



2021-2022
FGCU Faculty Senate
Annual Report

August 26, 2022

Submitted by Faculty Senate's Elected Officers:

Anna Carlin, 2022-2023 President
Dr. Lyndsay Rhodes, 2022-2023 Vice President
Dr. Senthil Girimurugan, 2022-2023 Parliamentarian
Dr. Tammy Sadighi, 2022-2023 Secretary

Introduction

The purpose of the Faculty Senate Report is to summarize the efforts, deliverable products, and achievements of the FGCU Faculty Senate during the 2021-22 academic year.

The Florida Gulf Coast University Faculty Senate was created as “a system of collegial faculty self-governance that ensure[s] the rights of faculty are supported and the responsibilities of faculty in fulfilling the mission of the university are met”. The Faculty Senate Governance System comprises the [Faculty Senate](#), the Senate’s Elected Officers, all [standing teams](#) and committees, and the [Senate Teams Council of Chairs](#) (which is composed of facilitators from each standing team).

As outlined in the [Faculty Senate Governance Document](#), the “Faculty Senate is the decision-making body for FGCU faculty governance. The standing teams make recommendations to the Senate, which has final authority. The Senate may enact resolutions on any matter affecting the academic mission of the University, and speaks for the faculty on matters of concern. It is the responsibility of the senators to communicate with and get feedback from the constituents in their unit. The means of communication [are] determined by the senate representatives in each unit.

“The Faculty Senate engages in collegial dialog with the President of the University, the Provost/Vice President for Academic Affairs and others in positions of administrative leadership in order to pursue and refine the mission of the University. Collaborative and shared leadership among all university constituents is critical to creating a campus environment conducive to advancing student achievement. Fairness, mutual respect, continuous improvement, an informed faculty, and collegial decision making are the hallmarks of the governance structure.”

Standing Teams and Committees

Standing Teams: The [Standing Teams](#) of the Faculty Senate are responsible for direct oversight of key areas of faculty responsibility and involvement. These include curriculum, program review, grants and research activities, institutional and faculty affairs, and other domains related to curriculum, instruction, and faculty governance. The composition and scope of team responsibilities are described in the Faculty Senate Bylaws. Teams receive and/or identify agenda items from three primary sources: the team’s elected faculty membership, the Faculty Senate’s Elected Officers (either acting as a relay for concerns from the faculty at large or conveying action from the Faculty Senate), and ex-officio administrative members of the committee.

Standing Committees: Standing Committees of the Faculty Senate provide peer review of competitive or selective grant, sabbatical, and excellence awards administered through the Office of the Provost and Vice President for Academic Affairs and/or implemented as part of Collective Bargaining Agreement between the Administration and the United Faculty of Florida FGCU chapter.

In 2021-22 there were six Standing Committees

- Excellence in Teaching
- Excellence in Service
- Excellence in Scholarship
- Professional Development Fund
- Professional Development Leave Review & Advisory Committee
- Sabbatical

Appendix D briefly compiles the accomplishments for standing teams .

Activities of the Faculty Senate 2021-2022

Actions Items completed in Faculty Senate 21-22

- Made multiple changes to Faculty Governance Document (Faculty Senate Bylaws). New academic units- The Water School and University Advising – were added to the document to ensure representation in faculty governance. Attendance at Faculty Senate was defined as with virtual or in-person.
- Updated FPED to remove specific language about academic units and match the Faculty Governance Document
- Approved changes to all Excellence Award Guidelines to switch to electronic formats.
- Affirmed Resolution on Staff Layoffs in the Business Hub Reorganization (**see Appendix A**)
- Affirmed ACFS Statement on Academic Freedom (**see Appendix B**)
- Approved update Professional Development Leave Guidelines to clarify eligibility requirements
- Approved the 2024-2025 Academic Calendar
- Approved Student Perception of Instruction (SPOI) Recommendations from Faculty Affairs Team, allowing for thoughtful public display of quantitative results of the SPOI (**see Appendix C**).

