

Faculty Senate Meeting
Minutes of
November 16, 2017

William Self, chair, called the meeting to order at 4:01 p.m. The roll was circulated for signatures.

MINUTES

A motion to approve the minutes of October 19, 2017 was made and seconded. The minutes were approved as recorded.

RECOGNITION OF GUESTS

Linda Sullivan, Assistant Vice President, Institutional Knowledge Management
Andre Watts, Associate Director, Institutional Knowledge Management
Debbie Hahs-Vaughn, Assistant Vice Provost for Faculty Excellence and Professor,
College of Education and Human Performance
Sarah Lovel, Assistant Director, Human Resources
Maria Beckman, General Counsel's Office
Nancy Myers, Director, Office of Institutional Equity
Keisha Hoerrner, Associate Dean for Teaching and Learning and the College of
Undergraduate Studies
Kim Schneider, Assistant Dean, College of Undergraduate Studies and Director of
Undergraduate Research
Elizabeth Dooley, Vice Provost and Dean of Teaching and Learning and College of
Undergraduate Studies
Lucretia Cooney, Associate Director, Faculty Excellence
Paige Borden, Associate Provost of Academic Program Quality and Associate Vice
President for Institutional Knowledge Management

ANNOUNCEMENTS

Dr. Self welcomed Alfons Schulte as a College of Sciences senator, replacing John Lynxwiler. Dr. Schulte will be serving on the Undergraduate Course Review Committee.

OLD BUSINESS

None.

REPORT OF THE PROVOST

Dean Searches

Last month, UCF announced Dr. Sheila Amin Gutiérrez de Piñeres as the dean of the Burnett Honors College. Dr. Piñeres was previously the Executive Vice President for Academic Affairs and Special Initiatives and Dean of the Faculty at Austin College. She will start July 2, 2018 and was a previous ACE Fellow at UCF.

The Rosen College of Hospitality Management dean search committee has identified semi-finalists. Two internal candidates completed on-campus interviews including Dr.

Youcheng Wang and Dr. Sevil Sonmez. Dr. Christian Hardigree from Kennesaw State University will be on campus interviewing November 21.

Chairman Marchena has charged the Presidential Search committee. The first meeting is scheduled for November 20 at the Fairwinds Alumni Center. The search committee meetings will be open to the public and live streamed at www.ucf.edu/leadership/presidential-search/ to keep everyone informed.

Task Forces

The Academic Health Sciences Center (AHSC) and the Urban, Innovation, and New Media task forces are finalizing recommendations and will present multiple scenarios. If recommendations are submitted by the end of the Fall semester, progress towards implementation will take place in the Spring semester with the new academic structure starting in July. Updates can be found at <https://www.cohpa.ucf.edu/envisioning-academic-future/>.

The Faculty Excellence and UCF Global task force was formed to make recommendations on how these two units' leadership should be organized. Dean Michael Johnson is leading the task force and recommendations are anticipated by the end of the Fall semester.

UCF Downtown

Construction is scheduled to start next month. Tours are being offering every Friday morning. The tours target the faculty scheduled to be relocated to the downtown campus, but are open to any faculty interested. If interested, contact Isabel Hagan.

Collective Impact Community Challenge

There is a section in the Collective Impact Strategic Plan about choosing an issue that is acute in our community that can be scaled or replicated for global impact. We are now looking for a second challenge. Applications can be submitted at <https://www.ucf.edu/strategic-plan/> until November 17.

Provost Forums

The provost forums held last year are being scheduled for 2017-2018. These forums will be repeated in 2017-2018 to provide updates on collective progress. The four forums include Research and Graduate Studies, Faculty Excellence and Prominence, Student Success, and Funding and Philanthropy. The first two forum scheduled are:

Research and Graduate Studies, Liz Klonoff
November 17, 2017
9:00 – 10:30 a.m.
Morgridge International Reading Center

Faculty Excellence and Prominence, Jana Jasinski
December 6, 2017
3:00 – 4:30 p.m.
Morgridge International Reading Center

If you are unable to attend in person, the forums will be live streamed from the provost's website.

Bill and Melinda Gates Foundation

We had been planning for a visit from the President and CEO of the Foundation since September. However, we were pleasantly surprised when both Bill and Melinda Gates visited the campus for a day and a half. While on campus they learned more about UCF online and blended courses, DirectConnect, UCF Online, first time in college students, and transfer students.

Puerto Rico Faculty Support

Hurricane Maria is still being felt heavily by the community. UCF received 900 applications from Puerto Rican students for the Spring semester. So far, 130 students have been admitted, while other students are finding it difficult to get transcripts or records. UCF has qualified as being a Hispanic serving institution and is the number one destination for Puerto Ricans after the hurricane. Dr. Whittaker presented the following requests:

1. Puerto Rican Faculty – If you are willing to share room in a research lab, room, or office space with faculty that can't access their facility; can offer a post-doc, adjunct position, or other temporary position email helpresearcher@ucf.edu.
2. The Latino Faculty and Staff Association (LaFaSA) – Looking for faculty and staff proficient in Spanish to help in the transition of faculty and students. If you are able to help email LAFASA@ucf.edu.
3. UCF Faculty – If you need to travel to Puerto Rico for military or family purposes, contact Jana Jasinski to discuss issues involving extending the tenure clock, modified instructional duties, online course replacement for future semesters. In addition the Employee Assistance Program is available.

Questions

There have been a couple of presentations regarding the changes in how overhead return is paid out to the departments and colleges going forward. However, there is a gap in time with the overhead that was generated and not returned. In the past, overhead was paid on a 2-year moving average. Right now we are getting overhead from the end of 2015-2016. We have been told the rest of the money is gone. We would like to know where the money went and why we aren't getting it back?

