FACULTY-STAFF MEETING
FRIDAY, MARCH 29, 2019 FROM 12-1PM
HPNP AUDITORIUM
Spring PHHP Faculty-Staff Meeting
Friday, March 29, 2019 | 12-1pm
HPNP Auditorium, Room 1404

1. Welcome – Dean Michael Perri
2. Strategic Plan Follow Up – Dr. Stephanie Hanson
3. Faculty Council Update – Dr. William McGehee
4. Staff Council Update – Mr. Kevin Jackson
5. Updates to Honor Code – Dr. Heather White and Ms. Pamela Malyk
Strategic Plan Summary
2018-2019
Dr. Stephanie Hanson
ENVISIONING OUR EDUCATIONAL FUTURE
October 19, 2018 Retreat

- Small and large group discussions
  - anticipated demands from employers
  - student skills and knowledge needed
  - potential cross cutting programs, current strengths
- Demands and skills – organized into college-wide competencies
SIX COMPETENCIES

• Communication
• Data Science
• Leadership and Management
• Critical Thinking and Innovation
• Emerging Technologies
• Socially Responsible World View
COMPETENCY CREATION PROCESS

• Ideas generated at retreat subsequently organized into 6 categories - Drs. Perri, Hanson, and Frank (consultant)
• Competency definitions and components drafted based on retreat information and deans’ input - Drs. Hanson and Hack
• Draft competencies and components vetted and edited - ELC members
• Components for each competency finalized - Benefitted faculty (asked to vote for top 4 choices to include in each competency)
  • Items receiving 50% vote or greater kept as components (based on cumulative percent of those rated 1st through 4th within the competency)
COMMUNICATION

• Effectively deliver message to intended audiences (e.g., content and readability, format, organization, focus, and tone)
• Demonstrate self-awareness of verbal and non-verbal presentation style, biases and cultural effects on communication
• Demonstrate effective listening skills (e.g., comprehension, nonverbal empathy)
• Identify purpose(s) of communication (e.g., intention, advocacy, education, dissemination of information) and define intended
• Decipher essential/important content and manipulate into a cohesive product
DATA SCIENCE

• Formulate appropriate questions for analysis
• Design a reliable, valid plan for analysis
• Define types and usefulness of data
• Use findings to guide decisions, formulate predictions, and inform policy and practice (e.g., translate, disseminate, and implement new knowledge from academics to community)
• Mine and analyze different types of data with appropriate statistics and software
LEADERSHIP AND MANAGEMENT

• Examine professional strengths and weaknesses (e.g., empathy, team building) and demonstrate appropriate professional conduct
• Prioritize, set, and support appropriate goals with personnel and the organization
• Articulate a strategic organizational vision
CRITICAL THINKING AND INNOVATION

• Formulate effective questions
• Discriminate essential from nonessential task components and patterns and align skill sets to tasks
• Generate, implement, and evaluate potential solutions/models/prototypes
• Adapt to unexpected context/circumstances and material in real time (thinking on feet)
EMERGING TECHNOLOGIES

- Characterize attributes of technology and their ability to support goals (e.g., overcome barriers, improve access, create efficiencies, improve performance)
- Demonstrate appropriate use of relevant technology
- Identify trends in technological developments
- Adapt to new developments and refinements in technology (e.g., gaining life-long learning skills in software, hardware changes)
SOCIALLY RESPONSIBLE WORLD VIEW

• Examine one’s cultural perspectives and biases to inform positive individual and interpersonal behavior
• Define health disparities, their determinants, and interrelationships
• Identify the top health threats locally, nationally, and globally
• Appreciate historical context and events that have contributed to the current state of public health and health care locally, nationally, and globally
CROSS-CUTTING EDUCATIONAL PROGRAMS

- Retreat participants voted on top 3 of interest
  - Premier Data Science
  - Executive Master’s in Healthcare Leadership
  - Center for Neuromodulation and Neuroplasticity
  - Stackable Certificates
  - Certificate of Community Engagement
  - MHS in Mental Health Epidemiology
  - Weather Events Course
RETREAT UPDATE:
Smart sizing the College

- Pipeline for Bachelor’s
- Pipeline for Graduate and Professional Programs
- Creative Ways to Fund PhD Students
POST-RETREAT ACTIONS:
Smart sizing the College

• Committee 1: Creative ways to fund PhD students
  • Implemented a PhD student funding match program – faculty, department, dean’s office
• Committee 2: Re-envisioning undergraduate health science program
  • Incorporating research presentations into HSC 2000
  • BHS program asked to create a research specialty elective of 9 credits rather than beginning with full research track
• Committee 3: Connecting students to undergrad majors via technology
  • Hired a recruiter primarily focused on MPH, BPH, and BHS
• Committee 4: Connecting students to graduate programs
WHAT COMES NEXT

- Review program ratings of competency coverage
- Determine competency expectations by student levels
- Set timeline for action plans for other retreat recommendations
- Begin curricular adaptations
- Begin web site re-design
Faculty Council Update
Chair, Dr. William McGehee
Faculty Council Update

2018-2019 Faculty Council:

- Dr. Frederick Kates (HSRMP), **Vice-Chair**
- Dr. Consuelo Kreider (OT)
- Dr. John Lednicky (EGH)
- Dr. Volker Mai (EPI)
- Dr. William McGehee (PT), **Chair**
- Dr. Susan McGorray (BIO)
- Dr. Catherine Price (CHP)
- Dr. Sterling Sheffield (SLHS)
Faculty Council Update
2019-2020 Committee Changes in Service

