



Faculty Senate

Faculty Senate

Agenda for meeting of Thursday, March 23, 2023, 3:00 – 5:00 p.m.

Location: In person at the Charge on Chamber, Student Union, Room 340

For those unable to make the in person meeting due to travel, location, or health issues, there is a Zoom option: <https://ucf.zoom.us/j/93204451329?pwd=NGVrcHFGBmxvTGczMFRrdnl2OGVqUT09>

1. Call to Order
2. Roll Call via Qualtrics: https://ucf.qualtrics.com/jfe/form/SV_4VfXJt8roFqKVQW
3. Approval of Minutes of *February 16, 2023*
4. Recognition of Guests
5. Announcements and Report of the Senate Chair
 - a) Ten Years of Service
 - b) Thank you for Departing Senators
6. Report of the President
7. Report of the Provost
8. Unfinished Business
9. New Business
 - a) Discussion and Vote on Resolutions Brought Forward by the Ad Hoc Bylaws Committee and Approved by Steering Committee on February 2, 2023
 - i) Resolution 2022-2023-8 Instructional Designers
 - ii) Resolution 2022-2023-10 Parking, Transportation and Safety Committee
 - iii) Resolution 2022-2023-11 Student Success Constitutional Amendment
 - b) Discussion and Vote on Resolution Brought Forward by Ad Hoc Student Success Committee and Approved by Steering Committee on March 9, 2023
 - i) Resolution 2022-2023-12 Bylaw Amendment to Create a Faculty Senate Student Success Council
 - c) Discussion and Vote on Resolutions Approved by Steering Committee on March 9, 2023
 - i) Resolution 2022-2023-13 UCF Faculty Senate Supports Accessibility and Inclusion for All
 - ii) Resolution 2022-2023-14 Administrative Support for New Digital Accessibility Policy Requirements
 - iii) Resolution 2022-2023-15 Faculty Involvement in the Hiring of T/TE/Research Faculty
10. Committee Reports
 - a) Budget and Administrative Committee – *Keri Watson*
 - b) Information Technology Committee – *Glenn Martin*
 - c) Personnel Committee – *Karol Lucken*
 - d) Research Council – *Linda Walters*
 - e) Graduate Council – *Reid Oetjen*
 - f) Undergraduate Council – *Tina Chiarelli*
11. Other Business
12. Adjournment

1 Resolution 2022-2023-8
2 Faculty Bylaw Change,
3 Instructional Designers and the Division of Digital Learning
4

5 **Whereas**, Instructional Designers are integral to each college and most departments
6 and participate to some degree in teaching, research, and service; and

7 **Whereas**, Instructional Designers meet the faculty characteristics described in the
8 Bylaws Section 1. B.; and

9 **Whereas**, the ranks of Assistant, Associate, and Senior Instructional Designer were
10 created in 2016 in order to more properly align with existing faculty ranks and promotion
11 pathways at the university;

12 **Whereas**, the Senate has previously amended the Bylaws to add Instructional
13 Designers to the following Senate committees: Faculty Center for Teaching and
14 Learning Advisory Committee, Library Advisory Committee, Strategic Planning Council,
15 Bookstore Advisory Committee, and the Information Technology Committee, and

16 **Whereas**, Instructional Designers are in the Division of Digital Learning and a part of
17 Academic Affairs, reporting to a vice provost who reports to the provost; and

18 **Whereas**, the UCF Faculty Constitution Article II. A. states that "In establishing
19 representation, the Faculty Senate may determine that a unit be represented that is not
20 a recognized college"; and

21
22 **Whereas**, the Faculty Senate would benefit from the addition of Instructional Designers
23 within the Division of Digital Learning to the senate membership and to the Senate
24 operational and joint committees; therefore

25
26 **Be It Resolved** that the Bylaws Section I.A be amended to add the academic titles of
27 Senior Instructional Designer, Associate Instructional Designer, and Assistant
28 Instructional Designer; and

29 **Be It Further Resolved** that the Bylaws Section I.A be amended by adding the
30 following statement at the end of the section: The Division of Digital Learning shall be
31 considered an academic unit for the purposes of representation within the senate.

Resolution: Instructional Designers and the Division of Digital Learning

SECTION I.

Definition of Faculty

A. Titles

CURRENT:

A. Titles

Persons employed full-time by the University of Central Florida during the regular academic year are members of the general faculty if they hold one of the following academic titles:

1. Professor, Associate Professor, or Assistant Professor (including faculty with clinical or research appointments).
2. University Librarian, Associate University Librarian, or Assistant University Librarian (professional librarians of comparable rank to those listed in *Bylaws*, Section I.A.1).
3. Senior Lecturer, Associate Lecturer, or Lecturer.
4. Senior Instructor, Associate Instructor, Instructor, or Instructor Librarian.

University employees who hold these academic titles are considered members of the general faculty unless their appointing academic unit certifies their primary assignment to be in administrative support areas of the university instead of in direct pursuit of teaching, research and academic service missions of the university. In advance of Senate elections, the Office of the Faculty Senate will verify with each academic unit the list of faculty who are to be counted toward Senate apportionment.

PROPOSED:

A. Titles

Persons employed full-time by the University of Central Florida during the regular academic year are members of the general faculty if they hold one of the following academic titles:

1. Professor, Associate Professor, or Assistant Professor (including faculty with clinical or research appointments).
2. University Librarian, Associate University Librarian, or Assistant University Librarian (professional librarians of comparable rank to those listed in *Bylaws*, Section I.A.1).
3. Senior Lecturer, Associate Lecturer, or Lecturer.
4. Senior Instructor, Associate Instructor, Instructor, or Instructor Librarian.

5. Senior Instructional Designer, Associate Instructional Designer, or Assistant Instructional Designer.

University employees who hold these academic titles are considered members of the general faculty unless their appointing academic unit certifies their primary assignment to be in administrative support areas of the university instead of in direct pursuit of teaching, research and academic service missions of the university. In advance of Senate elections, the Office of the Faculty Senate will verify with each academic unit the list of faculty who are to be counted toward Senate apportionment.

The Division of Digital Learning shall be considered an academic unit for the purposes of representation within the senate.

Support for Resolution 2022-2023-8 Faculty Bylaw Change, Instructional Designers and the Division of Digital Learning

At a Glance

- Division: Digital Learning
- Location: Academic Affairs
- Faculty Ranks: Assistant, Associate, and Senior Instructional Designer
- In-unit, governed by Collective Bargaining Agreement
- AESPs and promotion regulations facilitated by Faculty Excellence
- Departmental Faculty Bylaws
- Number of Faculty: 25
- Years served on select Faculty Senate committees: 2019-Present

Benefits of Senate Representation

- Effectiveness of shared governance
- Our unique central location in the university, collaborating with variety of faculty
- Experience with issues of academic freedom and emerging issues
- Discipline focus of quality digital learning via innovative uses of technology

Interest in Senate Service

- One or more instructional design faculty has expressed interest in serving on each required Senate committee/council
- Opportunity to expand or apply broader skillsets and demonstrate collegiality

Precedence for Instructional Designer Types Serving on University Faculty Senates

- Georgia Institute of Technology
- Notre Dame University
- Penn State University
- University of Technology, Sydney

1 **Resolution 2022-2023-10**
2 **Faculty Senate Parking Transportation and Safety Committee**
3

4 **Whereas**, the University Parking and Transportation Committee and the Faculty Senate
5 Parking, Transportation, and Safety Committee have overlapping duties and
6 responsibilities with respect to parking and transportation issues on campus, which could
7 be overseen by a single committee instead of two committees; and
8

9 **Whereas**, events in recent years, such as the COVID pandemic and the multiple
10 hurricanes that impacted UCF, have shown that safety and security concerns can be
11 addressed more effectively when there is broad input from different faculty perspectives;
12 and
13

14 **Whereas**, a single faculty-level committee focused upon the areas of safety and security
15 would provide for enhanced two-way communication and response development between
16 faculty and staff on critical safety and security concerns on UCF campuses; **therefore**
17

18 **Be It Resolved** that the title of the Faculty Senate Parking, Transportation, and Safety
19 Committee be changed to the Faculty Senate Campus Safety and Security Committee to
20 reflect a focus upon safety and security issues on UCF campuses.
21

22 **Be It Further Resolved** that the Bylaws of the Faculty Senate Parking Transportation and
23 Safety Committee be amended as detailed below:
24

25 **Duties and Responsibilities:**
26

- 27 a. To evaluate and recommend policies concerning campus safety and security
28 that will foster a mutually beneficial environment for faculty, staff, students, and
29 visitors in the university community.
- 30 b. To provide feedback to appropriate campus safety and security officials with a
31 focus on maintaining the missions of teaching and research.
- 32 c. To develop effective safety and security communications for the campus
33 community.
- 34 d. To make recommendations to the Steering Committee of the Faculty Senate.
35

36 **Membership**
37

38 The voting members of the committee shall be at least one faculty member from
39 each academic unit (selected by the Committee on Committees), one staff member
40 (selected by the Staff Council), and one student (nominated by the Student
41 Government Association). The ex officio members of the committee shall be the
42 Director of Emergency Management (who provides administrative support for the
43 committee), the UCF Chief of Police (or designee), the Director of Security (or
44 designee), the Chief Information Security Officer (or designee), and the Police
45 Department Public Information Officer. The Director of Emergency Management
46 shall identify additional ex officio members as needed to ensure that areas relating
to campus safety and security are represented. The chair and vice chair shall be

47 elected annually from the faculty membership. Terms of service shall be two years,
48 staggered, except for the student member, who shall serve for one year.

Resolution: Faculty Senate Parking Transportation and Safety Committee

CURRENT:

1. Duties and Responsibilities.

a. To evaluate and recommend policies ~~to concerning parking, transportation, and campus safety and security~~ that will foster a mutually beneficial environment for faculty, staff, students, and visitors in the university community.

b. To make recommendations to the Steering Committee of the Faculty Senate.

2. Membership.

~~The committee shall consist of at least one faculty member from each academic unit, the vice president for Administration and Finance or his/her designee (ex officio), and the UCF Police Chief or his/her designee (ex officio). Committee members shall be selected by the Committee on Committees. The committee chair and vice chair shall be elected annually by its membership at the first meeting of the committee after the new Faculty Senate is elected, normally in the early fall term. The chair of the Faculty Senate Parking, Transportation and Safety Committee or designee will serve as an ex officio member on the University Parking and Transportation Committee. Terms of service are two years, staggered.~~

PROPOSED

1. Duties and Responsibilities.

a. To evaluate and recommend policies **concerning campus safety and security** that will foster a mutually beneficial environment for faculty, staff, students, and visitors in the university community.

b. To provide feedback to appropriate campus safety and security officials with a focus on maintaining the missions of teaching and research.

c. To develop effective safety and security communications for the campus community.

d. To make recommendations to the Steering Committee of the Faculty Senate.

2. Membership.

The voting members of the committee shall be at least one faculty member from each academic unit (selected by the Committee on Committees), one staff member (selected by the Staff Council), and one student (nominated by the Student Government Association). The ex officio members of the committee shall be the Director of Emergency Management (who provides administrative support for the committee), the UCF Chief of Police (or designee), the Director of Security (or designee), the Chief Information Security Officer (or designee), and the Police Department Public Information Officer. The Director of Emergency Management shall identify additional ex officio members as needed to ensure that areas relating to campus safety and security are represented. The chair and vice chair shall be elected annually from the faculty membership. Terms of service shall be two years, staggered, except for the student member, who shall serve for one year.

