# MINUTES

**Committee Members Present:** Annie Egan (Chair), Selma Besirevic, Stephen Joost,

Christopher Lazzara, John White, Kevin Hyde (ex officio)

**Other Trustees Present:** Douglas Burnett, Paul McElroy, Nik Patel

## Item 1 Call to Order

Chair Egan called the meeting to order at 8:00 a.m.

## Item 2 Public Comment

Chair Egan offered those in attendance the opportunity for public comment. There were no requests for public comment.

## Item 3 Consent Agenda

Chair Egan turned to the item on the consent agenda – draft minutes from the March 16, 2021 Academic and Student Affairs Committee and asked if there were any questions or comments. There being none, Trustee Egan asked for a MOTION. Trustee Lazzara made a MOTION to APPROVE and Trustee White SECONDED. The consent agenda was approved unanimously by the Committee.

**Item 4 New Program Proposal – Bachelor of Science (BS) in Learning, Design and Technology**

Provost Patterson and Dr. Suzanne Ehrlich, Assistant Professor & Program Co-Director, Educational Technology, Training, and Development, presented the proposed new Bachelor of Science degree program in Learning, Design and Technology. The Provost outlined criteria the University uses to consider new programs: need; demand for proposed programs; benefits to the State University System, the local community and the State of Florida; and how it would affect the University’s metrics. She noted that the U.S. Bureau of Labor Statistics

projects growth in training and development specialist positions.

Provost Patterson added that the Florida Department of Economic

**Item 4 New Program Proposal – Bachelor of Science (BS) in Learning, Design and Technology**

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Opportunity (DEO) projects growth of approximately 15,455 of these positions by 2027. She relayed that the proposed program would be the only face-to-face Learning and Technology bachelor’s degree program in the State University System. The Provost highlighted that the proposed program would support three State University System strategic goals: increasing the number of degrees awarded in STEM, increasing the community and business workforce and increasing community and business engagement. She also stated that this program would be considered a Program of Strategic Emphasis in the Economic Development – Science, Technology, Engineering and Math (STEM) area. Provost Patterson noted that, if approved, the program would affect the University’s metrics in the following ways, increasing the percentages of: Bachelor’s graduates enrolled or employed ($25K+), median wages of bachelor’s graduates employed full time, and bachelor’s degrees awarded within Programs of Strategic Emphasis. The Provost also stated the program would support the University’s mission.

Dr. Ehrlich noted that the program proposal had begun prior to the pandemic and conditions within the pandemic had underscored in a profound way the need for the program. She noted that the number of related job opportunities had accelerated quickly and that the department had received numerous inquiries (including from school districts) about a Bachelor of Science degree in Learning Design and Technology. She relayed that there has been great interest locally, nationally and globally in the work the department has been doing.

There being no other questions, Chair Egan asked for a MOTION to APPROVE. Trustee Joost made a MOTION to APPROVE and Trustee Lazzara SECONDED. The proposed Bachelor of Science (BS) degree in Learning, Design and Technology was approved unanimously by the Committee.

## Item 5 Reorganization of Department of Clinical and Applied Movement Sciences in Brooks College of Health

Dr. Catherine Christie, Associate Dean, Brooks College of Health and Dr. Sherry Pinkstaff, Associate Professor and Director of UNF Physical Therapy academic program presented the College’s proposal to reorganize its Department of Clinical and Applied Movement Sciences (CAMS) into two departments: the Department of Clinical and Applied Movement Sciences and the Department of Physical Therapy. Dr. Christie stated that the College was excited to present the proposal, as it will elevate the Physical Therapy program at the department level - which will offer physical therapy education more visibility for students and faculty additional opportunities for engagement at the university level. Dr. Pinkstaff relayed that promoting Physical Therapy to the department level would allow for full compliance with the Commission on Accreditation in Physical Therapy Education (CAPTE) accrediting standards and the UNF-UFF Collective Bargaining Agreement (CBA). She highlighted that doing so would also better position the University in faculty recruitment efforts in a highly competitive field. Dr. Pinkstaff added that promoting physical therapy education to the department level at the University would also support President Szymanski’s and the University’s goals for MEDNexus. She stated that the proposal is supported by the Clinical and Applied Movement Sciences Faculty, the Faculty Association, the Dean of the Brooks College of Health, the SACS-accreditation liaison, the Dean of the Graduate School, the Provost and the President.

