

MEMORANDUM

Date: September 3, 2009
TO: Members of the Steering Committee
FROM: Ida Cook
Chair, Faculty Senate
SUBJECT: **STEERING COMMITTEE MEETING on September 10, 2009**

Meeting Date: Thursday, September 10, 2009
Meeting Time: 4:00 – 6:00 p.m.
Meeting Location: College of Arts and Humanities, Room 192A

A G E N D A

1. **Call to Order**
2. **Roll Call**
3. **Minutes of August 13, 2009**
4. **Announcements and Recognition of Guests**
 - Provost's update
5. **Old Business**
 - Student Perception of Instruction update
 - Rescheduling of Conflict of Interest presentation
 - Open Access Textbook Committee update
 - College Budget update
 - Committee on Committee Report
6. **New Business**
 - Approval of TIP, RIA, and SOTL Documents
 - Parking problems
7. **Standing Committee Reports**
 - Budget and Administrative Committee – *Patrick LiKamWa*
 - Graduate Council – *Stephen Goodman*
 - Personnel Committee – *Arlen Chase*
 - UPCC – *Bob Pennington*
8. **Other**

Faculty Senate Steering Committee Meeting
August 13, 2009

Dr. Ida Cook, Faculty Senate Chair, called the meeting to order at 3:02 p.m. The roll was circulated for signatures. The minutes of April 30, 2009 and June 4, 2009 were approved as recorded by unanimous vote.

Steering Officers Present: Cook, Wink, and Chopra.

Steering Committee Members Present: Belfield, Brown, Cash, Chase, Covelli, Daniell, Edwards, Gause, Goodman, Kovach, LiKamWa, Moslehy, Pennington, Schulte, Seidel.

Administrators Present: Provost Hickey, D. Chase, Huff-Corzine, Morrison-Shetlar.

Steering Committee Members Not Present: Kassab, Kaufman, Koons, Lynxwiler, Oetjen, Rahrooh, and Sivo.

Recognition of Guests: Joel Hartman, Information Technologies and Resources.

ANNOUNCEMENTS

Provost's Update

When the one-time reserves and stimulus money run out in 2011, there will be a \$17 million shortfall in the budget. The Board of Trustees has mandated that the budget hole must be closed, and the deans, vice provosts, and vice presidents have been asked to formulate plans for closing the holes in their units' budgets. The plans are due to the provost by October 16, and faculty and staff input should be part of the planning process. Differential tuition will make up for some of the lost revenue, but not all colleges are earning differential tuition at the same rate. Administrative units will also have to close budget holes. Some of the money that shows up on administrative budgets is used for academic purposes, e.g. rented space and electricity. The provost is exploring the possibility of using reserves to allow units an extra year or two to buy their way out of budget holes. The varied reserve levels of different colleges presents complications. For the past year, there was a dollar-for-dollar match of college reserves and centrally-held reserves. However, some colleges are going to run out of reserve money within the next two years. A discussion followed regarding how the college reserves are accrued, what should happen with the colleges whose reserves are running out, and what other funds might be available to fund the deficit.

In an email to the deans, the provost had suggested that each college have a senator ready to provide public updates on the budget discussions and plans. Dr. Cook requested that steering members help identify individuals in their colleges who will report to the full senate on the colleges' activities and discussions. The Colleges of Science and Business Administration have already been made aware of the need for upcoming budget cuts. Dr. Cook encouraged the steering members from the other colleges to contact their deans about moving the discussion forward.

Open Textbook Consortium

Dr. D. Chase received a request from the director of the University Press of Florida (UPF) to bring the acquisitions staff to UCF to discuss digital publishing initiatives, particularly the Orange Grove digital repository. The Orange Grove repository aims to make information that might replace and/or supplement textbooks freely available online for Florida faculty. Dr. Chase asked the committee for feedback on the UPF's request. A discussion followed about the possible benefits and drawbacks of the Orange Grove. Currently, the Orange Grove has a very limited selection of higher education resources which cover a small number of disciplines. The committee agreed that a full Senate meeting would not be the best venue for a discussion, and suggested that the Faculty Center for Teaching and Learning (FCTL) would provide a better venue. Dr. Morrison-Shetlar will bring this to the FCTL for further action.

Textbook Affordability

Dr. D. Chase reported that in the fall 2009 semester, UCF hit 96.4% compliance with the textbook affordability statute, which is a 20 percentage point increase from fall 2008. A question was raised about the possible consequence of not being at 100% compliance. Dr. Chase noted that there is no penalty stated in the statute, the board regulation, or the UCF regulation, so it is unknown what the repercussions might be.

OLD BUSINESS

Online Implementation of Student Perception of Instruction (SPoI)

Per a vote of the Steering Committee in Spring 2009, all SPoI will be delivered online as of the Fall 2009 semester. Computer Services has been working on developing an online delivery system, and Dr. Hartman provided an overview of the progress toward implementation. The SPoI will be online and available for inspection in the beginning of September. The next step is to develop a training plan. The online SPoI will be live for students for a two week period. Students will encounter a popup reminder every time they log in to the portal until they've completed all their SPoIs. With a popup message in place, student response rate is 55-60%, which is equivalent to the response rate to paper forms.

Agenda Item: Dr. Hartman will be invited to the August Senate meeting to report on the online implementation and answer questions regarding the change.

Dr. Cook reported back from the working group dealing with issues of technology and course delivery. This group was formed in the spring in response to problems with online courses and teaching tools. The group has met with Dr. Hartman and his staff three times and has heard updates on the new versions of Webcourses.

Online Conflict of Interest Form

On behalf of Dr. Lin Huff-Corzine, Dr. Cook distributed printed out copies of the online version of the conflict of interest forms.

Standing Committee Liaisons

Dr. Cook requested that those members of the Committee on Committee who have not yet contacted Dr. Wink with recommendations for the standing committees do so as soon as possible. Some of the standing committees are trying to begin to hold meetings but they do not yet have their full complement. Dr. Cook provided a brief overview of the standing committees

and the role of the committee liaisons, and put out a call for standing committee liaisons. These will be:

Budget and Administrative: Patrick LiKamWa

Graduate Council: Steven Goodman

Personnel: Arlen Chase

Undergraduate Policy and Curriculum: Bob Pennington

Proposed Student Perception of Instruction (SPoI) content

Dr. Diane Wink reported that the ad hoc SPoI committee had met with Information Technologies and Resources several times during the summer to discuss the online implementation. There will need to be a faculty group working to provide feedback on the procedures and user-end evaluation of implementation.

