M E M O R A N D U M

Date: January 5, 2017

TO: Members of the Steering Committee

FROM: Keith Koons
Chair, Faculty Senate

SUBJECT: **STEERING COMMITTEE MEETING on January 12, 2017**

Meeting Date: Thursday, January 12, 2017

Meeting Time: 4:00 – 6:00 p.m.

Meeting Location: **Student Union Pensacola Board room 222**

A G E N D A

1. **Call to Order**
2. **Roll Call**
3. **Approval of Minutes of** *November 3, 2016*
4. **Announcements and Recognition of Guests**
5. **Report of the Provost**
6. **Old Business**

   - None

7. **New Business**

   - Resolution 2016-2017-12 Availability of Lactation Rooms for UCF Women

   - Resolution 2016-2017-13 Fair and equal enactment of the UCF Employment of Relatives Policy

   - Resolution 2016-2017-14 Guidelines for Academic Structure at the University of Central Florida

   - Resolution 2016-2017-15 Cumulative Progress Evaluation (CPE) Requirement for Promotion to Full Professor

   - Appointment of selection committee for the University Excellence in Professional Service Award

   - Discussion on TIP, RIA, and SoTL Approval Process

   - Addendum to Resolution 2016-2017-10 Faculty Senate Bylaw Change, Restore Section IV.I Resolutions

   - Provost Response to Resolution 2016-2017-9 Faculty Senate Bylaw Change, Governance in Academic Units

   - Student Perception of Instruction (SPoI) Response Rate

8. **Liaison Committee Reports**

   - Budget and Administrative Committee – *Nina Orlovskaya*
   - Parking Advisory Committee – *Bari Hoffman-Ruddy*
   - Personnel Committee – *Linda Walters*
   - Graduate Council – *Jim Moharam*
   - Undergraduate Council – *Kelly Allred*

9. **Other Business**
10. **Adjournment**

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Faculty Senate
Steering Committee Meeting
Minutes of **November 3, 2016**

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Keith Koons, chair, called the meeting to order at 4:05 p.m. The roll was circulated for signatures.

MINUTES
Motion to approve the minutes of September 8, 2016 was made and seconded. The minutes were approved as recorded.

RECOGNITION OF GUESTS
Jennifer Sumner, Director of Academic Support Services, Regional Campuses
Kristy McAllister, Coordinator, Academic Affairs Information and Publication Services

ANNOUNCEMENTS
The Senate received approval from the provost on the following resolutions:
Resolution 2016-2017-1 Joint Committees and Councils
Resolution 2016-2017-2 Various Joint Committees and Councils
Resolution 2016-2017-4 Undergraduate Council and Committees
Resolution 2016-2017-5 Graduate Council and Committees
Resolution 2016-2017-6 Parking Advisory and University Parking and Transportation Committees
Resolution 2016-2017-8 Nominating Committee
Resolution 2016-2017-11 Section IX Amendments

The remaining resolutions approved at the October 20, 2016 Senate meeting are still under review. Dr. Korosec indicated that Dr. Hartman will review Resolution 2016-2017-3 and is having Dr. Young review Resolution 2016-2017-9, while Resolution 2016-2017-10 is being reviewed by the provost. The provost is looking at an addendum to Resolution 2016-2017-10. Hopefully a response will be forthcoming in the next couple of weeks.

OLD BUSINESS
None.

REPORT OF THE PROVOST
The provost is attending the Board of Governors meeting today. Ronnie Korosec reporting on behalf of the provost.

Gallup-Purdue Index
As part of a national initiative, UCF was part of a study earlier this year to evaluate our graduate students level of satisfaction with the quality of education and services received. The survey was sent to 100,000 alumni that graduated from UCF between 1970 and 2015. The response rate was 9%. Gallup representatives were on campus a couple of weeks ago to share preliminary information. A report will probably be available in the Spring

semester. The provost requested the findings be made available to Steering and communicated to larger groups.

Collective Impact - Strategic Plan
Dr. Lisa Jones facilitated a provost retreat on October 27 on the Collective Impact and institutionalizing the Strategic Plan. Mike Morsberger helped secure a $10,000 commitment from Nelson Marchioli, chair of the UCF Foundation Board to recognize faculty and staff that are actively involved in the strategic planning process and able to bring new and innovative ways of implementing the strategic plan. Details are still in development.

Student Demand for Mental Health Services
There is a spike in the number and scope of counseling services needed by students this year at UCF and throughout the State of Florida. The need for services has increased by 4 – 5% over last year. UCF does not have enough counselors in permanent roles to meet the demand. The Board of Trustees approved hiring four temporary counselors while trying to secure more funds.

Provost College Visits
The provost scheduled half day sessions at all colleges to receive feedback. The provost visited with the College of Arts and Humanities on October 20, and the Rosen College of Hospitality Management on October 26. The Rosen College noted that the faculty were appreciative and the visit was well received. The provost spends about thirty minutes providing an overview of the Collective Impact – Strategic Plan, followed by a question and answer session. The remaining time is planned by the college. Upcoming college visits include:
- College of Business Administration – November 18, 2016
- College of Sciences – January 13, 2017
- College of Health and Public Affairs – January
- Burnett Honors College – January
- College of Engineering and Computer Science – February
- College of Education and Human Performance – March
- College of Medicine, College of Nursing, and College of Optics and Photonics – April

Provost Forum
Thanked everyone that attended and participated in the provost forums. The first forum on Research and Graduate Studies was co-hosted by the provost and Liz Klonoff. The second forum on Faculty Excellence and Prominence was co-hosted by the provost and Cynthia Young. The webcasts are archived at http://provost.ucf.edu/2016-17-provost-forums/, if you were unable to attend. Two more forums are planned in the spring; Student Success on February 13, 2017, and Funding and Philanthropy on April 13, 2017. Both forums are from 9:00 – 10:00 a.m. in the Morgridge International Reading Room. The provost plans to hold the forums on an annual basis.

Question: Can you clarify who is reviewing the pending resolutions?
Answer: Resolution 2016-2017-3 University Promotion and Tenure Committee and Resolution 2016-2017-9 Governance in Academic Units are both being reviewed by Cynthia Young. Resolution 2016-2017-7 Information Technology Advisory Committee is being reviewed by Joel Hartman and Resolution 2016-2017-10 Restore Section IV Meetings of the Senate I. Resolution is being reviewed by the provost.

