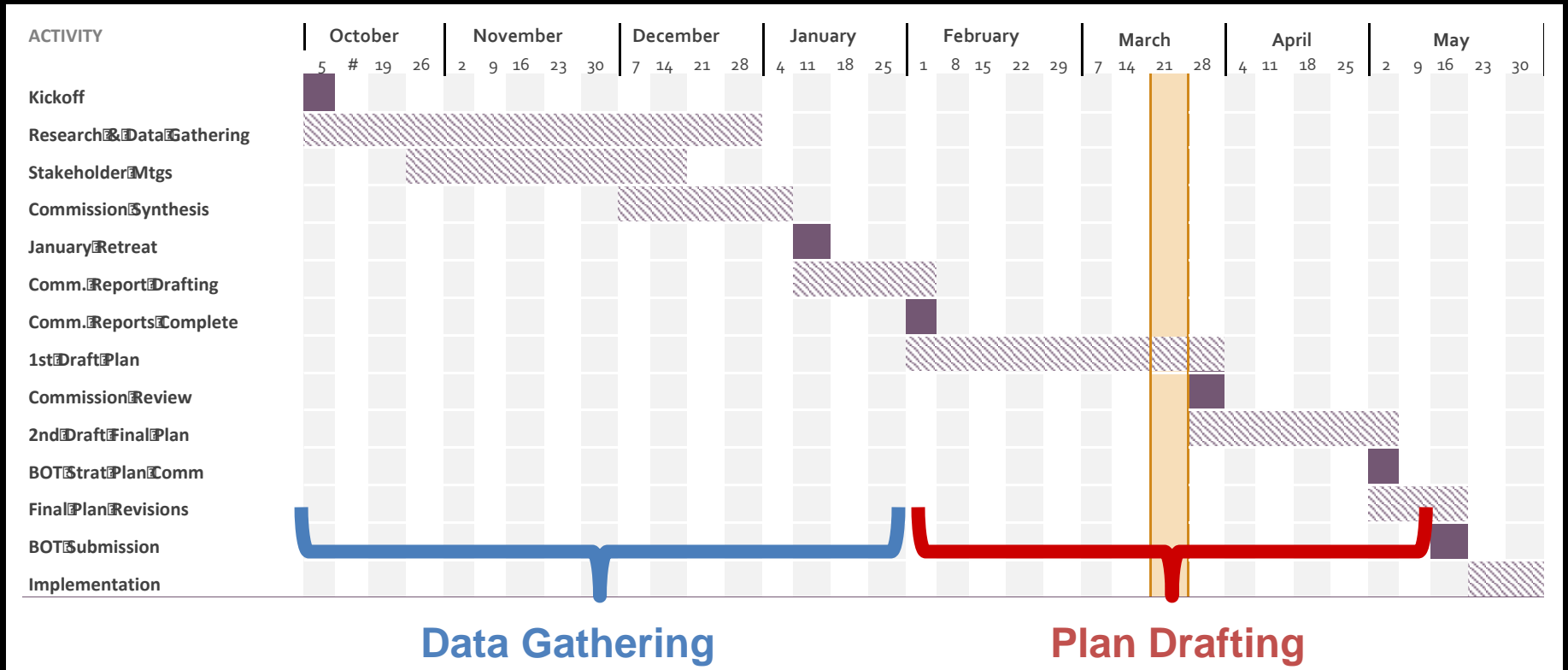
Collective Impact Strategic Planning Purpose

To set the university's trajectory for the next 20 years, define unique areas of opportunity to have a greater positive impact on lives and livelihoods throughout the region, and provide a significant return on investment of personal and institutional resources from the collective impact of those engaged.