1 **Resolution 2022-2023-11**
2 **Constitutional Amendment to Create a**
3 **Faculty Senate Student Success Committee**
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5 **Whereas**, a core mission of UCF is to teach students by providing high-quality
6 education that prepares them for the real world experiences that will unfold over the rest
7 of their lives; and
8

9 **Whereas**, UCF has recently enhanced its focus upon student success by hiring a senior
10 vice president for Student Success and by reorganizing several departments and areas
11 to coordinate efforts within the Division of Student Success and Well-Being; and
12

13 **Whereas**, student success encompasses a broad array of departments, programs,
14 initiatives, and policies that require administration, faculty, and staff working together in
15 a cohesive manner to help our students complete their studies; and
16

17 **Whereas**, the faculty at UCF have a critical role in guiding and ensuring the success of
18 our students as they take classes and progress through degree programs; and
19

20 **Whereas**, there currently is no faculty level committee on campus that concentrates
21 upon student success, or that works with the administration to develop, evaluate and
22 utilize policies and procedures that enhance student success across the entire UCF
23 curriculum; therefore
24

25 **Be It Resolved** that the UCF Faculty Constitution be amended to create a Faculty
26 Senate Student Success Committee as a joint committee with the following description:
27

28 *“The Faculty Senate Student Success Committee makes recommendations to the*
29 *senior vice president for Student Success and other relevant committees, units and*
30 *individuals on programs, initiatives, and policies relating to the success and well-being*
31 *of our students.”*

1 Resolution 2022-2023-12

2 Bylaw Amendment to Create a Faculty Senate Student Success Council

3 **Whereas**, a core mission of UCF is to teach students by providing high-quality
4 education that prepares them for the real-world experiences that will unfold over the rest
5 of their lives; and

6 **Whereas**, UCF has recently enhanced its focus upon student success by hiring a senior
7 vice president for Student Success and by reorganizing several departments and areas
8 to coordinate efforts within the Division of Student Success and Well-Being; and

9 **Whereas**, student success encompasses a broad array of departments, programs,
10 initiatives, and policies that require administration, faculty, and staff working together in
11 a cohesive manner to help our students complete their studies; and

12 **Whereas**, the faculty at UCF have a critical role in guiding and enhancing the success
13 of our students as they take classes and progress through degree programs; and

14 **Whereas**, there currently is no faculty level committee on campus that focusses upon
15 student success, or that works with the administration to develop, evaluate and utilize
16 policies and procedures that enhance student success across UCF; therefore

17 **Be It Resolved** that the Faculty Bylaws be amended to create a Faculty Senate Student
18 Success Council with the membership and the duties and responsibilities described
19 below:

20 a. Duties and Responsibilities

- 21 i. To promote the development and implementation of programs, policies,
22 and practices that help students succeed in their academic pursuits and
23 personal wellbeing.
- 24 ii. To advise and assist the University Student Success Steering Committee,
25 the senior vice president for Student Success, the vice provost and dean
26 of the College of Undergraduate Studies, the dean of the College of
27 Graduate Studies, and other relevant committees, units, and individuals in
28 developing student success initiatives and recommending actions to meet
29 student success goals.
- 30 iii. To review and monitor the performance and progress of state
31 performance- based funding, preeminence, and other strategic student
32 success metrics that are important for UCF and its students.
- 33 iv. To support and collaborate with the Faculty Center for Teaching and
34 Learning and the Center for Distributed Learning to create professional
35 development for faculty to facilitate student success.
- 36 v. To serve as an advisory and recommending body for academic units and
37 the Faculty Senate on strategies and procedures that relate to student
38 success.

- 39 vi. To support and collaborate with professional advising offices across UCF
40 to help facilitate student success.
41 vii. The chair of the Faculty Senate Student Success Council will serve as a
42 member on the University Student Success Steering Committee.

43 b. Membership

44 The Faculty Senate Student Success Council shall consist of at least one faculty
45 member from each academic unit (selected by the Committee on Committees),
46 at least two of whom are current members of the Faculty Senate, the senior vice
47 president for Student Success (ex officio), one associate or senior instructional
48 designer from the Center for Distributed Learning, one representative from the
49 Faculty Center for Teaching and Learning, four students, with at least one
50 undergraduate student, one graduate student, and one international student
51 (nominated by the president of the Student Government Association), one
52 representative of the Student Success & Well-Being Leadership Council Team
53 (selected by the senior vice president for student success), one representative
54 from UCF Global (appointed by the Vice Provost for Academic Affairs), one
55 representative from the College of Graduate Studies (appointed by the Dean of
56 the College of Graduate Studies), and one representative from the College of
57 Undergraduate Studies (selected by the vice provost and dean of the College of
58 Undergraduate Studies). A representative from the professional advising office
59 for each college or unit may serve as a non-voting committee member. The
60 senior vice president for Student Success (or designee) shall identify additional
61 ex officio members, making every effort to ensure that areas relating to student
62 success are represented. The chair and vice chair shall be elected annually from
63 its faculty membership. Terms of service shall be two years, staggered, except
64 for the student member, who shall serve for one year.

Resolution 2022-2023-13

UCF Faculty Senate Supports Accessibility and Inclusion for All

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Whereas, the University of Central Florida has made a commitment to both excellence and access, where our faculty and staff educate a diverse student body and prepare our students for the challenges of today and tomorrow; therefore

Be It Resolved that the University of Central Florida Faculty Senate supports UCF’s widespread initiatives to expand accessibility and inclusiveness for all persons, regardless of race, color, religion, sex, gender, sexual orientation, national origin, age, disability, marital status, veteran status, and political opinion or affiliation.

Resolution 2022-2023-13

UCF Faculty Senate Supports Accessibility and Inclusion for All

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Whereas, the University of Central Florida has made a commitment to both excellence and access, where our faculty and staff educate a diverse student body and prepare our students for the challenges of today and tomorrow; therefore

Be It Resolved that the **faculty of the** University of Central Florida ~~Faculty Senate~~ supports UCF's widespread initiatives to expand **excellence**, accessibility and inclusiveness for all persons, regardless of race, color, religion, sex, gender **identity**, sexual orientation, national origin, age, disability, marital status, veteran status, **economic background**, and political opinion or affiliation.

1 Resolution 2022-2023- 14

2 Administrative Support for New Digital Accessibility Policy Requirements

3 **Whereas**, the president of the University of Central Florida approved a Digital Accessibility policy, policy
4 2-006, effective 6/20/2022; and

5 **Whereas**, policy 2-006 requires responsible parties at the University of Central Florida to adopt the Web
6 Content Accessibility Guidelines version 2.0 AA as the guiding accessibility standard for all information
7 and communication technology; and

8 **Whereas**, responsible parties shall strive to ensure that all electronic technology and resources used for
9 communication, instruction, and the distribution of information is created and/or maintained in a
10 digitally accessible manner including, but not limited to instructional systems, online instructional
11 lessons, web-based services, software applications, electronic documents, computers, hardware
12 systems, telecommunication products, video and multimedia products, mobile devices, and online
13 events; and

14 **Whereas**, as of June 26, 2023, faculty and other parties responsible for creating and/or maintaining
15 Learning Management System and university content that is created, redeveloped or undergoes
16 substantial revisions as well as multimedia resources posted to university web pages and applications
17 and/or used in university programs, courses, and activities shall strive to conform to WCAG 2.0AA; and

18 **Whereas**, by December 31, 2024, faculty and other responsible parties must review web pages and/or
19 web content that has been created and published in the last seven years and ensure that it is digitally
20 accessible in accordance with WCAG 2.0 AA; therefore

21 **Be It Resolved** that faculty and staff need financial support and resources from the university
22 administration to ensure that all digital content meets the new policy requirements that web pages,
23 web content in courses, videos with subtitles, and images are digitally accessible; and

24 **Be It Further Resolved** that the UCF administration creates a Center or Office for Digital Accessibility to
25 focus efforts across campus to comply with the Web Content Accessibility Guidelines version 2.0.

1 **Resolution 2022-2023- 14 Amendment**

2 Administrative Support for New Digital Accessibility Policy Requirements

3 **Whereas**, the president of the University of Central Florida approved a Digital Accessibility policy, policy
4 2-006, effective 6/20/2022; and

5 **Whereas**, policy 2-006 requires responsible parties at the University of Central Florida to adopt the Web
6 Content Accessibility Guidelines version 2.0 AA as the guiding accessibility standard for all information
7 and communication technology; and

8 **Whereas**, responsible parties shall strive to ensure that all electronic technology and resources used for
9 communication, instruction, and the distribution of information is created and/or maintained in a
10 digitally accessible manner including, but not limited to instructional systems, online instructional
11 lessons, web-based services, software applications, electronic documents, computers, hardware
12 systems, telecommunication products, video and multimedia products, mobile devices, and online
13 events; and

14 **Whereas**, as of June 26, 2023, faculty and other parties responsible for creating and/or maintaining
15 Learning Management System and university content that is created, redeveloped or undergoes
16 substantial revisions as well as multimedia resources posted to university web pages and applications
17 and/or used in university programs, courses, and activities shall strive to conform to WCAG 2.0AA; and

18 **Whereas**, by December 31, 2024, faculty and other responsible parties must review web pages and/or
19 web content that has been created and published in the last seven years and ensure that it is digitally
20 accessible in accordance with WCAG 2.0 AA; therefore

21 **Be It Resolved** that faculty and staff need financial support and resources from the university
22 administration to ensure that all digital content meets the new policy requirements that web pages,
23 web content in courses, videos with subtitles, and images are digitally accessible; and

24 **Be It Further Resolved** that the UCF administration creates a Center or Office for Digital Accessibility to
25 focus **and support** efforts across campus to comply with the Web Content Accessibility Guidelines
26 version 2.0.

Supporting information for Resolution 2022-2023-14

Submitted by: Mark Schlueb, UCF Communications
Submitted for: Kristeena LaRoue, Office of Institutional Equity
Subject: Digital Accessibility Policy

As a step toward making UCF a more inclusive community, the University has adopted its first Digital Accessibility Policy. Faculty and staff from various departments supported the creation of this policy, which was adopted on June 20, 2022. Digital accessibility refers to the process of designing technology and digital environments that are available to and usable by all people, including people with disabilities.

This policy applies to all digital information and communication technology (ICT) that is developed, procured, maintained and/or used by UCF. Everyone on campus has a part in this process as the responsibility for making digital content accessible lies with the individual who created and/or maintains the content.

For example, faculty that create content in a Webcourse or department personnel that create and maintain content for a department website are responsible for ensuring that the content is accessible.

To support our campus community as we work to increase digital accessibility efforts, multiple training sessions are being offered both in-person and virtually. These training sessions include:

- Digital Accessibility at

UCF: <https://www.myworkday.com/ucf/learning/course/fbd03f6cd917010e40c29fb1deb40001?type=9882927d138b100019b6a2df1a46018b>

- Document

Accessibility: <https://www.myworkday.com/ucf/learning/course/fbd03f6cd917010e40c4d4cb2e440000?type=9882927d138b100019b6a2df1a46018b>

- PDF

Accessibility: <https://www.myworkday.com/ucf/learning/course/0092824c0cd91000d884a1bb9ee30000?type=9882927d138b100019b6a2df1a46018b>

- Video

Accessibility: <https://www.myworkday.com/ucf/learning/course/3428325a8b131001198af2ffdbec0000?type=9882927d138b100019b6a2df1a46018b>

- Accessibility Open

Lab: <https://www.myworkday.com/ucf/learning/course/0aba6799e24a100113377809fa960000?type=9882927d138b100019b6a2df1a46018b>

Please visit Workday Learning to view training session descriptions and register for a session. Also, a centralized accessibility webpage and an accessibility Webcourse are in development and will be released in Spring 2023.

Please note that the timelines regarding the implementation of accessibility compliance at UCF start on June 26, 2023. Specifically, any new content that is developed, published, or hosted by the university on or after that date or existing content that is redeveloped or undergoes substantial revisions after that date shall strive to conform to the accessibility standards set forth in the policy. The content already in existence prior to June 26, 2023, should be made accessible by Dec. 31, 2024. We advise that you use this time now to learn more about digital accessibility and begin to make any digital materials accessible in accordance with the identified standard to ensure you are in compliance by these designated timelines.