The provost will find out more information.

NEW BUSINESS

Amendements/vote on resolutions brought forward by Steering August 17, 2017.

Resolution 2017-2018-2 Faculty Senate Bylaw Change, Undergraduate Policy and Curriculum and Undergraduate Course Review Committees; Resolution 2017-2018-3 Faculty Senate Bylaw Change, Undergraduate Common Program Oversight Committee; and Resolution 2017-2018-4 Faculty Senate Bylaw Change, Admissions and Standards Committee were developed over the summer based on conversations with the College of Undergraduate Studies. The changes accurately reflect the duties of the committees.

Motion and second to approve Resolution 2017-2018-2 Faculty Senate Bylaw Change, Undergraduate Policy and Curriculum and Undergraduate Course Review Committees. No discussion.

Vote: All in favor; motion passes.

Motion and second to approve Resolution 2017-2018-3 Faculty Senate Bylaw Change, Undergraduate Common Program Oversight Committee. No discussion.

Vote: All in favor; motion passes.

Motion and second to approve Resolution 2017-2018-4 Faculty Senate Bylaw Change, Admissions and Standards Committee. No discussion.

Vote: All in favor; motion passes.

Resolution 2017-2018-5 Faculty Senate Bylaw Change, Governance in Academic Units
An informal working group led by Kevin Coffey revised resolution 2016-2017-9 that was denied last year. This resolution is now up for discussion prior to possible amendment and vote at the January meeting. Open for discussion.

Question: What is the rationale for specifying “senior faculty” on line 51?

Answer: An executive committee may have to disagree with a chair, therefore, it could put tenure-track faculty in a bad position.

Question: What is senior; tenured associate or full professor?

Answer: That is left to the departments and college to define.

Question: Line 46, what does posted online mean and what kind of support will be given?

Answer: Section B. suggests what should be included in the bylaws. It’s the responsibility of each department to make those decisions.

No other questions.

Advance notification of resolution brought forward by Steering for the December 7 Senate meeting

Resolution 2017-2018-7 Faculty Senate Bylaw Change, University Promotion and Tenure Committee and Procedures was distributed November 3. The Steering Committee established a December 7 Senate meeting devoted to discussing the resolution prior to amendment/vote. Any process change requires modification to the regulation and Board of Trustees approval prior to the next promotion and tenure cycle that starts in the spring. Any questions regarding the resolution?

Question: Have you considered providing a course release to handle the volume instead of changing the process?

Answer: Not discussed, but it seemed better to remove the unanimous applications. Most of the work of the committee occurs over the winter break and in the Spring semester.

Question: Didn't the Steering Committee report on the 3-year history of unanimous applications? Does anyone remember the percentages?

Answer: About half.

Comment: If the percentage was spread evenly across the colleges that would be one thing, but if one college is harsher, it puts that college under more scrutiny. The committee doesn't see what was passed to the provost.

Comment: Line 23, all unanimous positive votes at all levels before the the University Promotion and Tenure Committee review were approved by the Provost and the Board of Trustees. I don't see what happen to all that received positive votes and the departmental and college level at the committee? Seems like a piece of information is missing.

Comment: Personnel Committee also looked at information that compared university committee votes versus provost votes and different thresholds down to 60% positive votes at the department and college level. The committee is recommending unanimous as the threshold.

Comment: Line 43, instead of "assigned", maybe indicate that the committee has the right to waive a review. This way all applications remain with the committee and doesn't create a permanent change. Especially when work load is no longer an issue.

Response: This would still require a change in the process. Good comments, reminder that if you want to recommend a change, have the language ready.

Comment: Seems like changing the process due to a work load issue may result in a lot of consequences in the long-term. We talked about changing assignments so that not all committee members would have to review all applicants. It seems like we are setting up two different tenure and promotion processes.

Question: Has anyone addressed the letter from the union to the Steering Committee that indicates the Senate doesn't have the right to make this change?

Answer: Haven't had an opportunity to respond, but we are fairly sure we have the right to change the bylaws.

Comment: The Personnel Committee looked at the contract. The promotion and tenure articles allow the university a lot of discretion. We looked at the role of the university promotion and tenure committee and how other universities define that role. As an advisory committee to the provost, the committee helps sort out decisions with mixed votes and advise the provost on those cases. This would allow the committee to spend more time on those cases.

Question: Do other universities skip the committee?

Answer: Yes, and we looked at the different ways universities handled the work load issue. We took this route for uniformity.

Comment: The contract section relevant is 15.4 (a) Modifying Criteria which states the University may modify the criteria for tenure as long as the union has been notified of the proposed changes and offered an opportunity to discuss such changes.

Response: This isn't a criteria change, it's a process change.

Response: This resolution has to be accompanied by a regulation change which goes to the union for review.

Question: This might make the role of the committee more uniform, but fundamentally it makes the whole process nonuniform by having some go to the committee where others don't. It creates two different tracks.

Answer: We looked at two alternatives. Giving the committee the alternative to decide which unanimous cases go forward or two parallel university committees which can result in two people from the same college on two different committees looking at different thresholds. These seem less uniform than what is being proposed.

Comment: When the Personnel Committee looked at the data, every application that had 80% or higher unanimous vote were all giving tenure or promoted by the provost. Making the threshold 100% doesn't change the ultimate outcome.

Question: Why can't the university committee internally provide less time reviewing unanimous cases?

Answer: Even a cursory review involves accessing and reviewing all the decisions that led to the recommendation. In addition to reviewing the dossier, the different criteria, and writing a draft recommendation that is distinct from the previous recommendations. The discussion may be shorter, but the time is significant.

