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Responses to the Recommendations and Suggestions of the Report of the Reaffirmation Committee of the Southern Association of Colleges and Schools

University of North Florida

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**Response to the Report of the
Reaffirmation Committee of the
Southern Association of
Colleges and Schools**

UNIVERSITY OF NORTH FLORIDA
October, 1989

RESPONSES TO THE RECOMMENDATIONS AND SUGGESTIONS

of the

REPORT OF THE REAFFIRMATION COMMITTEE

of the

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Dr. Joe B. Ezell, Chairman

submitted by the

UNIVERSITY OF NORTH FLORIDA

Dr. Adam W. Herbert, President

12 October 1989

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SUMMARY OF UNIVERSITY RESPONSES TO REAFFIRMATION COMMITTEE
RECOMMENDATIONS AND SUGGESTIONS

<u>RECOMMENDATION</u>	<u>UNIVERSITY RESPONSE</u>	<u>IMPLEMENTATION DATE</u>
1.	Accept	August 1990
2.	Accept	August 1990
3.	Accept	May 1990
4.	Accept	July 2, 1990
5.	Accept	July 2, 1990
6.	Accept	October 1989
7.	Accept	December 1, 1989
8.	Accept	Implemented
9.	Accept	May 1, 1990
10.	Accept	July 2, 1990
11.	Accept	August 1990
12.	Accept	December 1989

<u>SUGGESTION</u>	<u>UNIVERSITY RESPONSE</u>	<u>IMPLEMENTATION DATE</u>
1.	Accept	Implemented
2.	Accept	Implemented
3.	Accept	Implemented
4.	Accept	August 1990
5.	Accept	December 1, 1989
6.	Accept	December 1989
7.	Accept	May 1, 1990
8.	Accept	March 1, 1990
9.	Accept	May 1, 1990
10.	Accept	November 1989
11.	Accept	December 1, 1989
12.	Accept	March 30, 1990
13.	Accept	January 1990
14.	Accept	January 16, 1990
15.	Accept	March 1, 1990
16.	Accept	Implemented
17.	Accept	January 1990
18.	Accept	January 1990
19.	Accept	Implemented
20.	Accept	Implemented
21.	Accept	April 30, 1990
22.	Accept	Implemented
23.	Accept	May 1, 1990
24.	Accept	Implemented
25.	Accept	Implemented
26.	Accept	December 1989
27.	Accept	May 1990
28.	Accept	Implemented
29.	Accept	December 1989

SUGGESTIONUNIVERSITY RESPONSEIMPLEMENTATION DATE

30.	Accept	Implemented
31.	Accept	December 1, 1989
32.	Accept	Implemented
33.	Accept	May 1990
34.	Accept	Implemented
35.	Accept	May 1990
36.	Accept	May 1990
37.	Accept	Implemented
38.	Accept	April 30, 1990
39.	Accept	Implemented
40.	Accept	Implemented

RECOMMENDATIONS

1. The University should set in place a planning and evaluation process which demonstrates that the institution's purpose and role are being facilitated.

University Response: With the beginning of the 1990-1991 academic year, the University will have in place a more extensive planning and evaluation process. Toward that objective, two continuous activities are taking place during the current academic year. First, the President has initiated a University Management By Objectives process. This year it required the identification of goals and objectives at the presidential [which are listed in Attachment A] and vice presidential levels (divisional). These identified goals and objectives, which were developed initially at the operating unit (departmental) level, contribute to the fulfillment of the University's mission.

Following the approval of divisional goals and objectives, the University's Executive Staff made appropriate budget allocations which should allow each division to accomplish its goals and objectives.

To ensure that each division obtains the available space resources essential to meet its objectives, a space committee consisting of the Executive Staff and the Executive Assistant to the President has been established. It will review all space requests and make recommendations as appropriate.

Throughout the academic year, the attainment of divisional goals will be monitored by the appropriate administrators and reviewed by the vice presidents and Executive Staff. The university wide goals and objectives and the review process itself will be evaluated during Leadership Conferences, which bring together all University administrators from the president through each operating unit head.

While this process deals only with the current academic year, it will relate directly to the second on-going activity, the development of a comprehensive planning and evaluation process that is addressed in the response to recommendation two below.

2. The University should develop and implement a comprehensive, broad based, continuous planning and evaluation process which supports the institution's role and purpose and determines how effective the institution is in fulfilling its mission.

University Response: By August 1990 the University will have in place a more extensive, continuing planning and evaluation process which supports the institution's role and purpose and determines how effective the institution is in fulfilling its mission.

The process implemented during the current academic year (addressed in response to recommendation 1 above), will provide the opportunity for every University unit (academic and support) to have input into the development of a more comprehensive, broad based, continuous planning and evaluation process than is currently in place.

By responding to the goals and objectives established for the 1989-1990 academic year, each member of the University community will have the opportunity to assist in determining the role and scope that his/her unit will have in fulfilling the University mission and to identify the budgeting and space allocations necessary to meet that objective. Once each unit determines its role and needs, they will be reviewed by appropriate University managers through the vice presidential level and discussed at meetings of the Leadership Conference.

Simultaneously, the University's Administration and Planning division is developing an evaluation process for assessing the current year's goals and objectives and for assessing the efficacy of the participatory process itself. In April 1990, that evaluation is scheduled to be administered. Its results will be reviewed by the Executive Staff during the summer of 1990 with the objective of having a more complete process in place for the start of the 1990-1991 academic year.

3. Electives should be provided for majors in elementary education and in music education.

University Response: Elementary Education majors have the opportunity to select between 11 and 20 semester hours of electives during their four year period of studies. The range in the number of elective hours stems from differences in the University's general education program for native freshman and sophomore students and the general education requirements for community college transfer students. [Both programs of study are illustrated in Attachment B.]

A committee to be appointed by the Deans of the Colleges of Arts and Sciences and Education and Human Services will make recommendations by May 1, 1990 regarding the issue of electives for students in the Music Education program. [The current Music Education program of study for transfer

students is shown on Attachment C and requires in excess of 150 hours.]

4. **Consistent with the visiting committee recommendation on institutional effectiveness, the University should take measures to determine the effectiveness of instruction through an institution-wide evaluation process.**

University Response: The University currently has in place a mechanism for assessing the teaching effectiveness of individual faculty members. By July 2, 1990 the Faculty Association will make recommendations to the Vice President for Academic Affairs regarding the need for additional measures to determine the effectiveness of instruction through an institution-wide evaluation process.

5. **The University should restudy the structure and function of the Graduate Council and its place in the formal University governance. The University should study the administrative structure with a view to providing more efficient and effective oversight and supervision for graduate programs.**

University Response: By July 2, 1990 the Associate Vice President for Academic Affairs (who is currently in charge of the University's graduate programs), in conjunction with the Graduate Council, will have completed a study of these issues. Recommendations will be forwarded to the Vice President for Academic Affairs for implementation by that date.

6. **All continuing education programs and courses, both credit and non-credit, should be regularly evaluated, and should be carefully examined as part of the institutional planning and evaluation process.**

University Response: The Dean of Continuing Education has authorized an existing committee (Continuing Education Faculty Development Committee) to evaluate the Division's non-credit offerings with respect to their consistency with the University's mission. This committee will evaluate off-campus non-credit offerings for appropriateness and feasibility of their continuance. Off-campus credit courses, offered through Continuing Education, will continue to be regularly evaluated by the Deans of the colleges. [See Attachment D.]

Through the planning process described in response to Recommendation 1, the Dean of Continuing Education participates in the university-wide planning and evaluation process.

7. The University should establish an orderly process for validating the credentials of faculty with official transcripts and other appropriate documents.

University Response: The University currently does validate the credentials of all new faculty. By December 1, 1989, the Vice President for Academic Affairs will determine whether a more effective and orderly process for validating the credentials of all faculty can be implemented before new faculty are hired for 1990-91. [See Attachment E.]

8. At least 40 percent of the course credit hours taught above the associate degree level in each of the specified areas in the Criteria should be taught by faculty members holding the terminal degree, usually the earned doctorate in their teaching field.

University Response: Beginning with Fall Semester 1989, the Vice President for Academic Affairs requires all department chairs to certify that at least 40% of the courses taught above the associate degree level are being taught by faculty with the appropriate terminal degree. In the absence of such certification, appropriate justifications are required and exceptions must be approved by the Vice President for Academic Affairs. [See Attachment E.]

9. An evaluation process should be initiated for services and programs in the student development area in keeping with and as a part of the expected new planning process recommended in Section III of this report.

University Response: The University is currently in the process of hiring a new Vice President for Student Affairs. The successful applicant must have experience in planning and evaluating student development services. By May 1, 1990, he or she will be expected to develop a planning process that will become an integral part of the planning and evaluation process addressed in the university response to recommendations 1 and 2 above.

10. An official document should be published for non-faculty personnel of the University which at a minimum defines the duties and responsibilities of the administrative officers, patterns of institutional organization and government, statements governing employment security, due process and other institutional policies and procedures that affect non-faculty employees.

University Response: By July 2, 1990 the Director of Human Resources will issue a Human Resources Handbook which includes all the materials suggested by the SACS Visiting Committee.

11. A University-wide space allocation plan for both current and future University facilities based on present and projected enrollments should be developed and maintained. This plan should include educational spaces, faculty and academic support offices and special learning areas (e.g. music practice rooms; learning labs and student/faculty research labs.)

University Response: As part of the planning and evaluation process outlined in the responses to recommendations one and two, a space allocation plan will be developed by the beginning of the 1990-1991 academic year for both present and projected enrollments. The newly established UNF Space Committee will develop the plan.

12. The University should give immediate attention to evaluating and correcting deficiencies related to the safety of the environment in the biology and chemistry laboratories and the storage rooms utilized for the storage of both inorganic and organic chemicals. Particular attention should be paid to the installation of an adequate number of fume hoods in all laboratories that require the use of volatile compounds and compounds which emit dangerous and/or toxic vapors.

University Response: The completion of the remodeling of the Natural Sciences Building (by December 1, 1989) will insure that the biology and chemistry laboratories and their associated storage rooms satisfy environmental safety requirements. Fume hoods are being installed in all appropriate laboratories.

SUGGESTIONS

1. **The revised statement of purpose should be reflected in upcoming publications.**

University Response: Effective Fall 1989 the Office of University Relations is responsible for assuring that a statement of institutional purpose will be contained in all appropriate upcoming publications (also see suggestion #3 below).

2. **The University should identify and clarify for all constituencies what is meant by "experiential learning".**

University Response: A statement clearly identifying "experiential learning" is found in the University Catalog and in brochures describing the Center for Experiential Learning and the Cooperative Education program, each of which is widely distributed to faculty, students and employers. [See Attachment F.]

At the University of North Florida, "experiential learning" is an educational program providing students with a variety of experiences that will enhance their personal, social and career development. These programs include: Cooperative Education, Internships, Volunteer Experience, Travel Abroad, Academic Credit Assessment Information (CLEP) and Practicum Experience.

