



Faculty Senate

Faculty Senate

Agenda for meeting of July 9, 2020, 2:00 – 4:00 pm

Zoom Meeting for Senators and guests:

<https://ucf.zoom.us/j/93896511500?pwd=bUYya1NETE9MSVBWN2FDa2dHS0V0dz09>

Meeting will be recorded and streamed live at: https://youtu.be/qen_6y5g208

1. Call to Order
2. Roll Call via Qualtrics: http://ucf.qualtrics.com/jfe/form/SV_8hRVGklmb13YXt3
3. Approval of Minutes of June 11, 2020 (5)
4. Recognition of Guests
5. Announcements
6. Report of the Senate Chair (5)
7. Report of the President (10)
8. Report of the Provost (10)
9. Committee Reports – 2:30 pm
 - a) Ad Hoc Internal Communications – Joseph Harrington (5)
 - b) Ad Hoc Campus Equity, Inclusion and Diversity Actions and Programs – Joseph Harrington (10)
 - c) Ad Hoc Budget and Labor Crisis Response – Reid Oetjen (5)
 - d) Ad Hoc Health and Safety Crisis Response – Stephen King (5)
10. Old Business – 2:55 pm
 - a) COVID response/Fall campus reopening – Deichen/Johnson (10)
11. New Business – 3:05 pm
 - a) New Enterprise Resource Planning (ERP) system – Michael Sink, Joseph Trubacz (15)
 - b) UCF's new budget model – Paul Jarley, Kristine Harris (15)
12. Campus Climate Report – 3:35 pm
 - a) Student Government Association - Sabrina LaRosa (10)
 - b) United Faculty of Florida - Scott Launier (10)
13. Old Business Continued – 3:55 pm
 - a) Resolution 2020-2021-1 Faculty Senate Bylaw Change – Resolutions
 - b) Resolution 2020-2021-2 Faculty Senate Bylaw Change – Undergraduate Common Program Oversight Committee
 - c) Resolution 2020-2021-3 Faculty Senate Bylaw Change – Faculty Center for Teaching and Learning Advisory Committee Duties
 - d) Resolution 2020-2021-4 Faculty Senate Bylaw Change – Student Committee Term on Graduate Council Committees
14. Other Business



Faculty Senate

Faculty Senate

Minutes for meeting of June 11, 2020, 12:00 – 2:00 pm

Zoom Meeting for Senators and guests

Meeting was recorded and can be accessed at: <https://youtu.be/hUxiEYzyAVs>

1. Call to Order at 12:03 pm
2. Roll Call via Qualtrics – a quorum was reached
3. Approval of Minutes of April 16 & May 18, 2020
 - a) Motion to approve minutes from April 16, second, minutes are approved
 - b) Motion to approve minutes from May 18, second, minutes are approved
4. Recognition of Guests
 - a) Alexander Cartwright, President
 - b) Michael Johnson, Interim Provost
 - c) Christine Dellert, Deputy Chief of Staff
 - d) Lucretia Cooney, Faculty Excellence
 - e) Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies
 - f) Joel Hartman, VP & CIO for Information Technologies and Resources
 - g) Allison Hurtado, Director of Communications, Faculty Excellence
 - h) Jana Jasinski, Vice Provost for Faculty Excellence
 - i) Joe Adams, Senior Communications Director, Office of the Provost and Academic Affairs
 - j) Lyman Brodie, Associate Dean, College of Arts and Humanities
 - k) Rodney Graham, SGA Director of Student Affairs
 - l) S. Kent Butler, Interim Chief Equity, Inclusion and Diversity Officer
 - m) Elizabeth Hamilton, Assistant Vice President for Strategic Initiatives
 - n) Michael Deichen, Associate Vice President of UCF Student Health Services
 - o) Tom Cavanaugh, Vice Provost for Digital Learning
 - p) Theodora Berry, Vice Provost of Student Learning and Academic Success and Dean, College of Undergraduate Studies
 - q) Mike Kilbride, Assistant Vice President, UCF Downtown
 - r) UCF Libraries: Barbara Alderman, Frank Allen, Sai Deng, Min Tong, Judy Kuhns, Rich Gause
5. Announcements
 - a) Future summer senate meetings are July 9 and August 5
6. Report of the Senate Chair
 - a) Summer meeting schedule and what business to transact
 - i) Vote taken whether to handle resolutions this summer; motion passes 28-25

- b) Have appointed approximately 20 faculty members to committees per request of the administration over the summer