NEW BUSINESS
Foundations of Excellence (FoE) Update Presentation
Dr. Jennifer Sumner provided an update on the FoE initiative. Dr. Sumner distributed a First Year Summary 2014-2015. In 2014-2015, 61% of undergraduates transferred to UCF, of which 54% represented transfers through DirectConnect. Discussed the purpose and the steps taken over the past year, what UCF learned, and what needs to be done going forward.

Question: Is there any way to target some of the efforts? For example, the drop in GPA after the first semester, is it different by program? If so, can't we target the drops?
Answer: Working with Institutional Knowledge Management (IKM) to get data for this year. The GPA does go back up in the second semester. Will see if we can isolate the declines based on IKM data.

Question: Has anyone tried to track down county or specific institutions in order to determine where to issues are coming from and who are the most productive institutions that don't have transfer issues?
Answer: Most of the transfers are from the Direct Connect partners and others are from other colleges. With the increase in our online presence, we expect more transfers from out-of-state. It's important to get strategies in motion now to help in the future.

Question: How is transfer shock any different from first year in college students?
Answer: Similar, but students coming from a small institution have smaller class sizes with more structured instruction. For example, UCF has video captured lectures that don't require the student to attend. Student support at the university is vast with over 500 initiatives that impact transfer students. The support is sometimes hard for the students to navigate.

Question: Does any data indicate that the transfer students are moving away from home for the first time and that could be adding to the GPA drop?
Answer: Have not seen that in the data, but it could be an issue since one of the benefits of DirectConnect is that the student can stay local and live at home.

Comment: In comparing freshman and transfers, we might have better processes in place for freshman. For example, freshman are required to attend a two-day orientation where transfer students only attend a one-day orientation. UCF transfer students now exceed the total of first time in college freshman.

Question: In some programs, when a student's GPA drops, they change majors then the GPA increases. Is this the norm?
Answer: These are all great data points and we can look into it.

Comment: Others would be interested in knowing: where the transfers are coming from, are they switching majors, and other information that may help program directors.

Question: What is the reciprocity with the six feeder institutions? What is their role in preparing their students in attending a university?
Answer: We have had great success with our partnerships. Especially through curriculum alignment. We have six different working groups (curriculum alignment, advising alignment, data resources, professional workforce development, and others). Each campus has a DirectConnect Coordinator on-site. We also just launched the DirectConnect pathway, an online program that enhances the DirectConnect experience.

Question: Even though we have common course numbering, we've found that the content and achievement is not the same, resulting in students entering at a disadvantage.
Answer: Although curriculum alignment is focused on the STEM area, the faculty at the partner institutions and UCF discuss disparities in common courses.

Question: Do we have a minimum GPA requirement for transfers?
Answer: No.
Comment made how first time freshman and transfer students are different and many faculty don't understand the college system, courses, and difference in students.

Comment: With the university pushing for greater student retention and higher GPA's, many program directors are frustrated since they are held accountable for these issues beyond their control.
Comment: The upcoming data analysis will benefit everyone.

Question: There are a number of actions being rolled out. When will we hear about them?
Answer: Out of 118 recommendations, we are moving forward on 24 specific items. We will be having a joint meeting toward the end of the year to talk about long term sustainability. So it depends on the action item and the universities response and ability to fund and provide resources. We can send the Steering committee a breakdown on where we are with the 24 action items and a percentage of completion in each area. Dr. Koons indicated that the Steering Committee can assist in disseminating the information.

50th Anniversary of the Faculty Senate
This April marks the 50th anniversary of the Faculty Senate. Would like ideas on what Steering would like to do to mark the anniversary. Ideas included:
- Open house with faculty.
- Periodic service announcement throughout the year to communicate accomplishments.

- 5-7 minute video summarizing 50 years of history and accomplishments of the Faculty Senate over the years.
- Invite current and past senators still working at UCF to a celebration. Rosen might be able to help plan.
- Fun awards.
- Have a week-long celebration of faculty. Ask each college/unit to highlight past accomplishments.
- Work with Faculty Center for Teaching and Learning or Faculty Excellence.

Noted that the Senate now recognizes senators serving 10 years. Last year we honored all senators serving 10 years – 35 years, including retirees. This year we will celebrate two honorees.

If you have any other ideas, please email the chair and the Senate administrative assistant.

LIAISON COMMITTEE REPORTS
Budget and Administrative – Nina Orlovskaya
Committee met yesterday. Discussed benefits of online teaching versus face-to-face.

Parking Advisory Committee – Bari Hoffman-Ruddy
Committee met October 24. Curt Sawyer provided a comparison of the UCF parking permit costs compared to other State University System institutions. UCF appears higher since the institution is new and still has debt obligations relating to the parking garages. Committee was also provided with the Board of Trustees presentation on parking and transportation services. Comment made regarding the dangers of parking in the D lots and having to walk through car and bus traffic in order to get to the buildings. There is no cross walk. Dr. Koons will pass along to Curt Sawyer.

Personnel Committee – Linda Walters
Working on a resolution to triple nursing mother lactation rooms on campus. The federal recommendation is 6 rooms for every 1,000 women. We are hoping to get enough rooms to accommodate the total number of women faculty and staff. Right now we have seven rooms; asking to triple the number of rooms.
Question: How are room locations communicated?
Answer: Posted on the Center for Success of Women's Faculty website, other websites, and distributed with maternity leave information.

Graduate Council – Jim Moharam
All committees have met. Curriculum Committee approved an Integrative Anthropological Sciences PhD proposal. An issued tied to Online came through the Policy committee regarding fully online degree programs. The Board of Trustees approved a $51 reduction per credit hour in tuition since the students do not attend classes on campus or use other facilities. These credit hours are apparently treated differently and UCF Online keeps part of the credit. The new budget model does not include UCF Online credit hours. We need to learn more about how this works. Departments may not be willing to offer programs if the department receives no credit or

funding. Last year the university only had a total of approximately 200 students in the fully online degree programs, but will potentially grow. Dr. Koons asked the Budget and Administrative committee to investigate the issue.

Undergraduate Council – Kelly Allred
The executive committee met and worked on updating policies and procedures. The revised policies and procedures will go to the committee for a vote. Discussed the topic assigned by Steering regarding a form to document the approvals across colleges/departments prior to being submitted to the committee for approval. The committee feels communication is happening and a form is not necessary.

OTHER BUSINESS
Reminded liaisons that the next Steering Committee meeting is scheduled for January 12. Any resolutions should be submitted by January 5.