Dr. Wink provided an overview of the feedback the committee received regarding the proposed SPoI content. The committee is looking at potential changes based on the substance of the comments and is preparing a FAQ to address recurrent questions. Dr. Wink encourages faculty to continue to send questions and comments.

Agenda Item: Dr. Wink will give a report on the status of the SPoI at the September Senate meeting.

Budget Response

Dr. Cook thanked the committee for their feedback and suggestions regarding budget cuts. She welcomes further input. A discussion followed regarding comments that the provost had made during his budget update earlier in the meeting.

Suggestions for Standing Committee Action

The following topics were suggested for consideration by the standing committees:

- The role of regional campuses and web courses within departments, particularly with regard to how differential tuition is disbursed for classes taught by faculty housed at the main campus. – To be referred to the Personnel Committee, with the potential for overflow to Budget and Administrative
- Promotion and Tenure College Guidelines – To be referred to the Personnel Committee

Constitutional Revisions

The ad hoc committee on constitutional revisions has met and is formulating suggestions for moving forward with revisions that would move most of the procedural membership and committee details to the bylaws. Currently, a full Faculty Assembly is required for any change to the constitution. Operating on the bylaws would allow procedural details to be voted on by the Senate.

NEW BUSINESS

H1N1 (Swine) Flu Response

A draft of the H1N1 Advisory was distributed. The Faculty Center for Teaching and Learning is also holding focus groups to discuss strategies for faculty. Dr. Cook requested that Dr. Bob Wirag, Director of Health Services, be added to the agenda for the August Senate meeting. Dr. Wirag will talk about how the university is prepared to respond to the H1N1 flu, the planned

inoculations, and how faculty should handle their own and their students' illnesses. The committee agreed to agenda this. H1N1 could potentially affect up to 20% of the student body.
Agenda Item: Dr. Bob Wirag will be invited to the August Senate meeting.

OTHER BUSINESS

Dr. Diane Chase requested that a textbook affordability update be added to the Senate agenda. The committee agreed to do so.

Agenda Item: Dr. Diane Chase will provide an update on textbook affordability.

ADJOURNMENT

The meeting adjourned at 5:00 p.m.



Dr. Lin Huff-Corzine
Associate Vice Provost
Faculty Affairs
Division of Academic Affairs
Millican Hall, Suite 351
Phone: (407) 882-0077 · Fax: (407) 823-3028
E-mail: lcorzine@mail.ucf.edu

RESEARCH INCENTIVE AWARDS PROGRAM*

2009-2010 PROCEDURES

I. Program Overview

UCF Research Incentive Awards (RIA) are available to faculty in the College of Arts and Humanities, College of Business Administration, College of Education, College of Engineering and Computer Science, College of Health and Public Affairs, College of Optics and Photonics, College of Nursing, College of Sciences, Rosen College of Hospitality Management, and Institutes and Centers (I&C). Additional awards are also available at-large (as detailed later) for all faculty and research staff, including those not in a college, institute, or center. For 2009-2010, there are 20 new RIA awards available. If any recipient of a college or I&C Research Incentive Award leaves University employment, that award will remain within the college or will revert to the Vice President for Research (I&C awards) for "recycling" as additional UCF Research Incentive Awards for the following academic year. The Office of Academic Affairs provides the funding for these awards and the specifics of the RIA program were developed through consultation between the Office of Academic Affairs and the Faculty Senate Steering Committee.

II. Funding and Allocation of Awards:

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, 2009, the start of the 2009-2010 contract. The actual dollar amount awarded for the academic year 2009-2010 will reflect the employee's FTE for the year.

III. Faculty Eligibility

Nominations for the awards may be made by faculty, students, staff, alumni, or by self-nomination. The successful nominee must have an outstanding research, scholarly, or creative record that advances the body of knowledge in their field.

Nominees from the Colleges must be full-time faculty holding tenured or tenure-earning positions. Nominees from the institutes and centers must be full-time employees in research staff positions who have served as principal investigators on contracts and grants awarded to UCF by an outside sponsor. Nominees from other academic units applying for an at-large award must be full-time faculty holding tenured or tenure-earning positions. All candidates must have served continuously in their full-time appointment since August 8, 2005, the start of the 2005-2006 academic year contract. No candidate may be selected for the RIA award more than **once every**

five years. Specifically, any faculty member who received a RIA increase that became effective August 8, 2005 or later is not eligible for this year's RIA. Further, any faculty member who received a RIA increase that was effective August 8, 2004 or earlier is eligible for this year's RIA. I&C faculty who are members of academic departments should be considered for nomination through their respective colleges.

IV. Application and Supporting Documentation

The accompanying application form must be used for all nominations. Documentation and materials supporting the nominee's research or creative accomplishments must accompany each application.

V. Evaluation and Award Process

Each college will **elect** a peer review committee of at least 5 **tenured** faculty that will select its recommended awardees. The Dean of a college may nominate a maximum of two additional **tenured** faculty members to the committee. The Research Council will serve as the peer review committee and will select the recommended I&C awardees. Candidates for an award are not eligible to serve on these peer review committees. A committee consisting of one representative from each college committee and one representative from the Research Council will serve as the university peer review committee to select the recommended at-large awardees. Nominees for at-large awards will include the runner-ups submitted from each college committee and I&C.

The criteria for evaluating applicants' files will include the following major categories to be applied as is appropriate for the discipline:

- Value or impact of research and creative efforts both within the discipline and to society;
- Recognition of research and creative efforts by the individual's peers in the same or related disciplines;
- Publication and presentation of research and creative efforts;
- External grant and contract support for the research and creative efforts appropriate to the candidate's discipline;
- All peer review committees should take into consideration the fraction of time assigned (FTE) for research for all applicants.