7. Report of the President

- a) The president states that he is here to listen. He thanks the Senate for their engagement and feedback for the return to campus plan. He also thanked Chair Harrington for facilitating the return to work forum.
- b) The input process has helped them refine their efforts. The plan will be presented to the BOT next week and the BOG on the 23rd. He stressed that we should focus on that we are all in this together and that we should try to be compassionate and flexible. People are under emotional and financial stress, as well as issues of racial and social injustice.
- c) It has been incredible to see the peaceful demonstrations and he is looking forward to this conversation today. He was grateful that Dr. Butler was invited. He wants everyone to be actively involved in change. He has met with student groups and talked about what action they would like to see. There are several topics that resonated with him, such as the need for required education and training, look at how search committees are educated, create an inclusive environment where everyone knows that this university is for everyone. There is an expectation that we should think about our reporting system and how to review and overhaul it. He wants everyone to know how to report and be comfortable reporting any abuses. He would like to increase representation in faculty and staff across the university. He would like to keep conversations going about race and unity. It's clear that we must do better at UCF and continuous improvement is needed.
- d) He recognizes that there is a difficult situation in our campus community regarding Professor Negy's social media and tweets. He states that they have condemned Dr. Negy's views and he personally finds these tweets hurtful and disturbing. He does state, however, that we must uphold the freedom of speech; however, any discriminatory actions will not be tolerated as they are not protected or considered free speech. The administration is looking at all complaints of discriminatory behavior in the classroom. He understands people are frustrated and he is committed in getting through this difficult time by promoting a culture of diversity and inclusion where we hold each other accountable when witnessing improper behavior. He would like to hear thoughts on communication – how do we get better at communicating what is going on? He is in favor of sustained commitment and positive effort to make change. He would like us to think very careful about how we go about any activity in this area. He and his administration are ready to listen and answer any questions. He thanks everyone for their hard work over the summer.
- e) Dr. Proctor stated, in terms of communications, whether in September, the president could set up a virtual forum on racism involving our own Dr. Butler on one side of the racism discussion and Larry Elder, if he would accept an invitation, on the other. I propose that since Student Government President Sabrina La Rosa did such an outstanding job hosting the Return to Campus

Virtual forum, that you ask her to host the Virtual Forum on Racism. The president agreed that this would be a good idea.

8. Report of the Provost

- a) Dr. Negy's comments are counter to the core values of UCF. He understands the calls and public outcry for swift action. They are investigating all claims. He asks that everyone bring their complaints forward. People have first amendment right to free speech. We are an agency of the government and must uphold the laws of the land; however, classroom discrimination is prohibited. People with less power can be harmed by free speech more than others. We must take responsibility when speaking. Strongly supports academic freedom. He discusses how academic freedom works in coursework and gives examples. He acknowledges that it is a "slippery slope" when people govern themselves.

9. Old Business – None

10. New Business

a) Campus response to racism

i) Presentation, S. Kent Butler, Interim Chief Equity, Inclusion, and Diversity Officer

- (1) There are places on campus that people can go to in order to talk out this issue. Dr. Butler shared a video showing scenes of racial discrimination and acts of violence.
- (2) The images happen to people that look like him and have been involved in situations that have ended with their humanity, even their lives, being taken from them. As a faculty member, he has talked about these truths that have been a part of his life. He would like to open people's minds to these truths. He acknowledges that it is a natural choice to not put yourself in this space because it hurts. Having the privilege to not imagine these things are going on is part of this process. It's time to move away from silence and inaction. Recognize that this is truth for too many individuals and needs to be rectified. He is not trying to be combative, but this is a plea for action. Marginalized people are at the mercy of people who have privilege. Sometimes a safe haven is not a safe haven because someone could come and try to hurt him or his family at his home just because of the color of his skin. He believes all individuals need to be in on the discussion in order to facilitate change. Many times, people who are marginalized have to fight to get people to understand about racism. The white community needs to deal with what racism is. He is asking that white individuals take responsibility for their privilege and shine a light on racism and be a catalyst for change. He stresses that these conversations do not end badly. It is an opportunity to make systemic changes to things we don't want to be a part of. He is here and ready to help. Recently a survey was put out and the results will be published soon. These are the voices of the community speaking out about how

they feel. He challenges us to be the model university. He asks that we fight with him.

- ii) Discussion: What can UCF do to change how we and our students conceptualize and respond to racism?
 - (1) Dr. Cash suggests that we work these types of conversations into curriculum
 - (2) Dr. Butler says it is about self-reflection and thinking about what could be harmful to others
 - (3) Dr. Casmier-Paz discusses how these types of incidents cause a great deal of activity and then things die down. There should be a calculated effort to create a campus climate that would quell the anxiety and fear surrounding racism, such as small groups that meet regularly to facilitate dialogue. She would also like to see efforts to work with the police on campus to address problems of systemic bias in policing.
 - (4) Dr. Butler states that he has had several conversations with Chief Metzger. Everyone needs to understand that the things that are caused by individuals cause issues for everyone else. The police know that there is an issue and we need to hold them accountable. We have to be patient because change is slow. Be assured that there are things happening behind the scenes. Please be open about speaking out about things that need to change. Don't turn a blind eye but speak out. He also notes that discussion groups are being set up.
 - (5) Dr. Proctor asks whether there are numbers regarding faculty and staff and police interactions. He is alarmed about the discussion of defunding the police.
 - (6) Dr. Butler states that we need to look at the individual's situations rather than numbers. He understands that these types of things happen but wants to get to the root of why it is happening.
 - (7) Dr. Argenti says that his college has been having these types of discussions. He feels that there should be guidelines in departments. There is an issue with segregation at the basis of racism. They suggest that we should reach out to the communities. Climate on campus – someone who is perceived as overtly racist, there should be some type of disciplinary action, but that it should be clearly documented. They are aware of the fact that there is violence against minorities and would like to have a discussion about what to expect of the police on campus.
 - (8) Dr. Butler understands and believes this must be part of the discussion so we can look at situations from all angles. A pathway to leadership needs to be made. Policymakers are opening the door to listen and make sure that policies and procedures are put in place to make systemic changes.
- iii) Statement on racial injustice - Blake Scott and Kristine Shrauger
 - (1) Statement is put forward regarding racial injustice and Dr. Scott gave an overview of how the statement was put together and what the statement includes. Tried to focus on intent, content and outcome.
 - (2) There is a motion to adopt the statement as a sense of the Senate, second, call for discussion.