Chair Hyde asked for confirmation as to whether the only additional cost associated with promoting Physical Therapy to the department level would be additional costs for the chair, and that other faculty-

associated and resource costs would remain the same. Dr. Pinkstaff confirmed this was the case. There being no additional questions, Trustee Egan asked for a MOTION to APPROVE. Trustee White made a MOTION to APPROVE, and Trustee Lazzara SECONDED. The proposed reorganization of the Department of Clinical and Applied

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Movement Sciences and the establishment of a Department of Physical Therapy was approved unanimously by the Committee.

## Item 6 Committee Approval of Faculty Tenure Recommendations

Provost Patterson provided an overview of the tenure process.   This included a power point presentation which addressed the following topics:   Tenure;  Teaching Faculty Appointment Categories; the Tenure Timeline; What Goes into a Tenure Dossier; the Tenure Review Process, Review Steps; Criteria for Promotion and Tenure; Evidence or Documentation; and Adjudication of Negative Decisions.  She noted that tenure is awarded to a faculty member based upon his or her demonstration of excellence in teaching, excellence in scholarship, and continuing meaningful contribution in service.  The Provost also noted that the Office of Faculty Excellence conducts workshops, trainings, and other events to contribute to the ongoing development and success of faculty and candidates for tenure.

Chair Egan asked for additional information about the criteria for excellence in research.  For instance, is there a metric, such as a certain number of publications in multiple journals or a fewer number of publications in more significant journals. Provost Patterson stated that it varies, for example, when one is a new faculty member, he or she will not likely have multiple articles published, but the department would want to see several submissions of articles to publications. She also noted that reviewers would want to see progress from the first to second year which indicates that candidates have noted and applied feedback and have made progress in meaningful ways. The

**Item 6                             Committee Approval of Faculty Tenure Recommendations**

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Provost stated that there can be different criteria for different fields, noting that for those in engineering, for example, there might be an expectation of grant funding.

Chair Egan asked if there is an advisor or mentor for those seeking tenure. Provost Patterson stated that each department chair is asked to assign a mentor to a faculty member and there are other mentoring opportunities for faculty. Trustee White added that each department has the opportunity to develop Department guidelines for promotion and tenure which further define the criteria of excellence for that discipline.

Provost Patterson then presented the President’s Tenure Recommendations for FY 2020-2021.  This included a slate of ten candidates recommended for Tenure and one candidate not recommended for Tenure.

Chair Egan asked if there were any additional questions. There being none, Chair Egan asked for a MOTION to APPROVE the Tenure Recommendations for FY 2020-2021 as proposed. CHAIR HYDE made a MOTION to ADOPT and APPROVE the recommendations of the President regarding the award of tenure as reflected in the slate of candidates the Provost had presented and Trustee White SECONDED. The President’s Tenure Recommendations for FY 2020-2021 were unanimously adopted and approved by the Committee.

## Item 7 2021 Florida Equity Report

Ms. Marlynn Jones, Director of the Office of Equal Opportunity and Inclusion, presented the 2021 Florida Equity Report. Ms. Jones began by referencing data of the available populations for students and percentages of White, Black, Hispanic, Asian students and students of two or more races within the Jacksonville population and percentages of these students for Florida’s college-age population. She noted that the University is on target, with regard to its recruitment of Asian and Hispanic students, but that the University continues to have a challenge with the enrollment of Black students, as Black students comprise 11.4% of the University’s student body, whereas Black individuals represent 31% of the Jacksonville population.

Ms. Jones stated that, from 2019-2020, minority representation for first-year college students saw slight gains, with the largest increases in the Hispanic student population. She relayed that, when looking at the five-year period from 2015-2020, the number of Asian students increased from 64 to 142 (representing a 121.9% increase), while the number of Hispanic students grew (representing a 153.3% increase) as the number of Hispanic students increased from 167 to 423. Ms. Jones stated that the number of enrolled Black students went from 90 to 298, which was equivalent to 231%.

Ms. Jones noted that the University has continued to increase targeted populations through minority high-school programs, working to make sure that UNF is considered a first-choice option for college students. Ms. Jones remarked that the number of students from these targeted populations, transferring to UNF from Florida community colleges

with associate degrees, saw significant decreases – 33.4% over the last five years. She stated that this has been the case for students from each of these groups, except Hispanic students for whom the transfer rates have remained the same. Ms. Jones stated that these decreases in transfer rates were in large part due to enrollment decreases for Florida community colleges. Ms. Jones stated that the number

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Ms. Jones stated that the number of doctoral degrees awarded went from 49 in the 2014-2015 school year to 165 in the 2019-2020 school year. She noted that Black and Asian students represented 19.4% and 8.5% of those students respectively. Ms. Jones stated that the number of Hispanic doctoral students decreased – from 9.7% in the 2018-2019 to 4.2% in the 2019-2020 year. She highlighted, that the University has increased the number of Black, Asian and Hispanic students receiving master’s degrees and that the number of Black students receiving undergraduate degrees has decreased, even though the number of enrolled Black students has increased.

