

Faculty Senate Steering Committee Meeting
Minutes of
November 1, 2012

Ida Cook, Faculty Senate chair, called the Faculty Senate Steering Committee to order at 4:03 p.m. The roll was circulated for signatures.

MINUTES

Motion to approve the minutes of October 2, 2012 was made and seconded. The minutes were approved as recorded.

RECOGNITION OF GUESTS

Lyman Brodie, Associate Vice Provost, Faculty Relations

Melody Bowdon, Director, Faculty Center for Teaching and Learning

REPORT OF THE PROVOST

Diane Chase, executive vice provost, reported on the meeting at USF last week on the changes to the core General Education Program. Discussions on the proposed core GEP are ongoing and several courses have been proposed to meet the new GEP requirements. The discipline meetings are continuing. The five courses approved in each discipline area will go to the GEP Steering Committee, and then to the presidents and provosts of the state institutions. It is unclear whether every institution will be required to offer all of the approved courses.

NEW BUSINESS

Approval of the Scholarship of Teaching and Learning Award Program

Melody Bowdon, director of the Faculty Center for Teaching and Learning, explained that minor changes to the document were made to clarify wording in the previous revision. Motion to approve the document was made and second. Motion carried.

Student Perception of Instruction

Motion made to go forward with the version of the SPoI that was approved at the October 18 Senate meeting. Seconded. The committee reviewed and discussed the input received regarding the proposed SPoI. A recommendation was made that the MyUCF popup should inform the students of the length of the SPoI, e.g., "Take a nine question survey." A recommendation was made that there be a publicity effort to inform faculty and students of changes to the SPoI. Communication to the faculty should be done through the deans and chairs. Motion to approve the form unanimously carried. The document will go forward to the next meeting of the full Faculty Senate for final approval.

Motion made to approve Resolution 2012-2013-1 Approval of the Proposed Student Perception of Instruction Form. Seconded. Discussion followed. The following changes were made and accepted as friendly amendments:

- In the first Whereas clause, replacing "proposed" with "revisions to the" and "has" with "have"
- In the second Whereas clause, replacing "proposed" with "tested"

- In the first Resolved clause, replacing "proposed" with "final"
- Converting the second Resolved clause into a Whereas clause and moving it to the beginning of the resolution: "Whereas, the Faculty Senate has previously endorsed the use of multiple measures in addition to the Student Perception of Instruction in the evaluation of faculty, and".

Motion to approve the resolution as amended carried. The approved resolution will read:

Resolution 2012-2013-1 Approval of the Proposed Student Perception of Instruction Form

Whereas, the Faculty Senate has previously endorsed the use of multiple measures in addition to the Student Perception of Instruction in the evaluation of faculty, and

Whereas, the ~~proposed~~ revisions to the Student Perception of Instruction form ~~has~~ have been pilot tested and evaluated, and

Whereas, the analysis of results from the ~~proposed~~ tested Student Perception of Instruction form identified several items that contributed little additional information due to low correlation, and

Whereas, the purpose of the Student Perception of Instruction is primarily to provide a mechanism to assist faculty in improving their teaching, and

Whereas, the Faculty Senate has considered these factors and a final revision has been reviewed,

Be It Resolved, that the Faculty Senate hereby approves the ~~proposed~~ final revisions to the Student Perception of Instruction form, ~~and~~

~~**Be It Further Resolved**, that the Faculty Senate strongly endorses the position that the evaluation of faculty should include multiple measures in addition to the Student Perception of Instruction.~~

Resolution 2012-2013-2 Correct Problems Associated with the Current Hangtag Pricing Policy
The committee discussed Resolution 2012-2013-2, sent forward from the Parking Advisory Committee.

Resolution 2012-2013-2 Correct Problems Associated with the Current Hangtag Pricing Policy

Whereas, the purpose of the Parking Services is to provide adequate parking facilities for students, faculty, and staff.

Whereas, the hangtag permits the UCF student, faculty, or staff to have the freedom of anonymity off campus for safety reasons, the safety of our students, faculty, and staff

should not be compromised by the undue burden of a significantly higher cost.

Whereas, the decal creates a problem for families with multiple users and two or more vehicles in terms of which vehicle can be used for commuting to work.

Whereas, the hangtag would encourage carpooling, thus reducing the parking burden on campus, but a higher price associated with the hangtag discourages carpooling.

Be It Resolved, that the current Parking Services Pricing Policy, be revised to reflect the following changes:

- The fees for a parking hangtag and a parking decal sticker be equalized such that they cover the cost of the materials only.