- (3) Dr. Proctor discussed the statement with the members of his department. Faculty feel that since they are not on campus this summer, they feel it is not appropriate to move forward on this statement without considering the consequences.
- (4) Dr. Zaho states that she feels to remain silent is wrong and part of the problem. She understands Dr. Proctor's concern but is more concerned about humanity overall. She supports the statement and feels the senate needs to say something.
- (5) Dr. Lucken understands what Dr. Proctor's concern is. She feels the statement has a feeling that university and everyone in it is being condemned. There should be a way to make a statement without this happening.
- (6) Chair Harrington moves the discussion to 1:50 for further debate in order to move to the next agenda item.

11. Committee Reports – No updates

- a) Ad Hoc Internal Communications – Joseph Harrington
- b) Ad Hoc Budget and Labor Crisis Response – Reid Oetjen
- c) Ad Hoc Health and Safety Crisis Response – Stephen King

12. New Business, continued

- a) Faculty feedback on UCF's Fall reopening plan
 - i) Presentation – Interim Provost Michael Johnson
 - (1) This plan has a contingency that if the health of the university employees and students is in jeopardy, the plan may change
 - (2) Some classes will be on campus, students seated 6 feet apart and all will wear face coverings. Not enough room for all classes on campus. Determine which classes should be taught on campus. Identify courses which most need a F2F component. Identify courses can be fully online. Prioritize providing FTIC students with on campus classes.
 - (3) Should have the schedule of classes available on July 1st. Full PPE will be used for classes with physical contact. Flexible blended model for fully online available.
 - (4) Classrooms cleaned daily and students and employees will be asked to clean their own spaces. Students who fall ill will need flexible options to continue their classes online. They are installing equipment to make flexible teaching as easy as possible. CDI is providing training. Faculty at higher risk should teach remotely.
 - (5) A survey is coming out to faculty and staff to self-identifying as high risk or taking care of someone who is at high risk. Faculty who are not high risk may be required to teach on campus. After Thanksgiving break, classes and exams will be online. Many details are being worked out for compliance with face masks and physical distancing.
 - ii) Discussion of the plan – below is a list of comments and questions for the committee to consider when finalizing the Return to Campus plan:

- (1) State of COVID 19 discussion at med and main campus, can Rosen campus be included?
- (2) Looking at social distancing in the classroom, can mechanism be included if too many students are in the space?
- (3) Page 11 of return to campus policy, live online – where is the policy online? Once it's adopted, will it be online?
- (4) Concerned about no mention of added costs of faculty working from home; high speed internet, supplies, etc.
- (5) Can face shields be substituted for face masks for teaching; i.e. faculty member with asthma?
- (6) Grievances from students – sense that the university is being cheap on refunding parking from last year. UCF has received funding from CARES act this year. Are students going to get a refund?
- (7) What will be happening with dorms for students that need to be making reservations?
- (8) Joe requests that questions for changes to the plan only be discussed.
- (9) Amendment to plan for resources; how many students need to enroll before GTA help becomes available? There was a jump in enrollment over the summer due to the fact that classes were completely online. It is noted that the discipline/department normally determines these numbers.
- (10) It is noted that there is no training for students as well as temperature checks. There is required training for students in the works. There will be temperature checks in clinical spaces. They have questionable benefits for screening. They will connect with everyone through the use of technology.
- (11) Will faculty who are not on campus be required to do training over the summer? There is a stipend of \$500 available for faculty who complete the three-week training. Other courses are only one to two hours.

13. Resumption of Anti-Racism Statement Discussion

- a) Dr. Oetjen feels that it is important to take action on this motion. He feels it is a very well written and complete document.
- b) Amendment to remove “including UCF”, second, discussion: Dr. Cash feels statement should be left in. Dr. Parrish agrees that statement should stay. Vote taken: motion fails.
- c) Dr. Collins states he doesn't feel the need to poll his colleagues on an anti-racism statement. He feels it is important to take action. He will vote on an important statement. He calls the question. Seconded. Vote taken to approve statement as it stands: Motion carries.
- d) A question was asked as to whether this statement could be brought up and amended at a future meeting and Chair Harrington stated that the senators are able to do that.

14. Campus Climate Report - None

15. Other Business - None



Faculty Senate

16. Adjournment – meeting is adjourned at 2:06 pm



1

Previous UCF Budgeting Overview

UCF's previous E&G resource allocation methodology is a hybrid approach based on incremental budgeting and performance funding to reward mission delivery.

Stakeholders identified several challenges with the previous budgeting process:

- Lack of Transparency & Predictability
- Inability to completely recognize revenue growth
- Inadequate alignment of strategy and operations with Budgeting
- Insufficient investment in Strategic Priorities

2

Goals of the Budget Model Redesign Effort

- Promote fiscal stewardship and financial responsibility throughout the campus community.
- Enable the university to quickly adapt to economic or political realities in support of the university's strategic vision.
- Further advance the university's ability to become preeminent and remain competitive in the performance funding initiative.
- Provide individual units with enhanced autonomy (coupled with commensurate accountability), increased transparency, and better financial data for decision making.
- Incentivize organizational behavior to align resources with identified strategic priorities.