We have a presentation scheduled on an update on UCF Downtown at the November 17 meeting. Thad Seymour will discuss the physical plans and Mike Frumkin will talk about the programs.

Comment made indicating that student credit hour fights are emerging as an unintended outcome of the new budget allocation model. For instance, a faculty member from college A will no longer be allowed to teach the course for college B since funding will be lost. Also, instances of colleges submitting proposals ahead of other colleges in order to get a course added for the funds. The provost's office may want to address. One institution puts a j at the end of a course for a course taught by several colleges that way credit is given by enrollment. Ronnie Korosec was asked to take the issue back to the provost.

Dr. Harrington would like to modify Article VII. Amendments in the Faculty Constitution to clarify the procedure. Asked anyone interested in drafting clearer language to contact him.

Question: When the Budget and Administrative committee gets an answer regarding how the new budget model handles online degree programs, where should the answer be sent? Answer: The issue is assigned to the committee to handle and the outcome can be included in the liaison committee report at a future meeting. Two resources would be Tom Cavanagh and Joel Hartman.

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

SUBJECT:	Effective Date:	Policy Number:
Employment of Relatives	2-24-2015	3-008.2
	Supersedes:	**Page** **Of**
	3-008.1	1 4
	Responsible Authority:	
	President or President's designee	
	(for faculty members, undergraduate students, and graduate students)	
	Associate Vice President and Chief Human Resources Officer (for all others)	

DATE OF INITIAL ADOPTION AND EFFECTIVE DATE 05-11-2005

APPLICABILITY/ACCOUNTABILITY

This policy is applicable to all members of the university community.

POLICY STATEMENT

The overall employment policy of the university supports equal opportunity and affirmative action and UCF is committed to maintaining a fair and professional work environment free of conflicts of interest. In accordance with UCF's employment policies, the basic criteria for employee selection or promotion shall be appropriate qualifications in terms of education, experience, training, and performance, consistent with UCF's needs. Relationships that meet the definition of relative, as set forth by this policy, shall constitute neither an advantage nor a disadvantage to the selection, promotion, salary level, or other conditions of employment.

Because the employment of any relative creates a potential or real conflict of interest, no relatives shall be employed by, transferred to, or promoted within a single unit, department, or college where a direct or indirect supervisory relationship or conflict of interest exists, or any situation which places relatives in a foreseeable conflict between the interests of the university and the interests of the relatives. UCF does not permit the appointment, transfer, or promotion of relatives within the same chain of command.

DEFINITIONS

Conflict of Interest. A divergence between an individual's private interests and his or her employment obligations to the university such that an independent observer may reasonably question whether the individual's actions or decisions are partially or wholly influenced or determined by considerations other than the best interest of the university. Examples include, but are not limited to, participation by a relative in making recommendations or decisions specifically affecting the appointment, retention, performance review, tenure, promotion, demotion, or salary of the related person.

Employment. For purposes of this policy, includes appointments to a position in any pay plan, temporary or casual employment, or paid student positions such as OPS student assistants, graduate assistants, research assistants, or OPS non-student employees.

Relative. Anyone related to an employee in the following ways, and includes those within these categories who are referred to as adopted, step-, foster, grand-, half-, in-law, spouse of, or great- :
- parent
- child
- sibling
- uncle or aunt
- first cousin
- nephew or niece
- spouse, domestic partner, significant other

Persons who intend to marry or with whom the employee intends to form a domestic partnership or other intimate relationship are also included in this definition of *relative*.

Supervisory Relationship. Exists when a relative is directly or indirectly through span of control responsible for supervising, directing, evaluating, or influencing the work activities, or job performance of another relative, or is in the same chain of command of the relative.

PROCEDURES

A.   Any relatives of current UCF employees seeking appointment at the university must self-disclose on the application the name and relationship to any current UCF employee. Failure to properly disclose relative relationships constitutes failure to follow this policy and may be grounds for non-selection and discipline, up to and including termination.

B.   For relatives seeking appointment, or considered for promotion or transfer into a position in the same unit, department, or college of the UCF employee to whom they are related, the following actions must occur prior to hiring or employment action:
   a. The prospective supervisor of the relative seeking a new or transfer appointment at UCF must complete and sign an Employment of Relatives Form (request form) and obtain the signature of the current UCF employee's supervisor.

b. After the prospective supervisor of the relative and the current UCF employee's supervisor signs the request form, the prospective supervisor must submit the form for review and approval by the prospective academic, research, or administrative unit head and the provost or appropriate vice president.

c. A formal organizational chart depicting the separation of the related employees within the unit, department, or college must be attached to the request form.

d. Once the request form has been signed by the prospective supervisor, current UCF employee's supervisor, and the academic, research, or administrative unit head and the provost or appropriate vice president, it must be forwarded for final action as follows:

    i. Faculty appointments (including adjunct faculty members) along with teaching and research undergraduate or graduate student assistantships on contract are forwarded for final action to the Office of Faculty Relations. Requests will be processed within two business days.

    ii. A&P, USPS, and OPS (including student employee) appointments are forwarded to Human Resources for final action. Requests will be processed within two business days.

e. All approvals must be received prior to extending an offer of employment, promotion or transfer of any relative.

f. A completed and signed request form will be completed for each relationship, and a new request form must be completed if there is a change in reporting structure or employee relationship.

g. There are additional steps required for instances when a UCF employee is considered for a position for which he or she is uniquely qualified to fill, but upon transfer or promotion, would create a direct or indirect supervisory relationship with his or her relative. Those steps include an additional review, including an establishment and enforcement of a plan to mitigate and monitor the conflict of interest and approval by the appropriate vice president or provost.

h. In those instances when a research project requires unique skills or attributes of an individual that is not available in another candidate besides that of the employee's relative, a plan to mitigate and monitor the conflict of interest must be submitted to the Research Conflict of Interest Committee for review and approval. Under no circumstances will a principal investigator be permitted to directly or indirectly supervise his or her relative.

i. Copies of the signed and executed request form, mitigation plan, and monitoring plan shall be provided to both supervisors of the UCF employee and relative, and maintained in each employees' personnel file.

j. Upon approval, the supervisor will notify all employees working in the single unit, department, or college of the appointment of the relative. Transparency in relative appointments provides employees the assurance that UCF is committed to an environment free of conflicts of interests.

C. Employees or applicants failing to follow this policy are subject to corrective action including non-selection and discipline up to and including termination.