For additional details on the Digital Accessibility Policy, please visit:

- The Digital Accessibility section of the Office of Institutional Equity's webpage: <https://www.oie.ucf.edu/#digitalaccessibility>

- The 2.006 Digital Accessibility Policy: <https://policies.ucf.edu/documents/2-006.pdf>

Resolution 2022-2023-15
Faculty Involvement in the Hiring of T/TE/Research Faculty

Whereas, shared governance has been recognized as a central feature of higher education since the 1966 *Statement on Government in Colleges and Universities* (SGCU) from the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. The SGCU stipulates the responsibilities and authority that should be conferred upon faculty and legitimates their involvement in institutional governance (Birnbaum, 2004 as cited in Jones, 2011). This includes the proviso that “*faculty status and related matters are primarily a faculty responsibility; this includes appointments, reappointments, decisions not to reappoint, promotions, granting of tenure, and dismissal;*” and

Whereas, this responsibility and authority stems from the recognized expertise of faculty that is cultivated through the publication and peer review of scientific manuscripts, preparation and acquisition of research grants, and national/international conference research presentations; and

Whereas, this responsibility and authority is consistent with and upholds the tenure system found in the vast majority of U.S. universities; and

Whereas, studies have consistently and overwhelmingly found that faculty across the U.S. believe in shared governance as an integral part of their institution’s values, identity, and culture (Tierney & Minor, 2003; see also Williams et al., 1987; Gore et al., 1987, Miller 2002); and

Whereas, campus values, identity, and culture shape and are shaped by faculty morale, and faculty morale and engagement is tied to shared governance and participation in the recruitment and retention of the best research talent; and

Whereas, Discovery & Exploration has been identified as a key element of UCF’s 5 Year Strategic Plan, which includes increasing the “focus on research by supporting basic, applied, clinical, and translational research activities and recruit and retain highly qualified faculty,” including the hiring of 300 faculty by 2027; and

Whereas, the Office of Institutional Equity (OIE) and Human Resources (HR) search, screening, and hiring guidelines do not specify certain important aspects of faculty involvement in faculty searches and hiring; and

Whereas, a substantial majority of unit bylaws defer to the OIE and HR search, screening, and hiring guidelines and/or do not specify certain important aspects of faculty involvement in faculty searches and hiring; and

Whereas, the current search and hiring process does not require transparency with faculty, making the process vulnerable to misinformation and/or arbitrary decision making (e.g., not collecting or sharing input from faculty, search committees refusing to provide search updates to relevant unit faculty, staff voting on faculty research cluster appointments), therefore

44 **Be it Resolved** that the University of Central Florida OIE and HR delineate and expand its' search,
45 screening, and hiring guidelines for new or appointed T/TE/Research (T/TE/R) faculty who will
46 be required to conduct research and prepare and/or publish research-related [or discipline specific]
47 deliverables, such as academic publications, as part of their annual assignment of duties in the
48 following ways:
49

- 50 • The hiring official shall notify all full-time faculty in the unit before commencing a search or
51 an appointment for T/TE/R faculty.
52
- 53 • The hiring official shall appoint members of the search committee who are T/TE/R faculty
54 and/or faculty who will be responsible for the decision making on the tenure and/or
55 promotion of that faculty member, unless unit bylaws expressly state that other faculty may
56 serve on search committees for T/TE/R faculty positions.
57
- 58 • Once qualifying applicants have been identified from the candidate pool during the round
59 one credentials review (see OIE Search & Screening Guidelines, p.8), the search committee
60 shall make available to unit T/TE/R faculty and/or faculty who will be responsible for the
61 decision making on the tenure and/or promotion of that faculty member, meeting minutes and
62 profiles of remaining applicants; this is consistent with the principles and laws informing the
63 hiring guidelines developed by HR (*revised version September 2022*) that require the public
64 be notified of and allowed to attend search committee meetings.
65
- 66 • Faculty, as defined in the above paragraph, who have read candidate materials, shall be given
67 a reasonable opportunity to provide voluntary feedback [that is aligned with search criteria]
68 to the search committee in the second and potentially third round of the screening process
69 (see OIE Search & Screening Guidelines, p.8), the results of which shall be made available to
70 these faculty before proceeding to the next round.
71
- 72 • Following the candidates' on-campus (or virtual) visits, all full-time unit faculty, support
73 staff, students, or community members who have met with the candidate or attended their
74 presentations may provide input on the pros and cons of each candidate to the search
75 committee.
76
- 77 • Following the candidates' on-campus (or virtual) visits, the search committee shall convene a
78 joint meeting inviting unit T/TE/R faculty and/or faculty who will be responsible for
79 deciding on the tenure and/or promotion of that faculty member, to participate in the drafting
80 of a final report, with pros and cons of each visiting candidate, for the hiring official.
81
- 82 • If a consensus view is expressed in the final report of the faculty, and the hiring official
83 departs from that view, then the hiring official should provide the faculty with a written
84 explanation for the departure.
85

86
87 **Be it Further Resolved** that a unit vote shall be taken for other forms of faculty hiring with the
88 potential for tenure (e.g., academic partner hires, dual unit appointments, research cluster or
89 administrator appointments etc.), and that unit voting privileges on any matter concerning the
90 potential hiring shall only extend to T/TE/R faculty and/or faculty who are responsible for
91 deciding on the tenure and/or promotion of faculty.

Resolution 15 Amendment: Faculty Involvement in the Hiring of Tenured/Tenure-Earning/Research (T/TE/R) Faculty

Whereas, shared governance has been recognized as a central feature of higher education since the 1966 *Statement on Government in Colleges and Universities* (SGCU) from the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. The SGCU stipulates the responsibilities and authority that should be conferred upon faculty and legitimates their involvement in institutional governance (Birnbaum, 2004 as cited in Jones, 2011). This includes the proviso that “*faculty status and related matters are primarily a faculty responsibility; this includes appointments, reappointments, decisions not to reappoint, promotions, granting of tenure, and dismissal;*” and

Whereas, this responsibility and authority stems from the recognized expertise of faculty that is cultivated through the publication and peer review of scientific manuscripts, preparation and acquisition of research grants, and national/international conference research presentations; and

Whereas, this responsibility and authority is consistent with and upholds the tenure system found in the vast majority of U.S. universities; and

Whereas, studies have consistently and overwhelmingly found that faculty across the U.S. believe in shared governance as an integral part of their institution’s values, identity, and culture (Tierney & Minor, 2003; see also Williams et al., 1987; Gore et al., 1987, Miller 2002); and

Whereas, campus values, identity, and culture shape and are shaped by faculty morale, and faculty morale and engagement is tied to shared governance and participation in the recruitment and retention of the best research talent; and

Whereas, Discovery & Exploration has been identified as a key element of UCF’s 5 Year Strategic Plan, which includes increasing the “focus on research by supporting basic, applied, clinical, and translational research activities and recruit and retain highly qualified faculty,” including the hiring of 300 faculty by 2027; and

Whereas, the Office of Institutional Equity (OIE) and Human Resources (HR) search, screening, and hiring guidelines do not specify certain important aspects of faculty involvement in faculty searches and hiring; and

Whereas, a substantial majority of unit bylaws defer to the OIE and HR search, screening, and hiring guidelines and/or do not specify certain important aspects of faculty involvement in faculty searches and hiring; and

Whereas, the current search and hiring process does not require transparency with faculty, making the process vulnerable to misinformation and/or arbitrary decision making (e.g., not collecting or sharing input from faculty, search committees refusing to provide search updates to relevant unit faculty, staff voting on faculty research cluster appointments), therefore

Be it Resolved that the University of Central Florida OIE and HR delineate and expand its’ search, screening, and hiring guidelines for new or appointed Tenured/Tenure-Earning/Research (T/TE/R) faculty who will be required to conduct research and prepare and/or publish research-related [or

discipline specific] deliverables, such as academic publications, as part of their annual assignment of duties in the following ways:

- The hiring official shall notify all full-time faculty in the unit before commencing a search or an appointment for T/TE/R faculty.
- The hiring official shall appoint members of the search committee who are T/TE/R faculty and/or faculty who will be responsible for the decision making on the tenure and/or promotion of that faculty member, unless unit bylaws expressly state that other faculty may serve on search committees for T/TE/R faculty positions.
- Once qualifying applicants have been identified from the candidate pool during the round one credentials review (see OIE Search & Screening Guidelines, p.8), the search committee shall make available to unit T/TE/R faculty and/or faculty who will be responsible for the decision making on the tenure and/or promotion of that faculty member, meeting minutes and profiles of remaining applicants; this is consistent with the principles and laws informing the hiring guidelines developed by HR (*revised version September 2022*) that require the public be notified of and allowed to attend search committee meetings.
- Faculty, as defined in the above paragraph, who have read candidate materials, shall be given a reasonable opportunity to provide voluntary feedback [that is aligned with search criteria] to the search committee in the second and potentially third round of the applicant screening process (see OIE Search & Screening Guidelines, p.8), the results of which shall be made available to these faculty before proceeding to the next round **of applicant screening, if one is needed.**
- Following the candidates' on-campus (or virtual) visits, all full-time unit faculty, support staff, students, or community members who have met with the candidate or attended their presentations may provide input on the pros and cons of each candidate to the search committee.
- Following the candidates' on-campus (or virtual) visits, the search committee shall convene a joint meeting inviting unit T/TE/R faculty and/or faculty who will be responsible for deciding on the tenure and/or promotion of that faculty member, to participate in the drafting of a final report, with pros and cons of each visiting candidate, for the hiring official.
- If a consensus view is expressed in the final report of the faculty, and the hiring official departs from that view, then the hiring official should provide the faculty with a written explanation for the departure.

Be it Further Resolved that a unit vote shall be taken for other forms of faculty hiring with the potential for tenure (e.g., academic partner hires, dual unit appointments, research cluster or administrator appointments **etc.**), and that unit voting privileges on any matter concerning the potential hiring shall only extend to T/TE/R faculty and/or faculty who are responsible for deciding on the tenure and/or promotion of faculty.

Here ends the agenda for
the March 23, 2023
meeting.



Faculty Senate

Minutes for meeting of Thursday, February 16, 2023, 3:00-5:00 pm

Meeting recording available at:

https://ucf.zoom.us/rec/share/ZXW6sFm2uNJTsqPbznXq0R4U5YDd8t_cKqHk_T0ge1R7FYvVnubiM0NOsS7GMz06.McdQ5-jJTq-qBYFD

Passcode: 0H&!1Wn@

1. Quorum reached and Call to Order at 3:00 p.m.
2. Roll Call via Qualtrics – Faculty Senate Chair Stephen King, Vice Chair Keri Watson, Secretary Kristine Shrauger and Past Chair Joseph Harrington were present. (See *meeting materials Attachment A for list of participants*)
3. Approval of Minutes of *January 19, 2023*
 - a) Minutes approved as presented.
4. Recognition of Guests
 - a) Joe Adams, Senior Communications Director, Academic Affairs
 - b) Theodorea Berry, Vice Provost and Dean, College of Undergraduate Studies
 - c) Chad Binette, Assistant Vice President, Communications and Marketing
 - d) Lucretia Cooney, Director, Faculty Excellence
 - e) Aimee deNoyelles, Instructional Designer, Center for Distributed Learning
 - f) Paul Dosal, Senior Vice President for Student Success, Office of the President
 - g) Silvana Dushku, Program Director, UCF Global English Language Programs, UCF Global
 - h) Samuel Ensenat, Benefits Coordinator, Human Resources
 - i) Delia Garcia, Interim Assistant Dean, College of Arts and Humanities
 - j) Matthew Hall, Vice President and Chief Information Officer, Information Technology
 - k) Gerald Hector, Senior Vice President, Administration and Finance
 - l) Jana Jasinski, Vice Provost, Faculty Excellence
 - m) Michael D. Johnson, Provost, Office of the Provost
 - n) Gary LaPage, Associate Instructor, College of Sciences
 - o) Eric Main, Associate Director, Faculty Center for Teaching and Learning
 - p) Amanda Major, Instructional Designer, Center for Distributed Learning
 - q) Rebecca McNulty, Instructional Designer, Center for Distributed Learning
 - r) Roslyn Miller, Instructional Designer, Center for Distributed Learning
 - s) Sheila Amin Gutierrez de Pineres, Dean, Honors College
 - t) Cat Puckett, Assistant Vice President, Human Resources
5. [00:17] Announcements and Report of the Senate Chair – *Stephen King*
 - a) Chair King gave an update on the Board of Trustees, Workday, Board of Governors regulations, and higher education reform. For full report, please see attachment B.



