

MEMORANDUM

Date: December 21, 2011
TO: Members of the Steering Committee
FROM: Ida Cook
Chair, Faculty Senate
SUBJECT: **STEERING COMMITTEE MEETING on January 5, 2012**

Meeting Date: Thursday, January 5, 2012
Meeting Time: 4:00 – 6:00 p.m.
Meeting Location: College of Arts and Humanities, Room 192A

A G E N D A

1. **Call to Order**
2. **Roll Call**
3. **Minutes of November 1, 2011 and December 1, 2011**
4. **Announcements and Recognition of Guests**
5. **Report of the Provost**
6. **Old Business**
 - Joint report on Academic Integrity initiative – UPCC and Graduate Council
 - Strategic Planning Council report
7. **New Business**
 - Appointment of a selections committee for the University Excellence in Professional Service Awards
 - Non-smoking policy
 - Joint Committees and Committees on Committees language in Constitution
8. **Committee Reports**
 - Budget and Administrative Committee – *Arlen Chase*
 - Graduate Council – *Jim Moharam*
 - Parking Advisory Committee – *Reid Oetjen*
 - Personnel Committee – *Arlen Chase*
 - Undergraduate Council – *Kelly Allred*
9. **Other Business**
10. **Adjournment**

Faculty Senate Steering Committee
Special Called Meeting
Minutes
December 1, 2011

Dr. Ida Cook, Faculty Senate Chair, called the meeting to order at 4:05 p.m. The roll was circulated for signatures.

RECOGNITION OF GUESTS

Diane Chase, Executive Vice Provost, Academic Affairs
Alfred Harms, Vice President, Strategy, Marketing, Communications, and Admissions
Doan Modianos, Associate Vice President, Strategic Planning Administration
Elliot Vittes, Interim Vice Provost and Dean of Undergraduate Studies

BUSINESS

Instructor/Lecturer Promotion and Rank Committee Recommendation

Provost Tony Waldrop had previously shared the recommendations from the committee looking at Instructor/Lecturer Promotion and Rank. The document was prepared in collaboration with representatives of the UFF and the UCF General Counsel's office. It will need to be bargained, but Waldrop is requesting feedback from the faculty before they proceed.

The question of ranked titles was discussed. It was pointed out that Instructor and Lecturer are currently used interchangeably. A senator suggested that the title, Lecturer, be granted to those with doctoral degrees and Instructor to those with master's degrees, and that this be made uniform throughout the university. The committee expressed support for the idea. Instructors would become Lecturers if they attain the higher degree and would retain their rank. A senator expressed concern over using University Instructor/Lecturer to denote the highest rank, stating that the use of University typically denotes an honor, and should not be used as a rank. Several options were suggested for naming the rank levels, and the provost suggested that the specific nomenclature could be settled later, but agreed that it should not include University.

A question was raised about why the document proposed that instructors and lecturers be considered for promotion in their fifth year, given that everyone else goes up in their sixth year. The committee agreed that sixth year would be better, and noted that the option to apply early would still exist.

A question was raised about whether there should be progress toward promotion review, similar to the annual progress toward tenure review. It was suggested that instructors and lecturers be able to request a progress evaluation, but that it not be made mandatory. A brief discussion followed. It was noted that a mandatory annual evaluation of all instructors/lecturers would be a burden on department chairs and the faculty involved with the review.

Academic Integrity

As a point of information, Cook announced that she had received responses from the Undergraduate and Graduate Councils regarding the proposed procedures for the new academic integrity process. She suggested that Undergraduate Council Chair Kelly Allred and Graduate

Council Chair Jim Moharam discuss the differences in their responses and come to agreement about what should go forth to the Senate. Allred and Moharam agreed to do so.

Strategic Plan

The committee members had received via email a copy of the strategic plan that had been presented to the Board of Trustees (BOT) Strategic Planning Committee in November. The university-level Strategic Planning Council will be meeting next week, and Cook would like to have faculty input to provide the committee at that meeting. A question was raised about whether the Strategic Planning Council had met before to provide input. The committee has not. Cook and Vice President Alfred Harms briefly discussed whose responsibility it is to call that committee together.