Organizing Framework

Steering Committee

Philosophy

Distinctive Impact

Value

3

Timeline

ACTIVITY	October				November					December				January				February				March				April				May			
	5	#	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	29	7	14	21	28	4	11	18	25	2	9	16	23	30
Kickoff																																			
Research & Data Gathering																																			
Stakeholder Mtgs																																			
Commission Synthesis																																			
January Retreat																																			
Comm. Report Drafting																																			
Comm. Reports Complete																																			
1st Draft Plan																																			
Commission Review																																			
2nd Draft Final Plan																																			
BOT Strat Plan Comm																																			
Final Plan Revisions																																			
BOT Submission																																			
Implementation																																			

Data Gathering   **Plan Drafting**

4

Data Gathering Summary

8   Stakeholder Meetings

600+   Participants

3,334   Student Survey Responses

30+   Data Requests Fulfilled

1   City Mayor and staff

1   County Mayor and staff

1   EDC Board Chair, CEO, and Team

Consistent Themes

- Strong community pride in UCF

- Enthusiasm about UCF's future

- Pride in Direct Connect and commitment to access

- Understanding of economic impact (present and future)

- Desire by alumni to increase engagement

- A lot of focus on innovation and UCF's critical role

- Desire to have UCF more widely recognized for its strengths

- Strong community focus on career readiness of graduates

- Recognition of importance of strong faculty to success

Innovators Conversation

10 December 2015

Don't replicate!