Comment: But the procedural change doesn't require a bylaw change.

Response: But the procedural change wouldn't have enough impact to save time.

Comment: This was raised in the summer emergency meeting and a concern was raised that if the regulation was not changed that law suits would ensue.

Question: Don't you have to know what a good case looks like?

Answer: We look strictly a review of the file and the written criteria. It's not a comparison between people, which would be inappropriate.

Comment: When you are reviewing someone outside of your field, it's helpful to see other applications.

Question: If the threshold is 100%, wouldn't that encourage votes to ensure a review?

Answer: If the vote was 98% or 90%, the outcome would probably be approved because historically, anything over 80% was approved.

Comment: The human behavior aspect was discussed over the summer. Anytime someone votes no, they have to have a written justify of the vote.

Comment: The vote is anonymous.

No other discussion.

Faculty Salary Gender Study - Presentation

As an extension of the Faculty Salary Study presented in 2016, the Senate Personnel Committee requested an equity study. The initial presentation of the study was presented this past March. Since then, Institutional Knowledge Management and a working group has been working on the model and reviewing the analyses. A Faculty Salary Equity Study handout was distributed. Linda Sullivan presented the summary results.

Dr. Sullivan thanked the working group including Mason Cash, Bridget Rubenking, Tian Tian, Linda Walters, Grace White, Debbie Hahs-Vaughn, Ana Leon, Sarah Lovel, Nancy Myers, Zack Merritt, Amanda Miller, and Andre Watts. Discussed the timeline, study data and methodology and key findings. Discussed the study timeline, data and methodology, and key findings. The working group made five recommendations, based on the study.

Provost Whittaker thanked the Senate and Institutional Knowledge Management for the careful and detailed study. The provost discussed and responded to the five recommendations:

1. Perform salary equity analyses every 3 to 5 years to monitor diversity and equity in faculty salaries over time, consistent with the UCF mission for equality.
Response: Excellent methodology is in place. In the future, it is possible that other variables will be explored. Committed to the recommendation in conjunction with Faculty Excellence, Faculty Senate, and Institutional Knowledge Management.
2. The university commit to a plan to impose a salary floor by rank and degree attainment.
Response: Would consider, but has to be discussed in bargaining.
3. Conduct administrative review of individual faculty whose salary fall below the lowest bounds of predicted salary intervals, based on the control factors, and commit to alleviating any potential salary inequities among existing employees.
Response: Committed to the recommendation and will do an individual review for each faculty members shown outside of the bounds.
4. Conduct a similar analytic salary study of non-tenure-earning instructors and lecturers, and a follow-on study of salary compression for tenured/tenure-earning faculty.

Response: Committed to a similar study for non-tenure-earning instructors and lecturers. Once completed, we will consider doing a salary compression study. The top issue right now is equity.

5. Implement required training for faculty search committees to contribute to the diversity efforts consistent with the UCF mission.

Response: Committed and effort has already started.

Provost discussed planned action items including:

1. Bring salaries up to the lowest predicted level who are at the 90% confidence level. This requires the review of about twenty faculty members.
2. Close the female and underrepresented minority equity gap demonstrated in the study. This will impact about 87 faculty members.

The action items will be accomplished using administrative discretionary increases (ADI) which was bargained last year. The amount will be taken off the top of the ADI pool as soon as bargaining is completed and assuming the union again provides ADI for equity. UCF would like to solve this issue once and monitor going forward.

Question: The report last spring showed a higher percentage for all ranks. Why is it different?

Answer: This initial study used a different data set and didn't include awards. We went back to peoplesoft for a more accurate data set.

Question: Wouldn't you want to remove the awards? Women and women of color apply for and win the awards more frequently. They may have been hired at a lower salary and are only at the right range due to the awards.

Answer: The initial data didn't include the awards. Awards were asked to be included.

Question: Can you do a run without the awards?

Answer: Yes.

Question: Based on the different models, the outcome would be different?

Answer: Based on 3-4 different Faculty Salary Equity study models conducted at other universities. The sub-committee felt these were the appropriate models.

Question: What did we learn that we didn't know before?

Answer: Re-enforced what we thought.

Comment: The scholarly literature has been communicated for the past 30-years.

Question: What about the intersection of women and women of color?

Answer: Deferred to the full report for the details.

Comment: Awards are a salary increase when they get a \$5,000 award added to their salary permanently. Somewhat object to compression not being an issue. It is still an equity issue if you are doing the same work.

Comment: The study and the methodology was good at identifying the problem, but not identifying the cause. This won't help prevent the issue from happening again.

Comment: We have talked about search committees needing training, but the hiring official make the offer and should include additional training.

Question: What happened to the Cynthia Young group that meet with minority faculty? Many of the issues of why this happens were being discussed.

Answer: Dr. Dooley indicated that based on insights from the Spring and Summer meetings, UCF is bringing on-board a faculty fellow to help us understand. We have identified the faculty fellow and an announcement is forthcoming.

High Impact Educational Practices – Presentation

Dr. Self introduced Elizabeth Dooley, Vice Provost for Teaching and Learning and Dean of the College of Undergraduate Studies and Kim Schneider, Assistant Dean of the College of Undergraduate Studies. A handout was provided with the agenda.

Reviewed the Collective Impact Strategic Plan metrics, the benefits of high impact practices to students, current high impact initiatives, the Institutional Knowledge Management portal, current status at UCF, signature experiences, and high impact practices course designation.

Comment: Effective practices don't seem to move forward because they are disconnected with tenure and promotion. It would be wonderful if high impact practices were apart of the annual evaluation.