A senator questioned whether the plan is meant to be strategic or operational. Harms stated that it is meant to be strategic, and noted that the different units created their own operational plans. It was suggested that the plans from each unit need to be integrated and incorporated into the university plan. A senator noted that the size and growth of the student body is not addressed in the plan, and it should be as it impacts the university in many ways.

Cook noted that, contrary to an earlier remark, the BOT has not approved the strategic plan. She provided an overview of BOT actions regarding the plan. Because the plan has not yet gone to the BOT for approval, it is possible that faculty and administrators still have time to provide input and help shape the plan.

A question was raised about whether the goals should be amended. A senator suggested that the goals should mention Athletics, given the resources put into it. Committee members noted that Athletics can fit into the current goals one and five. It was suggested that goal two be revised to say "Achieve international prominence in *all* programs of graduate study and research" instead of "key programs." A brief discussion followed on how high the goals should be set. Several senators said that the plan needs to express higher aspirations. A senator suggested that strategic goals should be realistic and attainable.

A question was raised about why the units appear to not be included in the plan. A senator noted that if colleges do not have a place in the plan, it is hard to see how they can have a place in the university. Associate Vice President Doan Modianos replied that the document is not meant to be a strategic guide for a particular college. A senator noted that the plan does mention specific colleges and programs in places.

A senator objected to the listed initiative to mandate experiential learning as a graduation requirement. It was observed that the initiative was defeated by the UPCC, and likely would not pass if it was brought before the committee again.

Cook briefly discussed the measures that had been distributed with the plan, and asked why some of the 32 initiatives are included in the list of measures while others are not. Harms explained that all of the institutional imperatives and strategic initiatives came from input the colleges and administrative units provided at various meetings, including the Steering Committee and Faculty Senate. Cook noted that the previous presentations to the Steering Committee and Senate

allowed little opportunity for the senators to provide significant input, and they did not have sufficient time to review the materials or discuss them at the meetings. Harms explained how the measures had been selected and matched with the initiatives. He noted that at this point, we need to decide what we want to measure and why. A senator noted that regular meetings of the Strategic Planning Council would provide input on those and other issues. Cook requested that the Strategic Planning Council be sent the relevant documents as soon as possible so that the members can review them before next week's meeting.

Further suggested changes were offered:

- We should be sure that the plan doesn't seem to emphasize one discipline over another because if it did, it could be used by the Board of Governors to justify cuts.
- For goal two, the word "key" or the phrase "key programs of" could be removed, which would then read: "Achieve international prominence in graduate study and research."
- There are clinicians in many disciplines, not just medicine. The measures should take that into account.
- There are quantitative measures for graduate excellence, but no qualitative measures. Quality of the graduate student body is critical. Some possible qualitative measures are the number of graduate programs in the top 25%, the number of students with NSF/NIH fellowships.
- Remove the words "in Florida" from Goal 1, which would then read: "Offer the best undergraduate education available."
- The plan seems to lack qualitative measures throughout. Faculty can offer suggestions to what measures who be useful in their colleges and programs.

Modianos stated that the meeting next week is the beginning of a phase of the strategic planning process in which faculty can provide input on how to shape the measures and give feedback on which measures are appropriate. A senator replied that the faculty should be looking at what should be measured, not how to measure. A senator suggested that it would be prudent to examine the initiatives before working on the measures.

A question was raised about the makeup of the Strategic Planning Council. Cook read the list of committee members, and also noted that the membership list is available on the Faculty Senate website.

A senator suggested that examining the measures and assessments in the SACS papers might be useful.

Further suggestions or comments can be directed to Waldrop or Harms. Cook requested that she be copied on those emails so that the Senate can house a central list of suggestions. Harms and Cook briefly discussed the best routes to garner feedback. Harms stressed that the focus should be on strategic issues at the university level, not departmental, college, or divisional action plans. Cook offered a reminder that the president will need to appoint a chair of the Strategic Planning Council.