Historical Context

Five Waves of American Higher Education

Wave

1   Colonial colleges

2   State public colleges (18th-19th centuries)

3   Land grant universities (applied research)

4   Top 100 research-intensive universities

5   New 21st century model

Aspiration Calibration
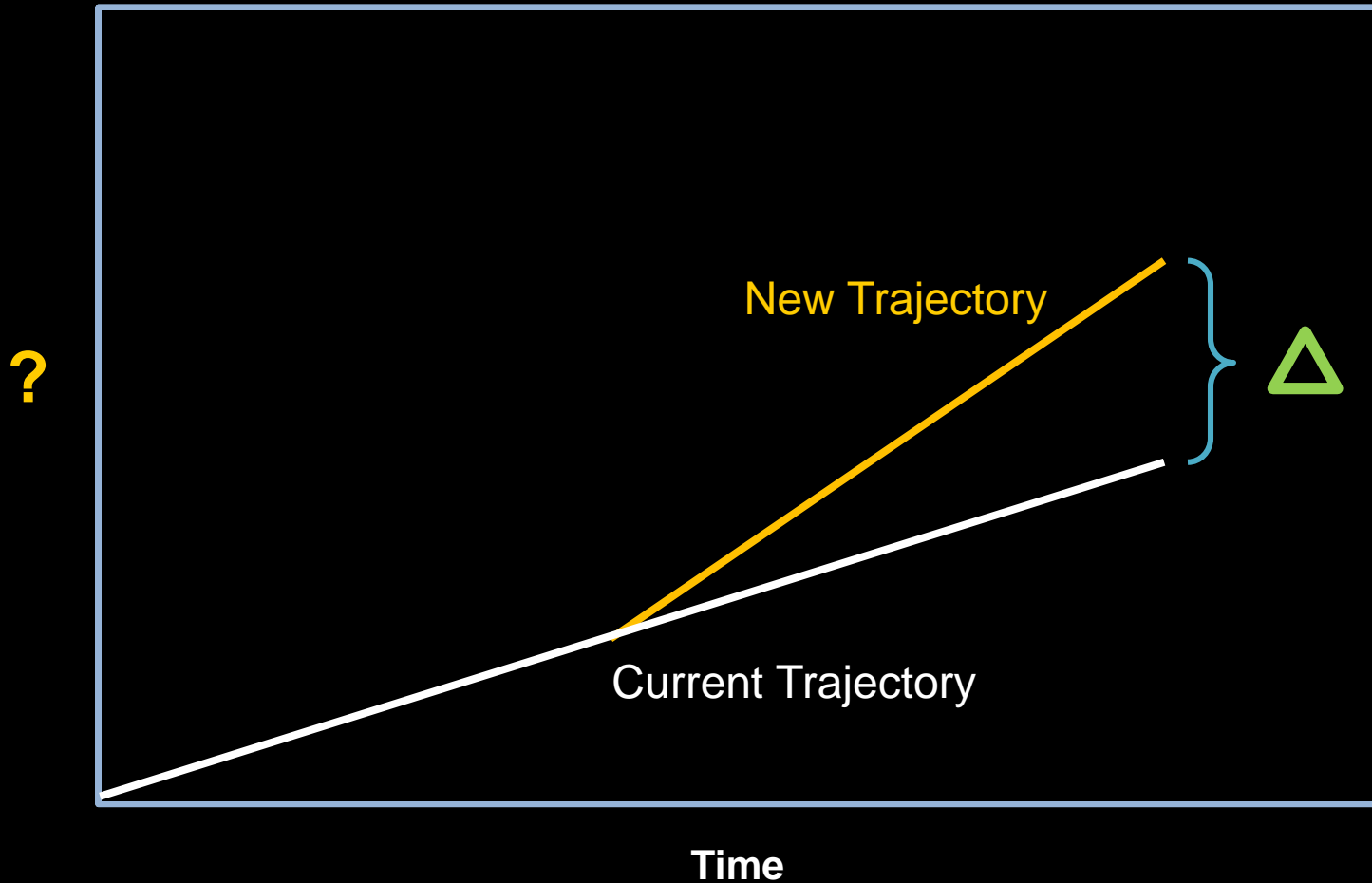
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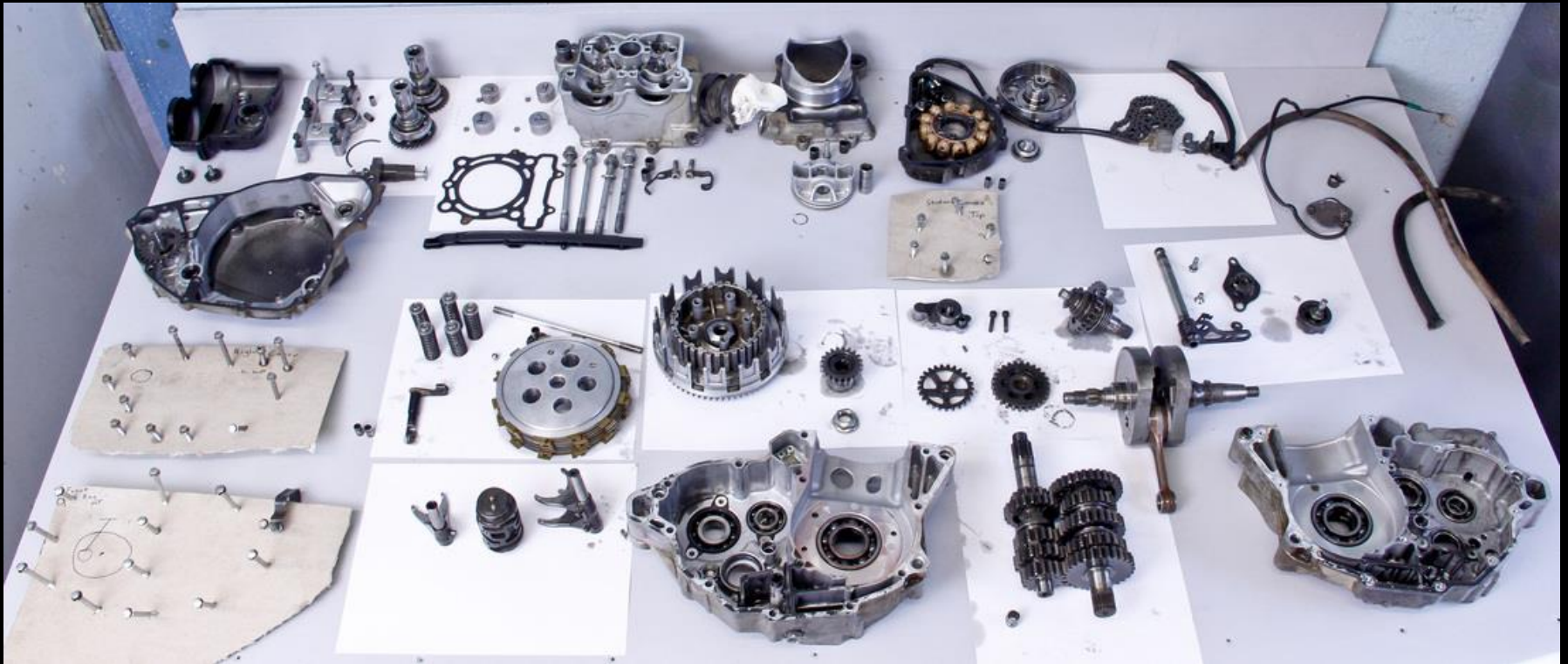
Assembling the Components