Question: Does this change the zero credit hour option?

Answer: No, we still have the zero credit hour option for undergraduate research and internships.

Question: It's not only the zero credit hour, students can take up to six credit hours for research as an elective. Does that count?

Answer: It depends on the program. We would like faculty to build the high impact practices into the courses. This is up to the departments and the faculty to make these decisions.

Question: How does this become possible when the decisions are up to the chairs and directors?

Answer: We have been talking with the deans.

COMMITTEE REPORTS

Budget and Administrative Committee – Tina Buck

The committee has been discussing the issue regarding travel awards.

Information Technology Committee – Reid Oetjen

No report.

Parking, Transportation and Safety Committee – Ahmad Elshennawy

No report.

Personnel Committee – Stephen King

The committee discussed the issue of short notice to faculty regarding teaching assignment (summer, night class, or mode), not allowing enough preparation time. There are policies in existence and the committee believes this might be a training issue for faculty and chairs and directors. Also discussed coursework materials given to other faculty. We are looking into the contract and this may also be a training issue.

Graduate Council – Jim Moharam

Committees are meeting and conducting normal business.

Undergraduate Council – Charles Kelliher

No report.

OTHER BUSINESS

None.

ADJOURNMENT

The meeting adjourned at 5:45 p.m.



Faculty Salary Equity Study

Working Group Final Report to Faculty Senate

November 16, 2017

Working Group Members

Faculty Senate

Mason Cash

Associate Professor, College of Arts & Humanities

Bridget Rubenking

Assistant Professor, College of Sciences

Tian Tian

Lecturer, College of Engineering & Computer Science

Linda Walters

Director, Center for Success of Women Faculty
Professor, College of Sciences

Grace White

Lecturer, College of Sciences

Faculty Excellence

Debbie Hahs-Vaughn

Assistant Vice Provost - Faculty Excellence
Professor, College of Education & Human Performance

Ana Leon

Interim Director, Faculty Success Initiatives
Professor, College of Health & Public Affairs

Human Resources

Sara Lovel

Assistant Director - Classification & Compensation

Office of Institutional Equity

Nancy Myers

Director

Institutional Knowledge Management

Zack Merritt

Statistical Analyst

Amanda Miller

Sr. Data Analyst

Alyssa Mullins

Data Analyst

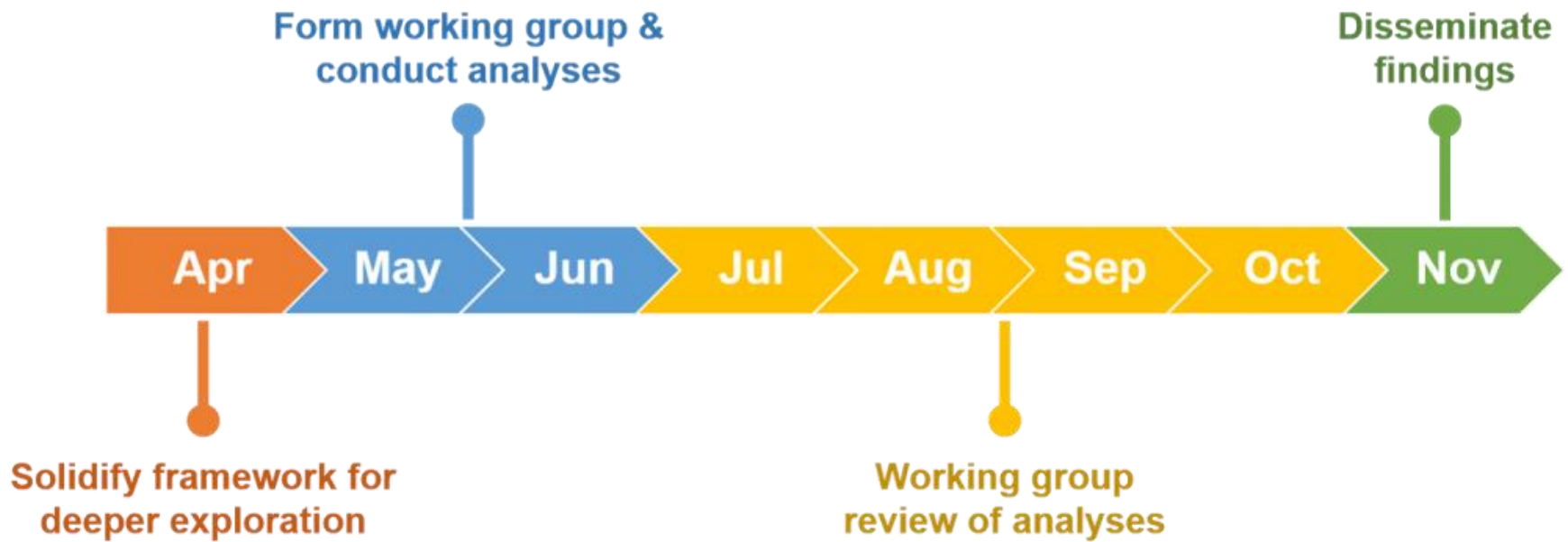
Linda Sullivan

Assistant Vice President

Andre Watts

Associate Director

Study Timeline



Study Data and Methodology

Sample	Tenured or tenure-earning faculty employed full-time as of November 1, 2016 (n=935). High level administrative faculty and faculty for MD programs were excluded.
Methodology	<p>This study includes descriptive and multivariate analyses. Three regression models were used to explore the effect of gender and race on salary, by rank.</p> <p>Additionally, prediction intervals were used to identify extreme and cautionary outliers: faculty whose salary was below the lowest predicted value.</p>
Variables	<p><i>Dependent</i> – The logarithm of the 2016 9-month salary (or converted equivalent for 12-month faculty) as of Nov. 1.</p> <p><i>Predictors</i> – gender, race/ethnicity, gender x race/ethnicity</p> <p><i>Controls</i> – college, total faculty years at UCF, number of ranks held at UCF, administrative roles, number of awards earned, number of merit increases, number of times on leave</p>