Ms. Jones next focused on UNF Athletics, stating that the University has 19 athletic teams whose members have a 3.0 or higher GPA. She stated that this had been the case for nine consecutive academic years (and that the average GPA for the department for this year was a 3.49). Ms. Jones relayed that 80% of UNF student-athletes earned ASUN Conference All-Academic Honors. Ms. Jones reminded the Committee that the March 2020 Coronavirus pandemic canceled the following sports seasons: Baseball, Beach Volleyball, Men’s and Women’s Golf, Men’s and Women’s Tennis and Men’s and Women’s Outdoor Track & Field. She emphasized that championships and accompanying accolades were not awarded for these sports teams at all during this time. She contrasted that, prior to the pandemic, the UNF Men’s Basketball team had won the regular season championship and Coach Matthew Driscoll had been named Coach of the Year. She also highlighted that seven freshman received all-freshman selections.

Ms. Jones spoke of some remaining compliance concerns, which included needing to elevate graduate assistant/OPS positions (Men’s and Women’s Tennis Assistant Coaches) to full-time coaching positions. She also noted that the softball bleachers were completed but that the covered batting cages remain a need and that the cultivation of donors for that project has been ongoing.

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Ms. Jones stated that in terms of Title IX compliance, the University continues to meet proportionality, as it offers female participation opportunities that are within one percentage point of the University’s female undergraduate populations. Ms. Jones referenced the new

five- court Beach Volleyball Complex that had been completed in 2019-2020 and the Aquatics Center for which the University has broken ground, with an anticipated completion date of Summer 2021.

Ms. Jones next focused on employment, noting that the University has continued to make gains with the number of minority tenured faculty (Asian and Hispanic faculty), but that the number of Black tenured faculty members has decreased. She noted that female non-tenured faculty has grown by 58.5% over the five-year period, and that the number of female-tenured faculty has decreased by 10% during this time. She stated that the percentage of male faculty members remained the same, but the number of female faculty members has decreased. Ms. Jones highlighted that the University continues to receive recognition by *Insight into Diversity* magazine, with its Higher Education Excellence in Diversity (HEED) award and that it has been named a university champion. Ms. Jones stated that an analysis of the employment and selective systems indicates that there are no discriminatory factors in the University's processes and in the way that it selects faculty, administrative and managerial staff.

Ms. Jones concluded her presentation on the Report, noting that

the participation in the University’s tenure process has included all minority groups in all UNF Colleges and that challenges remain with recruiting minority faculty of color.

Chair Egan asked how the University can change its statistics. Ms. Jones relayed that the University, through Vice President Meyer and Ms. Cruess, Director and Co-chair of the Commission on Diversity (CODI) and Inclusion, has developed a university equity plan to focus on this. She noted that one conclusion of CODI’s research has been that

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minority faculty are highly sought after and sometimes the University’s salaries have been a deterrent (-as R1 institutions, for example, are able to offer higher salaries). The University is working to showcase what it, Jacksonville, and the North Florida region have to

offer. Vice President Meyer also stated that the University has been reviewing its recruitment and search committee processes and stated that members of CODI have been able to meet with candidates, highlighting what the University has to offer and answering questions. Vice President Meyer also reminded the Committee that the University is working to implement the University’s five-year Strategic Plan for Inclusive Excellence, which will guide the University on recruitment and retention of faculty, staff and students.

Chair Egan asked regarding the SUS 2019 data that was used – whether that was the last report that had been done by the SUS or whether that was simply used as the benchmark for Equity Report. Ms. Jones clarified that the referenced data reflected the data that had most recently been published. She and Vice President Meyer also stated the State University System is launching a new interactive dashboard in September.