- **Define your current self**
- **Define the self you aspire to be**
- **Define and measure how you will get there**

Access

Scale

Innovation

Partnership

Leadership

Speed and energy

New

Research Quality

Local and global impact

Faculty excellence

Undergraduate experience

Graduate student experience

Interdisciplinary

Alumni engagement

Economic model

…

Impact

Impact Drivers

Scale x Excellence = Impact

Impact Matrix

Scale

Excellence

14
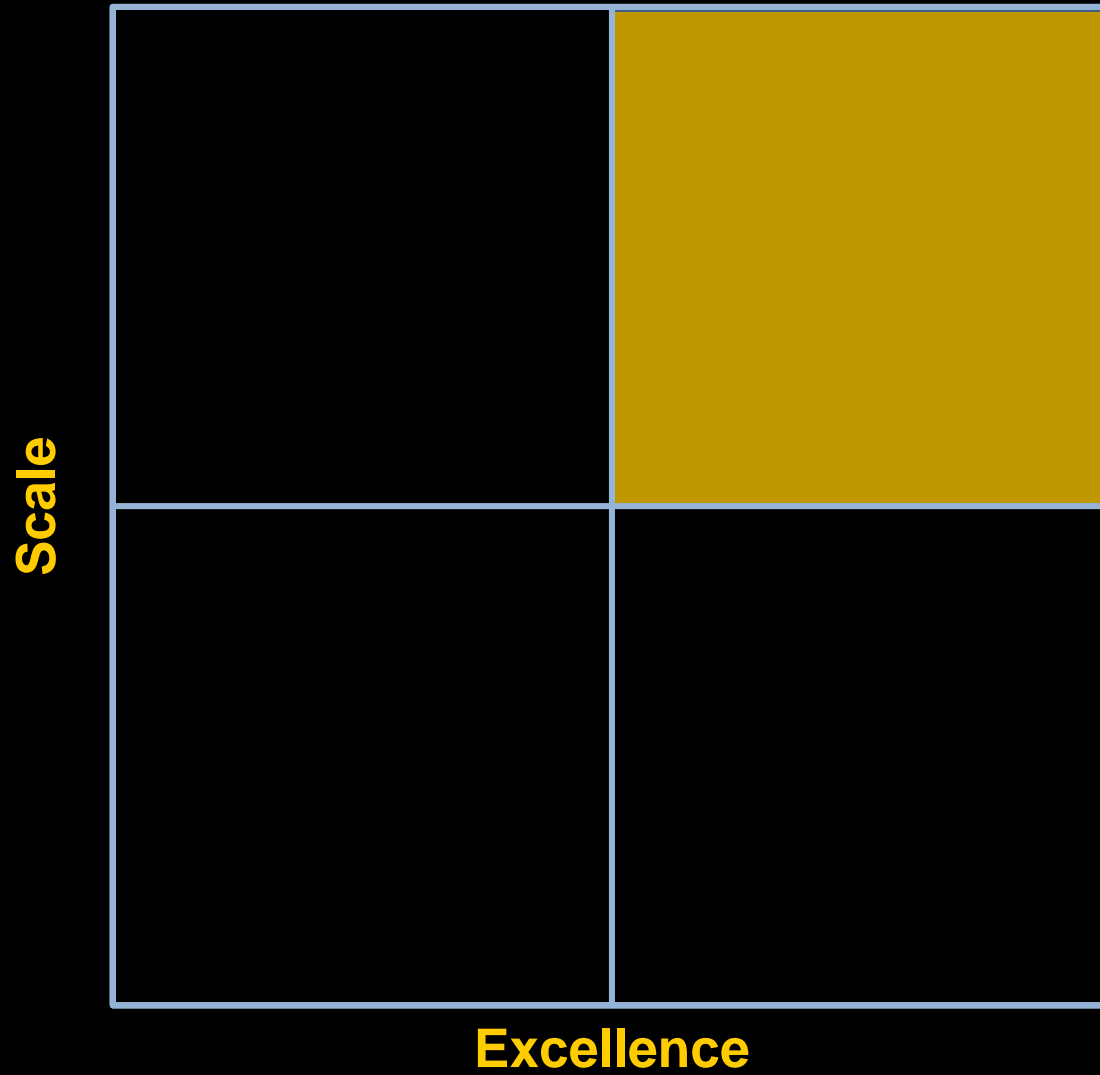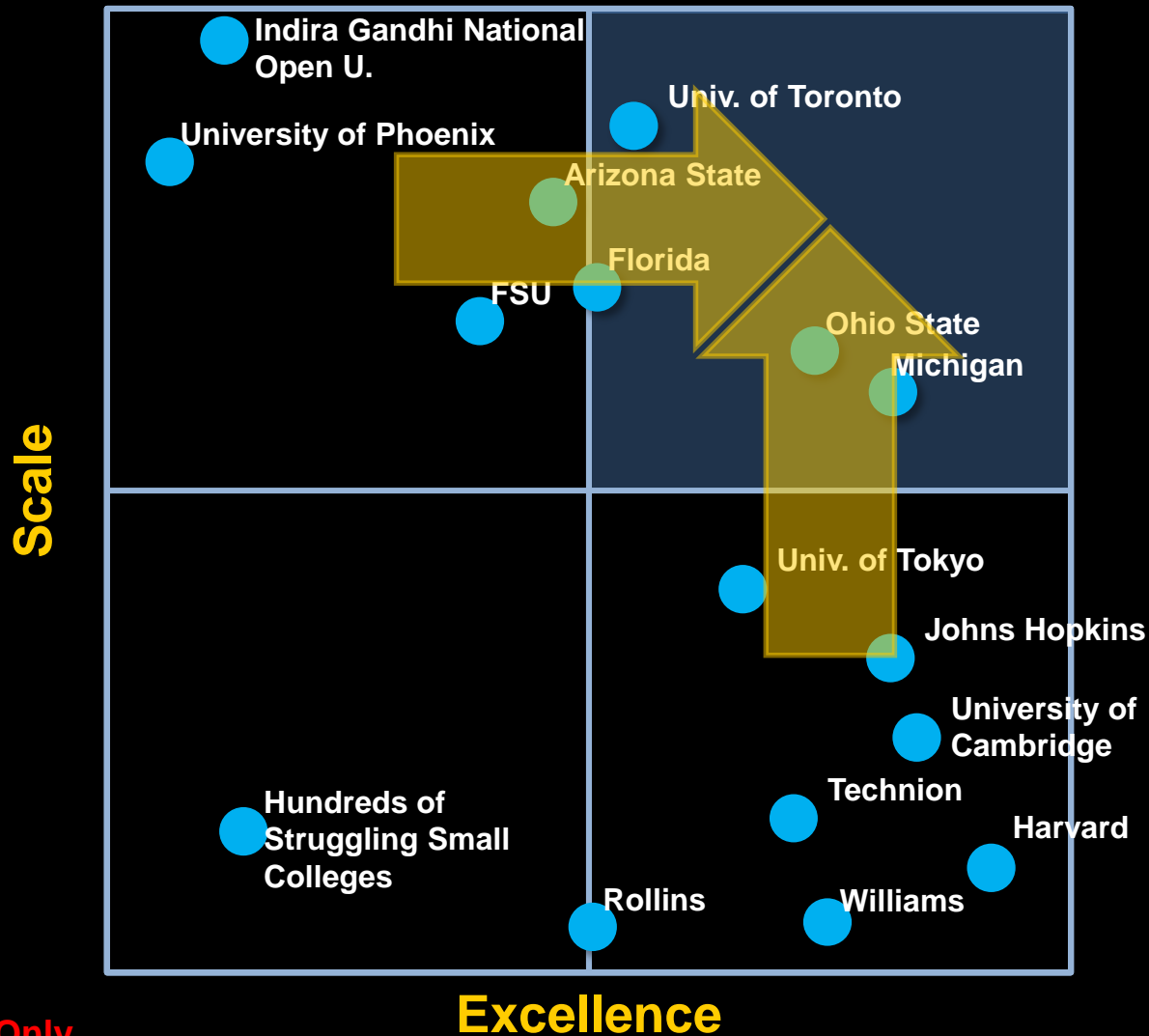
Scale x Excellence = Impact

