M E M O R A N D U M

TO: Faculty Senate Committee

FROM: Manoj Chopra
Chair, Faculty Senate

DATE: March 27, 2006

SUBJECT: Faculty Senate Meeting

DATE: Thursday, March 30, 2006
TIME: **4:30** p.m.
ROOM: Student Union Key West Room 218

A G E N D A

1. **Call to Order**

2. **Roll Call**

3. **Approval of Minutes of** *February 16 & 23, 2006*

4. **Announcements and Recognition of Guests**

5. **Old Business**
   - Student Perception of Instruction Revisions – Dr. L. Huff-Corzine
   - TIP Revisions for 2006-2007 – Dr. I. Cook

6. **New Business**
   - Resolution 2005-2006-6 from the Graduate Council – Dr. S. Goodman
   - QEP and SACs visit – Dr. M. Marinara

7. **Standing Committee Reports**
   Budget & Administrative – Dr. Charles Kelliher
   Graduate Council – Dr. Stephen Goodman
   Personnel – Dr. Jeff Kaplan
   Undergraduate Policy & Curriculum - Dr. Bob Pennington

8. **Other**

Faculty Senate Meeting
February 16, 2006

Dr. Manoj Chopra, Faculty Senate Chair, called the meeting to order at 4:05 p.m. The roll was circulated for signatures. The minutes of *January 26, 2006* were unanimously approved.

RECOGNITION OF GUEST

Dr. Chopra introduced guests Drs. Lin Huff-Corzine, Lynn Hawkins and Dennis Dulniak and Ms. Charlie Piper.

ANNOUNCEMENTS

♦ Rumblings in Tallahassee about proposed 5% tuition increases. May be less.

♦ Lists for election for Faculty Senate for 2006-2007 have gone to Deans.

♦ Need to have another meeting next week so this meeting will be recessed for a continuation meeting next week at originally scheduled time.

Provost Hickey

Provost commented on the tuition issue. If less of tuition increases, there may be less new state support for enrollment growth. Percent increase may not impact number of students or applications but student government association is advocating for a lower tuition increases. We are 49th or 50th lowest tuition in the country. We have room to increase undergraduate instate tuition if needed and still remain highly competitively. Any increase in tuition also has an impact on Bright Futures and Tuition and Graduate and Out of state tuition meets or exceeds market.

Old Business

Ad-hoc committee UCF-TIP/RIA/SoTL- Dr. Cook

We will have a 45 minute discussion on this item if needed. Purpose of discussion is to provide input to ad hoc committee and steering committee. Ad hoc committee members were recognized and thanked for work on this project. The committee has been meeting to look at procedures for UCF TIP and address questions and concerns raised. Major change is to be more inclusive of faculty with assignments which have made them ineligible for awards in the past.

Retained original eligibility criteria based on good quality teaching of large numbers of students (high FTE generation) with an added option to allow those not meeting eligibility on this basis in a new ad hoc category. Encourage inclusion of criteria other than the student perception of instruction as evidence of quality teaching. Make eligibility every five years. But, if on sabbatical or other leave or non teaching assignment can use a prior year.

Some suggestions for portfolio were made but nature of most of portfolio must be determined by the college. Ad hoc category: If a college has only one award, will still have only one award with ad hoc and median category submissions being considered together. Internship issues: No teaching occurs. Amount of work for these is minimal. Leave it up to the college selection committees.

Will new colleges be reflected? Yes. Questions about letter for students currently enrolled. Any college can consider what criteria they will use. Contextualization of student perception data can be part of the criteria suggestion. Optional criteria for colleges for credit hours for internships. Instructors who are not eligible for SoTL may be allowed to put in for TIP here since they can not get a SoTL.

Question asked about the TIP criteria procedures committee. Who has ultimate authority of documents? Answer: The provost and oversight of college criteria. Eligibility review committee by Senate. Need information on voting on committees in colleges.