FORM

Employment of Relatives
http://hr.ucf.edu/files/EmploymentofRelativesForm.pdf

INITIATING AUTHORITY

Vice President for Administration and Finance and Chief Financial Officer

POLICY APPROVAL
(For use by the Office of the President)

Policy Number: 3-008.2

Initiating Authority: _Will, J. Merchü_ Date: 2-23-15

University Policies and
Procedures Committee Chair: _Rhonda L Bishop_ Date: 2/20/2015

President or Designee: _John C. Hitt_ Date: 2/24/15

History 3-008

Organizational Structures to Promote Multidisciplinary Research
Some Preliminary Thoughts from EAB's University Research Forum (June 2016)

Research Question

What are the best ways for universities to support research activities that require collaboration across existing academic units?

The Rise of Multidisciplinary Collaborative Research

Research that involves collaboration across disciplines is a top priority at research universities, driven by multiple factors:

- The emergence of exciting new fields of study that involve approaches or techniques from multiple disciplines (e.g. biomedical engineering, environmental sustainability, brain science)
- The growth of team science, bringing together groups of investigators from different disciplines into larger scale collaborations
- Donor and funding agency interest in addressing "grand challenges" that require the combination of approaches from multiple disciplines to solve pressing social issues

While not new, the level of interest of interest in multidisciplinary collaboration has increased dramatically in recent years, as evidenced by:

- Co-authored publications
- Multiple PIs on grants
- Interdisciplinary journals
- Interdisciplinary grant programs at funding agencies
- Large scale internal seed funds
- Proliferation of centers and institutes
- Growth of interdisciplinary graduate programs
- Creation of interdisciplinary departments

The Challenge of Balancing Disciplinary and Multidisciplinary Research

This rapid growth has created tensions with the traditional disciplinary structure which still controls most of the levers of resource allocation:

Resource Allocation	Tensions for Multidisciplinary Research
Faculty hiring decisions	Departments hire to cover teaching needs and to fill gaps in disciplinary coverage. They tend to prioritize covering existing territory rather than exploring new areas at the margins of disciplinary interest
Criteria for promotion & tenure	Because standards differ by discipline, a faculty member doing work in multiple disciplines may not meet traditional standards in each one separately, e.g. in terms of publications in top disciplinary journals
Research space allocation	Research space is typically allocated to people. It can be hard to find space for new collaborative projects
A portion of indirect cost recovery on grants	At many institutions some F&A recovery goes back to the department. If PI's are also in centers there may be concerns about F&A being "diverted" away from the department

Interdisciplinary activities typically sit outside normal planning, budgeting, and resource allocation processes. The organizational challenge, therefore, is to simultaneously preserve the strengths of the traditional departmental structure while allowing for the growth of new structures.

As Gumport (2002) explains, as knowledge evolves so much organizational structures. Structure matters because it supports certain kinds of knowledge creation and inhibits others. University structure also communicates institutional identity to outside stakeholders— demonstrating to students, funders, and potential faculty where the institution excels and what the institution prioritizes.

Gumport identifies five different processes for changing academic structure:
- Differentiation—departments and programs split into multiple, more specialized entities
- Promotion—departments become divisions, schools, or colleges
- Evolution—departments change name or focus
- Consolidation—departments merge into larger departments
- Stability—departments do not change structure

Here analysis of the evolving structure at San Jose State University provides what might be called an "organic" history of the evolution of disciplines and departments. This is a slow process that happens over many decades.

Many today would argue that this organic process of disciplinary change is too slow to respond to rapid changes in scientific opportunities and market demand. The proliferation of centers and institutes and other extra-departmental structures represents an attempt to maintain the traditional structure while superimposing a new, more flexible structure.

Jacobs (2013) perceives this trend as a danger to scholarship and provides a comprehensive defense of the ability of academic disciplines to support innovation and collaboration. A stable departmental structure, he argues, is essential to protect the kinds of long-term investments required to support ground-breaking research and thriving PhD programs.

> "This programmatic stability, accompanied by intellectual dynamism, is valuable. It allows for greater certainty, longer time horizons, and greater faculty investments in long-term research ventures. In short, disciplines create a zone of academic freedom that is essential for the vitality of critical inquiry, research, and scholarship." Jacobs (2013), p. 212.

He also claims that such organizations are critical to defending faculty autonomy, fearing that a "portfolio approach" to academic programs privileges central administration decisions at the expense of faculty independence.

> "The main concern is that disciplines and programs will become elements in a portfolio rather than academic disciplines that need careful and long-term nurturing. The risk is that deans will pursue short-term strategic opportunities over the long-term cultivation of particular departments…" Jacobs (2013), p. 213.

For Jacobs, disciplinary departments are the bulwark of academic freedom and the foundation for long-term, transformative research.

Few would argue for the abandonment of the academic disciplines or traditional academic departments, but there is a growing recognition that these structures can inhibit the growth of new types of collaboration that may represent institutional priorities even though they may not align perfectly with departmental priorities. The debate about multidisciplinary and academic structure highlights a series of priorities and values that are tension:
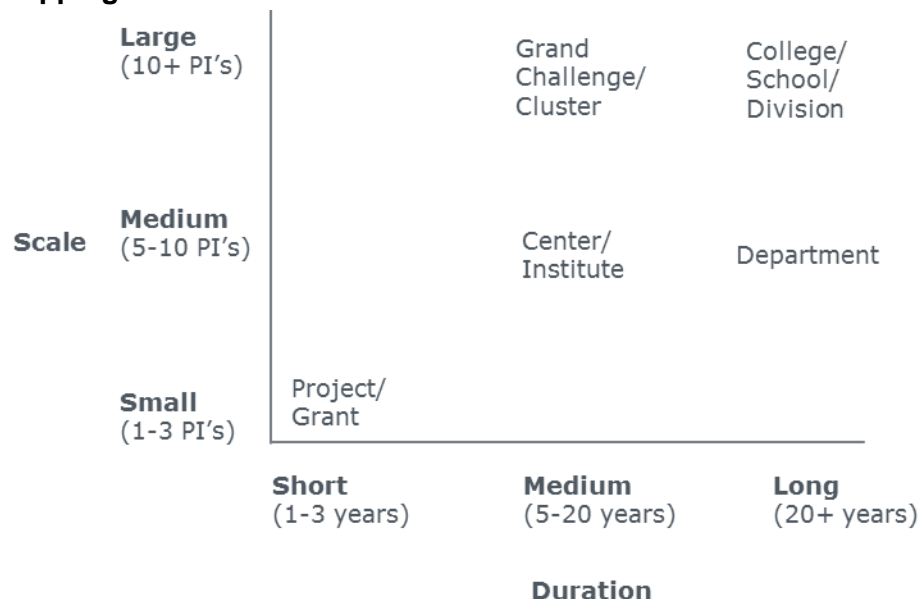
Breadth	Focus
Stability	Agility
Department priorities	University priorities
Faculty autonomy	Administrative coordination
Independence	Responsiveness

Both sides of these dualities have value to the universities mission and any single approach involves tradeoffs between competing goods.