The President, on recommendation from the Provost and Vice President for Research, will give the final approval for award recipients. After the approval by the President, each college, institute, and center will notify all nominees of the results, including an explanation of the unit's reasons for its recommendations.

RESEARCH INCENTIVE AWARDS PROGRAM 2008-09 Schedule

September 10, 2009	✓ Faculty Senate completes review of university requirements for UCF-RIA
TBA	✓ Distribute Guidelines to all Faculty via e-mail
TBA	✓ TIP, RIA & SoTL Workshop
TBA	✓ College & Units to have elected RIA Selection Committees
TBA	✓ RIA Portfolios due in Dean's or VP's Office no later than 5 PM
TBA	<ul style="list-style-type: none"> ✓ College & Unit Review Committees' recommendations due to Academic Affairs, Suite 351 ✓ Last day to send name of College or Unit Representative to Academic Affairs – if possible, send name sooner
TBA	✓ University Review Committee's recommendations due to Academic Affairs
TBA	<ul style="list-style-type: none"> ✓ Letters to all applicants from Academic Affairs ✓ Colleges to notify all applicants of outcome, including reasons for the recommendations

UNIVERSITY OF CENTRAL FLORIDA
RESEARCH INCENTIVE AWARD
2009-2010 Application and Nomination Form

PERSONAL DATA

Name _____ Rank or Title _____

Campus Address _____ Campus Phone _____

Department or Division _____ Years at UCF _____

Institution and Year Terminal Degree Granted _____

A. RESEARCH ACTIVITIES

Primary Area: In 100 words or less, describe your primary area of research or creative activity.

Secondary Area: In 100 words or less, describe the individual's secondary (if any) areas of interest.

Achievements: In 300 words or less, describe the research or creative achievements, including dates for these activities, discuss such things as any new discoveries, major contributions to the field, creativeness, originality, significant breakthroughs, and so on.

Research and Creative Activity Outlets and Recognition: In no more than one page, describe how refereed research publications or other research or creative dissemination exceed the norm in the field. In addition to the one-page statement, list all products and referred publications formulated over the last five (5) years and designate each as having international, national, regional, state, or local consumers. Finally, please list all of your major awards or other evidence of recognition, including major funding.

B. SUPPORTING MATERIALS

Candidate's Vita

Supporting Materials: Candidates may attach, or include, a maximum of three examples of their work. Examples should be from the last five (5) years and selected to provide evidence of quality rather than quantity.

Candidate's Signature

Date

Please Note: NO ADDITIONAL MATERIALS ARE TO BE INCLUDED UNLESS REQUESTED BY THE EVALUATING COMMITTEE. EACH DEAN'S OFFICE WILL REVIEW ALL FILES FOR COMPLIANCE AND WORK WITH THE CANDIDATE TO REMOVE ALL IRRELEVANT MATERIALS PRIOR TO FORWARDING IT TO THE EVALUATING COMMITTEE.



Dr. Lin Huff-Corzine
Associate Vice Provost
Faculty Affairs
Division of Academic Affairs
Millican Hall, Suite 351
Phone: (407) 882-0077 · Fax: (407) 823-3028
E-mail: lcorzine@mail.ucf.edu

COLLEGE OF MEDICINE

RESEARCH INCENTIVE AWARDS PROGRAM

2009-2010 PROCEDURES

(Approved by the Faculty Senate Steering Committee DATE)

I. Program Overview

Research Incentive Awards (RIA) are now available to faculty in the College of Medicine. For 2009-2010, there will be a minimum of 1 new RIA and any recycled awards that may exist. The Office of Academic Affairs provides the funding for the new awards, whereas funding for recycled awards comes from the college. The specifics of the RIA program were developed through consultation between the Office of Academic Affairs and the Faculty Senate Steering Committee and approved by the latter.

II. Funding and Allocation of Awards:

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, 2009, the start of the 2009-2010 contract.

In any given academic year, if any former recipients of RIA awards leave their employment at UCF, the award(s) will remain within the respective college or unit for “recycling” as **additional** RIA awards for the following academic year.

III. Faculty Eligibility

Nominations for the awards may be made by faculty, students, staff, alumni, or by self-nomination. The successful nominee must have an outstanding research, scholarly, or creative record that advances the body of knowledge in their field.

Nominees from the college must be continuous, full-time faculty holding tenured, tenure-earning, or multiyear appointments since August 8, 2005, the start of the 2005-2006 academic year. No candidate may be selected for a RIA award more than **once every five years**. Specifically, any faculty member who received a RIA increase that became effective August 8, 2005, or later is not eligible for a RIA this year. Any faculty member who received a RIA increase that was effective August 8, 2004, or earlier is eligible to compete for a RIA this year provided all other eligibility criteria are met.

IV. Application and Supporting Documentation

The accompanying application form must be used for all nominations. Documentation

and materials supporting the nominee's research or creative accomplishments must accompany each application.

V. Evaluation and Award Process

The college will **elect** a peer review committee of at least 2 faculty members, who will select the recommended awardees. The dean of the college may nominate a maximum of one additional faculty member to the committee. Candidates for an award are not eligible to serve on peer review committees.

The criteria for evaluating applicants' files provided here in no order of preference will include the following major categories, which are to be applied as appropriate for the discipline:

- value or impact of research and creative efforts both within the discipline and to society
- recognition of research and creative efforts by the individual's peers in the same or related disciplines
- publication and presentation of research and creative efforts
- external grant and contract support for the research and creative efforts appropriate to the candidate's discipline
- The peer review committee should take into consideration the fraction of time assigned (FTE) for research for all applicants.

The president, on recommendation from the provost and executive vice president and vice president for research and commercialization, will give the final approval for award recipients. After the approval by the president, Academic Affairs will notify all nominees of the results. In addition, the college will notify the all nominees of the results, which will include an explanation of the reasons for its recommendations.