The committee discussed the resolution and expressed concerns about the clarity, accuracy, and tone of the resolution. The committee voted against adding the resolution to the November Senate agenda. It will be returned to committee with the following suggestions and concerns:

- Edit the title to remove "Problem". "Hangtag Pricing Policy" was suggested as a title.
- Equalizing will likely happen upwards.
- The first Whereas clause is incorrect. Parking Services has other purposes.
- The committee should seek information from Bill Merck's office on the financial issues involved.
- Correct the grammar of the second Whereas clause, possibly by deleting everything after "safety reasons" or inserting "and" after "safety reasons".

Resolutions 2012-2013-3 and -4 on Equitable Treatment and Benefits

The committee considered two resolutions on equitable treatment and benefits for university personnel.

Resolution 2012-2013-3 Fair and Equitable Treatment of University Personnel

Whereas, UCF is an equal opportunity employer, and

Whereas, the Faculty Senate and the university administration have previously recognized and endorsed diversity and non-discrimination, and

Whereas, policies endorsing equity and non-discrimination positively affect faculty members' lives and well-being, and

Whereas, such policies are associated with the recruitment and retention of quality personnel,

Be It Resolved, that the UCF Faculty Senate reaffirms the principle of fair and equitable treatment of university personnel in all aspects of faculty and staff experiences.

Resolution 2012-2013-4 Fair and Equitable Benefits for University Personnel

Whereas, the UCF Faculty Senate and the university administration have previously recognized and endorsed diversity and non-discrimination, and

Whereas, the UCF Faculty Senate has affirmed the policy of fair and equitable treatment of university personnel, and

Whereas, the policy of endorsing the extension of faculty benefits to partners and registered domestic partners is a clear demonstration of the principle of ensuring equity and non-discrimination for university personnel,

Be It Resolved that the UCF Faculty Senate supports the UCF Administration and Board of Trustees in their efforts in extending faculty benefits to partners and registered domestic partners.

Cook suggested that the second Whereas clause of 2012-2013-3 and the first Whereas clause of 2012-2013-4 be edited to include the Board of Trustees (BOT), as follows: "the Faculty Senate, university administration, and Board of Trustees". The committee discussed whether it would be accurate to include the BOT, and agreed that it would.

Motion made to approve 2012-2013-3. Seconded. It was suggested that the two resolutions be discussed together. Motion to approve 2012-2013-4. Seconded. Discussion of both resolutions followed. A question was raised about whether the term "faculty benefits" might be misunderstood. The UCF domestic partner registration process was discussed. A question was raised about the status of the current domestic partner benefits for faculty. Diane Chase explained that the BOT had approved the same domestic partner benefits for all employees. The UFF had asked for additional benefits, which the BOT did not approve. Domestic partner benefits for faculty are now being bargained.

The committee expressed concerns about the clarity of 2012-2013-3, and discussed whether the two resolutions were redundant. The committee proceeded to vote on 2012-2013-3. The motion to add this to the Senate agenda failed unanimously. The committee believed this policy was not as effective as 2012-2013-4 at enhancing the Faculty Senate's position on equal treatment if faculty.

The following edits were made as friendly amendments to 2012-2013-4:

- Add "Board of Trustees" to the first Whereas clause.
- Delete the word "faculty" when it modifies "benefits".
- Edit the Be It Resolved clause in 2012-2013-4 to read, "Be It Resolved that the UCF Faculty Senate recommends the extension of benefits to university registered domestic partners."
- Rename the resolution "Fair and Equitable Treatment and Benefits for University Personnel".
- In the second Whereas clause, replace "the policy of" with "that" and add "should exist" after "personnel".

- In the third Whereas clause, replace "partners and registered domestic partners" with "university registered domestic partners" and replace "is a clear demonstration of the principle of ensuring" with "ensures".

Motion to approve the resolution as amended unanimously carried. The approved resolution will read:

Resolution 2012-2013-4 Fair and Equitable Treatment and Benefits for University Personnel

Whereas, the UCF Faculty Senate, ~~and the~~ university administration, and Board of Trustees have previously recognized and endorsed diversity and non-discrimination, and

Whereas, the UCF Faculty Senate has affirmed ~~the policy of that~~ fair and equitable treatment of university personnel should exist, and

Whereas, the policy of endorsing the extension of ~~faculty~~ benefits to ~~partners and university~~ registered domestic partners ~~is a clear demonstration of the principle of ensuring~~ ensures equity and non-discrimination for university personnel,

Be It Resolved that the UCF Faculty Senate ~~supports the UCF Administration and Board of Trustees in their efforts in extending faculty benefits to partners and~~ recommends the extension of benefits to university registered domestic partners.

COMMITTEE REPORTS

Budget and Administrative Committee – *Arlen Chase*

The committee has had several meetings, and has broken into five subcommittees which are also meeting. A resolution will be coming forward on adding a pay raise for those who earn a score of three or higher on their post-tenure seven year evaluation cycle. The committee is working on a resolution urging cautious implementation of the legislature's STEM initiatives.