Key Findings

- **66% of the sample were men, and 66% were white.** Increasing gender and racial diversity emerged by rank, particularly among assistant professors.
- **Female associate professors earn 3.9% less** than their male peers, controlling for college, years as UCF faculty, ranks held, administrative roles, leave, awards, and merit increases ($p < 0.05$).
- **Underrepresented minority associate professors earn 4.8% less** than their white peers controlling for college, years as UCF faculty, ranks held, administrative roles, leave, awards, and merit increases ($p < 0.10$).
- No statistically significant gender or racial differences in salary emerged among full or assistant professors.
- Records of individual faculty whose salary falls below the lowest bounds of predicted salary intervals, based on the control factors, will be made available to appropriate administrators for review of salary.

Working Group Recommendations

- 1. Perform salary equity analyses every 3 to 5 years** to monitor diversity and equity in faculty salaries over time, consistent with the UCF mission for equality.
- 2. The university commit to a plan to impose a salary floor** by rank and degree attainment.
- 3. Conduct administrative review of individual faculty** whose salary fall below the lowest bounds of predicted salary intervals, based on the control factors, and commit to alleviating any potential salary inequities among existing employees.
- 4. Conduct a similar analytic salary study of non-tenure-earning** instructors and lecturers, and a **follow-on study of salary compression** for tenured/tenure-earning faculty.
- 5. Implement required training for faculty search committees** to contribute to the diversity efforts consistent with the UCF mission.

Planned Action Items

1. Bring salaries up to the lowest predicted level (90% confidence level)
2. Close the female and underrepresented minority equity gap

How?

Set aside funds from central ADI.

Final Report available

<http://ikm.ucf.edu/analytics/faculty-salary-equity/>



UCF FACULTY SALARY EQUITY STUDY

WORKING GROUP SUMMARY OF FINDINGS

BACKGROUND

This single year “snapshot” study of 2016 tenured/tenure-earning faculty salaries explores salary differences by gender and ethnicity. This research was conducted between April and August 2017 and was informed by equity studies conducted at other institutions. This research does not analyze salary changes over time and does not intend to provide an exhaustive list of factors that contribute to salary differences.

The working group includes representatives from Faculty Excellence, Faculty Senate, Human Resources, the Office of Institutional Equity, and Institutional Knowledge Management. The 7 faculty members on the working group represented 5 colleges; ranks = 3 Professors, 1 Associate Professor, 1 Assistant Professor, 2 Instructor/Lecturers.

The full report includes working group recommendations including replication efforts. The working group also recommends the consideration that sample size may affect significance or lack of significance found among certain groups, urging administration to supplement these analyses with individual level review.

2016 “SNAPSHOT” STUDY FINDINGS

- ❖ **66% of the sample were men, and 66% were white.** Increasing gender and racial diversity emerged by rank, particularly among assistant professors.
- ❖ **Female associate professors earn 3.9% less** than their male peers, controlling for college, years as UCF faculty, ranks held, administrative roles, leave, awards, and merit increases ($p < 0.05$).
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- ❖ No statistically significant gender or racial differences in salary emerged among full or assistant professors.
- ❖ Records of individual faculty whose salary falls below the lowest bounds of predicted salary intervals, based on the control factors, will be made available to appropriate administrators for review of salary.

2016 “SNAPSHOT”

Sample

Tenured or tenure-earning, faculty employed full-time as of November 1, 2016 ($n=935$). High level administrative faculty and faculty for MD programs were excluded.

Methodology

This study includes descriptive and multivariate analyses. Three regression models were used to explore the effect of gender and race on salary, by rank.

Additionally, prediction intervals were used to identify extreme and cautionary outliers: faculty whose salary was below the lowest predicted value.

Variables

Dependent

The logarithm of the 2016 9-month salary (or converted equivalent for 12-month faculty) as of November 1.

Predictors

- Gender
- Race/Ethnicity
- Gender x Race/Ethnicity

Controls

- College
- Total faculty years at UCF
- Number of ranks held at UCF
- Administrative roles
- Number of awards earned
- Number of merit increases
- Number of times on leave

The background of the slide features a large, circular, embossed seal of the University of Central Florida (UCF) on a brick floor. The seal includes the text "UNIVERSITY OF CENTRAL FLORIDA" and "1963". A large, reflective globe is positioned in the center of the seal. The entire image has a warm, golden-yellow color cast.

High Impact Practices: Campus-Wide Initiative

Faculty Senate Presentation

Dr. Kimberly Schneider

Assistant Dean of the College of Undergraduate Studies
Director, Undergraduate Research

Dr. Elizabeth A. Dooley

Vice Provost for Teaching and Learning
Dean of the College of Undergraduate Studies



Background

Collective Impact Strategic Plan Metrics

- Increase student participation in internships and co-ops by 50%
- Increase service learning by 50%
- Increase undergraduate research by 50%
- Increase participation in the Showcase of Undergraduate Research Excellence by 50%
- 100% high impact for all students

Benefits to Students (via AACU)

Why are HIPs so effective?

- Students see connections between different courses as they integrate and synthesize material
- Students can apply what they have learned
- Students tend to talk about substantive matters outside of class
- Encourages deep learning and student engagement

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
<i>First-Year</i>				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
<i>Senior</i>				
Study Abroad	++	+	+	++
Student-Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013).