RESEARCH INCENTIVE AWARDS PROGRAM 2009-10 Schedule

September 10, 2009	✓ Faculty Senate completes review of university requirements for RIA
TBA	✓ Distribute Guidelines to all Faculty via e-mail
TBA	✓ TIP, RIA & SoTL Workshop
TBA	✓ College to have elected RIA Selection Committee
TBA	✓ RIA Portfolios due in Dean's or VP's Office no later than 5 PM
TBA	✓ College Review Committee's recommendations due to Academic Affairs, Suite 351
TBA	✓ Letters to all applicants from Academic Affairs ✓ College to notify applicants about the outcome, including reasons for the recommendations

UNIVERSITY OF CENTRAL FLORIDA
RESEARCH INCENTIVE AWARD
2009-2010 Application and Nomination Form

PERSONAL DATA

Name _____ Rank or Title _____

Campus Address _____ Campus Phone _____

Department or Division _____ Years at UCF _____

Institution and Year Terminal Degree Granted _____

A. RESEARCH ACTIVITIES

Primary Area: In 100 words or less, describe your primary area of research or creative activity.

Secondary Area: In 100 words or less, describe the individual's secondary (if any) areas of interest.

Achievements: In 300 words or less, describe the research or creative achievements, including dates for these activities, discuss such things as any new discoveries, major contributions to the field, creativeness, originality, significant breakthroughs, and so on.

Research and Creative Activity Outlets and Recognition: In no more than one page, describe how refereed research publications or other research or creative dissemination exceed the norm in the field. In addition to the one-page statement, list all products and referred publications formulated over the last five (5) years and designate each as having international, national, regional, state, or local consumers. Finally, please list all of your major awards or other evidence of recognition, including major funding.

B. SUPPORTING MATERIALS

Candidate's Vita

Supporting Materials: Candidates may attach, or include, a maximum of three examples of their work. Examples should be from the last five (5) years and selected to provide evidence of quality rather than quantity.

Candidate's Signature

Date

Please Note: NO ADDITIONAL MATERIALS ARE TO BE INCLUDED UNLESS REQUESTED BY THE EVALUATING COMMITTEE. EACH DEAN'S OFFICE WILL REVIEW ALL FILES FOR COMPLIANCE AND WORK WITH THE CANDIDATE TO REMOVE ALL IRRELEVANT MATERIALS PRIOR TO FORWARDING IT TO THE EVALUATING COMMITTEE.



*Dr. Tace Crouse, Interim Director
Faculty Center for Teaching and Learning
Classroom Building I, Room 207
Phone: (407) 823-3544
E-mail: tcrouse@mail.ucf.edu*

COLLEGE OF MEDICINE

2009-2010 Scholarship of Teaching and Learning Awards Program

(Approved by the Faculty Senate Steering Committee,)

**Applications must be submitted to the Faculty Center for Teaching and Learning (FCTL),
Classroom Building I, Room 207 no later than 5:00 p.m. March 19, 2010.**

I. Program Overview

The Office of Academic Affairs provides the funding for these awards. For academic year 2009-2010, UCF will sponsor a minimum of 1 award for the Scholarship of Teaching and Learning (SoTL) for the College of Medicine. Additionally, awardees from this program may be supported to attend and present papers at the International Conference on Teaching and Learning or other Teaching and Learning conferences, should they so wish.

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, 2009, the start of the 2009-2010 contract.

III. Faculty Eligibility Criteria and Award Criteria

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, 2005.
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, 2005, or later is not eligible for a SoTL this year. Faculty who received the award in 2004-2005 or earlier are eligible to apply for the 2009-2010 award.

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

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 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**.
6. Narrative on the impact of your 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 publications, grants, or other appropriate materials and evidence of Student Learning from SoTL research.

VI. Evaluation and Award Process

The award winners will be determined by a college-level committee consisting of at least three and no more than five tenured, tenure-earning, or multiyear elected faculty members and the director of the FCTL. 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. Awardees will be invited to submit a picture, teaching philosophy statement, and biographical statement for display on the "Teaching Excellence Wall" in the Classroom Building 1 (CL1). An article, written by the awardees, may be published in UCF's *Faculty Focus*.

Scholarship of Teaching and Learning Awards 2009-2010 Schedule

September 4, 2009	Faculty Senate completes review of university requirements for UCF-SoTL
September 18, 2009	Distribute Guidelines to All Faculty
January , 2010	UCF- RIA, & SoTL Workshop
January , 2010	College Election of SoTL Review & Selection Committee Names of those elected should be sent to T. Crouse by February 1, 2010
March 19, 2010	SoTL portfolios due to FCTL
April 16, 2010	Committee's recommendations due to Barbara Davis, bmdavis@mail.ucf.edu - Academic Affairs
April 23, 2010	Academic Affairs to notify all applicants of outcome



*Dr. Tace Crouse, Interim Director
Faculty Center for Teaching and Learning
Classroom Building I, Room 207
Phone: (407) 823-3544*

2009-2010 Scholarship of Teaching and Learning Awards Program
(Approved by the Faculty Senate Steering Committee,)

Applications must be submitted to the Faculty Center for Teaching and Learning (FCTL), Classroom Building I, Room 207 no later than 5:00 p.m. March 19, 2010.

I. Program Overview

The Office of Academic Affairs provides the funding for these awards. For academic year 2009-2010, UCF will sponsor 10 awards for the Scholarship of Teaching and Learning (SoTL). Additionally, awardees from this program may be supported to attend and present papers at the International Conference on Teaching and Learning or other Teaching and Learning conferences, should they so wish.

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, 2009, the start of the 2009-2010 contract. The actual dollar amount awarded for the academic year 2009-2010 will reflect the employee's FTE for the year.

III. Faculty Eligibility Criteria and Award Criteria

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, 2005.
3. No faculty member may receive the award more than **once every five years**. Previous award recipients: Faculty who received the award in 2004-2005 or earlier are eligible to apply for the 2009-2010 award.

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 (i.e., 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

1. Table of contents.
2. Nomination letter from the chair of the department 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 of one'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**.
6. Narrative on the impact of your 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 words, maximum, 12 point font)
7. Appendices: Hard copies of book cover, first page 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 deidentified.

VI. Evaluation and Award Process

The award winners will be determined by a university-level committee consisting of one (1) **tenured and annually elected** representative from each of the colleges and the director of 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. The Office of Academic Affairs will inform nominees selected for the award. Awardees will be invited to submit a picture, teaching philosophy statement, and biographical statement for display on the "Teaching Excellence Wall" in the Classroom Building 1 (CL1). An article, written by the awardees, may be published in UCF's *Faculty Focus*.