3



3

Budget Process Redesign Guiding Principles

1. Ensure resource management, planning, and allocation decisions are aligned with the institution's mission as a public multi-campus, metropolitan research university.
2. Ensure transparency, accountability, and fiscal responsibility by requiring all aspects of resource management to be supported by data-informed decisions.
3. Align budgetary authority with responsibility and accountability.
4. Provide significant incentives for promoting efficiency, innovation, responsiveness and entrepreneurship using data-based decision-making.
5. Balance complexities of the economic realities with a methodology that is financially viable and easy to understand.
6. Distribute resources using a predictable and consistent methodology that allows for multiyear planning.

4



4

Steering Committee Charge

The **UCForward Budget Model Redesign Steering Committee** is the principal group responsible for the implementation of a new, all-funds resource allocation model aligned with UCF's strategic direction, culture and values.

Committee members will ensure the achievement of project goals and outcomes through completion. Primary responsibilities include:

- Reimagining UCF's budget philosophy and guiding principles in alignment with our current strategic direction.
- Reporting progress to Executive Sponsors via Committee Co-Chairs.
- Recommending and guiding the evaluation and selection of a budget model that incorporates feedback from campus stakeholders.
- Recommending and guiding implementation and communication plans for the complete project lifecycle.

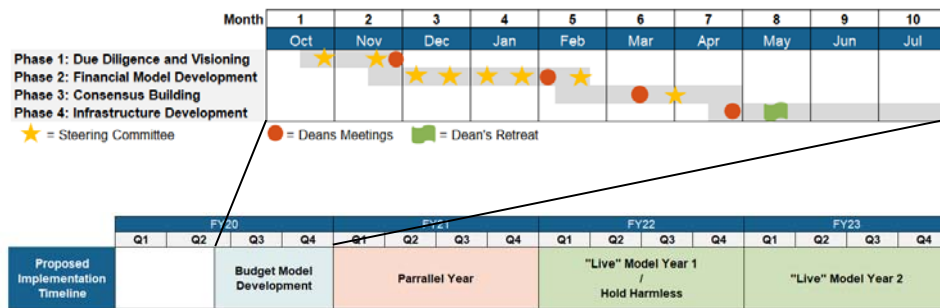
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5

Implementation Timeline

The redesigned budget model implementation timeline will leverage current momentum while providing time for additional engagement, infrastructure development, and training.



- Budget Model Development in FY2020 provides foundation for next steps in Budget Redesign Roadmap
- Parallel Year allows time for any final tweaks to the model and additional stakeholder engagement
- Project momentum should be maintained to build key infrastructure (governance, processes, policies, training, planning tool)
- Implementation timeline allows benefits of the model to be realized sooner, while still allowing a Parallel Year

6



6

Direct and General Revenues at UCF

Of UCF's revenue sources, some lend themselves to considering incentive-based allocations, while others are typically managed directly by their generating units across all model types.

UCF Direct Revenues:

Revenues that are directly attributable to goods or services provided by a revenue unit and are typically recognized by the generating unit within the University's financial systems.

- Grants and Contracts
- Auxiliary Revenue
- Transfers
- Investment/Loan Income
- Other Revenue

UCF's General Pooled Revenues:

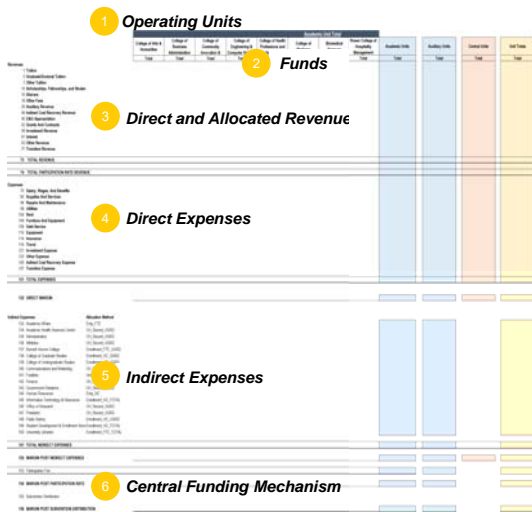
Revenues that are received by administration on behalf of the units that generate the revenue; generally pooled together and allocated through a "base" allocation process or via allocation methodologies.

- Net Tuition and Fees (includes undergraduate, graduate, and doctoral tuition; online and non-credit tuition, fees, and student financial aid)
- E&G Appropriations from the State of Florida

Note: The Budget Redesign **allocates these revenues to the academic units** compared to historical models retaining the revenues centrally