Faculty Senate

6. [00:30] Report of the President – *President Alexander Cartwright*
 - a) President Cartwright talked about world events, program rankings, update on search for Vice President for Research and Innovation and college listening sessions. See attachment C for full report.
 - b) Question and answer: Topics discussed were helping those in need, Workday and SET issues. For full discussion, please see Zoom recording.
7. [00:54] Report of the Provost – *Provost Michael D. Johnson*
 - a) Provost Johnson talked reported on Florida state legislative priorities, teaching objectives, recent teacher recognitions, and upcoming university celebrations. See attachment D for full report.
 - b) Question and answer: Topics discussed were post-tenure review and Founders Day. For full discussion, please see Zoom recording.
8. [01:23] Unfinished Business - none
9. [01:23] New Business
 - a) Discussion of Bylaw Change Resolution 2022-2023-8 Instructional Designers Brought Forward by Ad Hoc Bylaws Committee and Approved by Steering Committee on February 2, 2023 (Attachment E)
 - i) Resolution put forward for discussion. See Zoom recording for comments.
 - b) Discussion of Bylaw Change Resolution 2022-2023-10 Parking, Transportation and Safety Committee Brought Forward by Parking Transportation and Safety Committee and Approved by Steering Committee on February 2, 2023 (Attachment F)
 - i) Resolution brought forward for discussion. See Zoom recording for comments.
 - c) Discussion of Constitution Amendment Resolution 2022-2023-11 Student Success Committee Brought Forward by Ad Hoc Student Success Committee and Approved by Steering Committee on February 2, 2023 (Attachment G)
 - i) Resolution brought forward for discussion. See Zoom recording for comments.
10. [01:38] Committee Reports
 - a) Budget and Administrative Committee – *Keri Watson*
 - b) Information Technology Committee – *Glenn Martin*
 - c) Personnel Committee – *Karol Lucken*
 - d) Research Council – *Linda Walters*
 - e) Graduate Council – *Reid Oetjen*
 - f) Undergraduate Council – *Tina Chiarelli*
 - g) Ad Hoc Student Success Committee – *Tina Chiarelli*
 - h) Ad Hoc Civil Discourse Committee – *Stephen King*
 - i) For full committee reports, see attachment H.



Faculty Senate

11. [01:47] Campus Climate Reports

- a) Mental Health Resources for Faculty – *Samuel Ensenat, Benefits Coordinator; Cat Puckett, Assistant Vice President, Human Resources*
 - i) See attachment I for full report.
- b) Student Success at UCF – *Paul Dosal, Senior Vice President for Student Success*
 - i) See attachment J for full report.

12. [02:16] Other Business - none

13. Adjourned at 4:59 p.m.

Reviewed and submitted by:

Kristine J. Shrauger

2/19/2023

Kristine Shrauger
Secretary, Faculty Senate

Date

Faculty Senate Meeting Attendance
February 16, 2023

First Name:	Last Name:	College/Unit:	Unit: Other	Role:	Meeting Role: - Guest
Jim	Brown	CAH		Senator	
Lynn	Casmier-Paz	CAH		Senator	
Brandy	Dieterle	CAH		Senator	
Esmeralda	Duarte	CAH		Senator	
Scot	French	CAH		Senator	
Barb	Gannon	CAH		Senator	
Tremon	Kizer	CAH		Senator	
Sandra	Sousa	CAH		Senator	
Kristina	Tollefson	CAH		Senator	
Peter	Weishar	CAH		Senator	
Jim	Gallo	CBA		Senator	
Vladimir	Gatchev	CBA		Senator	
Eric	Schmidbauer	CBA		Senator	
Axel	Stock	CBA		Senator	
Marjorie	Ceballos	CCIE		Senator	
BOBBY	HOFFMAN	CCIE		Senator	
Gulnora	Hundley	CCIE		Senator	
Karol	M Lucken	CCIE		Senator	
Lisa	Martino	CCIE		Senator	
Brett	Meltzer	CCIE		Senator	
Sara	Michael Luna	CCIE		Senator	
Danny	Seigler	CCIE		Senator	
Larry	Walker	CCIE		Senator	
Ladislau	Boloni	CECS		Senator	
Kevin	Coffey	CECS		Senator	
Dennis	Filler	CECS		Senator	
Hansen	Mansy	CECS		Senator	
Sumanta	Pattanaik	CECS		Senator	
Andrew	Randall	CECS		Senator	
Tian	Tian	CECS		Senator	
Joseph	Kider	CGS		Senator	
Ali	Amirkhosravi	CHPS		Senator	
Martine	Vanryckeghem	CHPS		Senator	
Asli	Yalim	CHPS		Senator	
Tina	Chiarelli	COM		Senator	
Nyla	Dil	COM		Senator	
Stephen	King	COM		Senator	
Leslee	D'Amato-Kubiet	CON		Senator	
Frank	Guido-Sanz	CON		Senator	
Scott	Branting	COS		Senator	
Alison	Cares	COS		Senator	
Steve	Collins	COS		Senator	
Michelle	Dusseau	COS		Senator	
Martha	Hubertz	COS		Senator	
Brigitte	Kovacevich	COS		Senator	

Faculty Senate Meeting Attendance
February 16, 2023

Daniel	Marien	COS		Senator	
Piotr	Mikusinski	COS		Senator	
Nizam	Uddin	COS		Senator	
Linda	Walters	COS		Senator	
Widaad	Zaman	COS		Senator	
Axel	Schulzgen	CREOL		Senator	
Marino	Nader	Other	MAE	Senator	
Carisas	Baker	RCHM		Senator	
Jonathan	Judy	RCHM		Senator	
Mason	Cash	CAH		Steering	
Jeff	Kauffman	CECS		Steering	
Michael	Proctor	CECS		Steering	
Keri	Watson	CAH		Steering	
Reid	Oetjen	CCIE		Steering	
Joseph	Harrington	COS		Steering	
Lucretia	Cooney	Other	Faculty Excellence	Guest	Director Sr. VP Student Success and Well-Being
paul	dosal	Other	SSWB	Guest	
Samuel	Ensenat	Other	Admin & Fin - HR	Guest	Benefits Coordinator
Jana	Jasinski	Other	Faculty Excellence	Guest	Vice Provost
Delia M.	Garcia	CAH		Guest	Interim Assistant Dean
Gary	LaPage	COS		Guest	Associate Instructor
	Amin Gutierrez				
Sheila	de Pineres	Other	BHC	Guest	Dean
Theodorea	Berry	Other	CUGS	Guest	Vice Provost and Dean
Chad	Binette	Other	Comm & Marketing	Guest	Asst VP, Communications
Silvana	Dushku	Other	UCF Global	Guest	Program Director
Matt	Hall	Other	Provost Office	Guest	CIO / VP
Eric	Main	Other	Faculty Center	Guest	Associate Director

Report of the Chair
Faculty Senate Meeting
February 16, 2023

I will start my remarks with a few short updates:

First, a Board of Trustees update: As the Faculty member on the Board of Trustees, I look forward to voting next week in favor of the one-time compensation and the merit-based increases to salaries that were recently approved. I have found the current membership of the Board of Trustees to be very receptive to discussions about how to better compensate University faculty and staff. Furthermore, the Board of Trustees has been a driving force to strongly encourage, and maybe even push, the President and the entire UCF administration to find new avenues to continue to increase faculty compensation. I will continue to work to educate the Board members about all the wonderful work that our faculty do here at UCF, the benefits of the tenure system, and what we as faculty need to continue to excel.

Second: Workday. The demands on our faculty during the transition to Workday, especially our most productive researchers is extremely problematic. I want to thank VP Gerald Hector and interim VP Winston Schoenfeld for discussing Workday issues and potential solutions with the senate, including multiple meetings with the research council led by Linda Walters.

However, the transition to Workday is clearly not done and much more needs to be accomplished. I can't stress enough how important it is for us to have our brightest and most productive faculty able to work on their **research**, their **publications**, and their **grants**...and not be stuck figuring out how to see the budget available in each grant or to track down why needed supplies never actually got ordered through a punchout. I hope we can continue to work together to get Workday working as it needs to.

Third: Board of Governors Post Tenure Review Regulation.

The BOG will be considering and voting upon **an amended version** of the Post Tenure Review Regulation that we addressed in a Resolution in our December faculty senate meeting. The amended regulation is largely the same, with several small changes present.

There is one specific change in the amended Regulation that I will mention here. The post tenure review process will no longer consider any violations of HB7, Also Known As “The Stop Woke Act”, in the evaluation of faculty. If you remember: This was the legislation that prevented faculty from teaching certain difficult concepts in the classroom. Furthermore: the portion of HB7 addressing this aspect of higher education was enjoined by a judge, basically stopping the legislation from being enforced on campus. It’s good to see that section is removed from post tenure review.

If approved at next week’s BOG virtual meeting, the Post Tenure Review Regulation would be open again for public comment, with an expected final vote of approval at the March 28th and 29th BOG meeting in Tallahassee. After final approval, each University would then be required to move quickly to get the evaluation process set up and enacted. Provost Johnson may have a better idea of how that would occur here at UCF.

For the rest of my report, I want to turn to recent events in the news concerning higher education across the state of Florida.

You may be aware of recent events at New College of Florida. 6 brand new Governor appointed trustees were added to the New College Board of Trustees. The Trustees voted to remove the College President and the College general counsel, then they installed a political appointee as interim President, and the Board is currently dismantling various DEI initiatives across the college. This is a fluid situation that I and many others are watching closely to see what happens next.

Next, I want to briefly mention the Higher Education Reform document in your meeting materials:

This is an outline of legislative plans from Governor Desantis regarding Higher Education Reform. There are a host of statements and changes outlined here, most of which are worrisome. I am not going to read the bullet points, This document was included in the meeting materials for your reading. At this point we do not know which of the proposed topics here will be picked up by the legislature, and how various bills may be adapted before final approval.

Lastly, I want to focus in on DEI and CRT initiatives here and at other SUS institutions that have been in the press and even on twitter as recently as last night

Several UCF faculty and administrators have now received and presumably filled requests to provide a wide range of documentation relating to CRT and DEI programs at UCF. The Governor has also indicated that he is proposing that state-funded Universities will no longer be able to support DEI positions or programs. This is extremely troubling for a myriad of reasons, as many of the programs we have at UCF make strong use of DEI initiatives in order to enhance our ability to help students complete their degrees.

I confess that I cannot speak to all the classes, or programs, or initiatives on campus that could fall under CRT or DEI, there are a wide range, depending on how you categorize them, and I simply don't know them all.

I want to give you a personal story that I think helps share why I support our faculty and our programs in CRT and DEI areas. I've said it before, my own area of scholarship is molecular biology and cell biology. And the example I want to raise is emblazoned on my T-shirt today. Evolution. For those on zoom or in the back of the room that can't read it: my shirt says

**“Over 1000 scientists names Steve agree:
Teach Evolution.”**

And then there are 1000 scientists from across the country and across the world named Steve, and Stephen, and Stephanie, and Estabon...