Planning Hierarchy

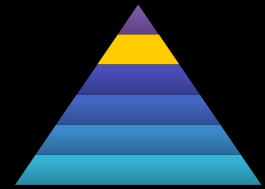Vision

Mission

Goals

Promise

Metrics

Strategies
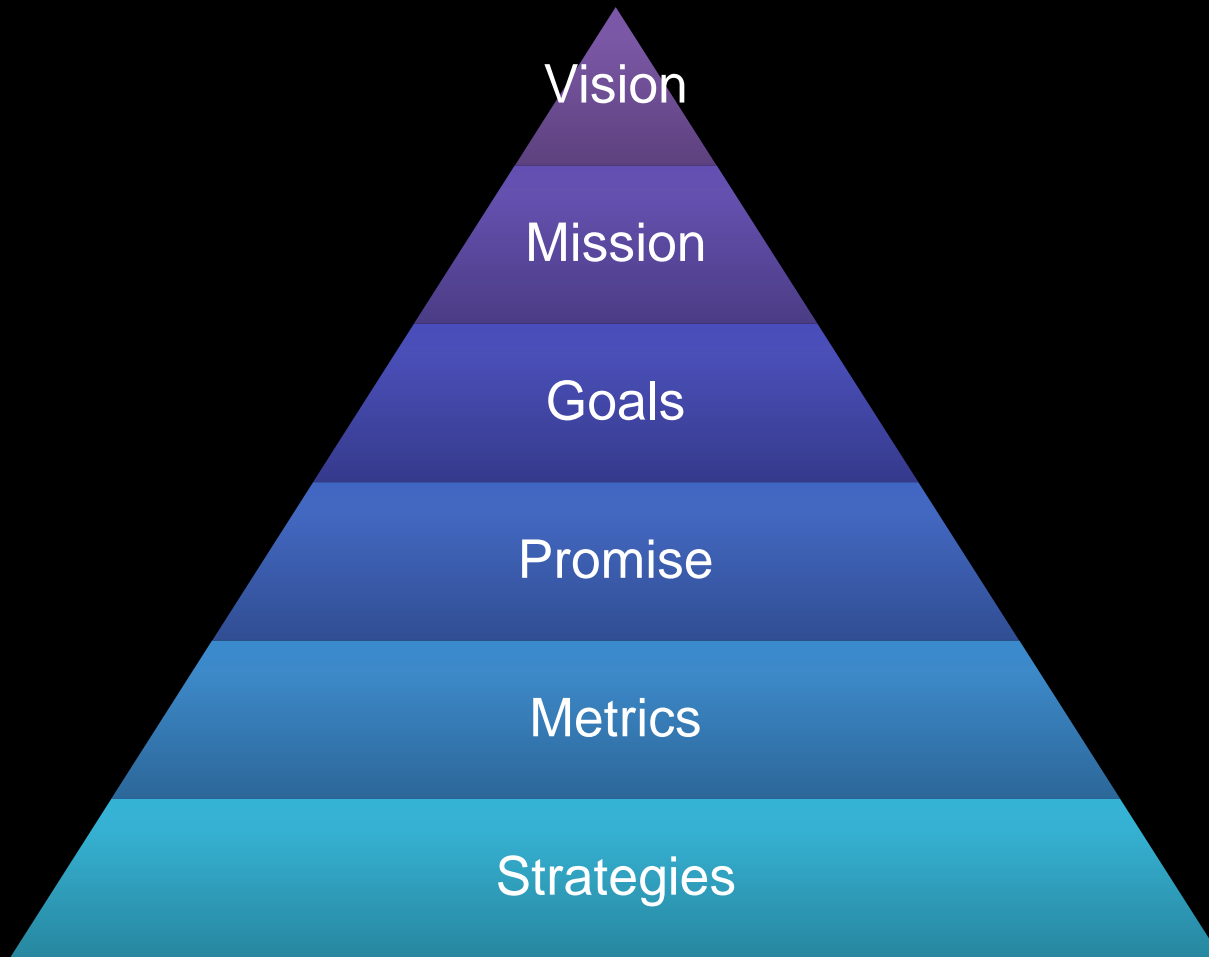
Our Impact
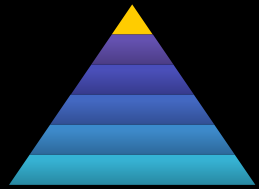
We are here to make a better future for our students and society. We use the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges. Through discovery, learning and partnerships, we transform lives and livelihoods.