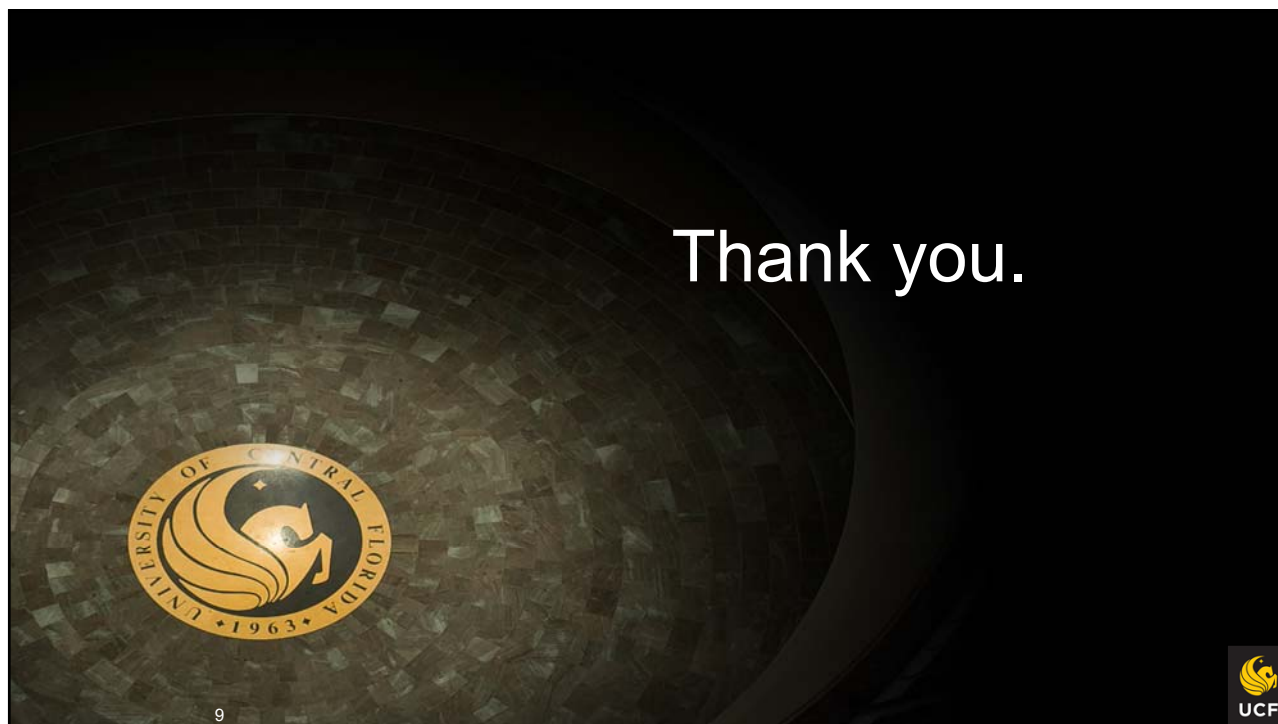


Budget Process Redesign Framework



- 1 **Operating Units:** academic and auxiliary units responsible for generating revenue through their operations
- 2 **Funds:** separate views of revenues and expenses by fund classification (i.e., restricted vs. unrestricted)
- 3 **Direct and Allocated Revenues:** revenues that directly tie to units based on reporting categorization and revenues that are earned and distributed based on an agreed upon activity metric
- 4 **Direct Expenses:** expenses that directly tie to units based on reporting categorization
- 5 **Indirect Expenses:** institution-wide expenses associated with central support units and other operations allocated back to the revenue generating units
- 6 **Central Funding Mechanism:** A pool of funding utilized by the President and Provost to strategically invest and allocate resources





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10

10

Overview of Current Budget Model

- Hybrid approach grounded on incremental budgeting; largely based on the previous year's budget with incremental amounts added for the new budget year.
- Colleges receive a portion of marginal tuition and fee revenue based on student credit hours and performance in areas such as student success, faculty support, and research growth.
- Provost-directed investments are made in new programs and initiatives guided by the strategic plan.

11



11

Key Budget Process Redesign Activities

- Educate academic and administrative leaders on current budget practices and solicit feedback for future enhancements.
- Build a resource allocation model that aligns revenues and expenses and allows for resources to ebb and flow with changes in unit activity levels.
- Facilitate a process that recognizes the value of transparency and leads to greater insight into the sources and uses of institutional resources.
- Design an implementable and flexible model framework that can be leveraged by future institutional leadership (President, Provost, and CFO).

12



12

Benefits of a Successful Budget Process Redesign

If the desired model is implemented, over the next few years we expect:

- Improved transparency and budgetary understanding across academic and administrative budget owners.
- Increased ability to make data-informed decisions.
- Improved use of financial resources, including appropriate utilization and draw-downs of university and organizational carry-forward balances.
- Enhanced local accountability to generate revenues, manage expenses, and increase effectiveness and responsiveness from support units.
- Rationalized and reallocated budget allocations aligned with institutional strategic plans and objectives.

13



13

Learnings from the Budget Redesign Process

- This budget structure is designed to give transparency as to how money is spent – this helps (1) stakeholders understand our financial choices and (2) management make informed decisions about strategic and operational investments
- The new budget model structure permits strategic and operational decisions but does not in itself cause such decisions to happen—that is the role of leadership
- The Deans support this model—it puts the academic enterprise and student success first; this upends UCF's traditional view
- This framework is a necessary but not sufficient condition for success— it needs to be complemented by an effective ERP system, reasonable benchmarking, and a leadership team that will take accountability for it.