3. **The committee found that many publications distributed by the Admissions Office offered rather sketchy descriptions of programs and facilities, and too often portrayed these resources in a superficial manner. These deficiencies should be corrected.**

University Response: In July 1989, the University began addressing the issue of image as portrayed in recruitment publications. The process includes the development of a comprehensive series of publications to provide more in-depth information about programs and facilities. The series will be developed in a centralized manner to insure consistency in copy, graphics and overall quality of design. Funding for this series has been allocated by the University's central administration.

4. The University should monitor carefully the grading procedures in the College of Education and Human Services.

University Response: By the beginning of the 1990 academic year, the College of Education and Human Services will have in place procedures for monitoring its grading practices.

To achieve that goal the Dean of the College of Education and Human Services charged (in September 1989) the College's Educational Programs Working Committee to design procedures for the monitoring of grading practices. These procedures will be presented for the consideration of the College faculty by April 1990.

5. The [natural science] laboratories are very small and provide limited work space for students when filled to capacity. This should be corrected.

University Response: The remodeling of the Natural Sciences Building will be completed by December 1, 1989. This will alleviate the overcrowding of student laboratory work space.

6. It appears that some of the science laboratories are in need of equipment upgrade. The committee suggests that attention be given to these deficiencies as soon as possible.

University Response: A special 1989-1990 commitment of \$132,000 will permit a substantial equipment upgrade in the Natural Sciences laboratories. Furthermore, the chemistry faculty has given first priority to two major pieces of equipment recommended by the American Chemical Society for undergraduate chemistry programs, an NMR spectrometer (ca. \$135,000) and a mass spectrometer (ca. \$50,000). In addition, the science programs will benefit from increased general OCO and Scientific and Technical OCO allocations made to the University in 1989-90.

7. In the Department of Music, allied programs should be developed to broaden the scope of the American Music Program.

University Response: By May 1, 1990 the Dean of the College of Arts and Sciences will present to the Vice President for Academic Affairs a plan to broaden the scope of the American Music Program.

8. There is a need to study the differential criteria for teaching masters and doctoral courses and for formalizing

and publishing the procedures for granting graduate faculty status.

University Response: By March 1, 1990 the Graduate Council will make recommendations to the University's Faculty Association concerning differential criteria for teaching masters and doctoral courses. Upon approval by the Faculty Association and contingent upon acceptance by the President, the administration will provide for the publication and distribution of these criteria.

9. The academic wing of the University should investigate the efficacy of co-listing graduate and undergraduate courses with the goal of providing valid graduate experiences to meet the needs of students in courses with typically low enrollments.

University Response: By May 1, 1990, the Faculty Association's Academic Standards Committee will make recommendations to the Faculty Association to assure that co-listed courses provide graduate students with appropriate graduate experiences.

10. The University [Graduate Council] should examine the resources -- particularly time -- available for support of scholarly activity and advanced professional training, a sharp increase in resources being the overriding goal.

University Response: The Office of Academic Affairs earmarked \$50,000 in supplemental funding for Faculty Development during the 1989-1990 academic year. With input from the faculty, guidelines for the allocation of the funds will be determined and implemented in November, 1989. Deans are also now permitted to retain all unused salary dollars for such purposes.

By March 30, 1990 the Graduate Council will examine the University's resource base and make recommendations to the Vice President for Academic Affairs regarding alternative methods to increase resources to support faculty scholarly activities.

11. The visiting committee suggests that the Graduate Council be involved in the planning process for new and expanded programs in the development of the plan for evaluating the existing and new programs. In developing the evaluation plan, consideration needs to be given not only to the present activities that include program reviews, teaching evaluation and sporadic faculty and alumni surveys, but also

to departmentally specified student outcomes and systematic surveys of students, faculty, alumni and employers.

University Response: By December 1, 1989 the Graduate Council will make recommendations to the Vice President for Academic Affairs regarding its role in the University's planning and evaluation process as discussed in the responses to recommendations 1 and 2 above.

12. The Graduate Council should examine policies governing completion of graduate programs to determine the appropriateness and efficacy of residency requirements and specified time limits for completion in all programs.

University Response: By March 30, 1990 the Graduate Council will make recommendations to the University's Faculty Association regarding the appropriateness and efficacy of residency requirements and specified time limits for completion of all programs.

13. The committee believes that the institution's process for recruiting and appointing faculty, in its entirety should be included in the Faculty Handbook.

University Response: The new Faculty Handbook, scheduled for January 1990 publication, will include a summary of the process for recruiting and appointing faculty. An appropriate reference will be given that indicates that the complete guidelines are contained in the Search and Screening Manual.

14. The institution should maintain an easily accessible list of faculty that contains documentation of qualifications which substitute for the doctorate.

University Response: By January 16, 1990 each College Dean will establish a faculty file that contains documentation of qualifications which substitute for the doctorate.

15. The institution should clearly define and publish eligibility requirements for faculty teaching graduate courses.

University Response: Appropriate recommendations will be made by March 1, 1990 (see the response to suggestion # 8).

16. The committee suggests that UNF academic administrators give careful consideration to communicating clearly to all faculty the criteria employed for granting salary increases.

University Response: The Vice President for Academic Affairs instructed each College Dean to have their chairpersons review the merit pay criteria with their faculty at the first department meeting of the 1989-1990 academic year. This will be done during the fall term of each new academic year.

17. It would be highly desirable to include the full text of the State University System policy concerning academic freedom in the next Faculty Handbook.

University Response: The next edition of the Faculty Handbook, scheduled for publication in January 1990, will contain the full text of the State University System policy statement on academic freedom.

18. It would be extremely desirable to include the procedure for terminating faculty members for cause in the next edition of the UNF Faculty Handbook.

University Response: The next edition of the Faculty Handbook, scheduled for publication in January 1990, will contain a statement on the procedure for terminating faculty members for cause.

19. The committee suggests, as has already been emphasized in 4.2 Graduate Program, that UNF give careful consideration to increasing the level of financial support for professional growth activities of its faculty.

University Response: Substantial increases in operating expense monies have been allocated to the colleges in 1989-90. In addition, the Office of Academic Affairs has set aside \$50,000 for faculty development and professional growth during the 1989-90 academic year. These dollars will be awarded on a competitive basis. (See also response to suggestion 10 above.) [See Attachment G.]

20. Wherever possible standing institutional committees should be encouraged to carry out their responsibilities unless clear and convincing reasons exist to employ alternative procedures, such as ad hoc committees. In such instances, where ad hoc committees are employed, involvement of the Faculty Association should be a high priority.

University Response: The University's administration is committed to the use of the existing University governance structure wherever possible. Full involvement of the Faculty Association is a high priority.

21. UNF should consider distributing to all part time faculty all appropriate University, college and departmental policies and procedures that affect the performance of their duties.

University Response: By April 30, 1990 each college dean will develop an appropriate manual for part time faculty in his/her college.

22. The committee strongly suggests that the library extend its hours so that it is accessible for students after the last evening class has been taught.

University Response: Effective with the 1989-1990 academic year, the Thomas G. Carpenter Library extended its evening hours from 10 PM to 11 PM Sunday through Thursday. Moreover, during the last week of classes and throughout the administration of final examinations, hours have been extended until 2 AM. These additional hours make the facility more accessible to evening class students.

23. The committee supports the conclusions reached by the Self Study Committee regarding computer services and suggests that action be taken on them.

University Response: The Director of Computing Services will address by May 1990 the following suggestions made by the University Self Study Committee [following consultation with the Academic Computing Policy and Planning Committee (ACPPC) and the Information Resource Planning and Advisory Council (IRPAC)]:

1. To achieve better balance in providing computer services between the administrative and I & R areas, the ACPPC should have greater authority than simple recommendation, accomplished through direct representation on the IRPA Council.
2. The allocation of personnel within the Department of Computing Services should be examined to provide greater support for campus wide I & R and consulting needs. The problem will be exacerbated when each faculty member receives his/her personal computer during the 1988-89 academic year.

3. The Department of Computing Services should be provided with enough support, even if temporary, to bring administration software systems into a better state of documentation.

4. To meet long term trends, the University should begin to equip classrooms with computer technology: network hookups, instructor workstations and video projectors.

In its report due on May 1, 1990 the University General Education Committee will make a recommendation regarding the following visiting committee suggestion: Because Florida law requires high school graduates be computer "literate," the University should follow up by requiring a basic computer course in the core curriculum.

24. The committee suggests that planning for computer support be integrated into the University's planning and budgeting process with the priorities for computer use and other policies being regularly communicated to the University community.

University Response: Beginning with the 1989-1990 academic year, the Academic Computing Policy and Planning Committee (ACPPC) and the Information Resource Planning and Advisory Committee (IRPAC) will make recommendations to the University's Executive Staff regarding computing activities.

25. The committee also suggests that the functionality of the MS-DOS computers in the Computer Services Lab be enhanced with additional printing capabilities and by providing the capability of running commonly used software on all machines.

University Response: The Director of Computer Services will network additional software and output devices as resources and capacity permit.

26. It is suggested that the institution provide a statement concerning the role and control of student publications and other media.

University Response: During the fall semester 1989 the administration will act upon the recommendations made by the Ad Hoc Committee on the Student Press in July 1989. These recommendations are found in attachment H.

27. Due to the increased number of younger students, it is suggested that the role of the Wellness Center be reassessed with the intent of providing more services for younger students.

University Response: During the 1990 spring semester, a survey of all UNF students will be undertaken to determine how effectively the Wellness Center is meeting the needs of the student body and what new needs have developed from the advent of lower division and the opening of more traditional housing on campus for 250 students. The needs assessment will be used to gather formal data to supplement the on-going collection of information and observations made by the Wellness Center staff.

28. The committee suggests that the institution review the current procedure for allocating resources and seek more effective and collegial ways of managing this important process. It is also suggested that in such a review of the allocation process the allocations for instruction and for academic and institutional support be given special attention.

University Response: Beginning with the 1989-1990 academic year, all resource allocations were made in a collegial and open manner. A budget committee, chaired by the Interim Vice President for Academic Affairs, was established to recommend budget priorities and expenditures to the president and executive staff. Deans and unit heads participated fully in the allocation process to ensure that appropriate academic and institutional support was provided.

29. It is suggested that the institution review the evaluation procedure for administrators to determine if it could be made more effective.

University Response: By December 1, 1989 the Faculty Affairs Committee of the Faculty Association will make recommendations regarding the possible improvement of the current process for evaluating administrators.

30. It is suggested that the new president's approach to more open communications be pursued at all levels of the University administration with the intent of strengthening faculty and staff morale and building a stronger commitment of all University personnel to the institution and its mission and goals.

University Response: The administration is committed to the continuous implementation of this suggestion by making

open communications a primary goal of all administrative officers. For example, the budget process has been modified to ensure that appropriate authority is vested in those with the responsibility to manage by providing complete and thorough information. The Leadership Conferences also facilitate a significantly greater level of participation in the University's policy formulation and executive processes.