Apportionment issue: College-given criteria can apportion between nominal and ad hoc group. Total to any one college set but college can determine how many they give in each group. Committee members discussed over time. Objection that in some departments there will be disproportion because some departments have such small teaching loads. Would be better if College can determine number of ad hoc?

Question asked why all the titles are used (schools, departments). To reflect all possible titles for the academic unit. Traditionally about 65% of all faculty are eligible to apply each year. Materials which evaluate teaching must go beyond SPoI. Delete 10 % phrase. (In part B). Need college selection committee statement and how to vote on them. Criteria 5 (c) does already give ability to shift if not enough qualified candidates are found in a category.

Institutional research office did get data about eligibility and what caused faculty to drop out of eligibility. Final authority of who gets awards – provost and president's role. Punctuation corrections need to be made. The next meeting of the subcommittee will take place in Phillips Hall, Room 406I on March 1st at 11 AM. If only allocate 10% in the ad hoc category, it will discourage faculty from applying. Reallocation of awards in section 5 (c).

Contract says will not be rolled over so does that need or to be omitted consistent with contract. Contract says it will go into general wage increase pool for that year. Current contract does not allow roll over as included in the revised criteria. Suggested we leave this in to give sense of the Senate as to awards consistent with the role of the Faculty Senate. Rollover is not related to those who retire. It is only if not all awards given. If someone retires the award comes back to be awarded the next year. Please communicate with Ida Cook or other committee members with comments.

New Business

Proposed move of Liberal Studies program to Office of Undergraduate Studies.

Background: Dr. Schell informed the Senate that The Office of Undergraduate Studies was original home of Liberal Studies. When Office of Undergraduate Studies was abolished, the Liberal Studies program was moved to College of Arts and Sciences. With recent changes in CAS, we now see the value of moving it back to Office of Undergraduate Studies since it is reflective of many colleges. Dr. Schell is bringing this issue here in consulting mode. Interested in questions and discussion.

What is rationale for gauging the number of students for criteria for where program is housed? There are no budget implications for any college in this move. All credit hours go to the college of faculty teaching the course taking by students in Liberal Studies. Only two GIS courses are taught in Liberal Studies. Desire is to have those courses based in a Department or School and therefore in a college. What is the role of Advisory Council for Undergraduate Studies? This is not the council. It is an Advisory Council for Liberal Studies. Their function will not change. Details of administration not determined.

Dr. Koons raised the point that the issue of degree granting programs not in colleges has been addressed in past. Is that going to happen here? We would have a degree granting program in a college

and missed that level of administration and supervision. Bachelor of Applied Science is also in Office of Undergraduate Studies. Office of Undergraduate Studies has a council which meets regularly and would continue to do that for liberal studies. Group with associate deans from all colleges would look at any new tracks.

Question rose about interdisciplinary studies groups remain in college of Arts and Humanities. Will be under the dean in that college. Initial concern with programs not in colleges was also a concern with faculty. There are no faculty in this entity.

There was an AS/BS program in Photography with faculty which was related to Liberal Studies. This program has been moved to College of Arts and Humanities. Faculty were housed in art department. Other individual faculty do have clear home in a department. What about graduate program in Liberal Studies. That will go to Office of Graduate Studies. It was suggested that most of courses in sciences should be housed in College of Science.

Question rose about why the Office of Undergraduate Studies was abolished in past. It was in response to SDES and thought that Office of Undergraduate Studies was redundant. It lacked academic integrity and rigor. This was corrected by move to a college where curriculum addressed as part of the work of the college. It had an academic committee and accommodated minors and concentrations. The masters' degree grew out of these efforts. Colleges gave the program academic respectability. Because the program is made up of minors and concentrations in departments, it will give the program overview.

Liberal studies does generate dollars via Pegasus model which looks at number of majors as well as enrollees. The college that has these students will get this money. If in Undergraduate Studies, the cost of salaries in the office to monitor this far exceeds income per major.