It is useful to visual the range of academic structures on campus to determine if there is sufficient variety to accommodate the range of research opportunities and goals. When Harvard

University did such an analysis in 2006, the discovered strong departments and schools and very strong individual scholars but a deficit of medium sized collaborations of medium length.

Mapping the Scale vs. Duration for Academic Collaborations

		Short (1-3 years)	Medium (5-20 years)	Long (20+ years)
Scale	**Large** (10+ PI's)		Grand Challenge/ Cluster	College/ School/ Division
	Medium (5-10 PI's)		Center/ Institute	Department
	Small (1-3 PI's)	Project/ Grant		

Duration

Because scientific collaborations evolve very quickly, while formal organizational structures evolve very slowly, they will always be in tension. Tensions are generated because different individuals and groups have different goals and different incentives. No organizational model can perfectly resolve them, but a series of "fixes" have evolved over the past two decades. These approaches are answers to the critical questions:

- How to manage tenure home
- How to manage hiring
- How to allocate space
- How to make faculty aware of potential collaborators
- How to identify, highlight and build institutional strengths

Models for Stimulating and Supporting Multidisciplinary Research

A number of approaches exist to stimulate and support research and teaching collaborations across departmental or college/ school boundaries:

- Joint Faculty Appointments
- Cluster Hires
- Centers and Institutes
- Cross Disciplinary Departments
- Clusters, Initiatives, Themes, Grand Challenges
- New Divisions/ Schools

These approaches range from relatively minor additions to traditional academic structures to wholesale organizational redesigns.

Joint Appointments

Description	Faculty have tenure in two (or more) departments
Advantages	Joint faculty can serve as a bridge between disciplines increasing awareness and building collaborations. Also can be a form of cost sharing
Challenges	Departments must agree on tenure and promotion criteria. Committee work for two departments can be overwhelming. Jacobs (2013) criticizes the joint appointment approach on pp. 216-18, arguing that it leads to divided loyalties (and time commitments) which will ultimately sabotage the integrity of the departmental structure
Examples	Common at most universities
References	Michigan State University has posted best practices for joint appointments

Cluster Hires

Description	Hiring initiative designed to bring in multiple faculty who will collaborate around a topic of strategic importance to the institution
Advantages	Enables an institution to build a strength in a niche area that cuts across multiple departments. Can be used to attract star researchers (due to the level of funding and visibility of the initiative)
Challenges	Departments may feel that the new hires do not align with departmental needs. Disciplines left out of the cluster hire may question how priorities were set.
Examples	University of Wisconsin, UC Riverside, Florida State University
References	See Severin (2013) and McMurtrie (2016)

Centers and Institutes

Description	An organization of faculty (who typically maintain their tenure home in a department) and staff around shared research interests. Centers can be within a department, across departments within a school, or across schools ("university centers").
Advantages	Centers sit on top of the departmental structure and depend on it for resources. Creating centers not only facilitates collaboration around a specific topic, it also signals to external stakeholders that the institution has a strength in a certain niche.
Challenges	While in theory it is easier to sunset a center than a department, at most institutions centers (at least the large ones) have become as permanent (and some would argued siloed) as departments.
Examples	Many research universities have 100+ centers or institutes on campus. A few canonical examples are: University of Illinois Beckman Institute Harvard/ MIT Broad Institute Stanford Bio X Purdue Discovery Park (really a shared infrastructure and space that supports multiple centers)
References	See Boardman (2010), Bozeman (2003), EAB (2009)

EAB (2009) describes two different philosophies of center management. At the University of Alabama Birmingham (UAB) university-wide centers are largely "virtual". The resources are almost entirely borrowed from departments: all faculty have tenure homes in departments, core facilities are run by departments, and funding comes from the deans. The deans vote every three year on the continuance of each center (and the launch of new university-wide centers). Dismantling a center is relatively easy because they have few fixed assets. Duke University has created a number of semi-permanent institutes around topics of enduring interest (Brain Sciences, Global Health, Cancer, etc). These institutes have budget lines and development staff and facilities. Within the institutes, however, centers can be created (and terminated) in response to changing needs.

Cross-Disciplinary Departments

Description	Departments composed of faculty from more than one school or college (often a collaboration across medicine, engineering, and basic sciences)
Advantages	Offers a more permanent investment in and support for a well-defined and popular new emerging discipline while leveraging existing resources in other parts of the university
Challenges	Because it depends on shared resources it may face some of the same challenges as centers and institutes
Examples	Harvard, Developmental and Regenerative Biology
References	

Clusters, Initiatives, Themes, Grand Challenges

Description	A large, loose collection of faculty from across the university who are working towards a single ambitious goal
Advantages	Grand Challenges can connect faculty from disparate parts of the university with problems that have strong resonance for outside stakeholders (including funding bodies, students, state governments). They require relatively little fixed infrastructure (but lots of coordinating work)
Challenges	Grand challenges and cluster initiatives are often defined by the announcement of a large institutional investment. Some faculty may be annoyed by the hype or feel left out of an initiative not broad enough to align with their interests. Prioritizing a few initiatives may make some faculty feel that they aren't priority. There is little evidence yet whether these large initiatives are successful at generating societal impact or increased external funding.
Examples	UCLA Grand Challenge Dartmouth University Academic Cluster Initiative Indiana University Grand Challenges University of Chicago Arete (a support function to help identify and catalyze large-scale collaborations)
References	Basken (2016), Ledford (2015)

New Divisions/ Schools

Description	Recombining departments into new divisions or schools that align with emerging research interests rather than traditional disciplines
Advantages	A large scale reorganization offers opportunities to differentiate the university, invest significant resources in fast growing areas, and better align teaching and research functions with market demand
Challenges	A significant percentage of current faculty are likely to resist major shifts in academic structure which change performance expectations and priorities
Examples	Arizona State University Berea College
References	On ASU, see Capaldi (2009), Fischman (2014), Jacobs (2013) negative assessment pp. 214-16,

Sources

Reports and Articles in Multidisciplinary Organizational Models

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University of Central Florida

MEMORANDUM

TO: Dale Whittaker, Provost and Executive Vice President for Academic Affairs

CC: Ronnie Korosec, Associate Provost and Director of Operations

FROM: Keith Koons, Faculty Senate Chair

DATE: 10/21/2016

SUBJECT: Resolution 2016-2017-10 Faculty Senate Bylaw Change, Restore Section IV.I.
Resolutions

On behalf of the Faculty Senate, I am pleased to submit for your approval the following resolution brought forward by the Steering Committee to the Faculty Senate. The Faculty Senate passed this resolution on Thursday, October 21, 2016.