31. **The organization chart should be modified to incorporate recent changes in titles and organization.**

University Response: By December 1, 1989 the University organization chart will be modified to reflect recent administrative changes. It will then be distributed to all administrative units.

32. **It would be appropriate to have a University administrator designated to monitor periodically the effectiveness of the lay advisory committees.**

University Response: The responsibility of monitoring the activities of the University's lay advisory committees is now handled by the Office of University Relations and Development. Beginning with the 1989-1990 academic year, the Vice President for Academic Affairs will ensure that any issues relating to the academic quality of programs are carefully monitored and considered.

33. **The administrative organization of the University should be reflected in college publications as soon as possible.**

University Response: This suggestion will be implemented during the 1989-90 academic year.

34. **It is strongly suggested that an internal budget planning process be put in place that is based on a clearly defined program plan to include program priorities. Resources should be allocated in accordance with this plan, which should relate to the overall University planning process.**

University Response: Beginning with the 1989-1990 academic year budget, resources were allocated in accordance with a program plan and all appropriate University officers participated in the budgetary planning process.

35. **Since no official financial report for UNF is published by the Auditor General, it is suggested that the financial**

staff adequately disclose these practices in its published financial statements.

University Response: This suggestion will be taken into consideration when the 1988-89 financial report is prepared for publication.

36. It is suggested that UNF's Internal Audit Department utilize a risk assessment methodology when developing its annual audit plan.

University Response: During the 1989-90 academic year, the University's Internal Audit Department will examine the feasibility of incorporating risk assessment methodology into its annual audit plan. Such an action must be consistent with the policies and audit standards established by the State University System of Florida.

37. It is suggested that a uniform and consistent method of reporting financial data be adopted and that comparisons be made with peer institutions as part of the management reporting system.

University Response: During the 1987-1988 fiscal year, the Board of Regents began publishing the financial statements of the institutions within the State University System. These statements form the basis for maintaining consistency in reporting and for comparisons deemed by management to be useful in financial decision making.

38. It is suggested that a single long range plan be developed for buildings, grounds and equipment maintenance.

University Response: Currently the University has a comprehensive maintenance plan for all equipment, building systems, custodial services, preventative maintenance on irrigation, pumps, etc., and deferred maintenance. By April 30, 1990 routine grounds functions will be incorporated into this computer based system.

39. A single comprehensive plan for campus security and safety is lacking. It is suggested that such a plan be prepared, regularly evaluated and published in a proper manner.

University Response: In September 1989 the Director of Campus Security issued a comprehensive UNF Emergency Operations Plan. The information contained therein will be regularly reviewed by the University Environmental Health and Safety Committee.

40. It is suggested that UNF maintain updated space deficiency reports so that management is assured that renovation and construction projects are in keeping with justifiable space needs.

University Response: In September 1989 the University developed a space utilization report form to reflect space and student utilization data for all instructional purposes. These data, along with the official space utilization report released annually by the Board of Regents Office, will form the basis for evaluating future renovation and new construction projects.

ATTACHMENT A

UNIVERSITY OF NORTH FLORIDA

1989-90 University Level Objectives

1. Decentralize UNF budget operations and enhance managerial accountability;
2. Implement a revised general education curriculum;
3. Develop a UNF faculty development plan;
4. Implement all new degree programs approved by the Board of Regents;
5. Enhance residential life operations;
6. Improve institutional communications with prospective as well as currently enrolled students and with recognized student groups;
7. Review and more effectively implement the University affirmative action plan;
8. Develop an enrollment growth plan and the related implementation strategy;
9. Increase the total dollars awarded for contract and grant activities by 10%
10. Complete Phase I of the campus road system;
11. Complete all capital construction projects on time and within budget;
12. Enhance accountability for state resources by increasing the number, and quality of internal audits, and by responding to all internal and external audit findings in a timely fashion;
13. Maintain the appearance of and protect the total campus physical environment;
14. Increase the number and amount of external development gifts and contributions;
15. Develop a five-year intercollegiate athletics plan;
16. Develop and commence implementation of a University marketing plan;
17. Complete steps required to transfer the Research and Development Park to the UNF Foundation.

ATTACHMENT B

UNIVERSITY OF NORTH FLORIDA
College of Education and Human Services

Elementary Education
(UNF native students)

General Education (41 hours)

- 6 sh English Composition
- 6 sh Mathematics (Coursework must be at the level of College Algebra or higher (College Algebra, MAE 3810) and must be completed with a grade of "C" or higher.)
- 6 sh Literature (LIT 2110, LIT 3932)
- 8 sh Natural Science (with laboratory)
- 9 sh Humanities (EUH 1000, EUH 1001, PHI 2010)
- 3 sh Social Science (PSY 2012,)
- 3 sh Applied Fine Arts (ARH 3000)

Core Requirements (30 hours)

Lower Division

- 3 sh EDF 2002 Introduction to Education
- 3 sh MUT 1011 Music Foundations
- 3 sh DEP 3004 Human Development
- 3 sh DEP 2100 Foundations of Child Psychology

Upper Division

- 3 sh EDF 3604 Foundations of Education
- 3 sh EDG 3620 General Methods Curriculum I
- 3 sh EDG 4621 General Methods Curriculum II
- 3 sh EDG 4411 Skills: Reg/Exceptional Students
- 3 sh EDF 4231 Interpersonal Skills/Teaching

Select one course:

- 3 sh EDF 4214 Dynamics/Learning
- 3 sh EDP 4215 Theory/Learning for Teachers

Clinical Requirements (16 hours)

- 2 sh EDF 3945 Field Experience-Phase I
- 2 sh EDF 3946 Field Experience-Phase II
- 12 sh EDE 4943 Practicum II: Student Teaching

Other Curricular Requirements (30 hours)

- 3 sh RED 3310 Reading Methods I: Elementary
- 3 sh RED 3311 Reading Methods II: Elementary
- 3 sh LAE 3314 Language Arts Method: Elementary
- 3 sh SCE 3312 Science Methods: Elementary
- 3 sh SSE 3313 Social Study Methods: Elementary
- 3 sh HSC 3301 Health/Movement Education: Elementary School
- 3 sh ARE 4313 Art Methods: Elementary
- 3 sh MUE 4210 Music Methods: Elementary
- 3 sh EDE 3940 Integrated Learning Environment
- 3 sh MAE 3312 Math Methods: Elementary

(Continued on next page)

Electives (11 hours)

3 sh must be from the disciplines of: Anthropology,
Economics, Geography, History, or Political Science.

Total hours: 128

UNIVERSITY OF NORTH FLORIDA
College of Education and Human Services

Elementary Education
(Transfer students)

General Education (38 hours)

The UNF General Education component for transfer students includes:

- 6 sh English Composition
- 6 sh Mathematics (College Algebra, MAE 3810)
(Coursework must be at the level of College Algebra or higher and must be completed with a grade of "C" or higher.)
- 8 sh Natural Science (with laboratory)
- 9 sh Humanities (ARH 3000, 6 sh electives selected from the following: Art, Foreign Language, History, Literature, Music, Philosophy, Religion, or Theatre)
- 9 sh Social Science (PSY 2012, DEP 3004, DEP 2100)

Core Requirements (24 hours)

Lower Division

- 3 sh EDF 2002 Introduction to Education
- 3 sh MUT 1011 Music Foundations

Upper Division

- 3 sh EDF 3604 Foundations of Education
- 3 sh EDG 3620 General Methods Curriculum I
- 3 sh EDG 4621 General Methods Curriculum II
- 3 sh EDG 4411 Skills: Reg/Exceptional Students
- 3 sh EDF 4231 Interpersonal Skills/Teaching

Select one:

- 3 sh EDF 4214 Dynamics/Learning
- 3 sh EDP 4215 Theory/Learning for Teachers

Clinical Requirements (16 hours)

- 2 sh EDF 3945 Field Experience-Phase I
- 2 sh EDF 3946 Field Experience-Phase II
- 12 sh EDE 4943 Practicum II: Student Teaching

Other Curricular Requirements (30 hours)

- 3 sh RED 3310 Reading Methods I: Elementary
- 3 sh RED 3311 Reading Methods II: Elementary
- 3 sh LAE 3314 Language Arts Method: Elementary
- 3 sh SCE 3312 Science Methods: Elementary
- 3 sh SSE 3313 Social Study Methods: Elementary
- 3 sh HSC 3301 Health/Movement Education: Elementary School
- 3 sh ARE 4313 Art Methods: Elementary
- 3 sh MUE 4210 Music Methods: Elementary
- 3 sh EDE 3940 Integrated Learning Environment
- 3 sh MAE 3312 Math Methods: Elementary

Electives (20 hours)

- 6 sh must be selected from the area of Social Science or H

Total hours: 128

UNIVERSITY OF NORTH FLORIDA
College of Education and Human Services

Elementary Education
(Florida Community College AA Transfer Students)

General Education (34 hours)

An AA degree from Florida public colleges or universities satisfies the "general education" requirement at UNF.

9 sh Communications (6 sh English Composition, 3 sh Speech)

6 sh Mathematics (College Algebra, plus one of the following: College Mathematics, Introduction to Statistics)

6 sh Humanities (HUM elective, ARH 1000)

7 sh Natural Science (at least one course must be with laboratory)

6 sh Social Science (PSY 1012, History, Political Science)

Core Requirements (30 hours)

Lower Division

3 sh EDF 2002 Introduction to Education

3 sh DEP 3004 Human Development

3 sh DEP 2100 Foundations of Child Psychology

3 sh MUT 1011 Music Foundations

Upper Division

3 sh EDF 3604 Foundations of Education

3 sh EDG 3620 General Methods Curriculum I

3 sh EDG 4621 General Methods Curriculum II

3 sh EDG 4411 Skills: Reg/Exceptional Students

3 sh EDF 4231 Interpersonal Skills/Teaching

Select one:

3 sh EDF 4214 Dynamics/Learning

3 sh EDP 4215 Theory/Learning for Teachers

Clinical Requirements (16 hours)

2 sh EDF 3945 Field Experience-Phase I

2 sh EDF 3946 Field Experience-Phase II

12 sh EDE 4943 Practicum II: Student Teaching

Other Curricular Requirements (30 hours)

3 sh RED 3310 Reading Methods I: Elementary

3 sh RED 3311 Reading Methods II: Elementary

3 sh LAE 3314 Language Arts Method: Elementary

3 sh SCE 3312 Science Methods: Elementary

3 sh SSE 3313 Social Study Methods: Elementary

3 sh HSC 3301 Health/Movement Education: Elementary School

3 sh ARE 4313 Art Methods: Elementary

3 sh MUE 4210 Music Methods: Elementary

3 sh EDE 3940 Integrated Learning Environment

3 sh MAE 3312 Math Methods: Elementary

Electives (18 hours)

3 sh selected from one of the five areas listed under the general education component

Total Hours - 128

ATTACHMENT C

UNIVERSITY OF NORTH FLORIDA
College of Education and Human Services

Music Education
(UNF Transfer Students)