Office of liberal studies was interdisciplinary work in addition to simple liberal studies. Data based on intents to graduate. Have an N of 372 on which the data presented was based. It is not clear how percentages per colleges are determined. It reflects coursework done in major degree. Initial suggestions were to go to the new College of Arts and Humanities. But, then Dr. Schell came to realize that the students are from many areas. Ran the data and found this to be true.

Dean Siedel commented that this was a done deal. It was a broad discussion. Some in the sciences were concerned about some of the sciences based programs being reviewed by College of Arts and Humanities in the past.

Provost Hickey commented that when this came to his office it came from the Liberal Studies advisory office and the data supported the proposals to place it out of any one college. It could go to the college where most students host the program. Question: Would this mean that the program would be moved as the average change over time. Provost commented that his office did not go looking for this program. The program came to the Provost Office. Drs. Schell and Bishop will provide administrative home. Academic home is departments of majors and concentrations where the courses are housed.

It will go to the advising program of liberal and interdisciplinary studies in a fixed location. If a decision is made to do this, there will be a home for liberal studies in space on 3rd floor of classroom building (CL).

Discussion: Another strong program with no faculty and that is Honors. Could this program be placed in the honors college? Yes, this was considered because there was a feeling these are very different programs. Both have the same issues in getting instructors to teach in some of the programs in the college. Addressing this in a way of purchasing instruction for Honors College. Have talked about using a similar model for Liberal Studies and interdisciplinary studies program. There is a need to provide the director with means to implement program.

Dr. Cook asked for additional information with better data about where most of courses are taken not just intent to graduate. Students need to have a sense of a home. If and when any faculty hired for this program, the Senate needs to be informed. Dr. Schell said that if that happens, he will come to the Senate. No intent to hire faculty to this program just as there are none hired to honors college program faculty. Provost Hickey stated agreement with this statement. This concluded discussion on this topic.

STANDING COMMITTEE REPORTS

- **Budget & Administrative** – Dr. Charles Kelliher
  Will report on Feb 23rd.
- **Graduate Council** – Dr. Stephen Goodman
  Will report on Feb 23rd.
  - **Policy and Procedures Subcommittee** (chaired by Stephen Goodman)
    No report
  - **Graduate Curriculum Subcommittee** (chaired by Ram Mohapatra)
    No report
  - **Graduate Appeals Subcommittee** (chaired by Jana Jasinski)
    No report
- **Personnel** – Dr. Jeff Kaplan
  Dr. Kaplan presented a resolution from the committee on Travel Reimbursement. He read as follows. The resolution was unanimously approved.

Resolution 2005-2006-4 Travel Reimbursement

Whereas, the University expects faculty to travel as an essential part of their duties and responsibilities - for the enrichment and enlightenment of their professional development in teaching, service and research.

Be it resolved that the University of Central Florida will relentlessly pursue avenues that will lead to:

a) an increase in the per diem rate for meals to be consistent with the current federally established guidelines.

b) an increase in the mileage rate for faculty using their own vehicles to be consistent with the current federally established guidelines.

c) a streamlining of the procedure to file a claim for reimbursement of expenses incurred while on university business.

- **Undergraduate Policy & Curriculum** - Dr. Bob Pennington

Will present at next meeting.

Other
NONE

ADJOURNED
Because of time of day, it was suggested by Dr. Chopra that the Senate recess after this discussion and continue with the rest of agenda next week. Motion made seconded and approved. The meeting recessed at or around 6:30 pm.

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

RECOGNITION OF GUEST
Dr. Cook introduced guests Drs. John Schell, Patrice Lancey and Leslie Lieberman.

Old Business

Resolution 2005-2006- 5 Constitution Revision – Dr. Pennington

Dr. Pennington reviewed work which has been done on Faculty Senate Constitution because reapportionment from each college must be made for both number of senate members and also committee members. It now reads one member from each college for the constitution. Process for doing this is already covered in sections 3.3 and 5.1 of existing constitution. He brought forward the following resolution to accommodate the needed change in number of colleges and other wording in the Faculty Constitution.