14



14

Enterprise Resource Planning

Faculty Senate – July 9, 2020



UCF

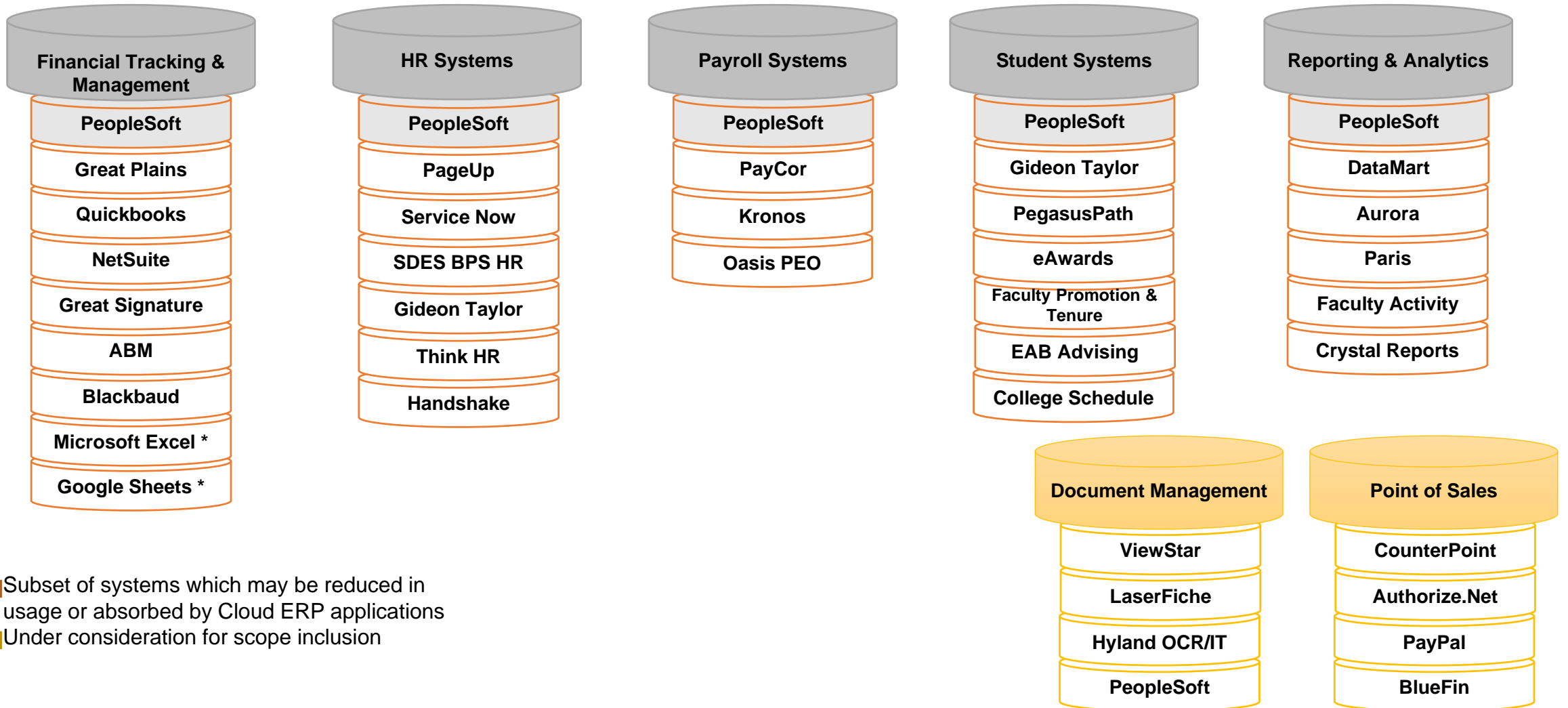
What is UCF ERP today?

ORACLE®

PEOPLESOFT

- Financials
- Human Resource Management
- Student Records
- myUCF Portal
- Reporting

What is UCF ERP today?



Key

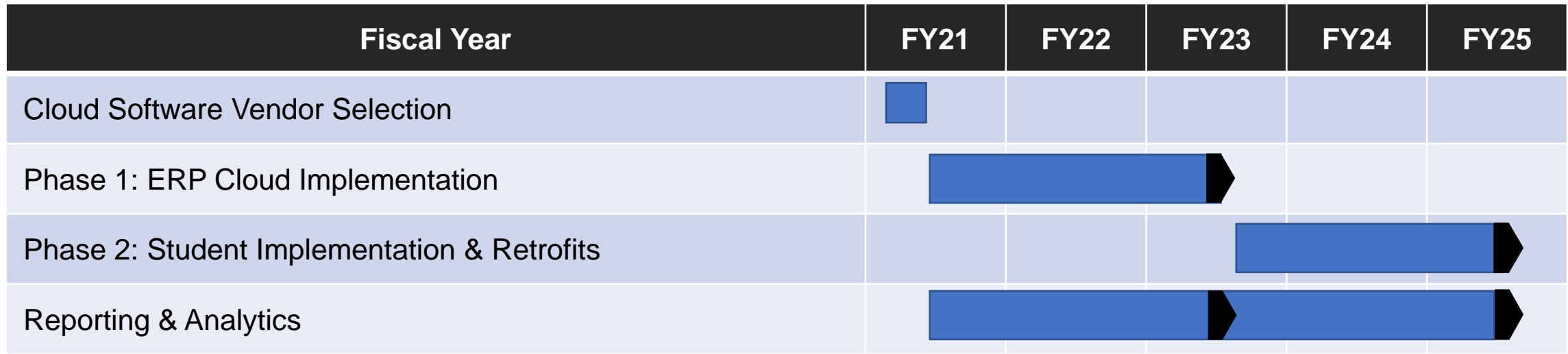
- Subset of systems which may be reduced in usage or absorbed by Cloud ERP applications
- Under consideration for scope inclusion

* Will not be replaced by ERP

Why Invest in a new ERP?

- Provide better financial accountability and transparency
- Advance operational effectiveness and efficiencies
- Elevate compliance and controls
- Single system for all
- Modernize and build for the future
- Oracle end-of-support for PeopleSoft

High-Level Timeline



Assumptions

- Phase 1 begins October / November 2020 with a 24-month implementation
- Phase 2 will require confirmation of resources, timeline prior to kick-off in January 2023
- Reporting & Analytics will consist of two phases:
 - Phase 1 – reporting for financial, research, student and human capital management
 - Phase 2 – reporting for student systems

 Post Go-Live Support Period

UCF ERP Project

Monitor **erp.it.ucf.edu** for project updates

Home

Resources

About Us

ANNOUNCEMENTS

- Pre-Launch Kick-Off **February 18**, Interim Provost Michael Johnson will deliver a welcome address. [Click here](#) to view the full agenda
- Help us brainstorm ideas for the name of this project. [Click here](#) to submit your suggestion.