Resolution 2016-2017-10 Faculty Senate Bylaw Change, Restore Section IV.I. Resolutions

Whereas, when the *Faculty Constitution* was separated into two separate documents, *Faculty Constitution* and *Bylaws*, language regarding the process of adopting Senate resolutions was inadvertently left out of the *Bylaws*; and

Whereas, currently the language regarding the process of adopting Senate resolutions is contained in the Faculty Handbook; therefore

BE IT RESOLVED that the *Bylaws* of the *Faculty Senate Constitution* be amended as follows to restore the Resolution language by inserting a new I. Resolutions, under Section IV. Meetings of the Senate:

I. Resolutions

As the elected body of the general faculty, the Faculty Senate may formulate its opinion upon any subject of interest to the university and adopt appropriate resolutions. Resolutions addressing those areas of authority legally reserved to the president and Board of Trustees are advisory. Each resolution adopted by the Faculty Senate is forwarded to the provost and executive vice president who shall act upon the recommendation within 60 days. The provost and executive vice president shall have veto power over any resolution by the Senate. The veto with rationale shall be communicated in writing to the Faculty Senate and the chair of the Faculty Senate. The Senate, by a two-thirds majority vote, may appeal to the president any resolution vetoed. A subsequent veto by the president shall be communicated in writing to the Faculty Senate and to the chair of the Faculty Senate. The Senate, by a two-thirds majority vote, may appeal to the Board of Trustees any resolution vetoed. A decision by the Board of Trustees is final.

I. **Faculty Senate Action:**

☒**approved** ☐not approved date:___October 20, 2016_____

Faculty Senate Chair
Signature:_____*Keith Koons*_____ date: _10/21/16_

II. **Provost:**

☐for information ✱with addendum (next page)
☒**for action**: ☒approved ☐not approved date:____11/17/16____

Indicate Person(s) Responsible for Implementation:

_____
_____
_____.

Provost signature:_____*Dale Whittaker*_____ date: _11/17/16_

Return to FacultySenate@ucf.edu

TO: Keith Koons, Faculty Senate Chair

FROM: Dale Whittaker, Provost and Executive Vice President for Academic Affairs

CC: Ronnie Korosec, Associate Provost and Director of Operations

DATE: November 17, 2016

SUBJECT: Addendum to Resolution 2016-2017-10 Faculty Senate Bylaw Change, Restore Section IV .I. Resolutions

Addendum:

Resolutions
As the elected body of the general faculty, the Faculty Senate may formulate its opinion upon any subject of interest to the university and adopt appropriate resolutions. Resolutions addressing those areas of authority legally reserved to the president and Board of Trustees are advisory. Each resolution adopted by the Faculty Senate is forwarded to the provost and executive vice president who shall act upon the recommendation within 60 days. The provost and executive vice president shall have veto power over any resolution by the Senate. The veto with rationale shall be communicated in writing to the Faculty Senate and the chair of the Faculty Senate. The Senate, by a two-thirds majority vote, may appeal to the president any resolution vetoed. A subsequent veto by the president shall be communicated in writing to the Faculty Senate and to the chair of the Faculty Senate. The Senate, by a two-thirds majority vote, may appeal to the Board of Trustees any resolution vetoed. A decision by the Board of TrusteesPresident is final.

Resolution 2016-2017-12 Availability of Lactation Rooms for UCF Women

Whereas, UCF currently has 7 publicly available lactation rooms: one is on the College of Medicine campus at Lake Nona, one is in Research Park at the College of Nursing University Tower building, and five on the main campus. The main campus rooms are located in the Global UCF Building, Physical Science Building, Engineering 1 Building, COHPA, and the Recreation and Wellness Center. On the main campus, these rooms are clustered on the north and east sides of the campus; and

Whereas, UCF Human Resources procedures document entitled, "Break Times and Locations for Nursing Mothers, Effective December 2010", states that the University of Central Florida will provide a supportive environment to enable breastfeeding employees to express their milk during working hours; and

Whereas, UCF currently does not provide sufficient and equitable access to lactation rooms for large population of UCF women who may need to express their milk post-delivery, including UCF women faculty (782), UCF women staff (2363), and UCF women students (35,508); and

Whereas, this lack of lactation rooms has economic implications for UCF, as reported by the 2010 University of Rhode Island report of "College and University Lactation Programs", including a $3 cost savings for every $1 invested in breastfeeding support, parental absenteeism is 3X higher for formula-fed infants compared to breastfed babies, companies with an employee lactation support program experience less turnover and lower losses of employees after childbirth, and companies with lactation rooms are also rewarded with higher satisfaction, loyalty and morale; therefore

Be It Resolved that the Faculty Senate encourages the administration to follow the guidelines put forth by the U.S. Department of Health and Human Services, US Office of Personnel Management, and National Institute of Health as well as the US Department of Labor for working women which recommends 6 lactation rooms for every 1000 women employees (Attachment 1), and there be lactation room access within a 5-minute walk for the employee. At a minimum, UCF should triple the number of lactation rooms available to women employees on the main campus through designating space in planned constructions and retro-fitting rooms in existing buildings, especially on the west and south sides of campus; and

Be It Further Resolved that the Faculty Senate additionally recommends that the lactation rooms at the College of Medicine and the College of Nursing (Research Park) be maintained, a room be added at Rosen College and at regional campuses where UCF has a presence (if not currently available), and rooms be added to the new downtown campus construction designs based on expected campus enrollment and employment projections.