Parking Advisory Committee – *Aaron Liberman*

Nothing new beyond the resolution discussed above.

Graduate Council – *Jim Moharam*

The Appeals Committee met on 10/18 and 10/25. Its next meeting is scheduled for 11/8. The Curriculum Committee on 10/29. Its next meeting is scheduled for 11/19. The Program Review and Awards Committee met on 10/29. Its next meeting is scheduled for 11/2. The Policy Committee met on 10/24. Next meeting is scheduled for 11/14. There are no specific issues to report.

Personnel Committee – *Rob Folger*

The committee met on October 5, and discussed several topics for the committee to work on during this academic year. They are:

1. TIP/RIA/SoTL

2. Whether or not the University Promotion and Tenure Committee should have proportional representation. The committee unanimously did not see the need for a change.
3. Instructor promotion procedures and the role of service of instructors on committees, conflict of interest, etc. The committee will monitor the process for the year.
4. Deans and chairs annual evaluation. The committee to monitor and review process.
5. Criteria for promotion to full professor.
6. Promotion pathways for all UCF colleagues.
7. Number of sabbatical leaves available for colleges.

Undergraduate Council –*Kelly Allred*

There are no new issues to report. The next meeting is scheduled for November 13th.

Ad Hoc Grading Scale – *Ida Cook*

The committee has agreed to recommend that a pass/fail/honors option be considered only for the graduate level. The committee members are currently gathering feedback from their colleges on whether the colleges would be interested in utilizing the pass/fail/honors grades.

ADJOURNMENT

Meeting adjourned at 5:35 p.m.



*Dr. Melody Bowdon, Director
Karen L. Smith Faculty Center for Teaching and Learning
Classroom Building 1, Room 207
Phone: (407) 823-3544*

**UNIVERSITY OF CENTRAL FLORIDA
SCHOLARSHIP OF TEACHING AND LEARNING AWARDS PROGRAM
2012-2013 Procedures**

(Approved by the Faculty Senate Steering Committee, October 2, 2012)

Applications must be submitted to the Faculty Center for Teaching and Learning (FCTL), Classroom Building 1, Room 207 no later than 5:00 p.m. on March 15, 2013.

I. Program Overview

The Office of Academic Affairs provides the funding for these awards. For academic year 2012-2013, UCF will sponsor ten (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.

Deleted: remain within the respective college or unit for

Deleted: "recycling"

II. Funding

Regardless of the contract length (9-months or 12-months), award recipients will receive a \$5,000 increase to their base salary retroactive to August 8, 2012, the start of the 2012-2013 contract. The actual dollar amount awarded for the academic year 2012-2013 will reflect the employee's FTE for the year.

III. Faculty Eligibility Criteria

A faculty member is considered "eligible" for the SoTL award if all the following criteria are met:

1. The faculty member must be on a full-time 9 or 12 month appointment as an instructor or as a professor, associate professor, or assistant professor.
2. The faculty member must have at least four years of continuous service at UCF. Specifically, a faculty member must be employed at UCF **on or prior** to August 8, 2008.
3. No faculty member may receive the award more than **once every five years**. Previous award recipients -specifically, any faculty member who received a SoTL increase that became effective August 8, 2008, or later - are not eligible for a SoTL this year. Faculty who received the award in 2007-2008 or earlier are eligible to apply for the 2012-2013 awards.

IV. Award Criteria

The criteria for evaluating applicants' portfolios include the following four major categories (to

be applied as is appropriate for a specific discipline):

1. Value or impact of Scholarship of Teaching and Learning efforts both within the discipline and to the teaching and learning community, e.g., serving as an editor or a peer reviewer for a SoTL journal, presenting SoTL research results at professional conferences and other forums within and outside UCF.
2. Peer recognition of research and creative efforts in the same or related disciplines.
3. Publication of research and creative efforts in the same or related disciplines.
4. External grant and contract support for SoTL activities appropriate to the applicant's discipline.

V. Application Materials and Required Sections of the 1-inch Portfolio

Applicants who fail to follow the specific directions below (word count, etc.) will be disqualified.