Scholarship of Teaching and Learning Awards 2009-2010 Schedule

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April 23, 2010	Academic Affairs to notify all applicants of outcome

Student Perception of Instruction (Face-to-Face and ITV)

Instructions: Please answer each question based on your current class experience. You can provide additional information on each item in the Comments box.

All responses are anonymous. The results will be shared with the instructor after the semester is over.

Section I: Student Information Items

The Section I items are not used to evaluate instruction but will help put responses for Section III items in context.

1. In general, I prefer taking courses that are:

- a. Face-to-face
- b. Interactive TV
- c. Web-mediated [partly online; partly face-to-face (M)]
- d. Fully online (W)
- e. Video-streaming (V)
- f. FEEDS
- g. I have no preference

Comment:C

2. Which of the following is the most important reason you took this course?

- a. I had to.
- b. I had to and I wanted to.
- c. I wanted to.
- d. It fit my schedule.

3. I had a strong desire to take this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

4. I had a strong desire to take a course with this instructor.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

5. I used most of the required course materials (for example texts, articles, online resources, art supplies, computer programs, etc.).

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

6. The final grade I anticipate for this class is:

- a. A/A-
- b. B+/B/B-
- c. C+/C/C-
- d. D+/D/D-
- e. F
- f. P
- g. S
- h. U
- i. Other

Comment:C

C

Section II: Face-to-Face and ITV Course Items

The Section II items are not used to evaluate instruction but will help put responses for Section III items in context.

F1. I spent ___ hours per week outside of class on this course.

- a. 3 or less
- b. 4-6
- c. 7-9
- d. more than 9

Comment:C

C

F2. I missed class ___ times this semester.

- a. 0
- b. 1-2
- c. 3-5
- d. more than 5

Comment:C

C

F3. I was late to class or left early ___ times this semester.

- a. 0
- b. 1-2
- c. 3-5
- d. more than 5
- e. not applicable

Comment:C

C

F4. Did this class have online assignments (for example, web readings, web modules, online discussions, etc.)?

- a. Yes
- b. No

Comment:C

C

If the answer to F4 is yes, the following two items will appear:

F5. I completed the online assignments.

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Comment:C

C

F6. Webcourses technical problems were minimal and did NOT impact my ability to complete assignments.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

F7. Parking on campus made it difficult for me to get to class on time.

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

Comment:C

C

F8. The classroom was comfortable for learning: the temperature, sound, desks/chairs, and lighting were fine.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

If an ITV section, the following two items will appear

F9. My classroom was (choose one of the following):

- a. the site FROM which the course was broadcast almost every class
- b. the site from which the course was broadcast some weeks and a site to which the course was transmitted other weeks
- c. a site TO which the course was broadcast almost every class

Comment:C

C

F10. ITV problems (for example, audio and/or video quality) were minimal and did NOT impact my ability to participate in class.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

Section III: Evaluation of Instruction Items (question numbering continues from Section I)

7. The instructor provided a syllabus.

- a. Yes
- b. No

Comment:C C

8. The instructor provided information about how grades are determined.

- a. Yes
- b. No

Comment:C C

9. The instructor provided a course schedule.

- a. Yes
- b. No

Comment:C C

10. The required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.) helped me learn the course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C C

11. The assignments helped me learn the course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

12. The instructor was available to assist me at prearranged times outside of class either online or in person.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

13. The instructor was well organized.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

14. The instructor displayed enthusiasm for teaching this class.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

15. The instructor communicated the importance and significance of the subject matter.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

16. The instructor communicated ideas and/or information clearly.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

17. On average, I received feedback on the class assignments from the instructor

- a. within one week
- b. within two weeks
- c. within three weeks
- d. by the end of the semester

Comment:C

C

18. The instructor created an environment that encouraged students to ask questions.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

19. The instructor answered student questions.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

20. The instructor created an environment that encouraged students to express thoughtful or well-reasoned ideas.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

21. The instructor provided opportunities for students to be intellectually or educationally challenged by this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

22. Overall, this faculty member was an effective instructor.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C C

23. What did you like best about the way this faculty member taught this course?

Comment:C C

24. What suggestions do you have for this faculty member to improve this course?

Comment:C C

Student Perception of Instruction (M)

Instructions: Please answer each question based on your current class experience. You can provide additional information on each item in the Comments box.

All responses are anonymous. The results will be shared with the instructor after the semester is over.

Section I: Student Information Items

The Section I items are not used to evaluate instruction but will help put responses for Section III items in context.

1. In general, I prefer taking courses that are:

- a. Face-to-face
- b. Interactive TV
- c. Web-mediated [partly online; partly face-to-face (M)]
- d. Fully online (W)
- e. Video-streaming (V)
- f. FEEDS
- g. I have no preference

Comment:C

C

2. Which of the following is the most important reason you took this course?

- a. I had to.
- b. I had to and I wanted to.
- c. I wanted to.
- d. It fit my schedule.

3. I had a strong desire to take this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

4. I had a strong desire to take a course with this instructor.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

5. I used most of the required course materials (for example texts, articles, online resources, art supplies, computer programs, etc.).

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

6. The final grade I anticipate for this class is:

- a. A/A-
- b. B+/B/B-
- c. C+/C/C-
- d. D+/D/D-
- e. F
- f. P
- g. S
- h. U
- i. Other

Comment:C

C

Section II: Mixed Mode (M) Course Items

The Section II items are not used to evaluate instruction but will help put responses for Section III items in context.

M1. At the start of the course, I familiarized myself with the Webcourses set up and online course components.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

M2. I completed the online requirements including discussions as assigned.

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Comment:C

C

M3. I spent ___ hours per week outside of face-to-face class meetings on this course.

- a. 3 or less
- b. 4-6
- c. 7-9
- d. more than 9

Comment:C

C

M4. I missed class ___ times this semester on days the class met face-to-face.

- a. 0
- b. 1-2
- c. 3-5
- d. more than 5

Comment:C

C

M5. When the class met face-to-face, I was late to class or left early ____ times this semester.