Information Items shared in Faculty Senate 2021-22

- 25th Anniversary Celebration Plans
- 25th Anniversary Digital History Project
- Academic Integrity Process
- Arthrex Partnerships
- Center for Academic Achievement information
- Early Academic Alert information
- Faculty Research Needs Survey (Library/ORSP)
- Hanseatic League and World Universities with Real Impact rankings
- Interfolio Promotion Pilot
- ITS (Desktop Replacement plans)

- Joint and Affiliate Appointments guidelines
- Legislative Updates from Government Relations
- Micro-credentials and Digital Badges
- Police Chief Kelli Smith Introduction
- President Mike Martin Q&A
- Presidential Search Firm Listening Session
- Scholarly Innovation and Student Research
- ScholarsCommons (Research Information Management System)
- Staff Retention and Morale Survey Results (SAC)
- Take Flight Research Fund

Special Topics

Student Perception of Instruction (SPol)

The Faculty Affairs Team was charged with the task of examining our current SPol instrument and practices to bring us in line with state statute, BOG regulations, and best practices for assessment of instruction. State statute specifically exempted the results of the SUS Student Assessment of Instruction (SUSSAI) from being designated limited-access records. FGCU, along with most other SUS schools, stopped using the SUSSAI several years ago. When we switched to the SPol instrument instead of the SUSSAI instrument, the results were considered confidential and made available only to the course instructors, who could decide whether not to include them in annual reports or promotion documentation.

In the summer and fall of 2021, fresh eyes noticed that this practice of keeping assessment of instruction confidential was not in keeping with the letter of the law. With agreement between the Provost, President’s Cabinet, Faculty Senate leadership, and the Faculty Affairs Team, it was decided that SPol data would be open to those with supervisory roles in relation to the faculty members being evaluated in the SPols. The Faculty Affairs Team was then asked to identify what questions in the SPol were analogous to the original common core questions from the SUSSAI so that the responses to those could be made publicly available.

To assist in the work of examining how to convert the “confidential” SPol to a more accessible instrument of evaluation, Provost Mark Rieger secured the help of a scholar in the area student evaluation of instruction, Dr. Angela Linse, to provide some information and questions and answer sessions with faculty, administrators, and the Faculty Affairs Team in the month of January.

The Faculty Affairs Team (FAT) sent out a survey to all faculty in February to ask which questions/statements from the SPol should be retained and/or published. About half of the faculty responded to this survey. The Faculty Affairs Team then produced a [comprehensive set of recommendations](#) that were shared with Faculty Senate and the Provost. The Faculty Senate initial review resulted in a need for further clarification on three issues; whether to include an introductory statement to the SPol about bias, what questions to display publicly and how to publish results. The

FAT reviewed further evidence and faculty feedback and produced a [final, more specific set of recommendations](#). These recommendations were supported and approved by a Faculty Senate vote of 28 yes, 0 no, and 2 abstentions.

The final implementation of the recommendations was carried out over the summer of 2022 as Academic Affairs worked with the Office of Planning and Institutional Performance to create the web-based data dashboard that will display the SPoI results. This will be available for public viewing sometime during the Fall 2022 semester.

The Faculty Affairs Team deserves recognition for the work they did during this year to bring together so many pieces of information and evidence to create such a helpful and impactful set of recommendations on this task of bring the SPoI into line with best practices.

Faculty Senate News Blog

Faculty Senate President, Anna Carlin, introduced one small innovation this year in communication with a faculty senate news “blog” on the faculty senate website. Intended to make more information available to the wider faculty and shift the focus of communication away from email and into a web-based hub, the news blog was used to distribute the Faculty Senate President’s report, reminders between meeting about action items, and other faculty senate related news and updates. In the next year, the Executive Team plans to use this venue to highlight Senate teams and promote more engagement with Senate business.

Electronic Promotion Portfolios

A small team of faculty and administrators worked Academic Affairs to design the templates and test the workflows of the Interfolio system that was purchased for faculty use in the review and promotion processes. The faculty team was assembled by asking for volunteers from the Technology Team and Faculty Affairs Team of the Faculty Senate.

The team was:

Dr. Menaka Navaratna, Department of Math
Elizabeth Weatherford, Department of Language of Literature
Anna Carlin, University Library and Faculty Senate President
Chuck Lindsay, Interim Dean of the College of Arts and Sciences
Andi Clemons, Director, Academic Affairs, Administration and Budget
Kristin Toth, Administrative Specialist

Interfolio was selected as the platform for the electronic review process after demonstrations that were promoted by faculty senate and attended by many faculty members. Though this was intended to be a “pilot” year for the Interfolio system, the faculty members going up for promotion overwhelmingly choose to use this system for promotion instead of submitting a paper portfolio. Right after the deadline for submitting intent for promotion, the faculty team, along with Andi Clemons, lead training in Interfolio for all faculty candidates for promotion. More training was provided for chairs and

deans as the review period started. While there are still improvements to be made to the system for next cycle, the feedback was that most people were satisfied with their experience using Interfolio for the promotion documentation and review process. We plan to continue to use a faculty team to work on further improvements and changes to the process.