Trustee McElroy suggested that, in future reports, it would be helpful to include Jacksonville MSA data, as the University supports this broader area. Trustee McElroy also noted that the Board focuses frequently on preferred and targeted (particularly STEM) majors. He stated that a report on the numbers by the state’s targeted majors could be helpful. Vice President Coleman stated that his staff would prepare and distribute that information to the Board of Trustees. There being no additional questions, Chair Egan asked for a MOTION to APPROVE**.** Chair Hyde made a MOTION to APPROVE and Trustee Joost SECONDED. The 2021 Florida Equity Report was unanimously approved by the Committee.

## Item 8 Update on the *Informed Osprey* Program

Dean Andrea Adams-Manning provided an update to the Committee on the *Informed Osprey* program. She recapped that the overall goal of the project has been to bring together University resources to develop

an online, comprehensive training/awareness program for UNF students to assist with the University obligations under federal (Title IX) and state law (including Board of Governors’ regulations) with respect to hazing-prevention programming; alcohol, drug and mental health education, diversity and inclusionandother important areas. She stated that the project has also addressed providing a platform for the University’s Student Conduct Code. Dean Adams-Manning also reminded the Board that the program had been launched in December 2020 for the Spring 2021 semester and was relaunched in Summer 2021 and Fall 2021 to capture students’ participation as they enroll at the University. Dean Adams-Manning noted that the January report to the Committee had referenced that completion rates were not as high as the University would prefer and that the team had identified mechanisms it needs to focus on increasing completion rates and educational opportunities for the University’s students.

Dean Adams-Manning informed the Committee that the team has now entered phase II of the project. She relayed in Spring 2021, the *Informed Osprey* program had partnered with UNF’s mental health counseling interns and its PERCH program to offer face-to-face training on topics such as mental health, Title IX and alcohol and drug use. She also advised that the University has begun offering a live orientation session from the Dean of Students office which focuses on the UNF culture, the University’s expectations, its policies and procedures (as well as topics such as Title IX, sexual misconduct, student safety, alcohol and drug use, the Clery Act, the Code of Conduct, and where students can report issues of concern and seek assistance). She noted that, in the orientation sessions, students are advised that completion of the *Informed Ospreys* program is mandatory. Dean Adams-Manning stated that the University is also incentivizing completion with gift cards to the UNF Bookstore, once students have finished training

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modules. She added that students’ academic advisors also remind students that they need to complete the program.

Dean Adams-Manning relayed that staff is enhancing these elements

of the program, to ensure that the University is addressing the most fundamental parts of the program (Campus Safety and Awareness, UNF Polices and Regulations, Culture of Care, the University’s expectations, Title IX, Bystander training, State Laws and Regulations, Campus Resources, where students can get assistance and Reporting Concerns and Violations), within one-hour of students’ orientation sessions. (She noted that this element of the program will start in Spring 2022.) Dr. Adams-Manning stated that students would then complete the remainder of the training modules (Hazing Prevention 101, Sexual Violence Prevention, Bystander Intervention, Alcohol and other Drugs, Diversity Awareness, Creating a Respectful Campus for LGBTQ+, Sensitivity Awareness and Mental Health Awareness) online. Dean Adams-Manning relayed that the in-person orientation sessions allow the University to provide this in-person training to 99% of incoming students immediately.

Chair Egan asked about the current completion rate for the program. Dean Adams-Manning relayed that, 40% of the incoming student population completed the online training modules for the Spring 2021, Summer 2021 and Fall 2021. However, the Fall 2021 incoming student population was receiving an additional live orientation session on the topic of Campus Safety and Awareness. She stated that to support increased completion rates, for Spring 2022, the University is likely going to put holds on students’ accounts so that they will need to complete the program prior to registering for classes. Associate Vice President and Chief Compliance Office Campbell added that the first phase of the program was on implementation. She highlighted that the University is now in phase II of the program, refining not only how the University has students engage with the program, but also training topics. She stated that the University is balancing the need to identify

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the best methods of delivering the programming with possible effects on enrollment and metrics that potential holds on students’

accounts might have. She relayed that the University is continuing to gather data on students’ engagement with the program (-which

students are engaging and why they are engaging) to determine any potential barriers to students’ engagement prior to their arrival on campus. Dean Adams-Manning also stated that she is liaising with her State University System counterparts to see which are providing campus safety educational programs, what platforms are being used, what programs are mandatory, an who is using registration holds to ensure completion. She added that the University is leading in terms of providing a comprehensive educational on-boarding program.

## Item 9 Adjournment

Chair Egan asked the Committee if it had any additional questions or matters to bring to the Committee. There being none, she concluded the meeting at 9:18 a.m.