41 **Attachment 1:**

42

43 **Recommendations from the U.S. Department of Health and Human Services and**
44 **National Institute of Health for working women (womenshealth.gov)**

45

46 **The number of spaces needed depends on many factors.** For example, companies will
47 want to consider how many women are employed, the number and size of buildings,
48 and the work schedule and job settings of employees. A general rule is to provide at
49 least one permanent milk expression space for every 50–100 women employed by the
50 company, and adjust as employee needs increase. The National Institutes of Health
51 (NIH) compiled a formula for identifying the number of spaces needed, and estimate
52 that at least six milk expression stations for every 1000 female employees should be the
53 general rule. This number is based on a pregnancy rate of 5–7 percent among the
54 female population, a breastfeeding initiation rate of 75 percent, and an assumption that
55 most nursing women cluster milk expression periods around a similar period from 10
56 a.m. to 3 p.m. during a standard work day. The chart below is based on their general
57 guide:

58

Milk Expression Spaces	
Number of Female Employees	**Number of Stations Needed**
Under 100	1
Approximately 250	2
Approximately 500	3
Approximately 750	4
Approximately 1000	6
For every additional 1000 employees	6 additional stations

59
60 **Seek locations that employees can reach within a 5-minute walk.** This means that
61 spaces should be evenly distributed within large buildings, as well as evenly distributed
62 across a large campus in easily accessed locations. Limiting an employee's travel time
63 minimizes the overall amount of break period women need to express milk. Centralized
64 locations also make it possible for the greatest number of employees to access the
65 space. Within a building, spaces can be located near a central bank of elevators, the

66   entrance to a facility, or the employee lounge or eating areas. **Look for space near**
67   **running water for washing hands and breast pump parts.**
68
69   **Women will feel comfortable and safe when the door into the milk expression room**
70   **can be locked.** A keypad lock or electronic key provides privacy, and nursing moms can
71   use a key, key card, or code to enter the room. If a lockable door is not possible, provide
72   a sign outside the door with a well-communicated policy to help prevent others from
73   entering the space. Curtains or partitions by the door might be needed to provide an
74   additional layer of privacy when the door is opened from the outside.

Approved by the Faculty Senate Steering Committee January 12, 2017.

Resolution 2016-2017-13 Fair and equal enactment of the UCF Employment of Relatives Policy

Whereas, UCF has a broad interest in maintaining an open and transparent conflict of interest policy, including disclosing the employment of relatives, to ensure all stakeholder that the actions, policies, and decisions made by UCF faculty, staff, and administrators are in the best interests of the University; and

Whereas, research projects at UCF may require the unique skill sets or attributes of research personnel that may be related to the principal investigator of the project; and

Whereas, UCF has in place a conflict of interest policy that requires all relationships to family members to be reported as part of the annual conflict of interest assessment, and for mitigation plans to be set up and enacted when potential conflicts of interest are identified; therefore

Be It Resolved that the Faculty Senate endorses fair and equal enactment of the policies for identifying and mitigating potential conflicts of interest via the employment of relatives at UCF. In particular, employment of skilled researchers on a research project should not be singled out as the sole instance in which family members cannot utilize the mitigation procedures open to all other cases involving the employment of relatives. Therefore the second sentence of paragraph h in the Employment of Relatives Policy 3-008.2 should be removed from that policy.

Approved by the Faculty Senate Steering Committee January 12, 2017.

**Resolution 2016-2017-14 Guidelines for Academic Structure at the University
of Central Florida**

Whereas, the University of Central Florida is now an emerging preeminent
University in the State of Florida; and

Whereas, Interdisciplinary research has emerged as a driving force in the academe
in recent years; and

Whereas, academic unit structure can enable stronger interdisciplinary research;
and

Whereas, clear definitions will streamline the process for academic unit structure
at UCF; and

Whereas, the attached ~~Draft~~ Guidelines for Academic Structure at the University of
Central Florida have been developed by Provost Fellows based on consultations
with the administration and college deans; therefore

BE IT RESOLVED that the Faculty Senate supports the attached ~~draft~~ guidelines for
academic unit definitions for institutionalization and to promote both traditional
disciplinary academic units and the establishment of interdisciplinary academic unit
structures.

Approved by the Faculty Senate Steering Committee January 12, 2017.

Draft Guidelines for Academic Structure at the University of Central Florida
Fall 2016 – Fernando Rivera and William Self
(Provost Faculty Fellows: 2015-2016)

Background

Universities are complex and integrated institutions that at their core are founded upon the faculty that carry out the research and creative activities, engage in the teaching and learning enterprise, and serve both their discipline and the broader university community to build a strong institution. Shared governance relies on strong communication between the faculty and the administration, and therefore the organization of the academic units is key to how well faculty can function and leadership can govern. UCF has grown substantially in the past fifty years and expanded its academic and research units based largely on the strengths of the community and opportunities to expand in keys areas such as optics, medicine, modeling and simulation, among others. This document is forward looking and should be viewed as a general set of guidelines for academic unit structure.

Interdisciplinary research has emerged as the driving force in science in recent years (Ledford, 2015). Creating academic structures that can facilitate interdisciplinary research has been the focus of many recent studies (Sa, 2008; Gumport and Snydman, 2002; King, 2010). A recent best practice report from the Education Advisory Board (EAB summary) wrestles with the issues of how to support faculty who are truly interdisciplinary through traditional academic structures, silos (departments and schools) within traditional colleges. Harvard University carried out an extensive self-study that led to the recommendation of inter-school departments (at Harvard, Schools are equivalent to colleges at UCF). This analysis, entitled "Enhancing Science and Engineering Education at Harvard" was derived from a shared governance study that informed a change in academic structure (UPCSE report, 2006).

The following guidelines for academic structure attempt to bring together best practice findings from outside of UCF, as well as an internal analysis from within UCF, to guide a foundation of principles for academic unit definitions. These definitions are based upon a core principal that an academic unit is rooted in the three-legged stool of teaching, research and service, and therefore is anchored with tenured and tenure track faculty. These definitions also recognize that supporting faculty including but not limited to: instructors, lecturers, research faculty and clinical faculty are key constituents to the faculty at a very high research institution. These guidelines should be viewed as recommendations when proposing to change existing or to create new academic units. Generally the process would be initiated by the Deans and/or the Provost and would include a proposal describing the rationale for a change in existing unit(s) or establishment of a new academic unit. The Office of the Provost and the Office of the President will have the ultimate authority and responsibility for any academic structuring or restructuring.

Departments

An academic department is the basic administrative unit at the University to carry out the core missions of teaching, research and service. A department should have a general focus within a national or internationally recognized discipline. It is normally expected that a department would have both undergraduate and graduate education programs. A department should be housed within a single College or School, and have a Chair that serves as a leader who is responsible for the organization and function of the department. A department should consist of tenure-track or tenured faculty whose tenure is held within the department. Normally a department would be expected to have a critical mass of faculty in relation to the discipline and the ranks of the faculty should be balanced. With the Chair, the faculty within the department should have a role in governance of academic programs and curricula, departmental resources, and representation to the University community.