Resolution 2005-2006-5 Apportionment and Committee Membership Changes Resulting from the Division of the College of Arts and Sciences

Where As, a result of the division of the College of Arts and Sciences into two new colleges, (the College of Arts and Humanities and the College of Sciences), and
Following Sections 3.3 and 5.1 of the existing Faculty Senate Constitution which provide for such changes by a simple majority vote of the Faculty Senate. Therefore,
BE it resolved, that the Senate acknowledges the changes in the number of colleges and recommends the automatic adjustment in committee representation and wording as provided for in the existing constitution be made to reflect those changes.

The relevant sections of the constitution are reproduced below with critical sentences in **bold font**: **"3.3 Apportionment.** The number of elected members of the Faculty Senate will be apportioned among the colleges and units as follows:

$$\text{Number of senators} = 60 \ \times \ \frac{\textbf{(Number of eligible faculty in a college or unit)}}{\textbf{(Number of eligible faculty in the University)}}$$

The number of senators representing a college or unit will be determined by rounding the above calculated value to the nearest whole number. A unit is defined as any degree granting academic unit, not within an established college, and shall have proportionate representation on the Faculty Senate as defined above.

3.3.1 Each college will have a minimum of two representatives in the Faculty Senate. The professional librarians shall have two voting representatives in the Faculty Senate to be elected by the professional staff of the library.

3.3.2 Apportionment will be made only once each year, based on the number of individuals with full-time tenured, tenure-earning, or multi-year appointments who are listed as faculty on official records of the University on the first day of the spring semester of that year."

"5.1 Amendments to the Constitution may be considered by the Faculty Senate upon (1) recommendation of the Faculty Senate Steering Committee or (2) written request of ten percent of the members of the Faculty Assembly. The text of a proposed amendment must be made available electronically to the members of the Faculty Senate at least thirty days prior to the meeting at which it will be considered. For provisional adoption, a proposed amendment must receive an affirmative majority vote of the members of the Faculty Senate who are present.

After provisional approval of the proposed amendment, the text of such amendment shall be made available electronically to all members of the Faculty Assembly for their review, consideration, and input to the Faculty Senate within fourteen days of notification. At a subsequent meeting of the Faculty Senate Steering Committee, all input from the members of the Faculty Assembly shall be considered for potential revisions to the amendment. The text of the proposed amendment, with any revisions based on the input of Faculty Assembly members, shall be made available electronically to all members of the Faculty Assembly at least thirty days prior to the meeting of Faculty Assembly to consider adopting the proposed amendment. For final adoption, the proposed amendment must receive an affirmative two-thirds vote of those who are present. If a quorum is not achieved at this meeting of the Faculty Assembly, a subsequent called meeting of the Faculty Senate shall consider the proposed amendment for final adoption. At this called meeting of the Faculty Senate, all members of the Faculty Assembly shall be invited to attend and participate. For final adoption, a proposed amendment must receive an affirmative two-thirds vote of the members of the Faculty Senate who are present. **If there is a change in the designation of an office or in the title of an official included on a standing or reporting committee, the membership representation on such a committee and in the Constitution will be automatically adjusted to reflect the change. Such changes will be presented to the Faculty Senate for its approval."**

The other constitution-related item dealing with the change in the name of General Education Oversight Committee will be brought forward later since they will need a long timeline. That issue needs approval of the Senate for ratification. There was no discussion or questions on Resolution 2005-2006-05. Motion made seconded and approved. Vote carried unanimously.