Ongoing Issues Carrying Forward

Interfolio Faculty Activity Reporting

The next phase of Interfolio implementation will include capturing faculty activities like teaching and scholarship and publication. Faculty Senate and its teams will want to provide guidance and leadership through this process. There is also the potential to move other faculty review processes (like Sabbatical and Professional Development Leave) into Interfolio, which will require the cooperation of faculty teams.

Presidential Search and Appointment

Faculty Senate will be a major point of contact for faculty opinion and communication through the Presidential Search in the fall of 2022 and the onboarding of a new President in the spring of 2023.

Strategic Planning

The campus is preparing for a new president and new strategic plan this year. Faculty Senate can and should be a venue for faculty discussion, review and approval of a new plan.

Faculty Performance and Evaluation Document (FPED) revisions

There is an immediate need to make changes to the FPED to create a documented pathway for our in-unit faculty advisors to get promoted. Currently, they are all working in the division of Student Success and Enrollment Management which is a parallel division to Academic Affairs and does not report through the usual structures of department chairs, Deans/Directors, and Provost. This difference needs to be recognized in the FPED. There are other parts of the FPED that have been proposed for revision by both faculty and administration that need further discussion and review, including reducing the annual evaluation ratings from three levels (meets/exceeds/does not meet) to two (meets/does not meet) and possible removal of minimum years of service requirements for promotion. The Faculty Affairs Team will continue to work on these issues.

Professional Development Fund Grants (PDFG)

Funding for PDFG has remained essentially the same since 2012, \$124,000, with reductions while the COVID-19 pandemic limited travel. Faculty requests for funds always exceed the amount of funding available. Changes to procurement practices have kept us from spending money from one fiscal year in the next one, which has led to challenges in funding summer activities. The adoption of Workday has caused a shift from administrative specialists holding the responsibility for submitting the “paperwork” for spending PDFG money to the individual faculty members, which has also created some logistical

headaches for all involved. Further refinement of the PDFG guidelines and procedures most likely needs to be done to address these problems.

Legislative Sub-Committee

The Florida state legislature was very active in passing new laws that impacted higher education this year. In order to best inform FGCU's legislative liaison, a small sub-committee was created and met to review bills from a faculty perspective and provide information to Government Relations. There will be more for this committee to do this year, and the Senate Executive Team will need to renew or reappoint members for this sub-committee.

AY 2022-23

At its last meeting of the year, the Faculty Senate elected five Senate officers to the Executive Leadership positions for the 2022-23 term. Officers elected or reelected are:

Anna Carlin (University Library), President
Lyndsay Rhodes (CAS), Vice President
Tammy Sadighi, Secretary
Senthil Girimurugan (CAS), Parliamentarian
Dan Vo (Entrepreneurship), Communications Officer

APPENDICES

APPENDIX A: Resolution on Staff Layoffs in the Business Hub Reorganization

10/22/2021

FGCU Faculty Senate

Resolution

The Faculty of Florida Gulf Coast University,

Whereas, the recent creation of a Business Operations Support Services Hub for Academic Affairs was not suggested in the final report of the Reallocation of Resources Committee, was not supported by the academic unit Deans, and was not a part of any campus-wide conversation;

Whereas, the creation of the business operations hub has resulted in the elimination of two business manager positions in the colleges,

Whereas, dismissal of personnel should follow University policy and regulations;

Whereas, reorganization should rest on objectives with demonstrable outcomes that serve the interests of the university and the academic units in their obligations to its students, staff, and faculty;

Whereas, reorganization in unit infrastructure, if not well planned and implemented, has unanticipated consequences that ripple through the academic units and impact their ability to serve their constituencies;

Whereas, such unilateral and abrupt implementation of the Business Operations Support Services Hub for Academic Affairs and the subsequent disruption to staff positions has had a devastating impact on staff morale and is contrary to building a culture of civility;

Resolve to communicate a message of solidarity with the two business managers who have been removed from their current positions without regard to their competency and their contribution to the academic units' efficient operation.