PROJECT NEWS

Project Naming Contest

February 12, 2020

Help us brainstorm ideas for the naming of the project that will move us from our current PeopleSoft ERP system to a new cloud ERP.

1 **Resolution 2020-2021-1 Faculty Senate Bylaw Change - Resolutions**

2
3 **Whereas**, when the Faculty Constitution was separated into two separate documents, Faculty
4 Constitution and Bylaws, language regarding the process of adopting Senate resolutions was
5 inadvertently left out of the Bylaws; and

6
7 **Whereas**, Resolution 2016-2017-17 restored the majority of the resolution language except for
8 the right to a final appeal to the Board of Trustees; and

9
10 **Whereas**, the president of the university is accountable to the Board of Trustees in the
11 operation of the university; therefore

12
13 **BE IT RESOLVED** that the Bylaws of the Faculty Constitution be amended as follows:

14
15 **Bylaws, Section IV. Meetings of the Senate**

16
17 I. Resolutions

18 As the elected body of the general faculty, the Faculty Senate may formulate its opinion upon
19 any subject of interest to the university and adopt appropriate resolutions. Resolutions
20 addressing those areas of authority legally reserved to the president and Board of Trustees are
21 advisory. Each resolution adopted by the Faculty Senate is forwarded to the provost and vice
22 president for Academic Affairs who shall act upon the recommendation within 60 days.

23
24 The provost and vice president for Academic Affairs shall have veto power over any resolution
25 by the Senate. The veto with rationale shall be communicated in writing to the Faculty Senate
26 and the chair of the Faculty Senate.

27
28 The Senate, by a two-thirds majority vote, may appeal to the president any resolution vetoed. ~~A~~
29 ~~decision by the president is final.~~ A subsequent veto by the president shall be communicated in
30 writing to the Faculty Senate and to the chair of the Faculty Senate within 60 days.

31
32 The Senate, by a two-thirds majority vote, may appeal to the Board of Trustees any action so
33 vetoed. A decision by the Board of Trustees is final.

1 **Resolution 2020-2021-2 Faculty Senate Bylaw Change – Undergraduate**
2 **Common Program Oversight Committee**

3 **Whereas**, the Undergraduate Common Program Oversight Committee members voted to modify
4 the duties of the committee to represent the work of the committee better; therefore

5 **BE IT RESOLVED** that the name and duties specified in the Bylaws for the Undergraduate
6 Common Program Oversight Committee be amended as follows with automatic updates to the
7 committee description in the Faculty Constitution:

8 General Undergraduate ~~Common Program Oversight Requirements~~ Committee

9 1. Duties and Responsibilities.

- 10 a. To monitor university-wide undergraduate curriculum requirements such as the
11 General Education Program, diversity, Gordon Rule, ~~civic literacy foreign~~
12 ~~language proficiency~~, and to review any changes, additions, or deletions to those
13 curriculum requirements.
14 b. To review, monitor, and make recommendations to the dean of the College of
15 Undergraduate Studies on courses and syllabi submitted to fulfill the university
16 diversity requirement to meet the established definition of diversity.
17 c. To make recommendations to the Undergraduate Policy and Curriculum
18 Committee on changes to the General Education Program, diversity, Gordon
19 Rule, civic literacy, and other state-mandated requirements.
20 d. To make recommendations to the Undergraduate Course Review Committee
21 regarding course proposals related to the General Education Program, diversity,
22 Gordon Rule, civic literacy, and other state-mandated requirements.

23 *Approved by the Undergraduate Common Program Oversight Committee on February 13, 2020.*

1 **Resolution 2020-2021-3 Faculty Senate Bylaw Change – Faculty Center for**
2 **Teaching and Learning Advisory Committee Duties**

3 **Whereas**, the Faculty Center for Teaching and Learning recommends the duties of the
4 committee be modified to represent the work of the committee better; therefore

5 **BE IT RESOLVED** that the name and duties specified in the Bylaws for the Faculty Center for
6 Teaching and Learning Advisory Committee be amended as follows with automatic updates to
7 the committee description in the Faculty Constitution:

8 **Faculty Center for Teaching and Learning Advisory Committee**

9 1. Duties and Responsibilities.

10 To advise the director of the Faculty Center for Teaching and Learning on matters related to
11 the following:

12 a. Supporting and developing faculty professional development in areas of teaching,
13 learning and the scholarship of teaching for all faculty, including full-time, adjunct and
14 graduate teaching assistants.

15 ~~b. Overseeing and administering professional teaching development activities.~~

16 c. Coordinating the nomination, review and selection of faculty fellowships and other
17 awards for ~~creative teaching and the innovative use of technology in~~ teaching and
18 learning.

19 ~~d. Administering and~~ Reviewing an annual assessment of the Faculty Center for Teaching
20 and Learning activities.

21 e. Considering and recommending to the Faculty Senate and administration regarding the
22 needs and activities of the Faculty Center for Teaching and Learning.