General Education (38 hours)

The UNF General Education component includes:

- 6 sh English Composition
- 6 sh Mathematics (3 sh of which must be College Algebra)
- 8 sh Natural Science
- 9 sh Humanities (MUH 3211, 6 sh coursework requiring written work of at least 6,000 words)
- 9 sh Social Science (PSY 2012, DEP 3004, DEP 2300)

Core Requirement (30 hours)

- 3 sh EDF 2002 Introduction to Education
- 3 sh EDF 3604 Foundations of Education
- 3 sh EDG 3620 General Methods Curriculum I
- 3 sh EDG 4621 General Methods Curriculum II
- 3 sh EDF 4231 Interpersonal Skills/Teaching
- 3 sh EDG 4411 Skills: Reg/Exceptional Students
- 3 sh RED 3333 Reading Methods I: Secondary
- 3 sh MUE 4311 Music Education: Elementary School
- 3 sh MUE 4330 Music Education: Secondary School

Select one course:

- 3 sh EDF 4214 Dynamics of Learning
- 3 sh EDP 4215 Theory/Learning for Teachers

Clinical Requirements (16 hours)

- 2 sh EDF 3945 Field Experience-Phase I
- 2 sh EDF 3946 Field Experience-Phase II

Select one course:

- 12 sh ESE 4943 Student Teaching
- 12 sh EDE 4943 Practicum II: Student Teaching

Major Requirements (55-61 hours)

Lower Division

- 1 sh MVK 1111 Class Piano I
- 4 sh MUT 1111 Theory I
- 4 sh MUT 1112 Theory II
- 4 sh MUT 2116 Theory III
- 4 sh MUT 2117 Theory IV
- 1 or 2 sh MUE 3450 Woodwind Techniques
- 2 or 2 sh MUE 3460 Brasswind Techniques
- 2 or 2 sh MUE 4470 Percussion Techniques
- Applied Music: Select 4 lower division courses (6 - 8 sh)
(MVB/MVK/MVP/MVV/MVW)

(Continued on next page)

Ensemble Courses: Select 4 lower division courses (4 sh)

MUN _____

MUN _____

MUN _____

MUN _____

Upper Division

3 sh MUH 3312 Music History II

3 sh MUT 3611 Form and Analysis

3 sh MVS 4975 Recital and Research

3 sh MUG 4101 Conducting Techniques

2 sh MUE 3480 Marching Band Techniques

Select one:

3 sh MUG 4204 Choral Conducting

2 sh MUG 4302 Instrumental Conducting

Major Electives

Upper Division

Applied Music: Select 6 semester hours

(MVB/MVK/MVP/MVV/MVW)

Ensemble Electives: Select 3 semester hours

MUN _____

Electives (17 hours)

6 sh of which must be selected from the areas of Social
Science or Humanities.

Total Hours: 152

UNIVERSITY OF NORTH FLORIDA
College of Education and Human Services

Music Education
(Native UNF Students)

General Education (41 hours)

- 6 sh English Composition
- 6 sh Literature (LIT 2110, LIT 2932)
- 6 sh Math (College Algebra, Math elective)
Coursework must be at the level of College Algebra of higher and must be completed with a grade of "C" or higher.
- 8 sh Natural Science (with Laboratory)
- 9 sh Humanities (EUH 1000, EUH 1001, PHI 2010)
- 3 sh Social Science (PSY 2012)
- 3 sh non-applied Fine Arts (MUH 3211 Music History)

Core Requirement (36 hours)

- 3 sh EDF 2002 Introduction to Education and Human Services
- 3 sh DEP 3004 Human Development
- 3 sh DEP 2300 Foundations of Adolescent Psychology
- 3 sh EDF 3604 Foundations of Education
- 3 sh EDG 3620 General Methods Curriculum I
- 3 sh EDG 4411 Skills: Reg/Exceptional Students
- 3 sh EDG 4621 General Methods Curriculum II
- 3 sh EDF 4231 Interpersonal Skills/Teaching
- 3 sh RED 3333 Reading Methods I: Secondary
- 3 sh MUE 4311 Music Education: Elementary School
- 3 sh MUE 4330 Music Education: Secondary School

Select one course:

- 3 sh EDF 4214 Dynamics of Learning
- 3 sh EDP 4215 Theory/Learning for Teachers

Clinical Requirements (16 hours)

- 2 sh EDF 3945 Field Experience-Phase I
- 2 sh EDF 3946 Field Experience-Phase II

Select one course:

- 12 sh ESE 4943 Student Teaching
- 12 sh EDE 4943 Practicum II: Student Teaching

Major Requirements (60-61 hours)

Lower Division

- 1 sh MVK 1111 Class Piano I
- 4 sh MUT 1111 Theory I
- 4 sh MUT 1112 Theory II
- 4 sh MUT 2116 Theory III
- 4 sh MUT 2117 Theory IV
- 2 sh MUE 3450 Woodwind Techniques
- 2 sh MUE 3460 Brasswind Techniques
- 2 sh MUE 4470 Percussion Techniques

(Continued on next page)

Applied Music: Select 4 lower division courses (8 sh)
(MVB/MVK/MVP/MVV/MVW)

Ensemble Courses: Select 4 lower division courses (4 sh)

MUN _____
MUN _____
MUN _____
MUN _____

Upper Division

- 3 sh MUH 3312 Music History II
- 3 sh MUT 3611 Form and Analysis
- 3 sh MVS 4975 Recital and Research
- 3 sh MUG 4101 Conducting Techniques
- 2 sh MUE 3480 Marching Band Techniques

Select one:

- 3 sh MUG 4202 Choral Conducting
- 2 sh MUG 4302 Instrumental Conducting

Major Electives

Upper Division

Applied Music: Select 6 semester hours
(MVB/MVK/MVP/MVV/MVW)

Ensemble Electives: Select 3 semester hours

MUN _____

Electives (3 sh)

3 sh selected from the disciplines of anthropology,
economics, geography, history, political science or
sociology

Total Hours: 156 - 157

UNIVERSITY OF NORTH FLORIDA
University of North Florida

Music Education
(Transfer students with an AA)

General Education (33 hours)

- 9 sh Communications (6 sh English Composition, Speech)
- 6 sh Math (College Algebra, select one: College Math, Introduction to Statistics)
- 6 sh Humanities
- 6 sh Natural Science
- 6 sh Social Science (PSY 1012, one course from History/Political Science)

Core Requirements (36 hours)

- 3 sh DEP 3004 Human Development
- 3 sh DEP 2300 Foundations of Adolescent Psychology
- 3 sh EDF 2002 Introduction to Education and Human Services
- 3 sh EDF 3604 Foundations of Education
- 3 sh EDG 3620 General Methods Curriculum I
- 3 sh EDG 4621 General Methods Curriculum II
- 3 sh EDF 4231 Interpersonal Skills/Teaching
- 3 sh EDG 4411 Skills: Reg/Exceptional Students
- 3 sh RED 3333 Reading Methods I: Secondary
- 3 sh MUE 4311 Music Education: Elementary School
- 3 sh MUE 4330 Music Education: Secondary School

Select one course:

- 3 sh EDF 4214 Dynamics of Learning
- 3 sh EDP 4215 Theory/Learning for Teachers

Clinical Requirements (16 hours)

- 2 sh EDF 3945 Field Experience-Phase I
- 2 sh EDF 3946 Field Experience-Phase II

Select one course:

- 12 sh ESE 4943 Student Teaching
- 12 sh EDE 4943 Practicum II: Student Teaching

Major Requirements (58 - 59 hours)

Lower Division

- 1 sh MVK 1111 Class Piano I
- 4 sh MUT 1111 Theory I
- 4 sh MUT 1112 Theory II
- 4 sh MUT 2116 Theory III
- 4 sh MUT 2117 Theory IV
- 1 sh MUE 3450 Woodwind Techniques
- 1 sh MUE 3460 Brasswind Techniques
- 1 sh MUE 4470 Percussion Techniques

(Continued on next page)

Applied Music: Select 4 courses (6 sh)
(MVB/MVK/MVP/MVV/MVW)

Ensemble Courses: Select 4 lower division courses. (4 sh)

MUN _____
MUN _____
MUN _____
MUN _____

Upper Division

- 3 sh MUH 3211 Music History I
- 3 sh MUH 3312 Music History II
- 3 sh MUT 3611 Form and Analysis
- 3 sh MVS 4975 Recital and Research
- 3 sh MUG 4101 Conducting Techniques
- 2 sh MUE 3480 Marching Band Techniques

Select one:

- 3 sh MUG 4202 Choral Conducting
- 2 sh MUG 4302 Instrumental Conducting

Major Electives

Upper Division

Applied Music: Select 6 semester hours
(MVB/MVK/MVP/MVV/MVW)

Ensemble Electives: Select 3 semester hours

MUN _____

Electives (12 - 13 hours)

3 sh must be selected from one of five disciplines listed
under the General Education component.

Total Hours: 156

ATTACHMENT D

October 6, 1989

**CONTINUING EDUCATION FACULTY DEVELOPMENT FUND COMMITTEE
DUTIES AND RESPONSIBILITIES**

1. Review and rate applications for the Continuing Education Faculty Development Fund twice per year (Spring and Fall). Submit a rating sheet on which each application is evaluated in terms of the criteria established.

2. Serve as a review board for the non-credit continuing education activities of the Division of Continuing Education & Extension. This board will review non-credit offerings twice per year in fulfillment of the following SACS recommendation:

"All continuing education programs and courses, both credit and non-credit, should be regularly evaluated and should be carefully examined as part of the institutional planning and evaluation process."

Off-campus credit courses, offered through the Division, will be regularly evaluated by the Deans of each college.

Distributed on Friday, October 6 to:


Margaret Bowden
William Brown
Marvin Grant
Jerome Hallan
Robert Pickhardt
Roger Eggen

ATTACHMENT E

MEMORANDUM

July 25, 1989

TO: All College Deans

FROM:  Myna T. Porter, Assistant Vice President for
Academic Affairs

SUBJECT: SACS Criteria for Scholarly and Professional
Preparation of Faculty, Adjuncts, and Graduate
Assistants

Attached are the SACS criteria for selection of faculty, adjuncts, and graduate assistants. Please review the credentials of the faculty and adjuncts teaching in your college to ensure that they meet the criteria. If transcripts reveal that the minimum course requirements and/or degrees for the level of instruction have not been met, please submit to this office documentation and records of work experience, certification, and other qualifications which support the appointment of the faculty member or adjunct.

For all newly hired faculty or adjuncts who do not meet the minimum academic requirements, the same type of documentation of unique experience and demonstrated competence must be submitted along with transcripts and letters of recommendation.

I will forward to you in the near future a list of faculty whose files are incomplete with regard to either transcripts or letters of recommendation so that we can proceed to update and complete all the files.