For me, my story goes to the late 1990 and early 2000s when Evolution was in the place that CRT and DEI are in right now. Back then, the State of Kansas Board of Education mandated that faculty were required to change how they teach the concept of evolution. Faculty were prevented from using the best scientific evidence and were instead required to teach from specific talking points developed by the state.

As you may expect there was an uproar and outrage similar to what we see today in CRT and DEI areas. The people that spoke up included those that used scientifically valid evidence to teach and research evolution, but also included faculty that teach and research other subjects totally unrelated to evolution. The reason for the broad support was simple. If its evolution one year in Kansas, its CRT and DEI a different year in Florida, and then its who knows what next year in some other part of the country.

Let me return back to UCF now:

As I said before I do not know all the initiatives or practices that are within the broad area of DEI at UCF

It's quite possible that some may need to be updated.

But I also strongly feel that we have programs in this area that are beneficial to UCF. This includes:

Being accredited so that we can actually license the MDs that graduate from UCF

Supporting our students that are veterans and active-duty military

Supporting civil discourse, which may be more important now than in the past

Supporting our students to help them complete their degrees

Supporting those whose voices are rarely heard

We, the entire UCF community, need to find a way to continue to support the initiatives that help make UCF what it is: A community of **diverse learners** and **extraordinary thinkers** that are **deeply engaged** in the **society and the world** around us.

I hope all of us can see there are multiple reasons to support our faculty and many of our initiatives in CRT and DEI areas, not only is our teaching based on the best scientific evidence of today, not only do we have

programs that help UCF students succeed, but also please realize that next week or next year it could be your own area of research or teaching under fire.

I want to be clear:

The range of things I've brought up, DEI and CRT initiatives, the forced presidential change at New College, and proposed legislative actions affect all the state Universities in the SUS system.

The ACFS, which includes current and past chairs from the SUS faculty senates, is meeting tomorrow to discuss and plan a range of actions to take together and individually. Senators Joe Harrington, Bill Self, and I are part of those discussions. I will update the senate on plans from the ACFS, and on where things stand on these issues at our next steering and full senate meetings.

I will end by reiterating that I will remain vigilant about these and any additional actions that are likely to impact all of us at UCF.

Faculty Senate

Report of the President

Thursday, February 16, 2023

3-5 p.m.

Charge On Chamber and Virtual ([Zoom](#))

Suggested Talking Points:

- **U.S. News & World Report Online Programs rankings** (released Jan. 24):
 - No. 8 in the nation for overall Best Online Bachelor's Programs
 - No. 1 in the country for Best Online Bachelor's Programs in Psychology
 - No. 7 for Best Online Bachelor's Programs for Veterans
 - Of the 17 UCF national online rankings, nine programs made the top 10 and four others were ranked in the top 15.
- **Vice President for Research and Innovation**
- **Upcoming college listening sessions with faculty**

Suggested Remarks:

- One of the things that makes this university so special is the community we build on our campuses. We welcome students, faculty, and staff from across the globe and we all become a family.
- This week, our thoughts are with members of our community whose families were impacted by the **devastating earthquake in Turkey**.
- Our thoughts are also with members of the **Michigan State University** community who have been impacted by a senseless act of gun violence on their campus.
- I know we continue to be the great community that provides the support and compassion to our community members who are impacted.
- Thank you so much to all of you for all your efforts to support each other.

• **U.S. News Rankings**

- Last month, *U.S. News & World Report's* online rankings were released, and we were so excited to see how much our reputation for quality has grown.
- Overall, we are now ranked **No. 8 in the nation for Best Online Bachelor's Programs**. *[We broke the top 10 for the first time last year, coming in at No. 7, and are excited to maintain our top 10 status. In 2021, we were No. 14.]*

- Of UCF's 17 national online rankings, **nine** programs made the top 10 and **four** others ranked in the top 15.
- This includes **Psychology, which is tied for No. 1** in the country.
- Several programs have risen sharply in the rankings in a short time, including Overall Best Online **Graduate Nursing Programs**, which has soared into the top 10 just five years after being ranked No. 66.
- An interesting thing to note — **based on our peer assessment review rank, we are tied for No. 1 in the country for quality.**
- 80% of our ranking comes from performance and outcomes, like graduation rates and student-to-faculty ratio; 20% comes from an assessment of our quality by our peers.
- The assessment survey is sent out to leaders in online learning at other institutions *[the equivalent of our Vice Provost for Digital Learning, Tom Cavanagh]*. Based on the assessment of these leaders, we are one of the best online schools in the country, **tying for first** alongside ASU and Penn State World Campus.
- We are thrilled to provide this level of quality to our online students who are looking for different experiences. Of our 6,300 UCF Online students, about 60% are undergraduate and 40% are graduate.
 - About 35% of our online undergraduate students are over the age of 30 and more than half of our online graduate students are over the age of 30.
 - Close to 80% of our undergraduates and 70% of our graduates are female.
 - Our online undergraduates are also almost all **transfer students** *[only a handful of FTICs are admitted, based on special considerations]*.
 - We know most of them are completing their degree **part-time** — about 75% of online students are attending part-time.
- This tells us that these students likely have jobs, kids, or other scheduling or geographic limitations that make an online education a better option for them.

- And this is why, that despite coming behind UF in these rankings [*UF ranked at No. 1*], UCF was still a big part of the news conversation — that both UF and UCF are attracting national attention for the quality of our online degree programs.
- We have a tremendous impact on the local workforce and the community we serve — helping these students advance in their careers or gain the skills needed to start new ones.
- Communications and Marketing did a phenomenal job of responding quickly to media requests and getting our story out there.
- And our faculty continue to do an exceptional job of teaching across modalities and helping all students unleash their potential. Thank you!

• Vice President for Research and Innovation

- Last month we conducted on-campus interviews with **four finalists for the Vice President for Research and Innovation position** at UCF.
- Our Vice President for Research and Innovation oversees all aspects of research at UCF, including offices that support research development, faculty clusters, sponsored programs, research compliance, contract administration, technology transfer, communications, and research infrastructure.
- Sponsored research awards at UCF have been on an upward trajectory since 2015. The steady climb began at \$133.4 million in 2014-15 to reach the \$214.8 million in 2021-22 (a 61% increase).
- We have incredible momentum, and our reputation is catching up to the excellent work that you — our faculty — are doing here.
- We look forward to our new Vice President helping us take our research, innovation, and creative abilities to the next level — reaching our strategic plan goals that include increasing patents, post-doctoral appointees, and our total R&D expenditures to \$350 million by 2027 [*an increase of 46% from the current \$239M*].
- **We look forward to announcing our selection soon.**

• College Listening Sessions with Faculty

- **This morning's Coffee and Conversation event at Millican Hall was the kickoff** to a series of listening sessions across our colleges and campuses. If you missed this morning's engagement, not to worry — there are plenty of opportunities coming up.
 - I am excited to continue them this year as they allow me to get to know our faculty better, treat you with a cup of coffee, and listen to your thoughts, experiences, and ideas.
 - The next event on the schedule is **Tuesday, March 7, with the College of Health Professions and Sciences.**
 - We also have the **College of Arts and Humanities on March 7** and then the **College of Engineering and Computer Science on Wednesday, March 8.**
 - We have several others currently scheduled at the end of March and into April. We are working to schedule more events this spring to include all colleges and a variety of locations.
 - **Please keep a lookout for communications from your colleges with more details.** I look forward to seeing you all!
- That concludes report.

Provost Michael D. Johnson Report to Faculty Senate

Thursday, February 16, 2023

- The provost addressed Legislative priorities of the governor that include barring the use of funds for DEI activities, requiring general education courses to be historically accurate and not distort historical events, giving boards of trustees and presidents authority over hiring and retention decisions, and more. He said more will be known as proposals take shape for the state legislative session that begins in March. Legislation first has to be proposed, debated, passed and signed; none of that has happened.
- In terms of teaching, Johnson said he believes what is being sought is what UCF does: teach undistorted history and educate rather than indoctrinate. Johnson said he strongly agrees that education should both help graduates with their careers and also prepare them to be citizens in a democracy.
- Johnson recognized Pegasus Professors Peter Delfyett and Ronald DeMara as recently elected fellows of the American Association for the Advancement of Science, the world's largest multidisciplinary scientific society.
- Johnson suggested senators mark their calendars for UCF Celebrates the Arts 2023, which will take place April 2 through 15 at the Dr. Phillips Center for Performing Arts, and UCF Founders' Day on the first Wednesday of April, starting at 3 p.m. in the Student Union Pegasus Ballroom.

1 Resolution 2022-2023-8
2 Faculty Bylaw Change,
3 Instructional Designers and the Division of Digital Learning
4

5 **Whereas**, Instructional Designers are integral to each college and most departments
6 and participate to some degree in teaching, research, and service; and

7 **Whereas**, Instructional Designers meet the faculty characteristics described in the
8 Bylaws Section 1. B.; and

9 **Whereas**, the ranks of Assistant, Associate, and Senior Instructional Designer were
10 created in 2016 in order to more properly align with existing faculty ranks and promotion
11 pathways at the university;

12 **Whereas**, the Senate has previously amended the Bylaws to add Instructional
13 Designers to the following Senate committees: Faculty Center for Teaching and
14 Learning Advisory Committee, Library Advisory Committee, Strategic Planning Council,
15 Bookstore Advisory Committee, and the Information Technology Committee, and

16 **Whereas**, Instructional Designers are in the Division of Digital Learning and a part of
17 Academic Affairs, reporting to a vice provost who reports to the provost; and

18 **Whereas**, the UCF Faculty Constitution Article II. A. states that “In establishing
19 representation, the Faculty Senate may determine that a unit be represented that is not
20 a recognized college; and

21
22 **Whereas**, the Faculty Senate would benefit from the addition of Instructional Designers
23 within the Division of Digital Learning to the senate membership and to the Senate
24 operational and joint committees; therefore

25
26 **Be It Resolved** that the Bylaws Section I.A be amended to add the academic titles of
27 Senior Instructional Designer, Associate Instructional Designer, and Assistant
28 Instructional Designer; and

29 **Be It Further Resolved** that the Bylaws Section I.A be amended by adding the
30 following statement at the end of the section: The Division of Digital Learning shall be
31 considered an academic unit for the purposes of representation within the senate.

1 **Resolution 2022-2023-10**
2 **Faculty Senate Parking Transportation and Safety Committee**
3

4 **Whereas**, the University Parking and Transportation Committee and the Faculty Senate
5 Parking, Transportation, and Safety Committee have overlapping duties and
6 responsibilities with respect to parking and transportation issues on campus, which could
7 be overseen by a single committee instead of two committees; and
8

9 **Whereas**, events in recent years, such as the COVID pandemic and the multiple
10 hurricanes that impacted UCF, have shown that safety and security concerns can be
11 addressed more effectively when there is broad input from different faculty perspectives;
12 and
13

14 **Whereas**, a single faculty-level committee focused upon the areas of safety and security
15 would provide for enhanced two-way communication and response development between
16 faculty and staff on critical safety and security concerns on UCF campuses; **therefore**
17

18 **Be It Resolved** that the title of the Faculty Senate Parking, Transportation, and Safety
19 Committee be changed to the Faculty Senate Campus Safety and Security Committee to
20 reflect a focus upon safety and security issues on UCF campuses.
21

22 **Be It Further Resolved** that the Bylaws of the Faculty Senate Parking Transportation and
23 Safety Committee be amended as detailed below:
24

25 **Duties and Responsibilities:**
26

- 27 a. To evaluate and recommend policies concerning campus safety and security
28 that will foster a mutually beneficial environment for faculty, staff, students, and
29 visitors in the university community.
- 30 b. To provide feedback to appropriate campus safety and security officials with a
31 focus on maintaining the missions of teaching and research.
- 32 c. To develop effective safety and security communications for the campus
33 community.
- 34 d. To make recommendations to the Steering Committee of the Faculty Senate.
35

36 **Membership**
37

38 The voting members of the committee shall be at least one faculty member from
39 each academic unit (selected by the Committee on Committees), one staff member
40 (selected by the Staff Council), and one student (nominated by the Student
41 Government Association). The ex officio members of the committee shall be the
42 Director of Emergency Management (who provides administrative support for the
43 committee), the UCF Chief of Police (or designee), the Director of Security (or
44 designee), the Chief Information Security Officer (or designee), and the Police
45 Department Public Information Officer. The Director of Emergency Management
46 shall identify additional ex officio members as needed to ensure that areas relating
to campus safety and security are represented. The chair and vice chair shall be

47 elected annually from the faculty membership. Terms of service shall be two years,
48 staggered, except for the student member, who shall serve for one year.