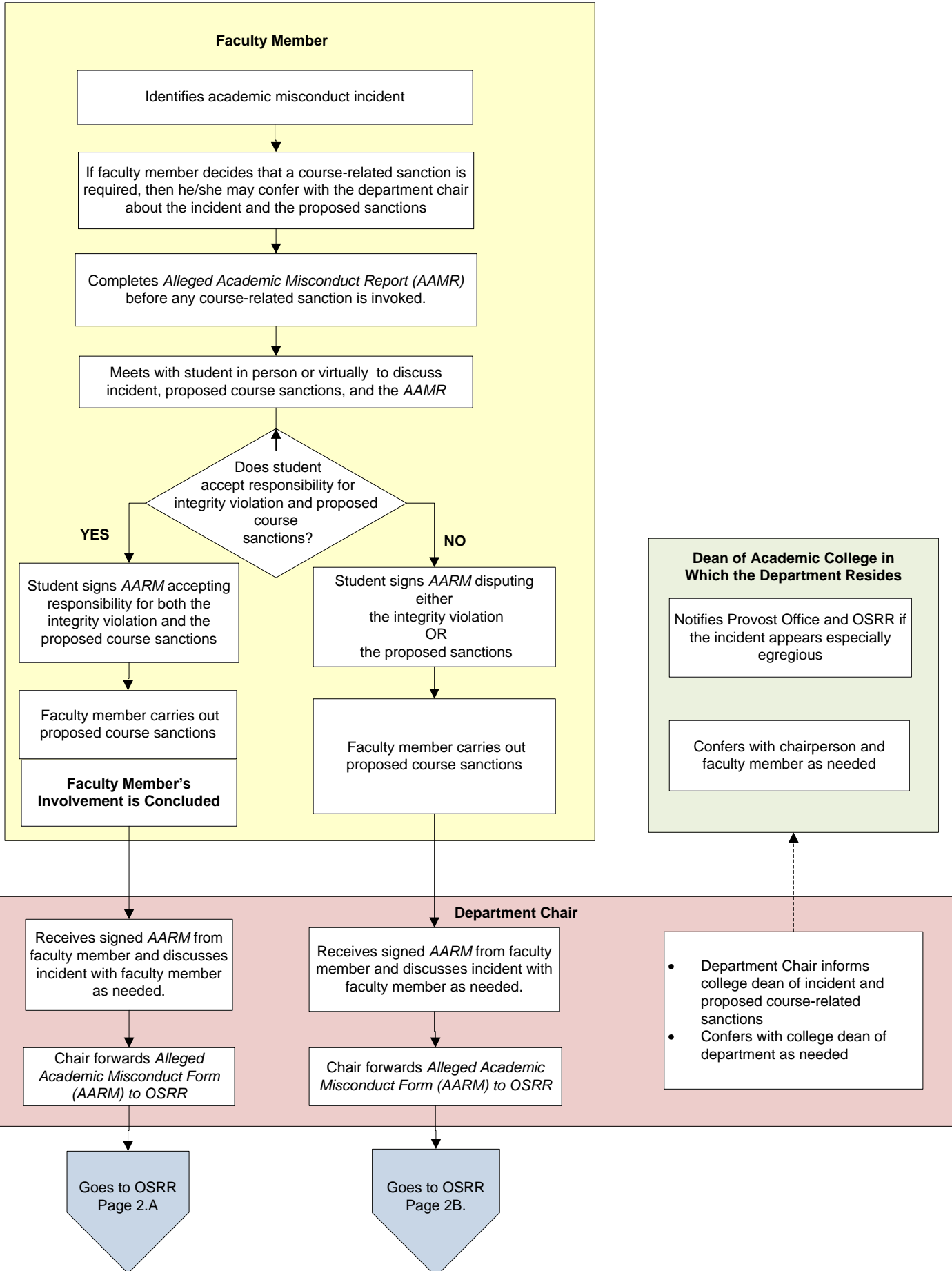
A senator noted it is critical to get faculty buy-in, and that implementation will be difficult without it.

ADJOURNMENT

Motion to adjourn was made and seconded. The committee adjourned at 5:34 p.m.