If you have any questions, please contact me.

c: Dr. Kenneth Martin
Dr. Thomas Leonard

Attachments

4.4 FACULTY

Because the faculty is integral to the educational quality of an institution, the Commission on Colleges and its committees will give systematic attention during institutional evaluations to such matters as the process for the selection of faculty; their professional and scholarly preparation; the level of faculty compensation; the policies and procedures governing promotion, tenure, teaching loads, leaves of absence, retirement and other conditions of service; faculty morale and retention; efforts to promote the professional and scholarly growth of faculty; the functioning of faculty committees as instruments for the improvement of the educational program; and the quality of part-time teaching staff.

4.4.1 Selection of Faculty

An institution must show that it has an orderly process for recruiting and appointing its faculty. This process will normally involve the development of a pool of qualified candidates whose credentials have been validated with official transcripts and other appropriate documentation; and the interviewing of those who appear to be the best qualified. This procedure must be described in the faculty handbook or other published documents.

If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution, it must show evidence of the appropriateness of the faculty member's academic preparation.

Institutions, prior to the appointment of an applicant, must determine that the applicant's proficiency in oral communication in the language in which the course(s) is being taught is such that the appointment is appropriate.

4.4.2 Professional and Scholarly Preparation

Both full- and part-time faculty must meet the following criteria for scholarly and professional preparation.

4.4.2.1 *Associate*. All full-time and part-time faculty teaching courses at the associate degree level in each of the following areas – humanities and fine arts; social and behavioral sciences; natural sciences and mathematics; and, when taught as pre-baccalaureate courses, education and business administration – must have completed at least 18 graduate semester hours in their teaching field and hold a master's degree. In addition, one-third or more of the total course credit hours taught in each of the foregoing areas should be taught by faculty members who have successfully completed at least 30 graduate semester hours or the equivalent quarter hours in their teaching field. In certain exceptional cases, unique experience and demonstrated competence may substitute for advanced academic preparation (e.g., including physical education activities, dance related courses, and various fields of the visual and performing arts). Such exceptions must be justified by the institution on an individual basis. It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.

Technical specialty courses in associate degree programs should be taught by faculty having both academic preparation and work experience. The typical combination is a bachelor's degree with appropriate work experience. A master's degree is required for faculty teaching courses where college transfer is a goal or where substantial numbers of students transfer to senior institutions. In all cases, teaching faculty members must have technical competence in the fields in which they teach. The minimum academic preparation for faculty teaching in professional and technical fields must be at the degree level at which the faculty member is teaching. In certain exceptional cases, unique experience and demonstrated competence may substitute for academic preparation. Such exceptions must be justified by the institution on an individual basis. It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.

Non-degree diploma or certificate occupational courses are typically taught by faculty with some college or specialized training, but with an emphasis on competence gained through work experience. Some courses may require faculty with a bachelor's degree or beyond with little or no work experience. Others may require little formal education beyond high school. While the competency requirements may vary from field to field, they should be clearly defined by each institution. In all cases, teaching faculty members must have special competence in the fields in which they teach. It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.

Faculty who teach basic computation and communication skills in non-degree occupational programs must have a bachelor's degree, and ideally, should have work or other experiences which help them relate these skills to the occupational field.

Faculty who teach adult basic education at the high school level or below must have a bachelor's degree, but also should have attributes or experiences which help them relate to the particular needs of the adults they teach.

Faculty who teach in remedial programs must have a bachelor's degree and either teaching experience or graduate training in remedial education.

4.4.2.2 *Baccalaureate*. All full-time and part-time faculty teaching at the baccalaureate degree level in each of the following areas – humanities and the fine arts, social and behavioral sciences, natural sciences and mathematics, education, and business administration – must have completed 18 graduate semester hours in their teaching fields and hold the master's degree. Forty percent of the course credit hours taught above the associate degree level in each of these areas must be taught by faculty members holding the terminal degree, usually the earned doctorate, in their teaching fields. There should be a balanced distribution of these faculty members across the various disciplines represented on the campus.

In each discipline in which an undergraduate major is offered, at least 25 percent of the course credit hours taught must be taught by faculty members holding the terminal degree, usually an earned doctorate, in that discipline.

In professional and technical fields, where job experience may be more valuable than academic preparation, and in the various fields of the visual and performing arts, where training and experience other than graduate study may provide excellent preparation for college teaching, an institution may employ faculty members who do not hold the terminal degree. It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.

In certain exceptional cases, unique experience and demonstrated competence may substitute for advanced academic preparation. However, the minimum formal academic preparation for such exceptions must be at the degree level at which the faculty member is teaching. It is the responsibility of the institution to justify the employment of such a faculty member and to keep on file documentation and records of work experience, certification and other qualifications which support the appointment of faculty members who have not completed 18 graduate semester hours in their teaching fields and hold the master's degree.

Faculty who teach in remedial programs must have a bachelor's degree and either teaching experience or graduate training in remedial education.

4.4.2.3 *Graduate*. Institutions offering the master's degree must demonstrate a high level of faculty competence in the fields in which the master's programs are provided. Additionally, institutions offering the programs

leading to such degrees as the traditional doctor of philosophy must demonstrate significant research capability of the faculty teaching in these programs as well as high faculty competence.

All institutions must have adequate resources to attract and retain a qualified faculty, especially in the fields in which doctoral programs are offered. Faculty teaching graduate-level courses must hold the highest earned degree in their disciplines, although in some cases experience and/or scholarly or creative activity may substitute for the doctorate. Faculty responsible for the direction of doctoral research must be experienced in directing independent study.

In addition, faculty engaged in graduate teaching should demonstrate, by their involvement in institutional activities, their commitment to the academic community and the institution which they serve, as well as to their students and their academic disciplines.

An effective graduate program depends on the scholarly interaction of faculty whose specialties are complementary. The number of faculty required varies with the discipline(s) and the scope of the program. The minimum numbers of graduate faculty are:

a. Master's degree – four full-time faculty members in the subject field (may include related disciplines).

b. Doctor's degree – four full-time faculty members whose scholarly fields are interdependent and directly relevant to the candidate's doctoral program.

All policies and regulations affecting graduate curricula – and requirements leading to graduate credits, certification and degrees – should be formulated by the graduate faculty or by an appointed or elected group representing that faculty. Eligibility requirements for faculty teaching graduate courses must be clearly defined and published.

4.4.3 *Faculty Compensation*

The attraction and retention of able faculty members and the maintenance of faculty morale require that an institution provide adequate faculty salaries and benefits. A satisfactory program of faculty compensation must include annual review of all salaries, based on clearly stated criteria for salary increments. The institution should also provide a retirement plan, to which it contributes a reasonable percentage of the cost, and a plan for adequate insurance coverage.

4.4.4 *Academic Freedom and Professional Security*

An institution must adopt and distribute to all members of the faculty a statement of the principles of academic freedom as established by the governing board, assuring freedom in teaching, research and publication. Although tenure policy is not mandated, each institution must provide contracts, letters of appointment or similar documents to the faculty clearly describing the terms and conditions of their employment. All policies regarding employment, as established by the governing board, must be published and distributed to the faculty. If the institution uses faculty

ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments for cause must be clearly set forth in the faculty handbook or another official publication. Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.

4.4.5 Professional Growth

An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development takes place. Among the means of accomplishing this goal are leaves of absence for study and research, additional graduate work in the discipline, attendance at professional meetings, and in-service training such as instruction in computer usage. The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners.

4.4.6 The Role of the Faculty and Its Committees

The primary responsibility for the improvement of the educational program resides with the faculty. The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published in the faculty handbook. Faculties will normally conduct much of their business through such structures as committees, councils and senates, operating within the broad policies determined by the administration and the governing boards.

4.4.7 Faculty Loads

An institution must provide a faculty of adequate size to support its instructional program and must have a plan for the equitable and reasonable assignment of faculty responsibilities – including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public. The institution should have suitable policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon either the quality or the quantity of the work they are employed to perform for the institution. The calculation of instructional loads should take into account such factors as number of preparations, number of students taught, the nature of the subject and the help available from secretaries and teaching assistants.

4.4.8 Criteria and Procedures for Evaluation

An institution must conduct periodic evaluations of the performance of individual faculty members. It must provide guidelines for the use of the results of this evaluation for the improvement of the faculty and the educational program. The evaluation must include a statement of the criteria against which the performance of the individual faculty members will be measured. These criteria must be made known to all concerned.

4.4.9 Part-Time Faculty

The employment of part-time faculty can provide expertise to enhance the educational effectiveness of an institution. However, it must be properly controlled. Part-time faculty teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.

Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty. The institution must also provide for appropriate orientation, supervision and evaluation of all part-time faculty. Procedures which will result in providing students with reasonable access to part-time faculty for purposes of academic assistance must be clearly stated and made known to part-time faculty at the time of their employment.

4.4.10 Graduate Teaching Assistants

The employment of graduate teaching assistants is a well-established practice in higher education, but must be carefully monitored. An institution must avoid heavy dependence on graduate teaching assistants to conduct classroom instruction. Each institution employing graduate teaching assistants must provide a published set of guidelines for institution-wide graduate assistantship administration, including appointment criteria, remuneration, rights and responsibilities, evaluation, and reappointment.

Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course, and whose professional and scholarly preparation does not satisfy the provisions of Section 4.4.2 above must be under the direct supervision of a faculty member experienced in the teaching field, receive regular in-service training, and be regularly evaluated. They must also have earned at least 18 graduate semester hours in their teaching field.

The above requirements do not apply to graduate teaching assistants who are engaged in assignments such as laboratory assistance, teaching physical education activities, attending or helping prepare lectures, grading papers, keeping class records, and conducting discussion groups.

Institutions may appoint graduate teaching assistants for whom English is a second language only when a test of spoken English, or other reliable evidence of the applicant's proficiency in oral communication and speech, indicates that the appointment is appropriate.

Institutions employing graduate teaching assistants must provide a structure for administrative oversight at a level above that of the individual academic units to assure conformity with institutional policies and procedures.

The extent of the use of graduate teaching assistants, their professional and scholarly preparation, and the level and quality of their supervision by experienced faculty shall be examined by the Commission on Colleges whenever it evaluates the professional and scholarly preparation of teaching personnel.

ATTACHMENT F



Center for Experiential Learning & Testing
Cooperative Education Program

July 13, 1989

TO: DR. KENNETH MARTIN
INTERIM VICE PRESIDENT FOR ACADEMIC AFFAIRS

FROM: CAROL ANN BOYLES *CAB*
DIRECTOR, CENTER FOR EXPERIENTIAL LEARNING AND TESTING

SUBJECT: EXPERIENTIAL LEARNING

This memo responds to your request for a current written statement to identify experiential learning. After reviewing the self-study report, I can understand why the Southern Association for Colleges and Schools has requested a clarification of the meaning of experiential learning.

The Center for Experiential Learning and Testing is described in the 1989-90 University Catalog and a mission statement is on file in the office of the Vice President for Student Affairs. In addition, a brochure on the Center for Experiential Learning, a brochure on Cooperative Education, and a Cooperative Education Guide are widely distributed to students, employers and faculty.