Student Perception of Instruction – Dr. Wink

Process of data collection (possible fully online) being examined by a group headed by Dr. Lin Huff-Corzine. Examination of content and types of analyses done on data done by a committee looking at Academic Rigor at UCF after hearing multiple faculty concerns about problems with current form and how outcomes used. The committee will need to form a workgroup to look at the context and data instruction tool. It needs volunteers for the process of looking at the tool. Please be sure to contact Diane Wink, if you are willing to volunteer.

New Business

Quality of Life/Climate Survey – Drs. Lieberman and Lancey

Issues discussed in presentation; background and survey methodology, key findings and preview of results, UCF directions and Faculty Senate directions. Analysis Strategy defines significant differences between faculty, A&P and staff. Significant differences within faculty; tenured and tenure-earning and non-tenure-earning. Tenured faculty issues are gender differences, ethnic group differences and college differences. When group sample size was small; applied following rule to explore group differences; negative scale score was 20% or more and negative scale score difference between groups was 10% or more.

In the key findings, all personnel are generally satisfied in their departments and units; A&P are the most satisfied. Faculty who are mentored (in many areas) are satisfied with their mentoring. There are some gender and ethnic minority group differences among faculty. All personnel indicated their departments and united are tolerant of all groups. Further discussion and illustration with graphs and charts in the presentation. Additional EAS websites and more detailed data.

STANDING COMMITTEE REPORTS

➢ **Budget & Administrative** – Dr. Charles Kelliher
In the fall we had several productive meeting with Ed Neighbor regarding the Pegasus model. He always seems receptive to discussing the details of the Pegasus model, Steering may want to invite him to a future Senate meeting. Have not called the committee together for our January & February meetings since there hasn't been any action items forwarded from the Steering Committee.

Have received the RFP's regarding the Undergraduate Teaching Equipment Program. A summary to date:

*   Amount to be awarded $400,000.
*   This year we received 93 proposals asking for nearly $1,200,000.
*   Last year we received 99 proposals asking for $1,000,000.
*   Dr. Kelliher is forming a sub-committee (1 representative from each college) out of the full committee to evaluate the proposals (waiting to hear from several individuals regarding potential meeting times).

➢ **Graduate Council** – Dr. Stephen Goodman

o **Policy and Procedures Subcommittee** (chaired by Stephen Goodman)
Met three times since the last Senate meeting. At these meetings the subcommittee has continued its involvement with a variety of issues that have previously been brought to the attention of the Senate. Among those issues are:
 ♦ Providing competitive stipends and tuition support for graduate students.
 ♦ Establishing a consistent and uniform definition of full time status for graduate students.
 ♦ Establishing procedural guidelines in the use of spilt level classes.
 ♦ Ensuring that sufficient graduate hours are contained in master's programs of study to remain complaint with SACS accreditation requirements.

This subcommittee has forwarded to the Steering Committee, a resolution draft related to this last issue. The Steering Committee is reviewing this, and reviewing input from interested parties. It is quite likely that we will see this resolution on the floor of the next Senate meeting. This subcommittee will continue to meet weekly throughout the semester.

o **Graduate Curriculum Subcommittee** (chaired by Ram Mohapatra)
Has met twice since the last Senate meeting. During those two meetings the subcommittee death with the following:
 ♦ 15 Course Action Requests (5 additions and 10 revisions)
 ♦ Requests for material and supply fees in 8 courses
 ♦ Proposals for 3 new graduate certificate programs
 ♦ Revisions to 2 master's programs
 ♦ Proposed name change to master's program
 ♦ Deactivation of 2 master's program

- o **Graduate Appeals Subcommittee** (chaired by Jana Jasinski)
  Has met twice since the last Senate meeting. This subcommittee has been presented with 24 student petitions, and was able to accommodate 15 of them at the first meeting. The second meeting (which was held earlier today) was devoted to the review of petitions that were not able to be addressed at the earlier meeting.

- ➢ **Personnel** – Dr. Jeff Kaplan
  Made report on Feb 16th. Committees are free to identify issues which can be addressed. All do not have to come from senate steering committee.