- a. 0
- b. 1-2
- c. 3-5
- d. more than 5

Comment:C

C

M6. The Webcourses site was easy to navigate.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

M7. Webcourses access problems (for example, the server being down or very slow - or other technical glitches) were minimal and did NOT impact my ability to complete assignments.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

M8. Parking on campus made it difficult for me to get to class on time.

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

Comment:C

C

M9. The classroom was comfortable for learning: the temperature, sound, desks/chairs, and lighting were fine.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

Section III: Evaluation of Instruction Items (*question numbering continues from Section I*)

7. The instructor provided a syllabus.

- a. Yes
- b. No

Comment:C

C

8. The instructor provided information about how grades are determined.

- a. Yes
- b. No

Comment:C

C

9. The instructor provided a course schedule.

- a. Yes
- b. No

Comment:C

C

10. The required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.) helped me learn the course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

11. The assignments helped me learn the course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

12. The instructor was available to assist me at prearranged times outside of class either online or in person.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

13. The instructor was well organized.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

14. The instructor displayed enthusiasm for teaching this class.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

15. The instructor communicated the importance and significance of the subject matter.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

16. The instructor communicated ideas and/or information clearly.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

17. On average, I received feedback on the class assignments from the instructor

- a. within one week
- b. within two weeks
- c. within three weeks
- e. by the end of the semester

Comment:C

C

18. The instructor created an environment that encouraged students to ask questions.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

19. The instructor answered student questions.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

20. The instructor created an environment that encouraged students to express thoughtful or well-reasoned ideas.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

21. The instructor provided opportunities for students to be intellectually or educationally challenged by this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

22. Overall, this faculty member was an effective instructor.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

23. What did you like best about the way this faculty member taught this course?

Comment:C

C

24. What suggestions do you have for this faculty member to improve this course?

Comment:C

C

Student Perception of Instruction (W)

Instructions: Please answer each question based on your current class experience. You can provide additional information on each item in the Comments box.

All responses are anonymous. The results will be shared with the instructor after the semester is over.

Section I: Student Information Items

The Section I items are not used to evaluate instruction but will help put responses for Section III items in context.

1. In general, I prefer taking courses that are:

- a. Face-to-face
- b. Interactive TV
- c. Web-mediated [partly online; partly face-to-face (M)]
- d. Fully online (W)
- e. Video-streaming (V)
- f. FEEDS
- g. I have no preference

Comment:C

C

2. Which of the following is the most important reason you took this course?

- a. I had to.
- b. I had to and I wanted to.
- c. I wanted to.
- d. It fit my schedule.

Comment:C

C

3. I had a strong desire to take this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

4. I had a strong desire to take a course with this instructor.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C C

5. I used most of the required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.).

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C C

6. The final grade I anticipate for this class is:

- a. A/A-
- b. B+/B/B-
- c. C+/C/C-
- d. D+/D/D-
- e. F
- f. P
- g. S
- h. U
- i. Other

Comment:C C

Section II: Web-Based (W) Course Items

The Section II items are not used to evaluate instruction but will help put responses for Section III items in context.

W1. At the start of the course, I familiarized myself with the Webcourses set up and online course components.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

W2. I completed the online requirements, including discussions, as assigned.

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Comment:C

C

W3. I spent a total of ___ hours per week on this class.

- a. 3 or less
- b. 4-6
- c. 7-9
- d. more than 9

Comment:C

C

W4. The Webcourses site was easy to navigate.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

W5. Webcourses technical problems were minimal and did NOT impact my ability to complete assignments.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree

Comment:C

C

Section III: Evaluation of Instruction Items (*question numbering continues from Section I*)

7. The instructor provided a syllabus.

- a. Yes
- b. No

Comment:C

C

8. The instructor provided information about how grades are determined.

- a. Yes
- b. No

Comment:C

C

9. The instructor provided a course schedule.

- a. Yes
- b. No

Comment:C

C

10. The required course materials (for example, texts, articles, online resources, art supplies, computer programs, etc.) helped me learn the course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C C

11. The assignments helped me learn the course content.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C C

12. The instructor was available to assist me at prearranged times outside of class either online or in person.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C C

- d. Agree
- e. Strongly Disagree

Comment:C C

14. The instructor displayed enthusiasm for teaching this class.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

15. The instructor communicated the importance and significance of the subject matter.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

16. The instructor communicated ideas and/or information clearly.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

17. On average, I received feedback on the class assignments from the instructor

- a. within one week
- b. within two weeks
- c. within three weeks
- d. by the end of the semester

Comment:C

C

18. The instructor created an environment that encouraged students to ask questions.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

19. The instructor answered student questions.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

20. The instructor created an environment that encouraged students to express thoughtful or well-reasoned ideas.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

21. The instructor provided opportunities for students to be intellectually or educationally challenged by this course.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

22. Overall, this faculty member was an effective instructor.

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Agree
- e. Strongly Disagree

Comment:C

C

23. What did you like best about the way this faculty member taught this course?

Comment:C

C

C

24. What suggestions do you have for this faculty member to improve this course?C

Comment:C

C

C



*Dr. Lin Huff-Corzine
Associate Vice Provost
Faculty Affairs
Division of Academic Affairs
Millican Hall, Suite 351
Phone: (407) 882-0077 · Fax: (407) 823-3028
E-mail: lcorzine@mail.ucf.edu*

**UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF MEDICINE
TEACHING INCENTIVE PROGRAM
2009-2010 PROCEDURES**
(Approved by the Faculty Senate Steering Committee DATE)

The University of Central Florida Teaching Incentive Program was established as a new initiative in 2000-2001. The Office of Academic Affairs provides the funding for the new awards and the specifics of the TIP program were developed through consultation between the Office of Academic Affairs and the Faculty Senate Steering Committee.

I. Awards:

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, 2009, the start of the 2009-2010 contract.

II. Eligibility Criteria:

A faculty member will be considered “**eligible**” for an award if all the following criteria are met:

1. The faculty member must be on a full-time, 9- or 12-month tenured or tenure-track appointment with the rank of professor, associate professor, or assistant professor; or be a full-time 9- or 12-month employee who is appointed to a rank which is equivalent to professor, associate professor, or assistant professor; or be on a full-time appointment as an instructor or a lecturer; or be on a multi-year non tenure-track appointment. Faculty on visiting (or similar temporary) appointments and faculty on less than full-time appointments are not eligible for these awards.