Although the Center for Experiential Learning and Testing is housed in Student Affairs, other departments within the University are involved in various experiential learning activities. I have prepared the following statement which serves to clarify what is meant by experiential learning at the University of North Florida.

Experiential Learning at the University of North Florida is an educational program providing students with a variety of experiences that will enhance their personal, social, and career development. These programs include:

- * Cooperative Education
- * Internships
- * Volunteer Experiences
- * Travel Abroad
- * Academic Credit Assessment Information (CLEP)
- * Practicum Experiences

MEMORANDUM TO: DR. KENNETH MARTIN
July 13, 1989
Page 2

These experiences are provided by several departments within the University. For example, internships, field experiences, practicum experiences, and other off-campus activities are arranged and supervised by individual academic departments. Student internships are required in Curriculum and Instruction and Special Education programs in the College of Education and Human Services and the College of Health. Internships are also available in Communications, Criminal Justice, History, Psychology, Public Administration programs in the College of Arts and Sciences, and in Accounting in the College of Business Administration.

The Center for Experiential Learning and Testing housed in the Division of Student Affairs provides information on internships, volunteer experiences, travel abroad, and practicum experiences. This Center is also responsible for the administration of the Cooperative Education Employment Experience Program, which offers students opportunities to earn up to six hours of academic credit for work experiences in business, industry, government, or human resource agencies.

The Experiential Learning Program gives the University an opportunity to:

- * make new linkages with the local community, the state, the nation and overseas.
- * provide a mechanism for the University to develop a strong cooperative relationship with civic, business, cultural, political, and other educational institutions as well as professional organizations.
- * prepare students for professional careers, for service and leadership roles in various fields.

The statements regarding experiential learning should continue to be published in the University Catalog, brochures, guides, and should be incorporated into the University's mission statement.

As you may know, the SACS Report was written prior to the reorganization of the Academic Support area of Student Affairs. Consequently, the Center for Experiential Learning had not been organized at that time. One of the anticipated goals of the Center was to coordinate information about experiential education opportunities to students and to administer the Cooperative Education Program.

MEMORANDUM TO: DR. KENNETH MARTIN
July 13, 1989
Page 3

During this first year of the Center's operation, the primary focus is to enhance the Cooperative Education Program and to increase student participation. A proposal for an experienced based education program for military personnel was written and submitted to the Interim President and the Vice President for Student Affairs. However, personnel changes in these areas caused the proposal to be put on hold.

After you have reviewed this information, please contact me at Ext. 2915. I would welcome the opportunity to review the draft of the University's response to this issue.

cc: Dean Otis Owens
Dr. Tom Healy
Dr. Tom Leonard

On-Campus Housing

UNF students have the option of selecting on-campus housing. Students choosing to live on campus will have an opportunity to enjoy the convenience and the many opportunities for involvement in campus life — opportunities not readily available to students who commute. Clustered on a lakeside, the student residences provide immediate access to the Student Life Center which includes recreational facilities, a theatre and the Osprey Cafe. Within a short walking distance are the library, computer center, classroom buildings and athletic facilities.

Located on the perimeter of campus development, the original residences consist of one and two bedroom furnished apartments with full kitchen and bath facilities. Some units are equipped with special features for disabled students, and all University buildings are designed for easy access by handicapped students. A limited number of unfurnished one bedroom apartments are also available. The architectural design allows a high degree of flexibility in housing undergraduate, graduate, married and non-married students.

Osprey Hall, a new residence hall, will house its first residents in the Fall of 1989. The new lakeside community has double and single rooms, comfortable lounges, and ample parking.

Rental rates are comparable to residential opportunities in Jacksonville and other universities in the State. The cost of electricity is included in the rental rate for the residence hall but is billed separately to residents of the apartment community. Each room or apartment has phone and cable outlets. Residents may contract for phone and cable services at their own expense.

Applications for campus housing should be submitted directly to the Residential Life Office, since they are not handled as part of the University admission process. For more information about on-campus living, contact the Residential Life Office at (904) 646-2636.

Articulation and Community College Relations

The Office of Articulation is the University's liaison with state community colleges. It is strongly recommended that students transferring from community/junior colleges to UNF complete Associate in Arts degrees or, in certain prior-approved areas, Associate in Science degrees.

The primary responsibility of the office is to help community/junior and other college transfer students to better understand UNF, its philosophy, programs, and operations. The office also serves the state's 28 community colleges by bringing to the attention of the University their needs and concerns and assisting them in any way possible.

The goal of the office is to assure each transfer student a smooth and trouble-free entry into UNF academic life. One contribution toward this goal is the annual delivery of updated UNF/Community College Counseling Manuals to every Florida community/junior college, as well as other institutions at their request. The manual outlines the requirements of each discipline for the bachelor's degree at UNF and provides guidance

about the recommended courses of study for those disciplines at the community/junior college level.

Academic Advisement

General: Students who have completed less than 60 semester hours are assisted by an academic advisor in the Central Advisement Office of the College of Arts and Sciences. Students who have completed between 45 and 60 semester hours must declare a major and should consult the advisement office in the college or division of that major to establish a new program of study.

After the completion of 60 semester hours, a student is assisted by an academic advisor in the appropriate college or division.

Transfer students without an AA degree from a Florida community college who have 60 semester hours or more: Students must have an official program of study filed with the advisement office of the college or division of their choice. Students should meet with an advisor concerning their program as early as possible, preferably at the initial period of registration.

Transfer students with an AA degree and graduate students: Each student must have an official program of study filed with their declared major college or division. Students should meet with an advisor concerning their program as early as possible, preferably at the initial period of registration.

Center for Experiential Learning and Institutional Testing

The Center for Experiential Learning and Institutional Testing provides students with opportunities for experiential learning, cooperative education, internships, and testing.

Cooperative Education*

Cooperative Education is an experiential learning concept which engages employers in an educational partnership with the University. Students enter this program as an integral part of their education, experiencing a blend of actual on-the-job work with related classroom study, giving them a complete picture of their chosen career. Increased motivation, personal and social development, as well as job placement, are the rewards of cooperative education and, in addition, students may earn as they learn.

Students may choose varied cooperative education programs. *The Employment Experience Program* is a full-time or part-time educational experience in which students may choose to alternate terms of full-time study at UNF with terms of full-time paid employment or part-time work; or work full-time one or two consecutive semesters in business, industry, government, or human resource agencies. Academic credit up to a maximum of six hours may be earned with departmental approval in specific majors depending upon the feasibility and applicability of the work experience to the degree program.

*Cooperative Education courses are governed by separate VA regulations. Students receiving VA benefits must consult with the UNF Office of Veterans Affairs.

Students should be enrolled in the University at least one semester and be classified as a sophomore or above prior to making application for this program.

The *Academic Practicum Program* is usually a part-time experience which may include internships, field experiences and other directed off-campus activities supervised and arranged by the department chairperson.

Internships

The staff assists students who are interested in paid or non-paid internships to identify available opportunities.

Institutional Testing

The Center administers and provides information about such tests as the CLAST, GRE, FTCE, CLEP, GMAT, NLN Nursing Mobility Profile II, NEAS and others. See the current testing schedule for more information. The CLAST exam is required of all students who are seeking admission to upper level programs at UNF. (Refer to the Academic Policies and Regulations section of this catalog).

Personal Counseling and Career Development

Programs offered by Personal Counseling and Career Development are designed to be an important part of the educational process. In a supportive environment a professional staff or trained counselors assists students through the process of personal and career counseling.

Professional mental health counselors provide individual and group counseling sessions to help students with any personal problems which may be interfering with their success as students. A number of group experiences to facilitate personal growth typically include: self-hypnosis, assertiveness training, relationship enhancement, and test anxiety. Some specific reasons for seeking individual personal counseling might include a desire to:

- increase self-confidence and assertiveness
- develop and maintain satisfying relationships
- cope with academic pressures and problems
- examine problems related to alcohol/drug use

Professional career counselors assist students with planning, reviewing, and implementing their career goals. Some specific reasons for seeking career counseling might include a desire to:

- assess career interest patterns
- decide on an academic major or career
- improve job interview skills
- develop successful resumes

Additional career services include: vocational testing for currently enrolled students, part-time and full-time job listings, on-campus interviews, employability skills seminars, and a career library available for occupational information. The Personal Counseling and Career Development office also provides consultation and outreach programs to the University community, covering a variety of mental health and career development concerns.

Counseling is a confidential process. Information is released only with a student's permission and written consent. In all cases, the counseling staff adheres to strict professional standards of ethics and confidentiality.

The office is located in Building 2/Room 2086, and may be reached by calling 646-2602 or 646-2955.

Academic Enrichment and Skills Center

The Academic Enrichment and Skills Center provides opportunities for the enrichment of the student and the fulfillment of academic needs. A student who takes advantage of Center services may overcome academic deficiencies and progress to higher intellectual and personal achievement levels, thus enhancing and enriching the total university experience.

Students who come to the Center will find a variety of resources and a warm, supportive environment. Instructors, qualified peer tutors, attractive labs, and a growing library of resources are available. Activities include an annual writing contest, study orientation seminars, tutoring sessions, and workshops and seminars on a variety of topics. Test preparation workshops and/or materials are available for the Graduate Record Examination, Florida Teacher Certification Examination, Law School Admission Test, Graduate Management Admission Test and the College Level Academic Skills Test. Interpreters, notetakers, readers, and other aids are available for handicapped students.

Student-To-Student Program (STSP)

The Student-To-Student Program (STSP) is a minority retention program designed to assist minority students both socially and academically as they pursue a degree at the University of North Florida. The STSP office is located in the Academic Enrichment & Skills Center, Building Two/Room 1003.

The University campus offers a diversity of cultures and nationalities among students, faculty and staff. This diversity provides an opportunity to experience and learn from one another. The STSP staff actively participate in planning with various University departments to ensure that programs are sensitive to students' needs and that students are aware of program expectations.

Program Features

Early Warning System: This system helps to identify students experiencing academic difficulties early enough in the semester to provide appropriate assistance in the subject areas of concern.

Library Tour: The STSP, in conjunction with the library staff, sponsors a library tour each semester. Students who are not familiar with the library, as well as new students, are invited to participate in the tour.

M.O.D.E.L.S.: Mentors Offering Direction Encouragement and Leadership strategies is a program developed to facilitate the adjustment of first-year minority students.

Project Quest: This summer program is designed as a pre-college orientation to minority high school graduates who have been admitted to UNF.

ATTACHMENT G



Office of the Vice President for Academic Affairs

September 29, 1989

MEMORANDUM

TO: All Faculty

FROM: Kenneth E. Martin, Interim Vice President
for Academic Affairs *K.M.*

SUBJECT: Faculty Development Plan for 1989-90

The Office of Academic Affairs intends to allocate \$50,000 during 1989-90 for the expressed purpose of developing a UNF Faculty Development Plan. The objectives are to:

- a. establish systematic methods to assess and improve the quality of instruction;
- b. establish a fund for the competitive allocation of funds for professional development and related travel; and
- c. establish a fund for the transfer of technology into the classroom.