- ➢ **Undergraduate Policy & Curriculum** - Dr. Bob Pennington
  Have met and approved multiple new or modified curriculum changes as well as changes in and completely new certificates programs. Some changes are being made. Looking at issues of split level classes (4000/5000) which have been brought up at graduate level Internship criteria.

  Guidelines for UPCC and what must be looked at by this committee. March 21 is next meeting. Agenda items due next week. Will also be meeting in April. Have sent to various colleges lists of faculty to verify eligibility so apportionment can be done. Business and BCBS still need to send back. Next month will be last meeting of this senate. Anything not done will be brought forth to next senate.

Other

NONE

ADJOURNED

Motion made seconded and approved. The meeting adjourned at or around 5:30 pm.

Introduction:
The QEP Initiative Office invites you to participate in its first **Information Fluency Enhancement Grant Program**. The QEP Initiative Office will provide up to ten **$1,000 grants** to academic and library faculty, student support professionals, and staff who are willing to design projects that will enhance student learning in the area of Information Fluency. This grant is to design a plan that may be curricular or co-curricular. The plan must show how and where student learning will be enhanced. Some of the plans will become larger projects for 2007-2008, the second year of the QEP Initiative.

Funded projects will receive support services from will receive support from library faculty, Course Development & Web Services, the Faculty Center for Teaching and Learning and Information Fluency Faculty Fellows, Student Development and Enrollment Services, Operational Excellence and Assessment Support, and the QEP Initiative Office.

All applications will be reviewed by the Information Fluency Advisory Council using the following criteria:
- A brief description of the project, including course or program enhancement
- Justification for the project—why is it needed?
- Specific goals for the plan, what changes or additions are you planning? What do you hope to learn? How will this project enhance your program?
- Specific Information Fluency Student Learning Outcomes—revised for discipline of program specifics *(See attached ACRL standards or visit http://www.ala.org/ala/acrl/acrlstandards/standards.pdf)*
- How will you assess the effectiveness of your project should it receive future funding? *(Provide direct measures, methods of collection, and methods of analysis.)*
- If your proposal is funded, how will you spend the funding? *(Stipend, student assistance, etc.)*
- Plans should be for projects that span an entire academic year

Please address all of the above criteria to your proposal.

Funds: Funds will be distributed on **July 1, 2006** and are to be used for planning purposes.

In addition:
- Participants are invited to attend monthly discussions about areas of information fluency and student learning and will be required to deliver a progress report at one of these meetings each semester.
- Progress Reports will be oral presentations to the Information Fluency Advisory Council and other project leaders.
- In addition, those who receive grants will be invited to contribute to the online dimension of the Information Fluency Knowledge Network that will be developed.
- Grant recipients will be required to deliver a brief written plan. The plans will be published on the *What if?* Web site and will be synthesized into a final report encompassing the entire series of funded projects for the year.
- Final written plans will be due by April 30, 2007 and will include what you learned from the developing the plan, what particular outcomes will be addressed and how they will be assessed, and how your project will increase student learning or awareness of information fluency.

Please note, Chairs'/Supervisors' and Deans'/Department Heads' signatures must be provided on the application in order to be considered for selection.

1

UCF Quality Enhancement Plan Initiative
Information Fluency Grants
Application

Name_____

Department_____ **Date**_____

Title of Project_____

Please write a brief description of the plan, including potential course or program enhancement.

Justification for the project—why is it needed at UCF?

List specific goals for the project.