1 **Resolution 2022-2023-11**
2 **Constitutional Amendment to Create a**
3 **Faculty Senate Student Success Committee**
4

5 **Whereas**, a core mission of UCF is to teach students by providing high-quality
6 education that prepares them for the real world experiences that will unfold over the rest
7 of their lives; and
8

9 **Whereas**, UCF has recently enhanced its focus upon student success by hiring a senior
10 vice president for Student Success and by reorganizing several departments and areas
11 to coordinate efforts within the Division of Student Success and Well-Being; and
12

13 **Whereas**, student success encompasses a broad array of departments, programs,
14 initiatives, and policies that require administration, faculty, and staff working together in
15 a cohesive manner to help our students complete their studies; and
16

17 **Whereas**, the faculty at UCF have a critical role in guiding and ensuring the success of
18 our students as they take classes and progress through degree programs; and
19

20 **Whereas**, there currently is no faculty level committee on campus that concentrates
21 upon student success, or that works with the administration to develop, evaluate and
22 utilize policies and procedures that enhance student success across the entire UCF
23 curriculum; therefore
24

25 **Be It Resolved** that the UCF Faculty Constitution be amended to create a Faculty
26 Senate Student Success Committee as a joint committee with the following description:
27

28 *“The Faculty Senate Student Success Committee makes recommendations to the*
29 *senior vice president for Student Success and other relevant committees, units and*
30 *individuals on programs, initiatives, and policies relating to the success and well-being*
31 *of our students.”*



EAP Benefits for UCF Employees

UCF Human Resources | Benefits



UCF Employee Assistance Program

Health

- Services provided by **Advocate™**
- University-funded benefit
- Free for all faculty and staff (excluding OPS student employees)
 - Also includes family members, including spouses, dependent children, parents, and parents-in-law
- All medical and personal information is kept strictly confidential



Emotional Support

- 24-hour emergency hotline
- Counseling (in-person, telephonic, or video) with licensed professional counselors
 - Six in-person visits per issue per year
- Addresses a wide range of issues, including:
 - Anger, grief, loss, anxiety, depression
 - Job stress, burnout, work conflicts
 - Marial relationships, family issues
 - Addiction, eating disorders, mental illness



Work & Life Balance

- Unlimited work/life service telephonic support
- EAP Work/Life Specialists can assist with:
 - Time management
 - Locating childcare and eldercare resources and concerns
 - Personal/family/elder law, identity theft
 - Financial resources for debt management, budgeting, credit issues
- For managers/supervisors: Unlimited telephonic consultation available to all levels of management team, 24/7
- Financial wellness and consultation
 - Free 30-minute consultation with a certified financial advisor per unique financial issue, unlimited issues
- Legal consultation services
 - Free consultation with an attorney, 25% on standard fees after



<http://healthadvocate.com/members>

- Explore webinars, online courses, and articles on a variety of topics
- Complete checklists and take self-assessments to learn more about issues that impact you
- Access to budgeting, home buying, loan and mortgage calculators
- Sign up for monthly newsletters



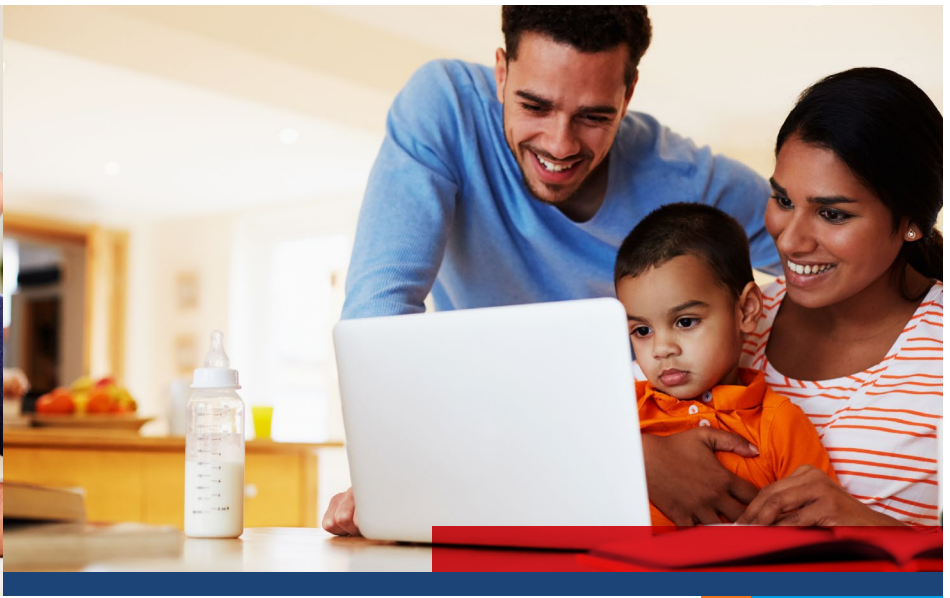
1.877.240.6863



Q&A



UCF



EAP+Work/Life Online Services Help at your Fingertips!



Did you know you can...

- ✓ Take a test to assess your mental health or fitness
 - ✓ Calculate student loans or debt consolidation
 - ✓ Watch a video about Alzheimer's or binge drinking
 - ✓ Read an article on parenting teens or identity theft
 - ✓ Sign up for a webinar on retirement planning
 - ✓ Search for a day camp or college
 - ✓ Take a training course on managing anger or making presentations
 - ✓ Download forms for taxes or wills
- And so much more... and all within minutes!

Get started Now.

Visit: healthadvocate.com/members.
Type in your company name to log in.

Your EAP+Work/Life online services website has all the tools, tips and resources you need to support your mental, emotional, physical and financial well-being!

It's Easy and Super Fast

One click takes you to hundreds of articles, videos, forms, locators and more for the following areas of interest:

- Wellness
- Emotional Well-being
- Relationships
- Financial Matters
- Work Issues
- Personal Growth
- Caregiving
- Older Adults
- Volunteer Opportunities

Plus, quickly see what the EAP+Work/Life program offers including access to confidential help from a Licensed Professional Counselor for personal, family and work issues, and work/life specialists to help you personally find resources. And be sure to click on the member video!



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Visit us online at:
HealthAdvocate.com/members

HealthAdvocate SolutionsSM





We're here
when you need
us most

Your employer has partnered with Health Advocate to offer you personalized support to find balance and gain control during life's challenges, **all at no cost to you!**



Emotional Support

Your Employee Assistance Program (EAP) offers confidential counseling support from an EAP Professional to help you work through issues impacting your life and well-being.

Our Counselors can help address:

- Anger, grief, loss, anxiety, depression
- Job stress, burnout, work conflicts
- Marital relationships, family issues
- Addiction, eating disorders, mental illness



Work and Life Balance

Through EAP, you also have access to a team of Work/Life Specialists to help find resources to better balance work and life and feel more productive.

Our Work/Life Specialists can help with:

- Time management
- Locating childcare and eldercare resources and concerns
- Personal/family/elder law, identity theft
- Financial resources for debt management, budgeting, credit issues
- Plus, we can connect you to financial and legal consultants

Simply call us. We offer compassionate support over the phone and can review other options for counseling. If needed, we'll help you connect with the appropriate professionals for long-term support.

Health Advocate is completely confidential and available to you, your spouse, dependent children, parents and parents-in-law at no cost to you. **In a crisis, help is available 24/7.**



Our specialists can help you find balance and feel more in control so you can focus on what matters most.

Balancing the needs of family, personal and work responsibilities isn't always easy.
Your Health Advocate Employee Assistance Program (EAP) offers the right support at the right time.
Here are some frequently asked questions about our program.

What is EAP and Work/Life?

This unique program is designed to help you lead a happier more productive life at home and at work by connecting you with a qualified Counselor and Work/Life Specialist who are experts at helping people cope and feel more in control. Additionally, we offer many self-serve resources online and through our mobile app.

How does it work?

Call to connect with an intake Counselor who will help:

1. Define the problem clearly
2. Assess the type of help needed
3. Either provide the necessary help or connect you to the appropriate specialist

Who can use the EAP?

The program is available to you, your spouse, dependent children, parents and parents-in-law.

What services are available online?

As a complement to the personalized support offered by our Counselors and Work/Life Specialists, you can access a variety of self-serve resources through our website and mobile app. Here are some of the resources available to you:

- **Explore webinars**, online courses, and articles on a variety of well-being topics
- **Complete checklists** and take self-assessments to learn more about issues that impact you
- **Visit the Personalized Legal Center**, Financial Fitness Center and Mindfulness page
- **Watch the confidential orientation video**

Is my privacy protected?

Our staff carefully follows protocols and complies with all government privacy standards. Your medical and personal information is kept strictly confidential.



877.240.6863

Email: answers@HealthAdvocate.com



Web: HealthAdvocate.com/members

HealthAdvocateSM



Student Success and Well-Being

Presented to the

Faculty Senate

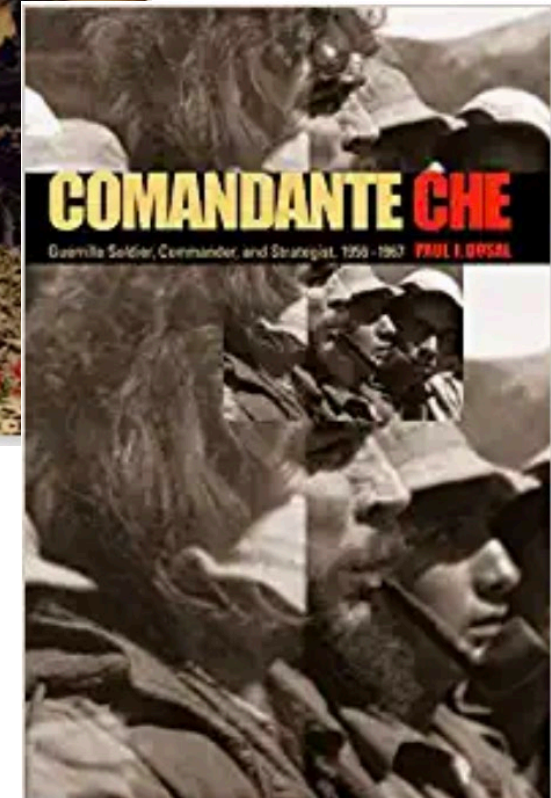
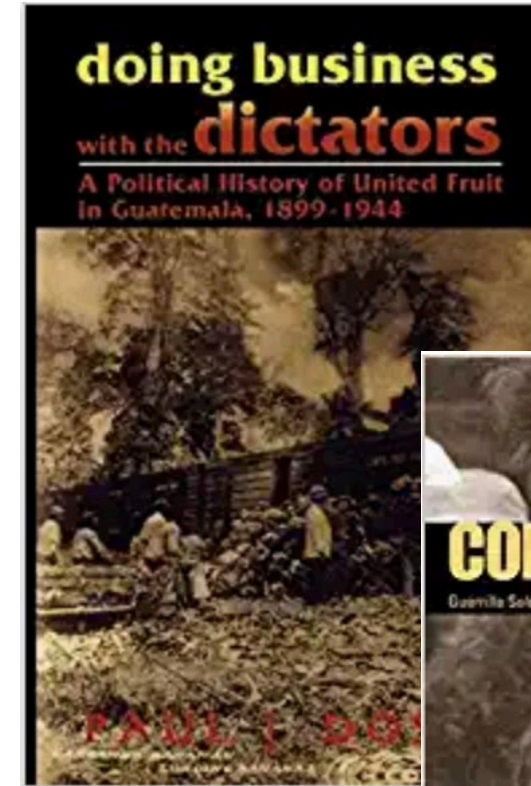
By:

Dr. Paul Dosal

Senior Vice President for Student Success
and Professor of History

Background

- Ph.D., Tulane, 1987
- Prof. of History, UMASS-Amherst, 1987-95
- Prof. of History, USF, 1995-2007
- Director, ENLACE Florida, 2007-2010
- Vice Provost & Vice President Student Success USF, 2010-2022
- Senior Vice President for Student Success, UCF, 2022





Unleashing Potential: Becoming the University of the Future 2022-2027 Strategic Plan

GOALS:

- Top 50 Public Research University ranking and “Preeminent” designation in Florida SUS by 2027
- Top 25 Public Research University with outcomes comparable to AAU institutions by 2033

FOUR PRIORITIES:

1. Student Success and Well-Being
2. Discovery and Exploration
3. Community and Culture
4. Innovation and Sustainability

STUDENT SUCCESS AND WELL-BEING 2027 GOALS AND METRICS

50% ⇒ 65%

FTIC 4-Year Graduation Rate

92% ⇒ 93%

FTIC Freshman Retention Rate

32% ⇒ 55%

FCSAA 2-Year Graduation Rate

74% ⇒ 78%

*FTIC 6-Year
Graduation Rate*

71% ⇒ 76%

*FTIC Pell Recipient
6-Year Graduation Rate*

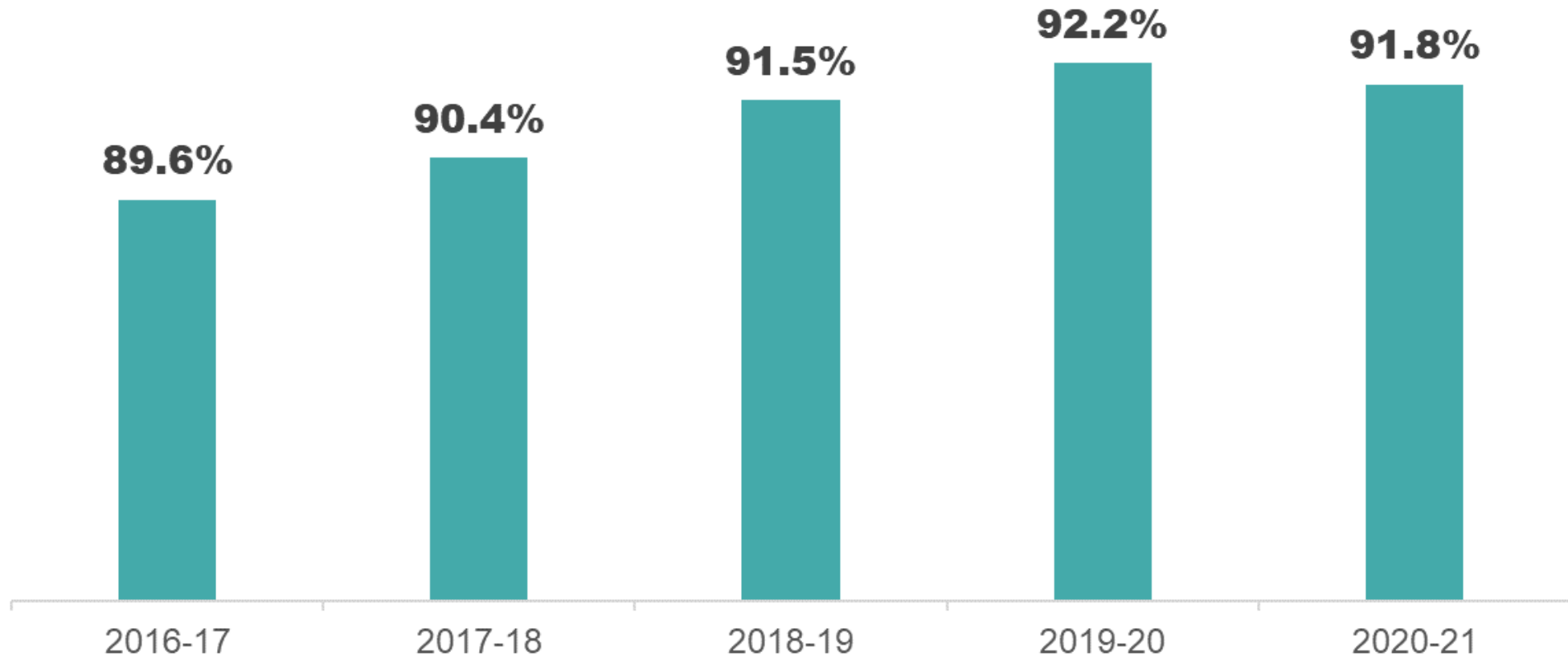
Performance-Based Funding

- Metric 1: Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation
- Metric 2: Median Average Wages of Undergraduates Employed 1 Year after Graduation
- Metric 3: Net Tuition and Fees per 120 Credit Hours
- Metric 4: Four Year Graduation Rates (Full-time FTIC)
- Metric 5: Academic Progress Rate (2nd Year Retention with GPA above 2.0)
- Metric 6: Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 7: University Access Rate (Percent of Undergraduates with a Pell Grant)
- Metric 8a: Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 8b: Freshmen in Top 10% of Graduating High School Class
- Metric 9a: Two-Year Graduation Rate for FCS Associate In Arts Transfer Students
- Metric 9b: Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year
- Metric 9b1: Academic Progress Rate, 2nd Year Retention for FTIC with a Pell Grant
- Metric 10: Board of Trustees' Choice (Awarded to African American and Hispanic Students)

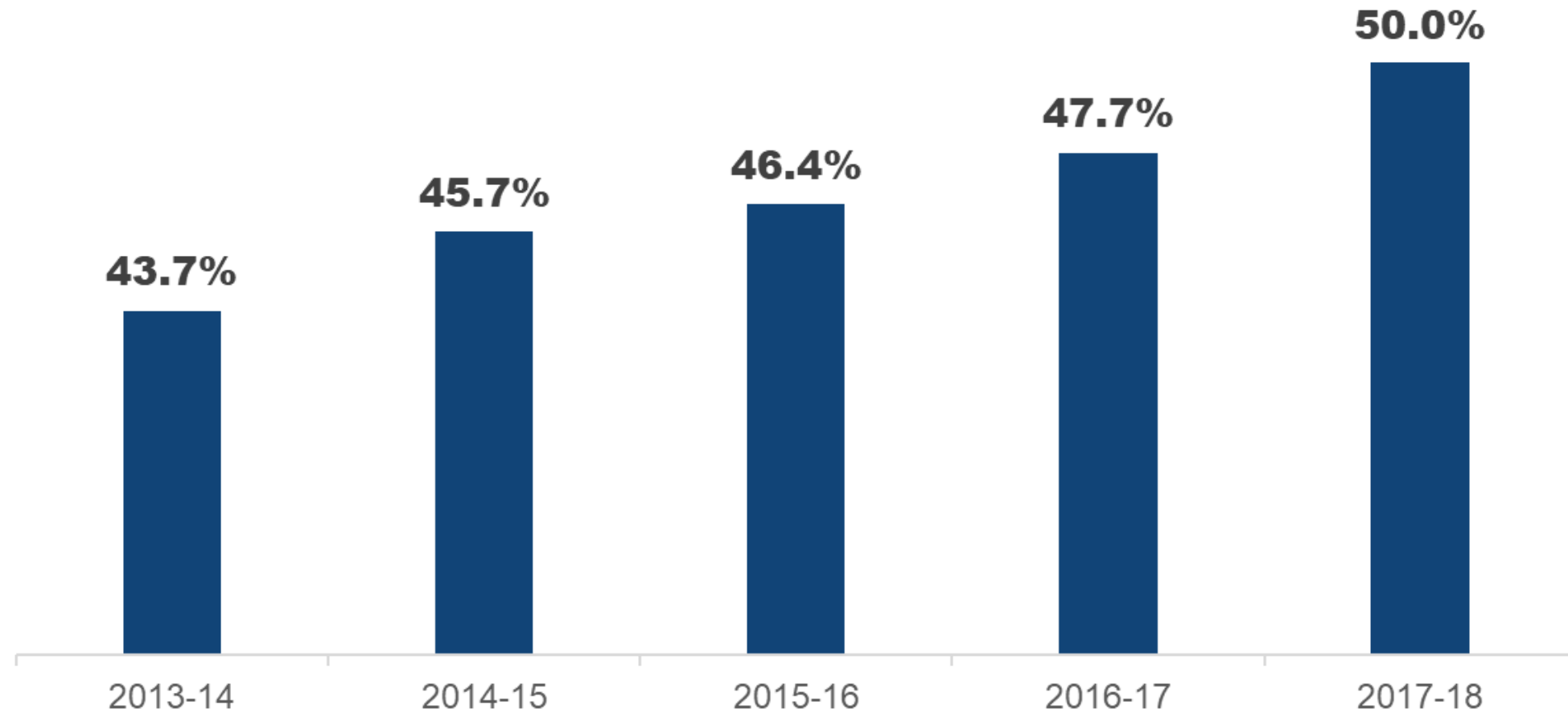
Preeminence Metrics

1. Average GPA and SAT Score for incoming freshman for Fall semester (4.0 GPA/1800 SAT – 3 Part or 1200 SAT– 2 Part)
2. Public University National Ranking (at least two in top 50)
3. Freshman Retention Rate (Full-time, FTIC) (>90%)
4. 6-year Graduation Rate (Full-time, FTIC) (>70%)
5. National Academy Memberships (>6)
6. Total Annual Research Expenditures (\$M) (including Federal R&D) (>\$200M)
7. Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (>\$150M)
8. National Ranking in S.T.E.M. Research Expenditures (Top 100 in 5 or more disciplines)
9. Patents Awarded (over most recent 3-year period) (>100)
10. Doctoral Degrees Awarded Annually (Includes Professional doctoral degrees in medical and healthcare disciplines) (>400)
11. Number of Postdoctoral Appointees (>200)
12. Endowment Size (\$M) (>\$500M)