Our Mission

Through a new model embracing scale and excellence, UCF will be:

- the catalyst for students of all backgrounds to be knowledge entrepreneurs building a better world;

- the home for exceptional faculty challenging the boundaries of traditional disciplines;

- the innovative partner driving economic, social and cultural vitality;

- the research leader leveraging our distinctive strengths to solve local and global challenges.
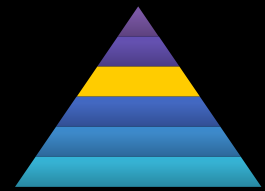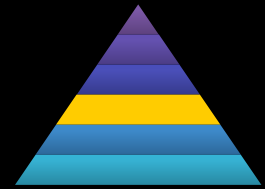
Our Goals

Goal 1   Offer the best undergraduate education available in Florida

Goal 2   Achieve international prominence in key programs of graduate study and research

Goal 3   Provide international focus to our curricula and research programs

Goal 4   Become more inclusive and diverse

Goal 5   Be America's leading partnership university

Our Promise

- Harness the power of scale to transform lives and livelihoods.

- Deploy our distinctive assets to solve our greatest challenges.

- Create partnerships at every level that amplify our impact and reputation.

- Attract and cultivate exceptional faculty, students and staff whose collective differences strengthen us.

- Innovate operational and financial models to transform higher education.

Review Process

Approach:

- **Iterative, with multiple drafts**

- **Key milestone reviews**

- **No surprises**

Updates and Reviews

- **University Senior Leadership (3/22)**

- **Faculty Senate Strategic Planning Council (3/25)**

- **Faculty Senate (3/31)**

- **Dean's Council (4/8)**

- **Collective Impact Commissions (4/19)**

- **BOT Strategic Planning Committee (5/2)**

- **Board of Trustees (5/26)**

CUPA Faculty Salary Benchmarking

March 31, 2016

Dr. Paige Borden
Assistant Vice President, Institutional
Knowledge Management

UCF

Faculty Salary Benchmarking Introduction

- Benchmarked UCF faculty salaries (as of January 20, 2015) to the 2013-14 CUPA-HR's "Faculty in Higher Education Salary Survey" data

- 117 benchmark institutions
    - Doctorate-granting high and very high research institutions^
    - Total expenditures* of $525,011,570 or more
    - Participated in the survey

- Comparison were based on 4-digit CIP level for each academic rank

- 30th, 40th and 50th (median) percentile salary statistics of the benchmarked institutions were used to differentiate UCF faculty salaries at same 4-digit CIP-level and the same academic rank.