2. The faculty member must have a substantial teaching commitment at the University through classroom instruction during the **past four** academic years (2005-2006, 2006-2007, 2007-2008, and 2008-2009).

3. No faculty member may be selected for a TIP more than once **every five** years. Specifically, any faculty member who received a TIP increase in previous years that became effective August 8, 2005, or later is not eligible for a TIP this year. Further, any faculty member who received a TIP increase that was effective August 8, 2004, or earlier is eligible for a TIP this year.

III. Productivity Criteria:

An eligible faculty member will be considered a “**candidate**” for the award if the following teaching productivity criteria are met:

1. Total Credit Hour Productivity (CHP) **or** total Graduate Hour Productivity (GHP) must be at or above the college, school, department, or unit median for **eligible** faculty. A **unit** is defined as any degree granting academic unit not within an established college. CHP and GHP are defined as the sum of classroom, web and media-enhanced credit hours (SCH) generated for the last eight fall and spring semesters (for academic years 2005-2006, 2006-2007, 2007-2008, and 2008-2009).

2. For CHP, SCH is defined as the total student credit hours (**total = undergraduate plus graduate**) from the final end of semester assignment reports. For GHP, SCH is defined as the total student credit hours (**graduate only**) from the final end of semester assignment reports. In either case, SCH excludes student credit hours for individualized instruction such as independent studies, practicums, internships, supervised research, dissertations and theses. SCH also excludes student credit hours for overload assignments.

3. The total number of candidates for the award in the college is equal to the number of candidates based on CHP criterion **plus** the number of candidates based on GHP criterion.

IV. Allocation of Awards to the College:

1. The funding from the Office of Academic Affairs provides for new TIP awards. For year 2009-2010, there will be a minimum of 1 award for the college. These new awards will be allocated to the college in proportion to the total number of faculty candidates determined above (rounded to the nearest integer).

2. In any given academic year, if any former recipients of TIP awards leave their employment at UCF, the award(s) will remain within their respective colleges or units for “recycling” as **additional** TIP awards for the following academic year.

3. The number of new and “recycled” TIP awards will be communicated to the college and to the Faculty Senate Steering Committee as soon as these data become available.

V. Faculty Senate Oversight Committee:

The Faculty Senate TIP Oversight Committee, the Faculty Senate Steering Committee, will review faculty appeals of their eligibility or of data relative to their productivity and make recommendations to the Provost’s representative. Further, this committee will also review the data on allocation of new awards to the college as well as the data on “recycled” awards. No appeals of Selection Committee’s recommendations will be considered.

VI. Criteria for Awards and Process for Selection of Award Winners:

1. Establishment of selection criteria and selection of award winners from the list of candidates for award as determined above will be the responsibility of faculty in the college.

2. There will be two college (or unit) level committees **elected annually**: the Selection Criteria and Procedures Committee and the Selection Committee. Both committees will be composed of **elected** faculty and will have school, department, or unit representation. These committees will have no less than three and no more than five members. Both committees, to the extent possible, will be composed of faculty who previously won TIP awards. In addition to the faculty members, the Selection Committee will have a student member selected in accordance with the document prepared by each of the Selection Criteria and Procedures Committees. The documents prepared by the Selection Criteria and Procedures Committees will be subject to approval by the Provost's representative. Further, these documents will be provided to the Faculty Senate Oversight Committee. Faculty candidates for the award are not eligible to serve on the Selection Committee.

3. Selection criteria shall include teaching quality and effectiveness, continuing commitment to instruction, consideration of class size (large versus small), and innovation and creativity in instruction. Candidates will be asked to prepare a portfolio containing teaching assignments, student evaluations, and other supporting documentation for the past **four** academic years (2005-2006, 2006-2007, 2007-2008, and 2008-2009).

The Selection Criteria and Procedures Committee shall specify the **maximum** permissible size of the faculty portfolio (for example, one 2-inch three-ring binder or a 6-page written document).

4. The Selection Committee will review faculty portfolios and recommend award recipients to the Provost. The President will give the final approval for awards to the successful faculty members.

TIP 2009-10 Schedule

September 10, 2009	Faculty Senate Steering Committee completes review of university requirements for TIP
TBA	Distribute Guidelines to All Faculty
TBA	Term eligible TIP courses and student credit hour production histories for the last eight semesters (excluding summers) to chairs for review
TBA	Chair/Director to return corrected term eligible TIP courses and student credit hour (SCH) production histories to Barbara Davis, Faculty Relations, Millican Hall, Suite 351
TBA	College elects TIP “Selection Criteria & Procedures” Committee
TBA	College sends TIP “Selection Criteria & Procedures” document to lcooney@mail.ucf.edu for review and approval
TBA	TIP, RIA and SoTL Workshop
TBA	College elects TIP Selection Committee
TBA	TIP portfolios due in deans’ office no later than 5 PM
TBA	College sends TIP Selection Committee recommendations to Barbara Davis bmdavis@mail.ucf.edu in Academic Affairs
TBA	<ul style="list-style-type: none"> • Office of Academic Affairs to notify all applicants of outcome • College to notify all applicants of the outcome, including reasons for recommendations



Dr. Lin Huff-Corzine
Associate Vice Provost
Faculty Affairs
Division of Academic Affairs
Millican Hall, Suite 351
Phone: (407) 882-0077 · Fax: (407) 823-3028
E-mail: lcorzine@mail.ucf.edu

UNIVERSITY OF CENTRAL FLORIDA
UCF-TEACHING INCENTIVE PROGRAM (UCF-TIP)
2009-2010 PROCEDURES

The University of Central Florida Teaching Incentive Program (UCF-TIP) was established as a new initiative in 2000-2001 and is designed as a successor to the Teaching Incentive Program (TIP) funded by the Florida Legislature in previous years. The Office of Academic Affairs provides the funding for these awards and the specifics of the UCF-TIP program were developed through consultation between the Office of Academic Affairs and the Faculty Senate Steering Committee.