**Proposed Academic Misconduct Model
Course Sanctions
Role of Faculty Member and Department Chair**

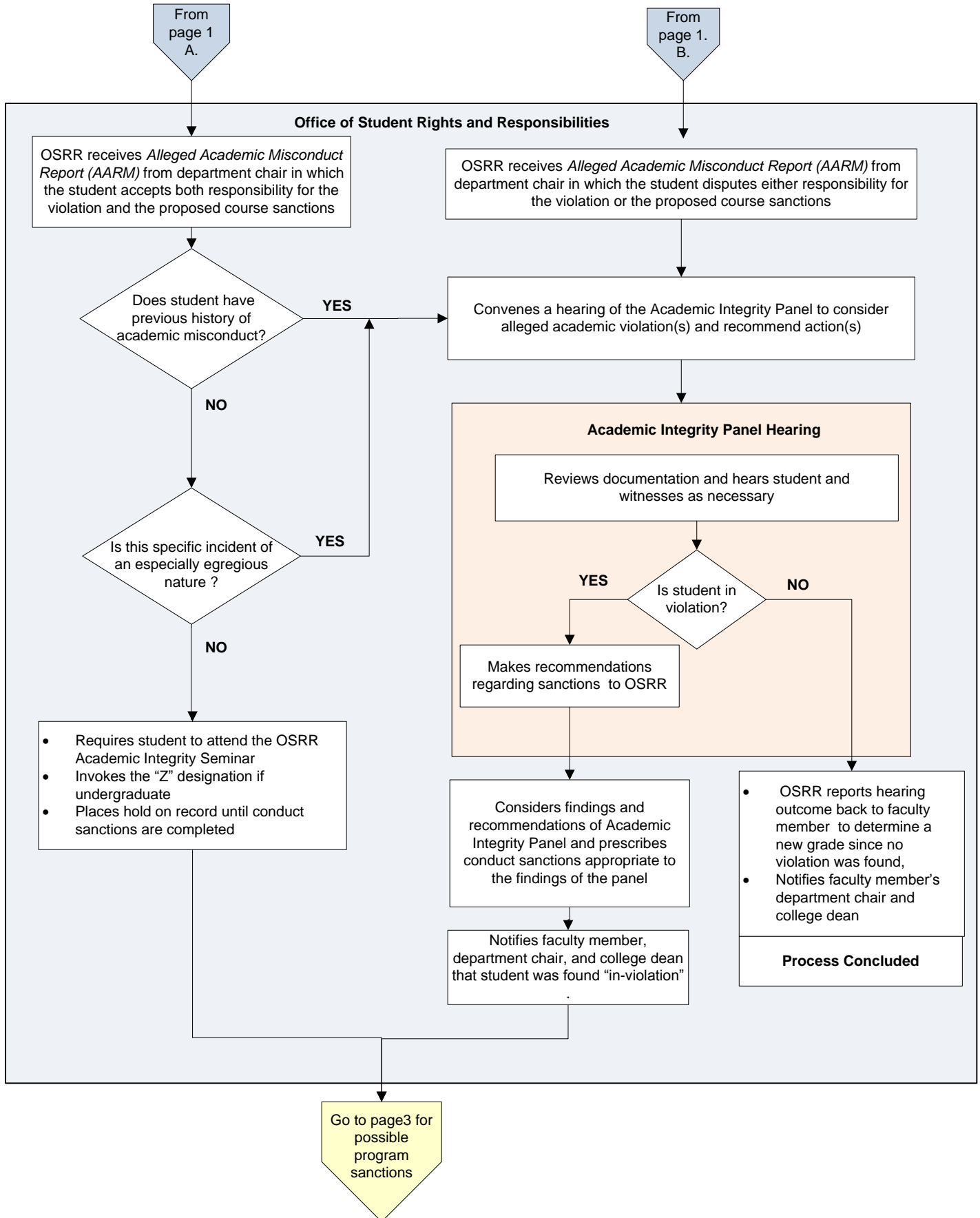
Version 12-21-2011
As agreed to by UPCC &
Graduate Council



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**Proposed Academic Misconduct Model
Conduct Sanctions
Role of Office of Student Rights and Responsibilities**