CUPA-HR Notes:
^ 2010 Carnegie Classifications
*Derived from standard CUPA-HR annual report Page 19; Total Expense Quartile by Carnegie Classification (3rd quartile lower limit)

Faculty Salary Benchmarking Methodology Notes

- Faculty salaries are reported in terms of 9-10 month contract; salaries of a full-time 11-12 month contract were converted to a full-time 9-10 month contract

- UCF faculty whose salaries were found to be below the 30th percentile within their 4-digit CIP were flagged, and the dollar amount difference was summed

- Per Department of Justice Safe Harbor Guidelines, CUPA-HR does not provide counts or dollars when there are less than 5 institutions in a CIP area

- IKM masked cells where the counts in each category were less than 3

Faculty Salary Benchmarking Results

- Detailed tables available in Pegasus Mine Portal in myUCF

Faculty Salary Benchmarking Findings

	Total Number of Faculty	# below the 30th Percentile Salary	Dollars below 30th percentile (Sum)
1 Professor	286	89	$1,328,317
2 Associate Professor	371	132	$1,528,024
3 Assistant Professor	226	71	$406,157
5 Instructor	433	55	$462,045
University Totals	1,316	347	$3,724,543

- Below 30th Percentile:
  - 26.4% of UCF faculty members salary compared to their peers in similar rank and CIP area
    - Males: 28.2%
    - Females: 23.7%

- $3.72 million to bring all faculty members to 30th percentile level

Faculty Salary Benchmarking Report

Tables included in the report are –
1. University-level – by Academic Rank
2. University-level – by Academic Rank and Gender
3. College-level – by Academic Rank
4. Department-level

			Total Number of Faculty	# below the 30th Percentile Salary	Dollars below 30th percentile (Sum)	# below the 40th Percentile Salary	Dollars below 40th percentile (Sum)	# below the Median Salary	Dollars below Median (Sum)
UniversityTotal by Faculty Rank	1 Professor	Female	67	19	$303,971	23	$415,186	29	$587,537
		Male	219	70	$1,024,346	88	$1,504,319	104	$2,045,617
	2 Associate Professor	Female	132	49	$587,635	60	$765,481	74	$983,936
		Male	239	83	$940,389	101	$1,283,857	126	$1,781,382
	3 Assistant Professor	Female	106	31	$134,039	49	$293,022	60	$414,757
		Male	120	40	$272,118	55	$432,906	67	$610,091
	5 Instructor	Female	239	30	$274,967	49	$433,771	81	$657,594
		Male	194	25	$187,078	40	$303,813	58	$451,134
University total			1,316	347	$3,724,543	465	$5,432,355	599	$7,532,048

		Total Number of Faculty	# below the 30th Percentile Salary	Dollars below 30th percentile (Sum)	# below the 40th Percentile Salary	Dollars below 40th percentile (Sum)	# below the Median Salary	Dollars below Median (Sum)
College of Arts and Humanities	1 Professor	42	17	$237,872	19	$280,054	21	$404,661
	2 Associate Professor	92	42	$203,718	47	$288,217	56	$424,186
	3 Assistant Professor	40	17	$93,323	21	$120,529	26	$159,387
	5 Instructor	103	18	$197,539	19	$259,464	25	$316,911
	Overall Dept.Total	277	94	$732,452	106	$948,264	128	$1,305,145

• Questions

- Contact Information:
  Paige Borden, Asst VP, IKM
  Paige.borden@ucf.edu

UCF

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 ***award*s** 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

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

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

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

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

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

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

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

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

Approved by the Faculty Senate on March 31, 2016.

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

Whereas, the external grant rules are complex and can vary from agency to agency and grant to grant within an agency; and

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

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

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

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

Approved by the Faculty Senate on March 31, 2016.