What Are High Impact Educational Practices (HIPs) at UCF?

High Impact Educational Practices (HIPs) are learning experiences that strengthen a student's academic experience. Participating in HIPs strengthens a student's ability to develop intellectually and gain practical skills such as communication, collaboration, and critical thinking. (Kuh, 2008).

Students engaging in HIPs should:

- 1) Devote considerable time and effort to purposeful tasks that deepen their commitment to their activity and academic program.
- 2) Interact with faculty about substantive matters over an extended period of time.
- 3) Experience diversity and inclusion through contact with people who are different from themselves.
- 4) Receive frequent constructive feedback about their performance.
- 5) Connect what they are learning in different settings on-and-off campus.
- 6) Receive the tools and ethical grounding to act with confidence for the betterment of the human condition.

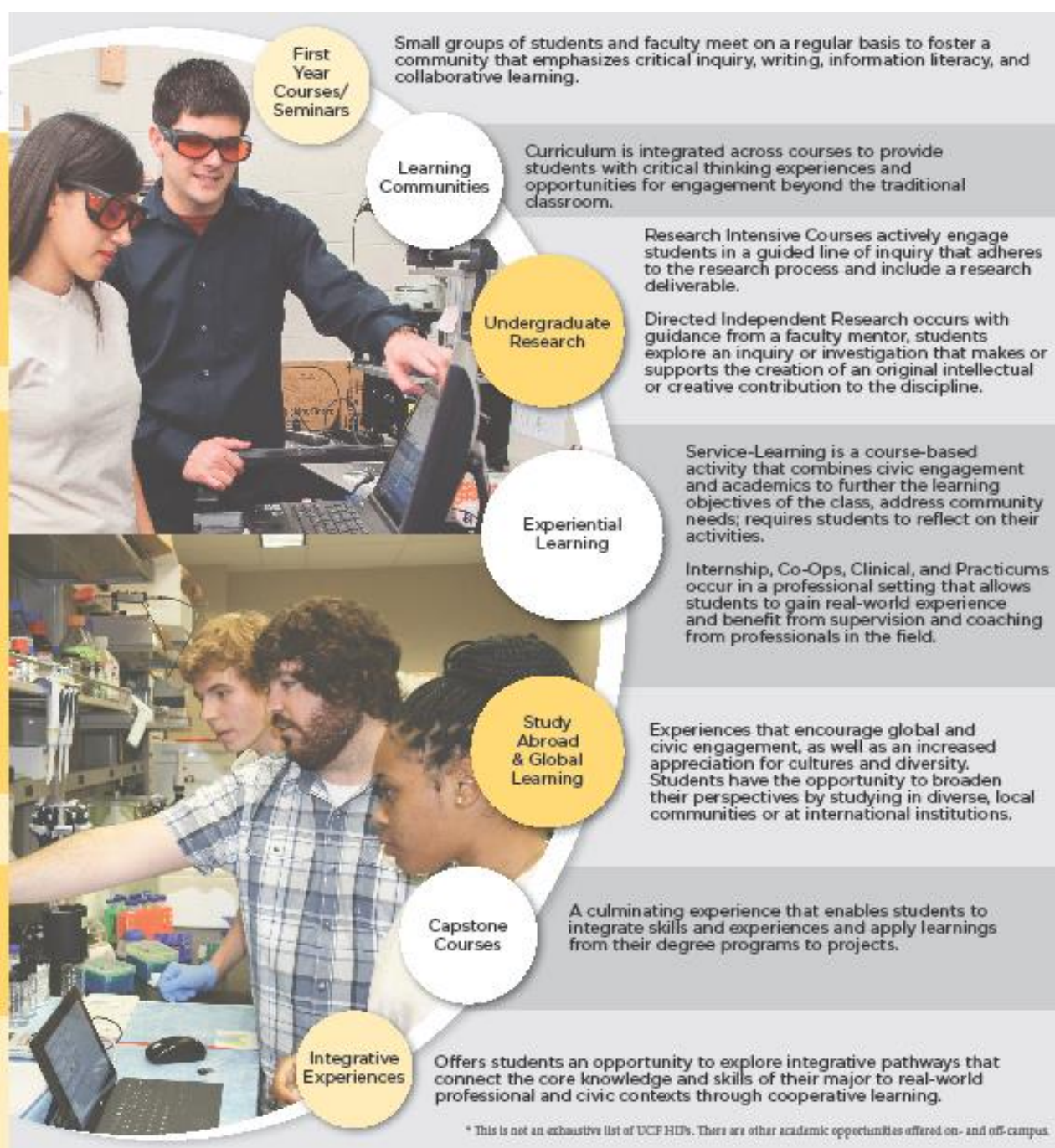
UCF HIP Signature Experiences:
A Campus-Wide Initiative

Specific upper division HIPs will be designed as signature experiences for each degree program, as a culminating academic experience. Beginning in the 2020-2021 catalog year, these experiences will be a graduation requirement.

Kuh, G. D. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges and Universities.



Division of Teaching and Learning



Current HIP Initiatives

(1) IKM HIP Portal

Centralized database of HIP participation at UCF.

Access provided through colleges.

Data used for variety of purposes.

(2) HIP Signature Experience Initiative (SEI)

Upper- division coursework, selected by each degree program.

Successful completion of one SEI is required for graduation starting in catalog year 2020-21.

(3) HIP Course Designations

Allow students to chose an appropriate High Impact course to fit their plan of study.

Helps UCF HIP involvement.

Allows UCF to track data on HIP enrollment.