What specific Information Fluency Student Learning Outcomes—revised for discipline or program specifics—will you adopt in your plan? *(See attached ACRL standards.)*

If your project were fully funded, how would you assess its effectiveness? *(Provide direct measures, methods of collection, and methods of analysis.)*

Applicant's Signature_____ **Date**_____

Chair or Supervisor's Signature_____ **Date**_____

Dean or Department Head's Signature_____ **Date**_____

ACRL Literacy Standards and Outcomes

I.   The information literate student determines the nature and extent of the information needed.

1. The information literate student defines and articulates the need for information.

    a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need

    b. Develops a thesis statement and formulates questions based on the information need

    c. Explores general information sources to increase familiarity with the topic

    d. Defines or modifies the information need to achieve a manageable focus

    e. Identifies key concepts and terms that describe the information need

    f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

    a. Knows how information is formally and informally produced, organized, and disseminated

    b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed

    c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)

    d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

    e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

    f. Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.

    a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)

    b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context

    c. Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.

    a. Reviews the initial information need to clarify, revise, or refine the question

    b. Describes criteria used to make information decisions and choices

II.   The information literate student accesses needed information effectively and efficiently.

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

    a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)

    b. Investigates benefits and applicability of various investigative methods

    c. Investigates the scope, content, and organization of information retrieval systems

    d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively designed search strategies.

    a. Develops a research plan appropriate to the investigative method

    b. Identifies keywords, synonyms and related terms for the information needed

    c. Selects controlled vocabulary specific to the discipline or information retrieval source

    d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

    e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters

    f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

    a. Uses various search systems to retrieve information in a variety of formats

    b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration

c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized

b. Identifies gaps in the information retrieved and determines if the search strategy should be revised

c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)

b. Creates a system for organizing the information

c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

d. Records all pertinent citation information for future reference

e. Uses various technologies to manage the information selected and organized

III. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

a. Reads the text and selects main ideas

b. Restates textual concepts in his/her own words and selects data accurately

c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

b. Analyzes the structure and logic of supporting arguments or methods

c. Recognizes prejudice, deception, or manipulation

d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information

c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

a. Determines whether information satisfies the research or other information need

b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources

c. Draws conclusions based upon information gathered

d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)

e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions

f. Integrates new information with previous information or knowledge

g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

a. Investigates differing viewpoints encountered in the literature

b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

a. Participates in classroom and other discussions

b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., e-mail, bulletin boards, chat rooms)

c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, e-mail, listservs)

7. The information literate student determines whether the initial query should be revised.

a. Determines if original information need has been satisfied or if additional information is needed

b. Reviews search strategy and incorporates additional concepts as necessary

c. Reviews information retrieval sources used and expands to include others as needed

IV.   The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)

b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance

c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance

d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process

b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively.

a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience

b. Uses a range of information technology applications in creating the product or performance

c. Incorporates principles of design and communication

d. Communicates clearly and with a style that supports the purposes of the audience

V.   The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

a. Identifies and discusses issues related to privacy and security in both the print and electronic environments

b. Identifies and discusses issues related to free vs. fee-based access to information

c. Identifies and discusses issues related to censorship and freedom of speech

d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")

b. Uses approved passwords and other forms of ID for access to information resources

c. Complies with institutional policies on access to information resources

d. Preserves the integrity of information resources, equipment, systems and facilities

e. Legally obtains, stores, and disseminates text, data, images, or sounds

f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own

g. Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

a. Selects an appropriate documentation style and uses it consistently to cite sources

b. Posts permission granted notices, as needed, for copyrighted material

2005-2006-6 Course Levels in Graduate Programs of Study

Whereas, master's programs of study are required by UCF's regional accreditation body to include at least 30 semester credit hours of post-baccalaureate, graduate course work,

Be it resolved that all UCF master's programs of study will be required to include at least 30 semester credit hours of post-baccalaureate, graduate course work (5000 level and higher).