**BIO**
- Curriculum Committee
- Faculty Council*
- Research Committee
- Tenure and Promotion

**EGH**
- Research Committee

**CHP**
- Tenure and Promotion

**EPI**
- Curriculum Committee
- Research Committee

*Denotes end of eligible terms
Faculty Council Update
2019-2020 Committee Changes in Service

**HSRMP**
- Curriculum Committee
- Research Committee
- Tenure and Promotion

**OT**
- Curriculum Committee
- Faculty Council*

**SLHS**
- Curriculum Committee*
- Research Committee
- Tenure and Promotion

**Faculty Senate**
- Three open seats
- Voting opens Monday, April 1

*Denotes end of eligible terms
Staff Council Update
Chair, Mr. Kevin Jackson
Staff Council Update

2018-2019 Staff Council:

- Kristen Cason (BIO), Secretary
- Jacolyn Chamberlain (EPI)
- Meredith Hoyt (EGH)
- Kevin Jackson (DO), Chair
- Amy Ladendorf (PT), Vice-Chair
- Doug Martin (CHP)
- Aaron McEnery (SLHS)
- Matt Pickett (DO)
- Amanda Starling (OT)
- Lyndle Toth (CHP), Immediate Past Chair
- Ikiah Young (HSRMP)
Staff Council Update

Join a Standing Committee!

**Special Events**
Kevin Jackson kevinscott13@phhp.ufl.edu

**Bylaws & Elections**
Aaron McEnery amcenery@phhp.ufl.edu

**Communications**
Doug Martin dougmartin@phhp.ufl.edu

**Staff Development & Training (SD&T)**
Meredith Hoyt m.hoyt@phhp.ufl.edu
Staff Council Update

Staff Council Agenda

• Staff Professional Development
• Upcoming Elections
Lead and influence the next generation.

Understanding UF’s Student Honor Code and Student Code of Conduct.
Agenda

New Code
• How it happened and why
• Process & Improvements
• Highlights
• Syllabus Considerations

Classroom Disruption

FAQs

Long Term Plans
The Code that was...

- 17 separate regulations made up the Honor & Conduct Codes
- Written by attorneys for attorneys
- Only 7 defined terms
- Last updated 10-15 years ago
- Didn’t reflect the changing nature of student behavior and mediums of online learning
Who was involved in developing the new code?

- Multi-disciplinary Code Workgroup
  - Students
  - Faculty Senate Chair
  - Chairs of AI Taskforce
  - Staff
  - General Counsel
- Academic Integrity Taskforce
- Campus Partners
- Nationally Known Expert on Honor & Conduct Codes
- Board of Trustees
The Improved Honor Code Process

Faculty/Instructors

• Gather, Decide, Submit, Participate
• Gather information supporting the Honor Code violation
• Decide what sanctions you would like to propose
• Submit online Honor Code Incident Report at sccr.dso.ufl.edu
• If hearing is required, participate in that proceeding
• Submit final grade at conclusion of process
The Improved Honor Code Process

SCCR
- Sends official notice to students, changes grade to an “N”, prevents student withdrawal from course
- Meets with students and informs them of rights, the process, and options to resolve incident
  - Student can accept responsibility and agree with faculty sanctions or:
    - Have a hearing to determine sanctions only
    - Have a hearing to determine responsibility and any associated sanctions
- Sends official outcome to students
- Track sanctions
- Maintains the record
- Place holds as needed
Substantial Improvements

- One Regulation – 4.040
- Clear and understandable language
- Expanded definitions to eliminate confusion
- Reduced administrative burden on Faculty
Substantial Improvements

- Eliminates dual role of Faculty in the honor code process
- Streamlined and consistent process for all participants
- Increased compliance with the FL BOG regulation
- Minimum 3 year review of the Regulation
New Things to Note

New wording of violations

• “in any manner, through any medium” to protect against the changing nature of cheating and use of evolving technology to commit academic dishonesty

• Violations now cover:
  • Failing to follow directions of a proctor
  • Using additional time or failing to cease work on a time bound activity
  • Disrupting a testing environment
  • Plagiarism now covers patchwriting and explicitly prohibits self-plagiarism

• Violations no longer covered:
  • Prohibited collaboration violation- Now states collaboration is a violation when expressly prohibited by faculty
  • But any behavior that gives or receives an unfair academic advantage is captured in a violation, so the expectations are similar than in the previous code
New Things to Note

More Sanction Options
  • Assignment grade penalty with required resubmission
  • Assignment grade penalty
  • Course grade penalty with drop option
  • Course grade penalty (no drop)

SCCR additionally will add a Status sanction to any violation

Holds

Time Limit to report an Honor Code violation
  • Before final grade for course is submitted
Syllabus Statements

Think about adding an additional statement that clearly states what you do not allow:

• Example:
  “No student may work or collaborate with another person on any academic activity in this course. Should group work be assigned or this class policy change, I will provide that in writing on the individual assignment instructions.”

Possibly add a statement about what likely would occur with the student’s grade should they be responsible for an Honor Code Violation

• Failure of assignment?
• Grade reduction
• E in course?
Recent Questions

Do I need to call SCCR for prior history any longer?

Where did the Faculty Student paper form go?

Can faculty still meet with their student and discuss this?

How will I be notified of what is happening?

Is there an easy way to see the Honor Code?
Long Term Plans

Recommendations of the Academic Integrity Taskforce to Provost

Educational tools and resources developed

Better reporting and more robust data

Assessment of faculty and student needs
Protect and guide the educational community.
Thank you!