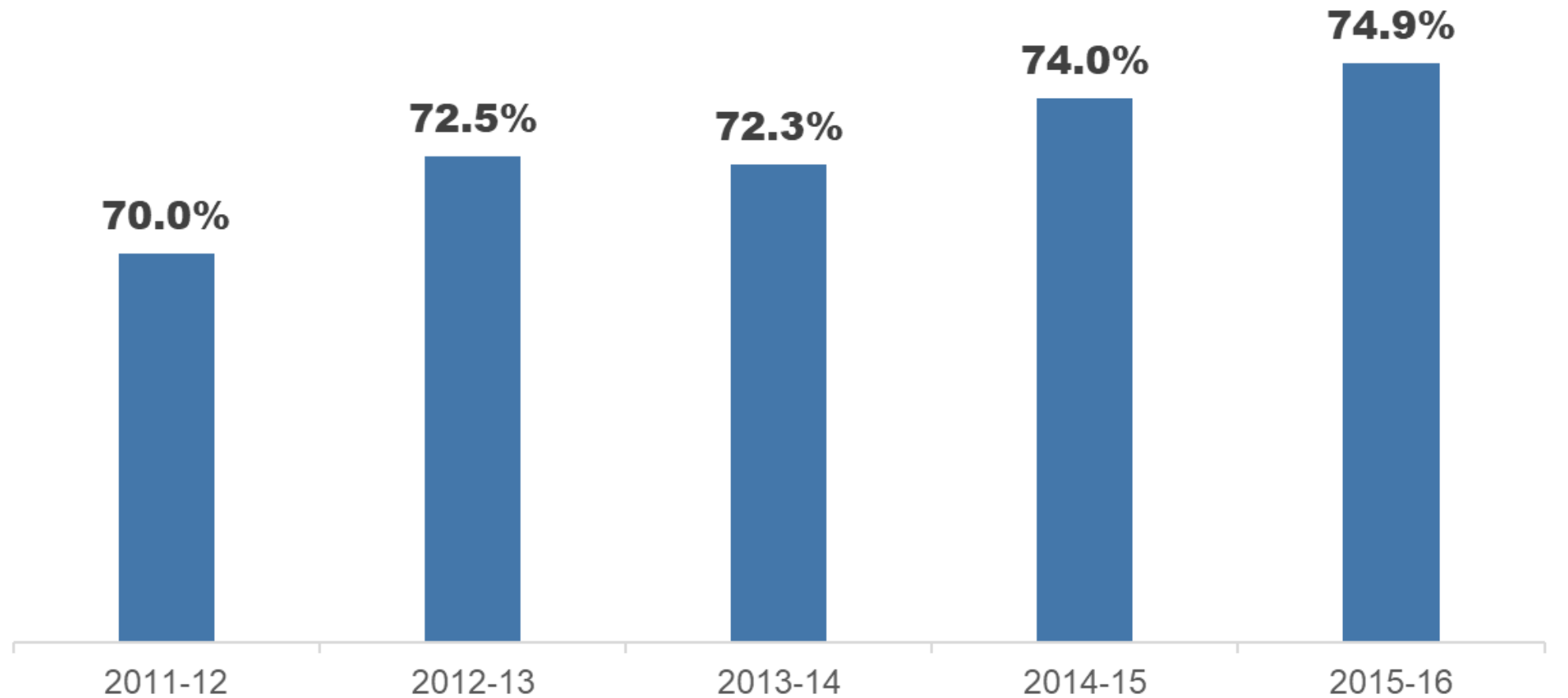
Retention Rate (Summer/Fall Full-Time FTIC)



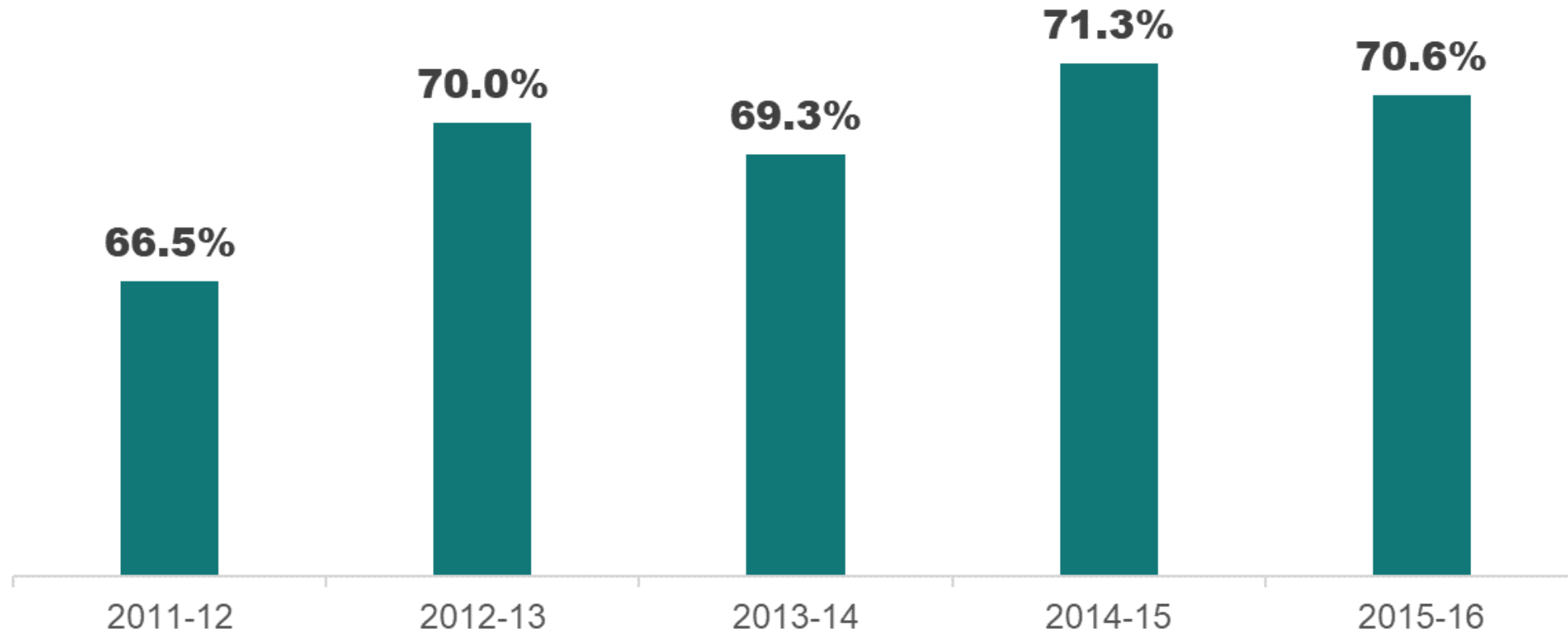
4-Year Graduation Rate (Summer/Fall Full-Time FTIC Cohort)



6-Year Graduation Rate (Summer/Fall Full-Time FTIC Cohort)



Pell 6-Year Graduation Rate (Summer/Fall Full-Time FTIC Cohort)



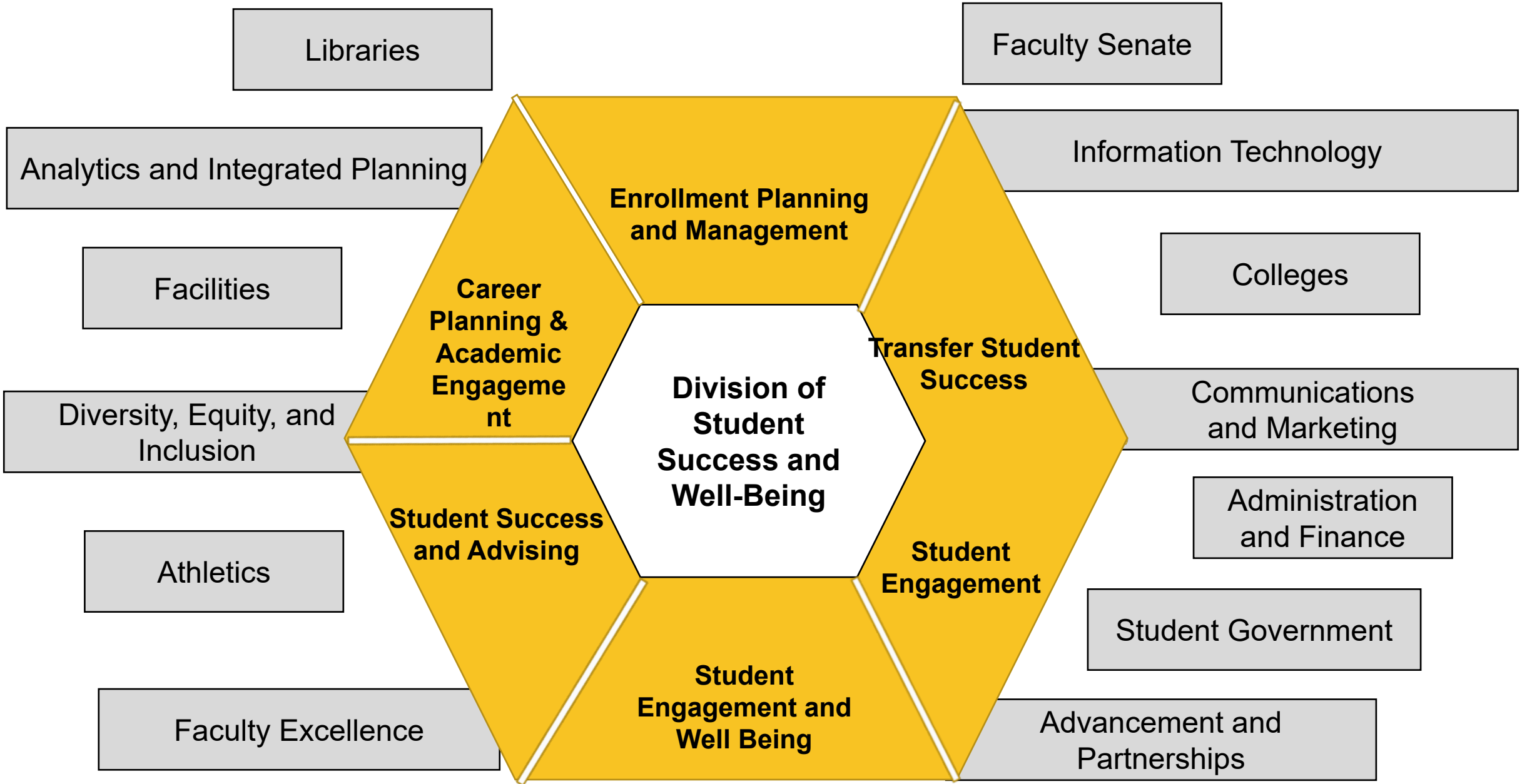


TO ACHIEVE OUR STRATEGIC OBJECTIVES

- Focused, deliberate, consistent efforts
- One team, one goal
- Strong relations with colleges, Faculty Senate, staff, all support units
- Fully utilize tools already available
- Take action

LEADERSHIP OF STUDENT SUCCESS & WELL-BEING

Areas of Responsibility	Leadership Team
Enrollment Planning & Management	Alicia Keaton
UCF Connect	Dr. Pam Cavanaugh
Student Success & Advising	Dr. DeLaine Priest
Downtown Campus Student Success	Dr. Chanda Torres
Student Engagement & Well Being	Dr. Adrienne Frame
Career Planning & Academic Engagement	Dr. Kim Schneider
Strategic Initiatives	Dr. Ryan Goodwin
Finance Center	Dr. Sharon Ekern
Human Resources Center	Dave Pavlonnis



Student Success is **EVERYONE'S** Responsibility



We believe **all students **can** and **will succeed** when given the opportunity to do so.**



RIGHT SUPPORT RIGHT STUDENT RIGHT TIME

- Identify struggling students before problems occur
- Refer students to the appropriate expert
- Transform passive support services into active outreach
- Create a dynamic network of service providers
- Share data/reports for 360° view of students
- Use communications tool more effectively to expand capacity



COORDINATED CARE CARE MANAGEMENT POPULATION HEALTH MANAGEMENT

- Adaptation of health care techniques and case management practices to promote persistence and completion.
- First applied by Behavioral Intervention Teams to social and behavioral issues.
- Coordinated network of support personnel.
- 360-degree student profiles, facilitated workflows, multi-modal communications, referral system.
- EAB Navigate designed "to unite staff to deliver proactive, holistic support to students."

STATE AND NATIONAL CONSULTANTS

- University of South Florida
- University of Maryland Baltimore County
- Georgia State University
- National Institute of Student Success
- University Innovation Alliance
- Education Advisory Board
- Slalom





QUESTIONS?