1 **Resolution 2020-2021-4 Faculty Senate Bylaw Change – Student Committee**
2 **Term on Graduate Council Committees**

3 **Whereas**, the Graduate Appeals, Graduate Curriculum, and Graduate Policy committees specify
4 that the graduate student representative will be appointed by the chair of the Graduate Council
5 based on recommendations made by the President of the Graduate Student Association; and

6 **Whereas**, the graduate student is required to serve a three-year term; and

7 **Whereas**, it is impossible to know how long a graduate student will remain at UCF beyond the
8 current year; therefore

9 **BE IT RESOLVED** that the Bylaws for the Graduate Appeals, Graduate Curriculum, and
10 Graduate Policy committees be modified as follows:

11 **Graduate Appeals, Graduate Curriculum, and Graduate Policy Membership**

12 Terms of service shall be three years, staggered, with the exception of the student member, who shall
13 serve for one year.

Jun 26, 2020

A Special 'Thank You' to UCF's Faculty and Staff for a Heroic Response to COVID-19



The COVID-19 pandemic presented unprecedented challenges for UCF's faculty and staff this spring in quickly converting all courses to online instruction to enable students to continue to receive a high-value education.

UCF Trustee Ken Bradley, chair of the UCF Board of Trustees Educational Programs Committee, proposed a proclamation to applaud faculty and staff for extraordinary efforts to keep UCF moving forward during the most difficult of professional and personal circumstances.

"Our Board of Trustees Educational Programs Committee realize the Herculean efforts our faculty and staff have undertaken to continue providing quality education in light of the pandemic," Bradley said. "Our Board members simply want to say 'thank you' with this proclamation. We understand this has been a very challenging time. But we greatly appreciate the UCF team who have kept education and learning as our #1 priority. Thank you."

Here's the proclamation approved unanimously on June 17 by Bradley and committee colleagues and trustees Joe Harrington, Caryl McAlpin and Sabrina La Rosa.

A Proclamation Honoring UCF's Faculty and Staff for Their Valiant Response to the Extraordinary Challenges from COVID-19

WHEREAS, the University of Central Florida is a vibrant and diverse community of more than 83,000 students, faculty and staff; a leading talent producer nationally among public universities; a vital force for lifting lives and livelihoods in Central Florida; and a game changer in making the world a better place through teaching, research, and service;

WHEREAS, great universities and communities are built upon great faculties and the staff that support their essential efforts to advance student success, innovation, and the cultivation and dissemination of new knowledge for global impact;

WHEREAS, the COVID-19 pandemic presented unprecedented professional and personal challenges for UCF faculty and staff in the middle of spring semester 2020 and required an immediate shift of all courses to online instruction amid severe stressors, including personal health and safety, family care, food and household supplies, and much more;

WHEREAS, UCF is a national leader in online learning and the Division of Digital Learning performed magnificently in short order to transition faculty and students to an all-remote learning environment of outstanding quality;

WHEREAS, UCF further distinguished itself as a pacesetter in higher education for creative, innovative and successful approaches to online learning in navigating well the most extraordinary and difficult of pandemic times; and

WHEREAS, the remarkable efforts of UCF's faculty and staff assured that teaching, learning, and service at the state's largest university by enrollment would charge on at the highest levels possible for the benefit of the deserving students, communities, and employers we serve;

THEREFORE, the UCF Board of Trustees' Educational Programs Committee hereby proudly applauds and commends the university's faculty and staff for their dedication, professionalism, resiliency, and creativity in continuing to move our university forward to an even greater future of impact for Central Florida, the Sunshine State, and the world. You have our deepest appreciation. Thank you.



United Faculty **OF FLORIDA AT UCF**

UNIVERSITY OF CENTRAL FLORIDA CHAPTER

Introduction

MARIE LETICEE, MODERN LANGUAGES & LITERATURES

UFF-UCF Chapter Officers

Scott Launier, UFF-UCF President

Latarsha Chisholm, UFF-UCF Secretary

Yovanna Pineda, UFF-UCF Treasurer



Working on your Behalf...

We are compassionate volunteers, working for benefits and rights for UCF faculty.

- MOU Summer Covid-19 – Ratified May 2020
 - MOU Fall COVID19 (Currently Bargaining)
 - MOU Systemic Racism, Sexism, & Hostile Work Culture (Currently Bargaining)
 - Article 23 Salaries (Currently Bargaining)
 - Membership Drive, 50% Plan
 - Faculty Advocacy
-
- Food Drive – Picnic Project in Sanford
 - Officers Election Campaign 2020

Bargaining proposals - <https://www.uffucf.org/bargaining/>

COVID Plan - <https://www.uffucf-actnowteam.org/our-mission>

Collective Bargaining: COVID-19 Plan

- Public Health & Safe Working Conditions
- Job Security and Protection of Faculty & Professional Employees (i.e., Performance Improvement Plan)
- Campus Repopulation Plan
- Teaching Modes (Instructional Assignment/Evaluation)
- Protections for Research and Creative Scholarship (Research Assignment /Evaluation)
- Service/Engagement Assignment
- Social and Emotional Well-being

Article 23 Salaries 2020-2021

- Across-the-board Salary Increase
 - Promotion Increases 11% and 12%
 - Salary Equity at UCF
 - Equity Language (Women and Minority faculty)
 - Librarians & Professional Employees (Excluded from the Award Process), 2020
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Final Comments

- COVID-19 Action Plan
- Supporting an Inclusive Workplace
- Faculty Advocacy
- Bargaining

Questions?