1) IKM HIP Portal

Tracking High Impact

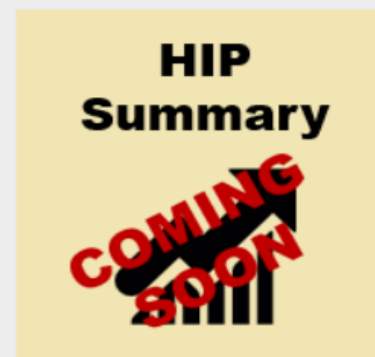
- Collaboration with Institutional Knowledge Management (IKM)
- Portals:
 - Undergraduate Research
 - Experiential Learning (i.e., internships)
 - Coming soon: Global Learning, High Impact Designated Courses, Capstones Courses

Uses of IKM Dashboard

- Department detailed reports
- Grants, reports, assessment
- University level tracking, planning, and strategic decisions
- Faculty individual report for undergraduate research



High Impact Academic Practices



Undergraduate Research



Experiential Learning



Global Learning



High Impact Designated Courses



2) UCF HIP Signature Experiences: A Campus-Wide Initiative

An inclusive, immersive culminating academic experience that seeks to deepen learning and provide students the foundation to be successful in a world of unscripted problems.

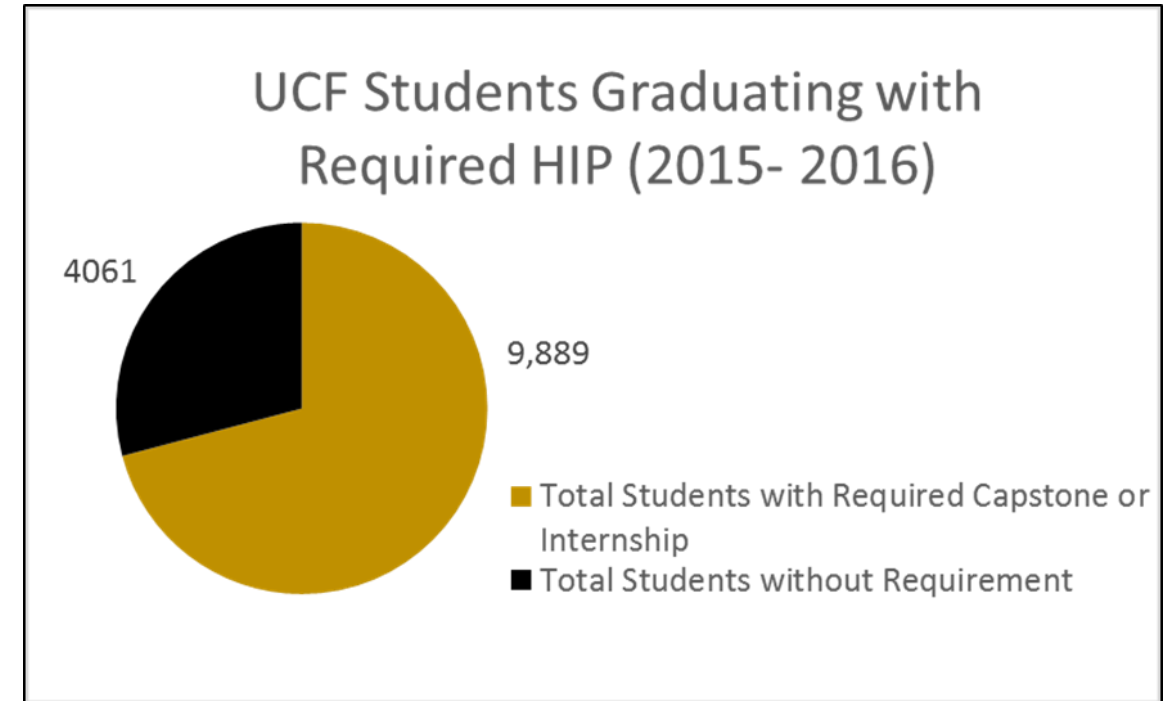
- Stretch target is “Signature Work”

An integrative upper-level experience

- Culminating academic experience
- Graduation requirement
- Inclusive to all students, FTIC and transfer
- Many degree programs have capstone and/or internship requirements
- Degree programs choose their signature experience, several models

Current Status at UCF

- 73 of all 108 degree programs (tracks) have a required capstone and/or internship component.
- 71% of students graduating in 2015-2016 did participate in an degree program tracked internship or capstone.



2) UCF HIP Signature Experiences: A Campus-Wide Initiative

An inclusive, immersive culminating academic experience that seeks to deepen learning and provide students the foundation to be successful in a world of unscripted problems.

- Stretch target is “Signature Work”

An integrative upper-level experience

- Culminating academic experience
- Graduation requirement
- Inclusive to all students, FTIC and transfer
- Many degree programs have capstone and/or internship requirements
- Degree programs choose their signature experience, several models

3) HIP Course Designation

In an effort to provide an engaged learning experience across disciplines, qualifying High Impact Educational Practices (HIPs) courses will be reviewed for one of three UCF HIP designations.

Courses for Designation:

- Integrative Experience Courses
- Research Intensive Courses
- Service Learning (already designated)

Questions?

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Resolution 2017-2018-2 Faculty Senate Bylaw Change, Undergraduate Policy and Curriculum and Undergraduate Course Review Committees

Whereas, the duties and responsibilities of the Undergraduate Policy and Curriculum and Undergraduate Course Review committees have not been updated to reflect university organizational or process changes since 2010; and

Whereas, the College of Undergraduate Studies would like to modify the duties and responsibilities to clearly reflect the committees duties and responsibilities; therefore

BE IT RESOLVED that the *Bylaws* of the *Faculty Constitution* be amended as follows:

1. Undergraduate Policy and Curriculum Committee

a. Duties and Responsibilities.