Further resolve to communicate a message of solidarity to all university staff who feel vulnerable and under-appreciated for their value to the university.

Approved by the FGCU Faculty Senate 10/22/2021

APPENDIX B: ACFS Statement on Academic Freedom

The Faculty Senate of Florida Gulf Coast University resolves its support of the Advisory Council of Faculty Senates' Statement on Threats to Academic Freedom in the State University System. ACFS Statement on Threats to Academic Freedom The State University System of Florida Advisory Council of Faculty Senates, representing the faculty of all twelve public universities in Florida, have united to express our grave concerns over the recent events taking place at our member institution, the University of Florida. Together, we express deep alarm about what appears to be a serious breach of academic freedom. In its 1940 Statement of Principles on Academic Freedom and Tenure, based on its original 1915 Declaration of Principles, the American Association of University Professors set forth clear professional norms regarding faculty participation in civic discourse: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline..." Recognizing their obligations as representatives of their disciplines and universities, the AAUP further notes that faculty have an obligation in such circumstances to speak with accuracy and respect for others, and as individuals rather than institutional speakers. This is precisely what the faculty at the University of Florida were attempting when their public participation was blocked by the university. When faculty are invited to participate in policy processes through their speech or research, they do so as objective experts, prepared by academic training to focus on evidence over bias. When they are denied the right to participate, not only does it undermine both freedom of inquiry and the independence of the university, it denies the citizens of the State, to whom the university is ultimately responsible, access to the most current and independent knowledge available on the issue under consideration. In these recently publicized instances, faculty in a variety of disciplines attempted to engage in professional activity consistent with the principles of academic freedom that have been protected in the United States for over 100 years. As fellow faculty and stewards of the academy, we rise to defend these principles, especially when they are challenged in what appears to be a systematic way. We urge the University of Florida to reconsider these decisions, and we urge the State University System to reaffirm its commitment to academic freedom and freedom of speech as core values of all public institutions of higher learning.

(Unanimously supported by ACFS membership on November 4, 2021)

Approved by the Florida Gulf Coast University Faculty Senate November 19, 2021

APPENDIX C : SPoI Recommendations from Faculty Affairs Team

Date: April 8, 2022

To: Faculty Senate Executive Committee

From: Faculty Affairs Team

Re: Revised Recommendations to the Students Perceptions of Instruction (SPOI)

Introduction

At the last Faculty Senate meeting, March 25, 2022, the Faculty Affairs Team advanced recommendations concerning possible revisions to the Students Perception of Instruction (SPoI) and concerning what and how quantifiable results should be displayed. Due to a motion on the floor, only the instrument portion of the recommendations was discussed, leaving the other two recommendations (what and how) to be discussed as new business.

Since that time, Faculty Affairs Team has met and come to a stronger consensus on how and, therefore, has modified its original recommendation, some of which was presented at the Faculty Senate meeting today, April 8th. Given the feedback, this is the complete recommendation

First, it maintains its recommendation on the revised instrument, with the exception of changing the introductory statement. The controversial second paragraph should be removed and, with slight revisions, should be added to the public site of the SPoI results (see Figure 1).

Second, it maintains its recommendation that only distributions and response rates be displayed for public viewing, per Figure 2 attached at the end of this communication. Response rates should include the number of responses for each Likert selection AND the number of total responses relative to the number of enrolled students (e.g., 45 enrolled; 34 responded). FAT also recommends two additional features.

1. When construction the search feature for locating results, the mode of instructional delivery (i.e., face-to-face, hybrid; online) should be noted, as well (see Figure 2).
2. That the modified portion of the introductory statement intended for the students on the survey regarding unconscious or unintentional bias be the first visible element when someone searches for SPoI results. For instances, it would be on the entry portal for everyone to read when they connect to the SPoI webpage. The statement would read:

Racial, ethnic, gender, religious, and linguistic diversity in our faculty are valued contributions to the FGCU mission to provide students with an education founded on multiple perspectives and lived experiences. Nationally, however, research has established that perceptions of instruction are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations, even when there are no actual differences in the instruction or in what students have learned. Research also has indicated that students tend to rate faculty who teach fully online courses

(synchronous/asynchronous) lower than faculty who teach face-to-face, even though there are no differences in what students have learned. Please keep both concerns in mind as you review the SPOI results.