SACS-COC Four Evaluation Areas for the QEP

I. "***Focus***: The institution identified one or more critical issues related to student learning and **justifies** its use for the QEP."
    a. The university completed extensive background research to find what level of skills and knowledge faculty and employers want students to attain (students, faculty, student services, administrators and staff)
    b. One of the most highly rated elements for a potential QEP converged on the finding that students need critical skills for the 21st century-including the ability to gather, evaluate, and use information in meaningful and ethical ways
    c. Association of Colleges and Research Libraries Standards (desired student learning outcomes) served as the basis for identifying information fluency
    d. All projects have student learning outcomes

II. "***Institutional Capability and the Initiation/Continuation of the Plan***: The institution provided evidence that it has sufficient resources to implement, sustain, and complete the QEP."
    a. Dedicated almost $3 million in new funding and $1 million in-kind for the next five years
    b. Previous successful initiatives—FCTL, Online@UCF show that UCF has the capability to initiate and sustain value added programs
    c. Plan for sustainability

III. "***Assessment of the Plan***: The institution demonstrated that it has means for determining the success of its QEP."
    a. Two levels of assessment: student learning outcomes and the plan itself
    b. Information Communication Technology Assessment/Educational Testing Service to establish baseline in August 2006
    c. The QEP staff organized a national advisory committee to provide guidance and feedback for improving the information fluency initiative

IV. "***Broad-based Involvement of the Community***: The institution demonstrated that all aspects of the institution's community, including faculty, staff, students, board members, administrators, were involved in the development of the QEP."
    a. QEP planning team included representatives from all university constituencies
    b. Planning team solicited proposals from the whole university community
    c. University-wide survey to collect perceptions of students' current abilities
    d. Leadership team chose Information Fluency as Topic
    e. Development team included representatives from all university constituencies
    f. Final plan includes all the appropriate academic and library faculty, student support professionals, technical staff, and others as project leaders or resources
    g. The UCF business community, as potential employers, provided input about their needs with respect to information fluency and UCF graduates as potential employees

www.if.ucf.edu

What UCF Students need to know for the SACS Review

What is the Quality Enhancement Plan (QEP)?

The QEP is part of the university's reaffirmation of accreditation process. In 2001, the Commission on Colleges introduced a new approach to the accreditation process: the QEP. Colleges and universities are charged with developing a campus-wide project that focuses on student learning and enhances the campus environment. UCF chose Information Fluency as its QEP topic.

What is Information Fluency?

The QEP Development Team defined information fluency as "the ability to perform effectively in an information-rich and technology-intensive environment." Simply put, information fluency is the ability to **gather, evaluate, and use information in legal and ethical ways.** Information fluency encompasses and integrates three important skills: information literacy, technology literacy, and critical thinking. These three skills are not mutually exclusive but overlap in nature, and they are mediated by communication.
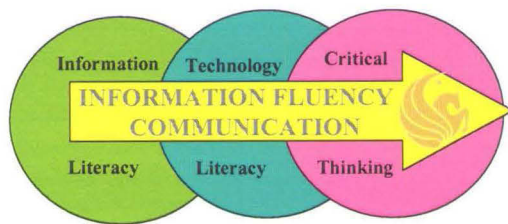
Why do I need to be information fluent?

Information fluency is vital to university students' academic achievements and professional successes and will contribute to their lifelong learning processes. Information fluent students are valuable to employers and corporations as they move beyond the university environment into the workplace. The ability to extrapolate useful concepts and ideas from existing information into new applications continues to be a crucial skill in the 21st century work place.

What will I be able to do when I learn these skills?

The QEP Development Team concluded that an information-fluent graduate of UCF will be able to

- articulate the problem in a selected context
- recognize the need for information to address the problem
- identify the available information sources (domain)
- iteratively collect, analyze, and assess (evaluate critically) the relevant information
- integrate new information with pre-existing knowledge and context
- draw conclusions
- effectively communicate results and decisions
- follow up on actions

What do we need from you?

On April 18, 19, and 20 the onsite SACS team will be conducting their campus review. We need you to be able to articulate the QEP topic and definition of information fluency if asked by a reviewer. Just think: gather, evaluate, use. You should see posters, banners, and cards that further explain information fluency and the QEP process.

You can also check our web site http://www.if.ucf.edu

Thank you for your support!