- i. To study, review, and provide recommendations on undergraduate academic policies, ~~instruction, and standards~~.
- ii. To study, review, and provide recommendations on university-wide undergraduate degree requirements, including the General Education Program (GEP), foreign language requirements or proficiency, admission standards, ~~instruction~~, and baccalaureate academic honors.
- iii. To study and review recommendations from the University Common Program Oversight Committee on changes to the General Education Program and to transmit recommendations to the ~~Faculty Senate~~ vice provost for Teaching and Learning and dean of the College of Undergraduate Studies for approval.
- iv. To review and make recommendations on all proposals for planning and implementation of new undergraduate degree programs, minors, and elimination of existing programs that will be submitted by the committee to the Office of Academic Affairs prior to submission to the Board of Trustees for final approval.
- ~~v. To review the university program review reports and make recommendations on any policy or curriculum changes that might appear warranted based on the program review.~~
- v. To review and make recommendations on all proposals for revisions to existing degree programs, and certificates.
- vi. To review and make recommendations on the allocation of the Equipment Fee to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies, who submits his/her recommendations to the provost and executive vice president.
- vii. To transmit its recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies, who submits his/her recommendations to the provost and executive vice president. The committee may also make recommendations to the Steering Committee of the Faculty Senate.

2. Undergraduate Course Review Committee

a. Duties and Responsibilities.

- i. To review all undergraduate course additions, revisions or deletions, and special topics course requests and transmit its recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies (or designee) for approval. The vice provost for Teaching and Learning and dean of the College of Undergraduate Studies will inform the Undergraduate Policy and Curriculum Committee of any related mandated curricular changes.
- ii. To review recommendations from the Undergraduate Common Program Oversight Committee regarding course proposals related to the General Education Program.
- iii. To make recommendations on the allocation of the Materials and Supplies Fee to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies, who submits his/her recommendations to the provost and executive vice president.

Approved by the Faculty Senate Steering Committee on August 17, 2017.

Approved by the Faculty Senate on November 16, 2017.

Resolution 2017-2018-3 Faculty Senate Bylaw Change, Undergraduate Common Program Oversight Committee

Whereas, the duties and responsibilities of the Undergraduate Common Program Oversight Committee has not been updated to reflect university changes since 2010; and

Whereas, the College of Undergraduate Studies would like to modify the duties and responsibilities to clearly reflect the duties and responsibilities; therefore

BE IT RESOLVED that the *Bylaws* of the *Faculty Constitution* be amended as follows:

I. Undergraduate Common Program Oversight Committee

1. Duties and Responsibilities.

- ~~a. To monitor that students fulfill common undergraduate program requirements such as General Education Program, diversity, Gordon Rule, and foreign language, and CLAST as outlined in the undergraduate catalog.~~
- a. To monitor university-wide undergraduate curriculum requirements such as the General Education Program, diversity, Gordon Rule, foreign language proficiency, and to review any changes, additions, or deletions to those curriculum requirements.
- b. To review, monitor, and make recommendations to the vice provost for Teaching and Learning and dean of the College of Undergraduate Studies on ~~that all~~ courses and syllabi submitted to fulfill the university diversity requirement meet the established definition of diversity.
- ~~c. To review and approve alternative diversity plans for those units in which some students cannot meet the diversity graduation requirement via the General Education Program or a course in the major.~~
- d. To make recommendations to the Undergraduate Policy and Curriculum Committee on changes to the General Education Program.
- e. To make recommendations to the Undergraduate Course Review Committee regarding course proposals related to the General Education Program.
- ~~f. To work with the Faculty Center for Teaching and Learning, The Burnett Honors College, the Office of Diversity Initiatives, and other units as appropriate to develop lectures, workshops, and other opportunities to permit faculty development related to the diversity requirement.~~
- ~~g. To oversee the creation of survey instruments and other assessment materials regarding the General Education Program and to work with the deans and chairs to incorporate the results into the General Education Program.~~
- ~~h. To review initiatives directed towards enhancing undergraduate academic experience.~~

Approved by the Faculty Senate Steering Committee on August 17, 2017.

Approved by the Faculty Senate on November 16, 2017.

Resolution 2017-2018-4 Faculty Senate Bylaw Change, Admissions and Standards Committee

Whereas, during the 2014 Legislative Session, the passage of House Bill 433 amended Florida Statutes 1012.56, eliminating the obsolete option of achieving a passing score on the CLAST to satisfy the general knowledge requirement; and

Whereas, the requirement for CLAST expired June 2009; therefore

BE IT RESOLVED that the *Bylaws* for the Admissions and Standards committee be amended as follows:

Admissions and Standards Committee

1. Duties and Responsibilities.

- a. To consider all undergraduate student admissions that do not meet the minimum university admissions standards and that are referred to it by the Office of Undergraduate Admissions.
- b. To consider all undergraduate student appeals of readmission decisions or academic standing.
- c. To consider undergraduate student appeals of decisions that have been made by the College of Undergraduate Studies concerning late withdrawals, late drops, late adds, and medical withdrawals.
- ~~d. To consider continuation of undergraduate students who fail to meet CLAST requirements in accordance with appropriate rules and regulations.~~
- e. To consider graduate student appeals of decisions that have been made by the College of Graduate Studies concerning late withdrawals, late drops, late adds, and medical withdrawals.

Approved by the Faculty Senate Steering Committee on August 17, 2017.

Approved by the Faculty Senate on November 16, 2017.