Colleges

A college is an academic unit that consists of multiple departments as defined above. Academic departments should be within a focus or foci or be in line with national structures that are historical in nature (e.g. College of Arts and Sciences). Although the number of faculty is naturally defined by the number of departments, it would normally be expected that a college would consist of multiple academic units that each have a critical mass of disciplinary faculty. The college should be headed by a Dean who serves as a leader and is responsible for oversight of the organization to achieve the goals of the college and to spearhead the core missions of teaching, research and service. In the case of the College of Medicine this overall mission is Teaching, Research and Patient care.

Schools – Disciplinary (Intra-college)

A disciplinary school is defined as a school that resides within a single college (intra-college structure). Some colleges by the nature of their diversity of disciplines could conceivably have a school that is interdisciplinary in nature but disciplinary (intra-college) in structure.   A disciplinary school is, like a department, a unit at the University to carry out the core missions of teaching, research and service. A disciplinary school should have a focus within a national or internationally recognized discipline or closely related group of disciplines. It is normally expected that a disciplinary school would have both undergraduate and graduate education programs. The school should have a Director that serves as a leader who is responsible for the organization and function of the school. A school should consist of tenure-track or tenured faculty whose tenure is based within the school. Normally a disciplinary school would be expected to have significantly more faculty than an academic department, and the ranks of the faculty should be balanced. A school is different for a department as it carries a broader mission and is designation is not only a result of larger faculty numbers. A disciplinary school could have divisions and these divisions could mature into Departments. Schools may also develop academic research centers or house research centers or institutes. Divisions could be organized around research, teaching or service. A school could

have multiple academic programs at either the undergraduate or graduate level. With the Director, the faculty within the school should have a role in governance of academic programs and curricula, school resources, and representation to the University community.

Interdisciplinary Structures

Interdisciplinary Academic Research Center
An interdisciplinary academic research center is an organization of faculty that are derived from multiple existing academic units with shared research interests that hold tenure in an existing academic unit (department or school). In order to establish an interdisciplinary academic research center, faculty from multiple academic units must be integral to the mission of the center. This type of interdisciplinary center is likely to be formed from smaller interdisciplinary groups or units. Formation of a new interdisciplinary center requires approval through the Office of Academic Program Quality.

Schools – Interdisciplinary (inter-college)
An interdisciplinary school is defined as a school that resides between two or more colleges (inter-college). An interdisciplinary school is, like a department, a unit at the University to carry out the core missions of teaching, research and service. An interdisciplinary school resides at the interface of several unique disciplines. It is normally expected that an interdisciplinary school would have both undergraduate and graduate education programs that have matured through an incubation period in either the College of Graduate studies or the College of Undergraduate studies (see process below). The school should have a Director that serves as a leader who is responsible for the organization and function of the school.

Because of the unique nature of an interdisciplinary school, having faculty who hold appointments and tenure in multiple colleges, the reporting structure for the Director of the School becomes a vital component to shared governance. All Colleges involved in the School will have representation on the Council. Generally, the school Director should report to a Council that consists of: 1) each of the college Deans involved in the school; and 2) an equal number of faculty representatives from the school. The school faculty will elect these faculty representatives in at large election regardless of the structure of the units within the school. Once elected, these faculty representatives on the council shall serve a two year term, and will be limited to two consecutive two year terms. Deans are not elected but are members de facto based on the faculty present within the School. Thus an equal number of faculty and Deans will oversee the leadership of the School.

The Chair of the council, one of the Deans on the council, will be elected by the council to a three-year term. This Chair will also serve as the primary contact between the council and the Director and will facilitate the annual evaluation of the Director. The Director, or a 2/3 majority vote of the faculty of the School can request a meeting of the council for any matter that needs attention of the council.

The school should consist of tenure-track or tenured faculty whose tenure is NOT based within the school but held in a disciplinary department or school. An interdisciplinary school has in general fewer faculty than a disciplinary school, especially early in its development, yet attempts to have some balance in the rank of faculty will again be important for a healthy unit. An interdisciplinary school could have multiple academic programs at either level, and as with a disciplinary school can house divisions, departments or centers with a broader mission than would be present in a typical academic department. With the Director, the faculty within the school should have a role in governance of academic programs and curricula, school resources, and representation to the University community.

Academic program development – Interdisciplinary
The development of an academic program that resides between two or more established disciplines ~~should~~ would normally be expected to proceed through a pilot period. This period allows for recruitment, development and expansion of a degree program, graduate or undergraduate, with direct oversight from the College of Graduate studies or the College of Undergraduate studies. For example, an interdisciplinary research center could develop an undergraduate program jointly with the College of Undergraduate studies over a period of time (likely 3-5 years), however the program would reside officially within the College of Undergraduate Studies. To move the program to the center would require the Center to mature into an Interdisciplinary School (above).

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King, C. Judson (2010) "The Multidisciplinary Imperative in Higher Education" Center for Studies in Higher Education, University of California Berkeley (September 2010)

Harvard University, *Enhancing Science and Engineering at Harvard* (Dec 2006)

1   **Resolution 2016-2017-15 Cumulative Progress Evaluation (CPE)**
2   **Requirement for Promotion to Full Professor**
3
4   **Whereas**, the Cumulative Progress Evaluation (CPE) process is mandatory for
5   Assistant Professors and Associate Professors on the tenure-track who have not yet
6   been granted tenure; and
7
8   **Whereas,** the COACHE survey of faculty (satisfaction) in 2015 demonstrated UCF's
9   strength in clarity on the requirements for tenure and promotion to Associate
10   Professor, which may have resulted from the CPE process; and
11
12   **Whereas**, the COACHE survey of faculty (satisfaction) in 2015 also indicated that
13   faculty promotion to Full Professor was an area of concern for the University;
14   therefore
15
16   **Be it Resolved** that faculty who are granted tenure or hired with tenure at the
17   Associate Professor level in 2016 will be required to be reviewed for their progress
18   for promotion to Full Professor (CPE for Associate Professors) at least one time
19   *prior* to their application for promotion to Full Professor. Faculty will also be
20   encouraged to use the voluntary annual CPE process for assessing their progress to
21   promotion to Full Professor.