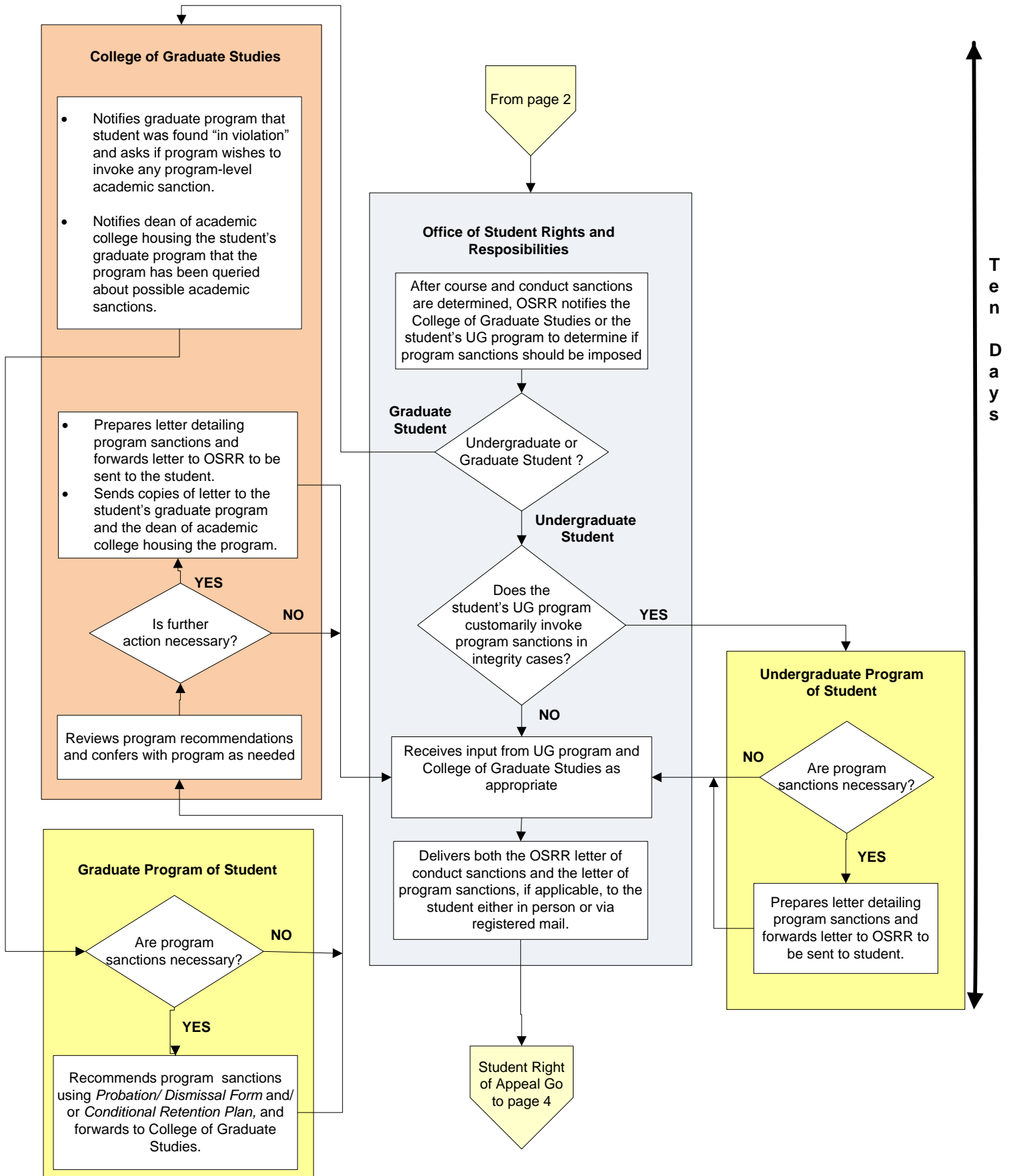
Version 12-21-2011
As agreed to by UPCC &
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Proposed Academic Misconduct Model Possible Program Sanctions Roles of Graduate and Undergraduate Programs

Version 12-21-2011
As agreed to by UPCC &
Graduate Council



Proposed Academic Misconduct Model Possible Student Appeal

Version 12-21-2011
As agreed to by UPCC &
Graduate Council

Student has right of
appeal of Conduct
or Program
Sanctions

Basis of Appeals

Student may appeal conduct findings and sanctions to the Provost or designee on the following basis (UCF Reg 5.010):

- a. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
- b. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the hearing.
- c. The sanction(s) are extraordinarily disproportionate to the violation(s).

Student may also appeal sanctions imposed by the graduate program according to Golden Rule UCF-5.017.

NOTE: Grade appeals are not allowed when the grade is a result of academic misconduct



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