I have had preliminary discussions with the President of the Faculty Association, the Chair of Faculty Affairs, and the Deans as to how these objectives might be met. I envision a three step process:

1. There will be three opportunities afforded (in the Foundation Board Room, 4th Floor Library) to get input from interested faculty as to how these objectives might be achieved and what guidelines should be developed for allocation strategies.

Date and times: October 12, 1989

9:00 A.M.
11:00 A.M.
4:00 P.M.

Memorandum to All Faculty
September 29, 1989
Page Two

Please feel free to come to whichever session is most convenient. The information gathered here will provide the input for step 2.

2. After the faculty sessions in step 1, Faculty Affairs, the Deans, and Academic Affairs will be involved in developing the guidelines for 1989-90. There will be opportunities for faculty input again.
3. The guidelines will be widely disseminated so that faculty have adequate time to submit proposals for any of three areas of emphasis.

Please join us in the Foundation Board Room at your convenience so that we can begin the process. We hope to have monies allocated early in the spring semester.

Thank you.

KEM:kat

ATTACHMENT H

UNIVERSITY OF NORTH FLORIDA

COMMITTEE ON THE STUDENT PRESS

September 15, 1989

MEMORANDUM

TO: Kenneth E. Martin, Interim Vice President
Academic Affairs

FROM: Judith L. Solano, Chairman
Committee on the Student Press

SUBJECT: Committee Recommendations

The Committee on the Student Press has discharged its responsibilities as assigned by former Vice President Bardo. Attached you will find a series of statements reflecting the recommendations of the Committee. It is our understanding that you will give these recommendations serious consideration, as you work with the Dean of Arts & Sciences and the Chair of Communications & Visual Arts on matters concerning the future of the Spinnaker.

Per your request, I am sending a copy of this material to Dr. Leonard, for his use in responding to SACS. He should be advised, however, that at this point this material contains only recommendations. It remains for you, your staff, and a publications board, should you choose to accept that recommendation, to act on these recommendations and establish the official policy statements that SACS is looking for. I am also sending a copy of this material to President Herbert, since he was actively involved in deliberations regarding the Spinnaker during his first weeks here on campus. The Dean of Arts & Sciences will receive a copy, since we are recommending that the Spinnaker continue to function out of the Department of Communications & Visual Arts, as a campus laboratory newspaper. The Chair of Communications & Visual Arts, who was an active member of our committee, will also receive a copy.

I will be happy to meet with you, should you have any questions about any of this material. Or, should you wish, I am sure that committee members would be glad to reconvene for the purpose of responding to any questions you might have.

Attachment

cc: Dr. Herbert, President
Dr. Adams, Dean of Arts & Sciences
Dr. Carter, Chair of Communications & Visual Arts
Dr. Leonard, SACS Coordinator
Members, Committee on the Student Press

MISSION STATEMENT

The Spinnaker should be a campus laboratory newspaper run by students in an academic context. Its constituency should consist of the University community, including students, faculty, and staff; and secondarily the Jacksonville community. By virtue of his statutory authority the President of the University is the publisher.

The First Amendment to the Constitution established freedom of the press as an inherent right of the public. Those First Amendment rights are also guaranteed to college and university student publications and their staffs.

The purpose or mission of the Spinnaker should be to:

1. Inform and entertain all constituencies of the University community: students, faculty, staff, and administrative personnel.
2. Provide a forum for expression of opinion by the various constituencies of the University.
3. Provide, as a laboratory newspaper, practical educational experience for students in journalism and visual arts. However, its contributors may come from all of its constituencies.
4. Provide for editorial content that represents the highest standards of journalistic excellence, as it informs constituents of pertinent local, state, national and international issues.

FUNDING AND FIDUCIARY RESPONSIBILITY

Funding

Given past practices, the size of the Spinnaker's market and the size of the Spinnaker's staff, it is recommended that the Spinnaker's support be derived as follows:

1. The Vice President for Academic Affairs should continue to provide the level of support which has been historically provided. This should include the salary of the Faculty Advisor to the Spinnaker and operating expense support. The level of operating expense support should increase each year at a rate equal to the rate of growth in student FTE or the rate of growth in total operating expense for Academic Affairs, whichever is less. The university should continue the practice of utilizing an employee from Finance and Accounting to be responsible for bookkeeping and billing.
2. The Spinnaker staff and the Advisor should be responsible for developing an annual projection for advertising revenue and an advertising plan for achieving stated objectives. The advertising plan should be submitted to the Publications Board.
3. The Spinnaker staff should be encouraged to make requests to the SGA for financial support to cover non-recurring capital purchases. They should also be encouraged to explore methods of achieving permanent funding from SGA which should be tied to student FTE's.

Fiduciary Responsibility

1. It should be the responsibility of the Spinnaker staff and Advisor to develop an annual operating budget. The budget should be submitted to the Publications Board for approval and to the Vice President for Academic Affairs for informational purposes.
2. The Spinnaker staff should prepare a monthly budget report which should include at least expenditures and revenues year to date, projected expenditures and revenues for the remainder of the fiscal year, and any discrepancies between planned and actual or projected levels of operation. The monthly report should also indicate the currency of billings and collections. The Managing Editor and/or the Advisor should present this information at the Publications Board meeting.

3. The Publications Board should have an audit performed annually by the University's internal auditing staff. This audit should be completed before the end of the Spring term. Any audit exceptions should be reported to the Publications Board, the Faculty Advisor, and the Vice President for Academic Affairs. The Publications Board should submit a report to the Vice President for Academic Affairs indicating how audit exceptions have been corrected and what preventive steps have been taken.

PUBLICATIONS BOARD

Purpose

The purpose of the Publications Board should be to:

1. Determine and review annually the mission of the campus newspaper and its own by-laws and operating procedures.
2. Select the Managing Editor and Advertising Manager of the newspaper. Any editor selected by the Board may be dismissed by the Board for the following reasons:
 - a. Violation of local, state and/or federal laws;
 - b. Failure to perform assigned duties and responsibilities.
3. Review and approve the annual budget of the newspaper.
4. Establish and review policies and procedural guidelines overning the publication of the newspaper.
5. Establish and review editorial policies and procedural guidelines.
6. Establish and review advertising policies and procedural guidelines.
7. Hear written complaints brought by and against the newspaper and recommend appropriate responses.
 - a. Readers who wish to comment or express their concerns about the newspaper should do so directly to the Managing Editor. Formal complaints should be received in writing. The Board should hear complaints, if necessary, only after the student staff has had an opportunity to respond and should issue an advisory opinion to the student editor.
 - b. The Board should not hear complaints where legal action is filed until legal proceedings have been concluded or abandoned.
8. Arbitrate legal and ethical issues raised in connection with the newspaper and make recommendations for the settlement of those issues.
9. Provide the Vice President for Academic Affairs with an annual report.

Membership

The Board's membership should be comprised of:

1. 3 Students
2. 3 Faculty Members
3. The Chair of the Department of Communications & Visual Arts
4. A Representative from the Office of Equal Opportunity Programs
5. A Professional from the Journalism Community
6. The Faculty Advisor
7. The Managing Editor

Members should be appointed by the Vice President for Academic Affairs, according to the following guidelines:

1. Student members should be appointed for one (1) year terms from among nominees submitted by the Student Government Association;
2. Faculty members should be appointed for two (2) year terms from among nominees submitted by the Faculty Association;
3. The representative from Equal Opportunity Programs and the journalism professional should be appointed for two (2) year terms.

The Vice President for Academic Affairs may make one (1) year appointments if necessary to establish and/or maintain a pattern of staggered membership for Board positions requiring a two (2) year term. All members may be reappointed.

The Board may recommend to the Vice President for Academic Affairs that a member of the Board be removed for the following reasons:

1. Violation of local, state and/or federal laws;
2. Failure to perform duties and responsibilities.

The chair and any other officers deemed necessary should be selected by the Board from among its members.

Meetings

The Board should meet at least bimonthly (September, November, January, March, May, and July). Additional meetings may be scheduled by the chair, if necessary.

At regularly scheduled bimonthly meetings of the Board, the Managing Editor and/or the Faculty Advisor should submit to the Board a report which may focus on:

1. Operational issues,
2. Editorial policies or issues,
3. Financial issues including advertising,
4. Other pertinent matters.

Annually during the Spring term, or when the positions become vacant, the Board should select the Managing Editor and the Advertising Manager.

Rules of Order

The rules contained in the current edition of Robert's Rules of Order Newly Revised should be the parliamentary authority for the Board when applicable and when not inconsistent with any special rules of order the Board may adopt.

THE ADVISOR

The Advisor should be a faculty member assigned to the Department of Communications and Visual Arts with a tenure track appointment that involves both teaching and advising responsibilities. Because the Advisor must be available to the student press staff and members of the University community, the Advisor should hold a twelve-month unit appointment. Fifty percent of the Advisor's time should be assigned to student press responsibilities; this would include teaching the Applied Journalism course. The Advisor should teach one additional course per term and perform the normal research and service activities.

Over the last several years there have been increasing pressures on the campus press and on advisors to college publications. It is obvious that today's advisors need to be professionals. They need to provide, by their example and teaching, the highest ethical and professional standards possible to those whom they advise. They should also strive to encourage and ensure the vigorous and free, but responsible, exercise of the guaranteed First Amendment rights of the student press.

Responsibilities of the Advisor

1. The Advisor should function as a liaison between the student press and the University community (students, staff, faculty and administration) particularly to aid in understanding the ethics and responsibilities of a free press and of student publications. Availability of the Advisor is of utmost importance.
2. The Advisor must guide rather than censor. The Advisor should guide students to an understanding of the nature, the functions, the ethics and, most important, the responsibilities of the student press and the profession of journalism.
3. The Advisor should use his or his supervisory position to instruct. The student press should be viewed as a training ground for the profession. It is an important laboratory, outside the setting of a formal classroom, in which to provide instruction in editorial practices, technological and other production techniques, and the fiscal and managerial roles of the contemporary journalist.
4. The Advisor should help the staff assure and maintain the fiscal stability of the publication and should ensure that the publication reaches its long-range financial goals. To this end, the University should designate a contact person in Finance and Accounting to work closely with and advise the Advisor and appropriate student press staff.

5. The Advisor should work closely with the Admissions staff of the University to establish contacts with the high schools and community colleges which serve as an important source of future student staff.
6. In an effort to contribute to the professional development of the student staff and to provide them with current career information, the Advisor should be active in professional organizations, should attend and support student attendance at professional seminars and conferences, and should maintain professional contacts in the community.
7. At least once per academic term, the Advisor should evaluate the Managing Editor and the Advertising Manager.

RECRUITMENT AND STAFFING

Entry-Level Recruitment

Recruitment of student staff for all facets of publication is of vital importance to a successful campus newspaper. The newspaper should encourage racial and cultural diversity in recruitment and staffing, consistent with the University's Affirmative Action Plan. While the Admissions Office should always be alert to potential student journalists and should be in regular contact with the Department of Communications and Visual Arts and the Advisor, certain recruiting duties should also fall on the Department, the Advisor, and student staff of the newspaper.