1. Table of contents.
2. Nomination letter from the dean, director, chair, or a colleague written specifically in support of this award. Self-nominations are also accepted. The letter should stress the nominee's achievements in dissemination of knowledge relating to the Scholarship of Teaching and Learning.
3. Statement of Scholarship of Teaching and Learning philosophy (250 words, maximum, 12 point font).
4. Statement of the value and impact of the nominee's scholarship and of the efforts made to disseminate that knowledge (100 words maximum, 12 point type).
5. Curriculum Vita with Scholarship of Teaching and Learning grants and research **highlighted**. Applicants may include brief annotations in the CV to help the committee understand why specific entries fit into the SOTL category. Applicants who have won the SOTL award in previous years should not highlight entries from the previous award period/s.
6. Narrative on the impact of the applicant's Scholarship of Teaching and Learning research in which the student population, teaching and assessment innovations, results, impact on student learning and plans for further action are described. (500 word maximum, 12 point font)
7. Appendices: Hard copies of book cover, first two pages of articles or other publications, grants, or other appropriate materials. Student work samples or other evidence of student learning from a SoTL research study must be de-identified.

VI. Evaluation and Award Process

The award winners will be determined by a university-level committee consisting of one (1) tenured and annually elected faculty member from each of the colleges and the director of the

FCTL. The elected faculty members, preferably and to the extent possible, should have demonstrated accomplishments in the area of scholarship of teaching and learning. 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 director of FCTL will convene the first meeting of the committee and the committee chair shall be elected at this first scheduled meeting of the committee. Each winner will be invited to submit a SOTL-focused article for publication in FCTL's *Faculty Focus*.

Scholarship of Teaching and Learning Awards
2012-2013 Schedule

November 1, 2012	Faculty Senate Steering Committee completes its review of SoTL Award requirements.
November 2, 2012	SoTL Award Criteria distributed to all faculty.
December 15, 2012	Each college holds election for a SoTL Review and Selection Committee member. Names are to be sent to Melody Bowdon by December 15, 2012.
January 22 and February 11, 2013	SoTL workshops for all faculty in Faculty Center, CL1, 207.
March 15, 2013	SoTL portfolios due to FCTL by 5:00 p.m.
April 13, 2013	Committee's recommendation due to Christine Morgan in Academic Affairs.
April 23, 2013	FCTL to notify all applicants of outcome.

Deleted: October 2

Deleted: October 14

Resolution 2012-2013-1 Approval of the Proposed Student Perception of Instruction Form

Whereas, the Faculty Senate has previously endorsed the use of multiple measures in addition to the Student Perception of Instruction in the evaluation of faculty; and

Whereas, the revisions to the Student Perception of Instruction form have been pilot tested and evaluated; and

Whereas, the analysis of results from the tested Student Perception of Instruction form identified several items that contributed little additional information due to low correlation; and

Whereas, the purpose of the Student Perception of Instruction is primarily to provide a mechanism to assist faculty in improving their teaching; and

Whereas, the Faculty Senate has considered these factors and a final revision has been reviewed,

Be It Resolved, that the Faculty Senate hereby approves the final revisions to the Student Perception of Instruction form.

Student Perception of Instruction

Instructions: Please answer each question based on your current class experience. You can provide additional information where indicated.

All responses are anonymous. Responses to these questions are important to help improve the course and how it is taught. Results may be used in personnel decisions. The results will be shared with the instructor after the semester is over.

Please rate the instructor's effectiveness in the following areas:

1. Organizing the course:

a) Excellent b) Very Good c) Good d) Fair e) Poor

2. Explaining course requirements, grading criteria, and expectations:

a) Excellent b) Very Good c) Good d) Fair e) Poor

3. Communicating ideas and/or information:

a) Excellent b) Very Good c) Good d) Fair e) Poor

4. Showing respect and concern for students:

a) Excellent b) Very Good c) Good d) Fair e) Poor

5. Stimulating interest in the course:

a) Excellent b) Very Good c) Good d) Fair e) Poor

- 6.** Creating an environment that helps students learn:
a) Excellent b) Very Good c) Good d) Fair e) Poor
- 7.** Giving useful feedback on course performance:
a) Excellent b) Very Good c) Good d) Fair e) Poor
- 8.** Helping students achieve course objectives:
a) Excellent b) Very Good c) Good d) Fair e) Poor
- 9.** Overall, the effectiveness of the instructor in this course was:
a) Excellent b) Very Good c) Good d) Fair e) Poor
- 10.** What did you like best about the course and/or how the instructor taught it?
- 11.** What suggestions do you have for improving the course and/or how the instructor taught it?

**Resolution 2012-2013-2 Fair and Equitable Treatment and Benefits for University
Personnel**

Whereas, the UCF Faculty Senate, university administration, and Board of Trustees have previously recognized and endorsed diversity and non-discrimination; and

Whereas, the UCF Faculty Senate has affirmed that fair and equitable treatment of university personnel should exist; and

Whereas, the policy of endorsing the extension of benefits to university registered domestic partners ensures equity and non-discrimination for university personnel,

Be It Resolved that the UCF Faculty Senate recommends the extension of benefits to university registered domestic partners.