Lastly, based on additional input from our constituencies, FAT has narrowed its recommendation for how the results are displayed to a single option: Construct a visually attractive webpage with a search engine that allows the public to purposefully search for SPOI results. A purposeful search is one that requires the searcher to identify an instructor, a course (e.g., EDA 7235 Seminar in School Law), or a course reference number (CRN) (see Figures 2 and 3).

Figure 1

Revised SPOI Introduction and Statements

(Statements are numbered as they would be in the existing instrument)

Introduction							
Student perceptions of instruction play an important role in helping faculty reflect on their course design and instruction. The information you provide will help them to improve the course and therefore raise the quality of the educational experience for future students. Your feedback and ratings, including comments to the open-ended questions, are anonymous. Both the instructor and their direct supervisor will have access to the feedback but not to any information that identifies you.							
#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
10	The instructor seems concerned with whether I learned the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	The instruction helped me understand the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	The instruction generated interest in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	The learning environment was positive and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Course activities and assignments facilitated my ability to analyze, solve problems, and/or think critically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	The following helped with my learning in the course:						
	a. How the course was organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. How the course content was delivered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. Interactions between the instructor and the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. The availability of the instructor out-of-class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. Required materials (e.g., books, publications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Overall this course was effective in improving my knowledge of course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Overall, this course was a valuable educational experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 2

Faculty Name: Course: Mode of Instruction:

Student Perceptions of Instruction

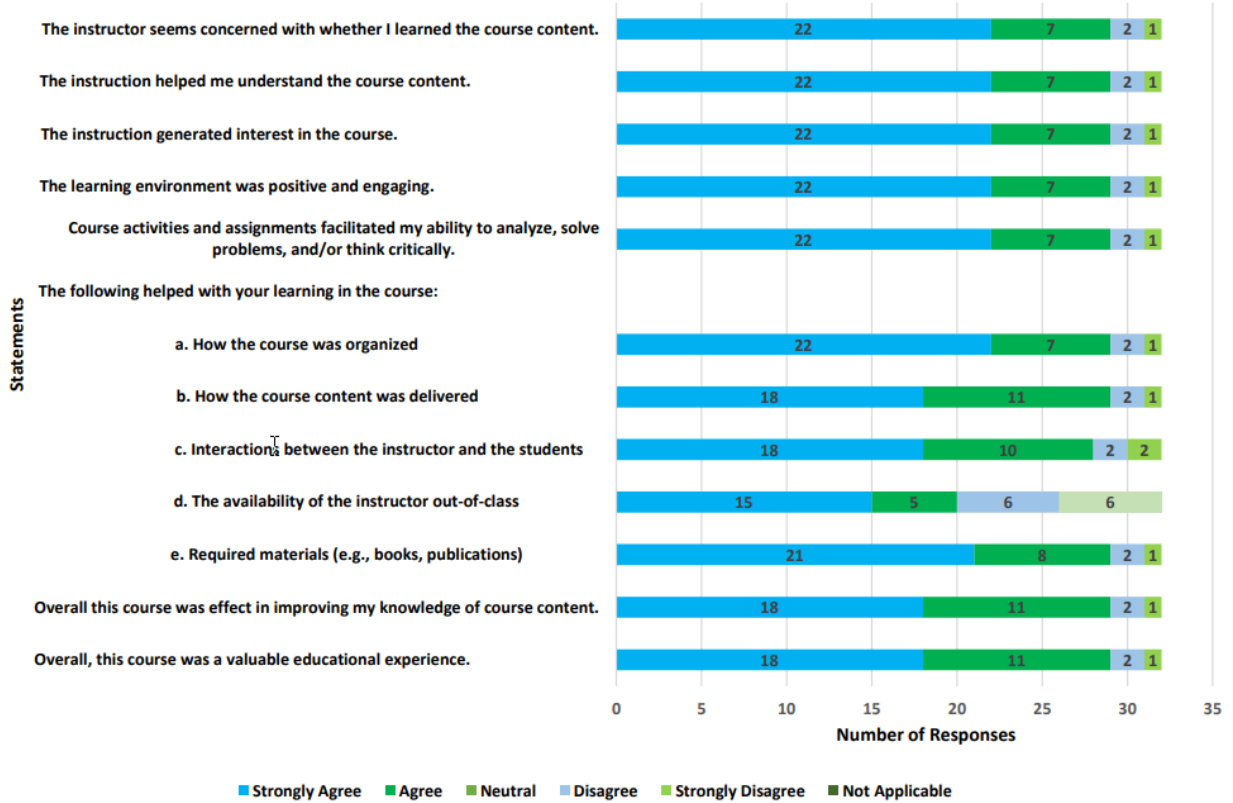


Figure 3 **Purposeful Search**

Search by:

Instructor's Name

Year/Semester
2021 - SUMMER ▼

Instructor's Name
(i.e., last name, first name)

Course Sequence Number

Year/Semester
2021 - SUMMER ▼

Prefix and Course Number

Course Reference Number (CRN)

Year/Semester
2021 - SUMMER ▼

APPENDIX D: Standing Teams and Committees, Brief Reports

Team/Committee Name	Accomplishments
Appointments Team	Helped to recruit nominees to university committees from within respective units, and evaluated the nominees and ranking nominees so that the top ranked nominee(s) could be forwarded.
Faculty Affairs Team	<p>Drafted revisions to the Faculty Promotion and Evaluation Document that were passed by Faculty Senate.</p> <p>Drafted comprehensive recommendations for changes to the Student Perception of Instruction (SPoI) instrument in order to prepare for more widespread display of the results in order to comply with state law.</p>
General Education Council	Review of any new General Education course proposals and changes to existing courses.
Graduate Affairs Team	Approved Graduate Policy Revision Proposals and approved Graduate Policy Proposals, including drafting a revision of the General Graduate Admissions Policy.
Graduate Curriculum Team	Reviewed, discussed and ultimately approved curriculum revision and certificate proposals from the College of Arts and Sciences, the College of Education, Marieb College of Health & Human Services and Lutgert College of Business.
Grants and Research Team	<p>Evaluated Center and Institute annual reports.</p> <p>Improved guidance for Center and Institute reports and applications to provide more clarity and better outcomes.</p> <p>Reviewed applications for internal research grants programs, such as the Take Flight Research Fund.</p>
Institutional Affairs Team	<p>Drafted and approved the 2024-25 Academic Calendar to be sent to Faculty Senate for approval.</p> <p>Reviewed university policy changes.</p>
Library Team	The team worked with Dean Elliott to review the library plans, policies, and technology changes and kept colleges at FGCU up to date with library developments, changes, and news.

Team/Committee Name	Accomplishments
Program Review Team	<p>Reviewed CVs for external reviewers for seven different programs.</p> <p>Reviewed self-study, external reviews and program responses for seven different programs.</p> <p>Reviewed 1-year follow-up reports for four different programs.</p>
Student Affairs Team	<p>Reviewed student related policy changes.</p> <p>Discussed how faculty could be more involved in retention and student success efforts.</p>
Technology Team	<p>Worked with Workday Student planning processes.</p> <p>Brought faculty concerns and questions to the members of ITS and Digital Learning, and reported back to faculty.</p>
Undergraduate Curriculum Team	<p>Review of proposed changes in, additions to, and deletions from the undergraduate curriculum that were submitted to the Office of Academic and Curriculum Support, covering more than 40 different academic programs and minors</p>
Professional Development Leave Review and Advisory Committee	<p>Review of applicants' portfolios .</p> <p>Application of the criteria for professional development leave.</p> <p>Decision about Professional Development Leaves to be awarded.</p>
Sabbatical Committee	<p>Review of applicants' portfolios.</p> <p>Application of the criteria for Sabbatical awards.</p> <p>Decision about Sabbaticals to be awarded.</p>
Teaching Excellence Award Committee	<p>Review of applicants' portfolios.</p> <p>Application of the criteria for the award as set out by Faculty Senate .</p> <p>Decision about the award winners in the Teaching Excellence categories.</p>

Team/Committee Name	Accomplishments
Service Excellence Award Committee	<p>Review of applicants' portfolios.</p> <p>Application of the criteria for the award as set out by Faculty Senate.</p> <p>Decision about the award winners in the Service Excellence categories.</p>
Scholarship Excellence Award Committee	<p>Review of applicants' portfolios.</p> <p>Application of the criteria for the award as set out by Faculty Senate.</p> <p>Decision on the award winners in the Scholarship Excellence categories.</p>
Professional Development Fund Grant Committee	<p>Reviewed Professional Development Fund Grant applications for the Fall and Spring cycles.</p> <p>Applied the published criteria adopted by Senate to the qualified applications.</p> <p>Made final decisions about awarding of available funds.</p>