Incoming Students

Admissions. The Admissions Office should forward to the Department and the Advisor the names of incoming students (either freshmen or transfers) whose applications to the University indicate interest or previous experience in working on a student newspaper. Should the Department and/or the Advisor deem it important to schedule a visit to a feeder school, this should be done in conjunction with the Admissions Office staff.

Department/Advisor. The Advisor should follow up on contacts reported from the Admissions Office. This might be done through a brochure, through sending the student a copy of an issue of the paper with a welcoming letter, or some such effort. Early in the Fall it would be advisable to hold a meeting for all students interested in working on the newspaper, at which the Advisor and the student staff introduce new students to the paper and make introductory assignments to those who want to join the staff. Based on the initial contribution, the Advisor and student staff can then actively pursue those who show promise.

Regular term-to-term recruitment

Because it should be a campus laboratory newspaper, the largest source of student staffers should be those students majoring in the Department of Communications and Visual Arts. However, it is important for the vitality of a campus newspaper to have as great a level of participation as possible. Therefore, regular efforts should be made to recruit students from all Colleges.

The Advisor should work closely with the Departments in the College of Business Administration to recruit students for the business and advertising staff of the paper. Sources of staff members might be students in the business fraternity, business clubs, and writing courses.

Finally, despite the additional effort required of the Advisor and editors, the newspaper staff should encourage stringers -- students who may only write one piece about some event or issue.

Staffing

Except for the senior staff members whose job descriptions and appointment procedures are outlined below, staff for the newspaper should be chosen by the Managing Editor in consultation with the Advisor. It is recommended that the Advisor and Managing Editor write out job descriptions for all positions, and that they establish formal procedures for soliciting, evaluating, and selecting students to fill these positions. In all cases, student staffers should have regular feedback, including praise. For paid positions, the following criteria should be observed:

1. There should be a formal job announcement with description and rate of pay.
2. Applicants should submit a resume and appropriate documentation with the application.
3. Paid staffers should be regularly and formally evaluated.

Senior Staff

The senior staff should consist of the Managing Editor and the Advertising Manager. These positions should be filled by the Publications Board, as outlined below.

Managing Editor Job Description. The Managing Editor should be responsible for overall operation and production of the newspaper. In this capacity, the Managing Editor should serve as the official representative of the newspaper, and represent the newspaper on the University Publications Board. The Managing Editor should be responsible for adherence to journalistic standards, and for becoming familiar with all laws, policies, and procedures associated with running a campus laboratory newspaper. The Managing Editor should be responsible for being alert to all questions of libel or abridgement of First Amendment rights, and for discussion of those issues with the Advisor and the newspaper staff.

All newspaper staffers should report to the Managing Editor. In consultation with the Advisor, the Managing Editor should be responsible for recruiting, selecting, supervising, and evaluating the editorial staff (both paid and volunteer). The Managing Editor should conduct regular editorial meetings with staff, and set specific editorial policy and procedures through discussions with staff and the Advisor. The Managing Editor should write editorials and serve other specialized reporting functions.

The Managing Editor should determine the publication schedule in consultation with the Advisor, should work with the printing company and should supervise adherence to production deadlines.

The Managing Editor should perform any other duties assigned by the Advisor, the Publications Board, or any other authorized agent designated by the publisher, the President of the University.

The Managing Editor should be evaluated at least once per academic term by the Advisor.

Managing Editor Selection. Annually during the Spring term, or when the position of Managing Editor becomes vacant, the Publications Board should solicit applications for the position. The position advertisement should include a job description and the rate of pay. Applicants should submit a letter of application, a resume, at least two letters of reference, and documentation supporting their ability as journalists. After careful consideration of all applicants, the Board should make its selection.

Advertising Manager Job Description. The Advertising Manager should report to the Managing Editor, and should be responsible for supervising all aspects of advertising in the newspaper. The Advertising Manager should be responsible for adhering to the standards and policies set forth in the newspaper's advertising policy statement, and for referring any issues that arise from standards and policy issues to the Managing Editor and the Advisor.

The Advertising Manager should maintain a file of advertisers in national, local, co-op, and classified categories sufficient to meet the needs of the newspaper's editorial/advertising ratio. He/she should be responsible for recruiting advertising sales representatives to work on a commission basis. In order to contribute to an efficient revenue and billing system, the Advertising Manager should work cooperatively with the Department of Communications and Visual Arts' Business Manager, who serves as liaison between the newspaper and the Office of Finance and Accounting for billing, maintaining accounts receivable records, and depositing funds to the appropriate accounts.

The Advertising Manager should be responsible for developing advertising copy and design in cooperation with the graphic design editor, and for furnishing the editors with a list of ads and the completed ads in accordance with publication deadlines.

The Advertising Manager should perform any other duties assigned by the Managing Editor or the Advisor.

The Advertising Manager should be evaluated at least once per academic term by the Advisor and the Managing Editor.

Advertising Manager Selection. Annually during the Spring term, or when the position of Advertising Manager becomes vacant, the Publications Board should solicit applications for the position. The position advertisement should include a job description and the rate of pay. Applicants should submit a letter of application, a resume, at least two letters of reference, and documentation supporting their qualifications. After careful consideration of all applicants, the Board should make its selection.

ETHICS AND CONDUCT GUIDELINES

Newspapers and the people who produce them should adhere to the highest standards of ethical and professional conduct.

Responsibility

The public's right to know of events of public importance and interest should be the overriding mission of the newspaper. A good newspaper should be fair, accurate, honest, responsible and decent. Truth should be its guiding principle.

Freedom of the Press

Freedom of the press should be guarded as an inalienable right of people in a free society. It carries with it freedom and responsibility to discuss, question, and challenge actions. The journalist should uphold the right to speak unpopular opinions and the privilege to agree with the majority.

Professionalism

The journalist should be free of obligation to any interest other than the public's right to know the truth.

1. Gifts, favors, free travel, special treatment, or privileges can compromise the integrity of the journalist. Nothing should be accepted by the individual journalist.
2. If it compromises the integrity of the journalist, secondary employment, political involvement, holding public office, and service in community organizations should be avoided.
3. News communications from private sources should not be published or broadcast without substantiation of their claims to news value.
4. The journalist should acknowledge the ethic of protecting confidential sources of information.

Accuracy and Objectivity

Good faith with the public should be the foundation of all worthy journalism. Good faith is established through the search for truth which can not be achieved without accuracy, objectivity, and balance in reporting.

1. Objectivity in reporting the news should be an important goal.
2. There should be no excuse for inaccuracies or lack of thoroughness.
3. Newspaper headlines should be fully warranted by the contents of the articles they accompany. Photographs and telecasts should give an accurate picture of an event and not highlight a minor incident out of context.

4. News reports should be free of opinion or bias and represent all sides of an issue. Sound practice makes clear distinction between news reports and expressions of opinion.
5. Special articles or presentations devoted to advocacy or the writer's own conclusions and interpretations should be labeled as such.

Fair Play

The journalist at all times should show respect for the dignity, privacy, rights, and well-being of people encountered in the course of gathering and presenting the news.

1. The news media should not communicate unofficial charges affecting reputation or moral character without giving the accused a chance to reply. Every person has a right to be secure in his personal and professional reputation.
2. The news media should guard against obscenity by applying community standards. Obscenity is the province of criminal law as well as university regulations.
3. The news media should guard against invading a person's right to privacy which is a fundamental constitutional right. Examples of such invasions include:
 - a. Appropriating a person's name, personality, visage, or photograph for commercial purposes without the person's approval.
 - b. Holding a person up to a "false light."
 - c. Publishing non-newsworthy private facts about a person.
 - d. Intruding upon a person's space or tranquility or property in a trespassing manner.
4. The media should not pander to morbid curiosity about details of vice and crime.
5. It should be the duty of news media to make prompt and complete correction of their errors.
6. The journalist should be accountable to the public for reports and the public should be encouraged to voice its grievances against the media. Open dialogue with readers, viewers, and listeners should be fostered.
7. The journalist should be responsible for knowing and adhering to the law as it applies to the student press, including but not limited to libel and copyright.

EDITORIAL GUIDELINES

Editorial guidelines should govern the content of the Spinnaker newspaper while protecting the staff's exercise of freedom of expression as guaranteed by the First Amendment. Accordingly, it should be the responsibility of the University of North Florida to insure the maximum freedom of expression to all students.

Student journalists may report on and editorialize about controversial and crucial events at the University, in the surrounding communities, state, nation and world. However, the student press should observe the same legal responsibilities imposed upon the conventional news media. Thus, the student press should avoid expression which:

1. is obscene, according to current legal definitions;
2. is libelous, according to current legal definitions;
3. intends to create a material interference and substantial physical disruption of educational activities.

ADVERTISING ACCEPTABILITY GUIDELINES

To protect the interests of readers and advertisers, the Spinnaker has adopted a code of advertising acceptability standards. These standards were designed to protect the reader from the potentially harmful effects of misleading, inaccurate, fraudulent, doubtful, or ambiguous representation, and dishonest or unfair competitive statements. These standards were also designed to prevent the effects of bad advertising from destroying reader confidence in the medium and in the good advertising which it carries. It is recommended that the Spinnaker staff continue to adhere to the standards they have set as outlined below.

General Advertising Acceptability Standards

1. The Spinnaker does not accept advertising which, in its judgment, contains attacks of a personal, sexist, racial or religious nature, or which reflects unfavorably on competitive organizations, institutions, or merchandise.
2. The Spinnaker does not accept advertising which, in its judgment, might destroy the confidence of readers or advertisers. This includes advertising which is misleading, deceptive, or which grossly exaggerates or makes unwarranted claims.
3. The Spinnaker does not accept advertising which evades or attempts to encourage the evasion or violation of any law, regulation or ordinance--university, municipal state or federal.
4. The Spinnaker does not accept any display advertisements having freakish layouts and advertisements of such size that the depth is not equal to the width: e.g., eight-column by one-inch ads will not be accepted.
5. No advertising shall be carried on the front page of the Spinnaker.
6. Advertising resembling news matter will have a border placed around the ad and the word "Advertisement" will be clearly defined at the top of the ad. Headlines shall not be standard news headline type.
7. Regarding opinion advertising, the policy of the Spinnaker on advertisement of political and social views is to keep its column open to those who wish to express a particular point of view, no matter how widely divergent it may be from that of the editorial stand of its individual publication, as long as such advertising does not advocate the violent overthrow of the local, state and federal government. Full identification of the sponsors of an opinion advertisement

is required in general, names of two or more of the officers of the organization must appear in the advertisement, as well as the address of the advertiser. If the names of other persons are to appear in the advertisement, the advertiser must furnish evidence that all such persons have given permission for the use of their names.

8. THIS NEWSPAPER RESERVES THE RIGHT TO REFUSE ANY AND ALL ADVERTISING.

This statement is to appear on the rate card.