I. Awards:

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, 2009, the start of the 2009-2010 contract. The actual dollar amount awarded for the academic year 2009-10 will reflect the employee's FTE for the year.

II. Eligibility Criteria:

A faculty member will be considered "**eligible**" for an award if all the following criteria are met:

1. The faculty member must be on a full-time, 9- or 12-month tenured or tenure-track appointment with the rank of professor, associate professor, or assistant professor; or be a full-time 9- or 12-month employee who is appointed to a rank which is equivalent to professor, associate professor, or assistant professor; or be on a full-time appointment as an instructor or a lecturer; or be under a multi-year non tenure-track appointment. Faculty on visiting (or similar temporary) appointments and faculty on less than full-time appointments are not eligible for these awards.

2. The faculty member must have a substantial teaching commitment at the University through classroom instruction during the **past four** academic years (2005-2006, 2006-2007, 2007-2008, and 2008-2009).

3. No faculty member may be selected for a UCF-TIP more than once **every five** years. Specifically, any faculty member who received a UCF-TIP increase in previous years that became effective August 8, 2005, or later is not eligible for this year's UCF-TIP. Further any faculty member who received a UCF-TIP increase that was effective August 8, 2004 or earlier is eligible for this year's UCF-TIP.

III. Productivity Criteria:

An eligible faculty member will be considered a “**candidate**” for the award if the following teaching productivity criteria are met:

1. Total Credit Hour Productivity (CHP) **or** total Graduate Hour Productivity (GHP) must be at or above the college or department (or school) or “**unit**” median for **eligible** faculty. A **unit** is defined as any degree granting academic unit not within an established college. CHP and GHP are defined as the sum of classroom, web and media-enhanced credit hours (SCH) generated for the last eight fall and spring semesters (for academic years 2005-2006, 2006-2007, 2007-2008, and 2008-2009).

2. For CHP, SCH is defined as the total student credit hours (**total = undergraduate plus graduate**) from the final end of semester assignment reports. For GHP, SCH is defined as the total student credit hours (**graduate only**) from the final end of semester assignment reports. In either case, SCH excludes student credit hours for individualized instruction such as independent studies, practicums, internships, supervised research, dissertations and theses. SCH also excludes student credit hours for overload assignments.

3. The total number of candidates for the award in the college is equal to the number of candidates based on CHP criterion **plus** the number of candidates based on GHP criterion.

IV. Allocation of Awards to the College:

1. The funding from the Office of Academic Affairs provides for new UCF-TIP awards. For year 2009-2010, there are 40 new awards. These new awards will be allocated to the college in proportion to the total number of faculty candidates determined above (rounded to the nearest integer), and shall have a minimum of one award.

2. In any given academic year, if any former recipients of UCF-TIP awards leave their employment at UCF, the award(s) will remain within their respective colleges or units for “recycling” as **additional** UCF-TIP awards for the following academic year.

3. The number of new and “recycled” UCF-TIP awards will be communicated to the college and to the Faculty Senate Steering Committee as soon as these data become available.

V. Faculty Senate Oversight Committee:

The Faculty Senate UCF-TIP Oversight Committee will review faculty appeals of their eligibility or of data relative to their productivity and make recommendations to the Provost. Further, this committee will also review the data on allocation of new awards to the college as well as the data on “recycled” awards. No appeals of Selection Committee’s recommendations will be considered.

VI. Criteria for Awards and Process for Selection of Award Winners:

1. Establishment of selection criteria and selection of award winners from the list of candidates for award as determined above will be the responsibility of faculty in respective college.

2. There will be two college (or unit) level committees **elected annually**: the Selection Criteria and Procedures Committee and the Selection Committee. Both committees will be composed of **elected** faculty and will have **departmental representation**. For “units,” as defined above, these committees will have no less than three and no more than five members. Both committees, to the extent possible, will be composed of faculty who previously won state-funded TIP or UCF-TIP awards. In addition to the faculty members, the Selection Committee will have a student member selected in accordance with the document prepared by each of the Selection Criteria and Procedures Committee. This document prepared by each of the Selection Criteria and Procedures Committees will be subject to approval by the Provost. Further, these documents will be provided to the Faculty Senate Oversight Committee. Faculty candidates for the award are not eligible to serve on the Selection Committee.

3. Selection criteria shall include teaching quality and effectiveness, continuing commitment to instruction, consideration of class size (large versus small), and innovation and creativity in instruction. Candidates will be asked to prepare a portfolio containing teaching assignments, student evaluations, and other supporting documentation for the past **four** academic years (2005-2006, 2006-2007, 2007-2008, and 2008-2009).

The Selection Criteria and Procedures Committee shall specify the **maximum** permissible size of the faculty portfolio (for example, one 2-inch three-ring binder).

4. The Selection Committee will review faculty portfolios and recommend award recipients to the Provost. The President will give the final approval for awards to the successful faculty members.

UCF-TIP 2009-10 Schedule

September 10, 2009	Faculty Senate Steering Committee completes review of university requirements for UCF-TIP
TBA	Distribute Guidelines to All Faculty
TBA	Term eligible UCF-TIP courses and student credit hour production histories for the last eight semesters (excluding summers) to chairs for review
TBA	Chairs/Directors to return corrected term eligible UCF-TIP courses and student credit hour (SCH) production histories to Barbara Davis, Faculty Relations, Millican Hall, Suite 351
TBA	Colleges elect UCF-TIP “Selection Criteria & Procedures” Committee
TBA	Colleges send UCF-TIP “Selection Criteria & Procedures” document to lcooney@mail.ucf.edu for review and approval
TBA	UCF-TIP, RIA, and SoTL Workshop
TBA	Colleges elect UCF-TIP Selection Committee
TBA	UCF-TIP portfolios due in deans’ office no later than 5 PM
TBA	Colleges to send UCF-TIP Selection Committees recommendations to Barbara Davis bmdavis@mail.ucf.edu in Academic Affairs
TBA	<ul style="list-style-type: none"> • Office of Academic Affairs to notify all applicants of outcome • Colleges to notify all applicants of the outcome, including reasons for the recommendations