



MEMORANDUM

To: Donna E. Shalala, President

From: Stephen Sapp
Chair, Faculty Senate

A handwritten signature in black ink that reads "Stephen Sapp". The signature is written in a cursive style with a large, prominent "S" at the beginning.

Date: October 4, 2007

Subject: Faculty Senate Legislation #2007-19(D) – Academic Standards Report on Undergraduate Admissions for current academic year.

At the Senate meeting of March 28, 2007, the Senate received an update on the Academic Standards Committee Report on Undergraduate Admissions, presented by Andrea Heuson, Chair of the Academic Standards Committee. Following discussion, the Chair of the Senate announced an addendum to this item in the form of a recommendation from the General Welfare Committee, to examine ways to achieve a longer-term goal of 1350. The Chair emphasized that the recommendation is to the administration and it is expected that the administration will continue to work with the Senate on this through the Academic Standards Committee. After discussion, a motion was made to accept the recommendation from the General Welfare Committee. *The motion passed unanimously.*

The Report is enclosed for your information.

The legislation is now forwarded to you for your action.

SS/ib

cc: Thomas LeBlanc, Executive Vice President and Provost
David J. Birnbach, Vice Provost for University Administration and Faculty Affairs

PRELIMINARY UNDERGRADUATE ADMISSIONS REPORT, FALL 2006

Draft of Annual Report on Admissions and Undergraduate Student Quality Prepared by the Faculty Senate Committee on Academic Standards¹

Purpose of this Report: To provide a Faculty Senate sponsored assessment of the quality of new students enrolled in Fall 2006.

Summary

By all standard measures, the University of Miami entering class of 2006 is the top freshman class in UM history. A record total of 67% of new freshmen graduated in the top decile of their high school class, an increase of 5% over the level of the past two years. Mean SAT scores rose by 11 points, to 1269, which is also an all time high. Information that is new in this report shows that the administration's commitment to heightened selectivity and the hard work of enrollment and admissions staff have also combined to enhance the quality of the applicant pool. Even more encouraging news is that the quality gap between UM and institutions in three important comparison groups continues to close dramatically, a trend that we hope will continue. This report also contains evidence that the initial quality of the pool of transfer students is improving, and that these students are performing acceptably well once they arrive on campus.

Academic Quality of Newly Enrolled Students, Fall 2006

The format of the report is similar to that used in the last several years. New to this year's report is analysis on the mean ACT scores of the freshman class, the quality of the applicant pool, UM's freshman class quality versus two new comparison groups of schools and the performance of transfer students once they begin taking classes at UM.

I. The Freshman Class

a. Overview

The news is excellent regarding the freshman class that entered the University in Fall 2006. As the earlier presentation of the official Enrollment Report to the Senate indicated, the incoming class for the past fall consists of a final total of 2062 freshmen, (resulting from 19,040 applications), and 656 transfers, (resulting from 3,487 applications). The number of applications in both categories continues to increase, but at a somewhat slower rate than in recent years. By design, the total number of new students on campus this fall is down from last year's total of more than 2,900. This has undoubtedly had a positive impact on the quality of the class².

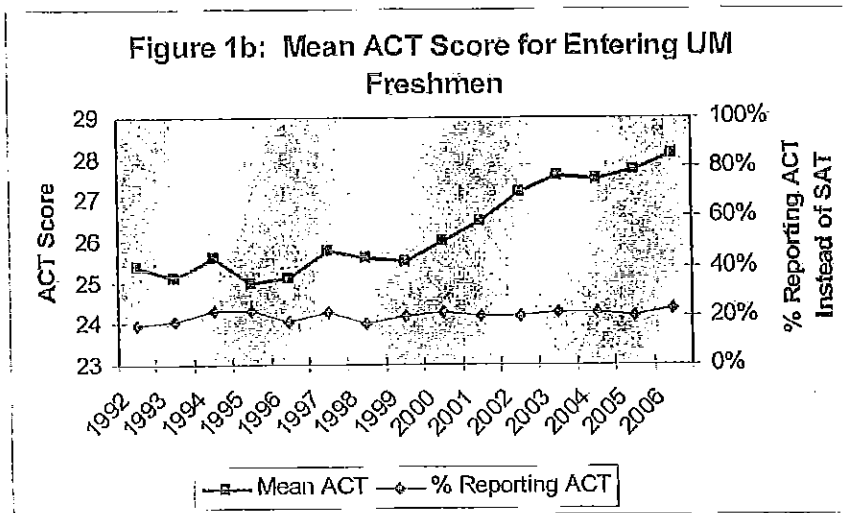
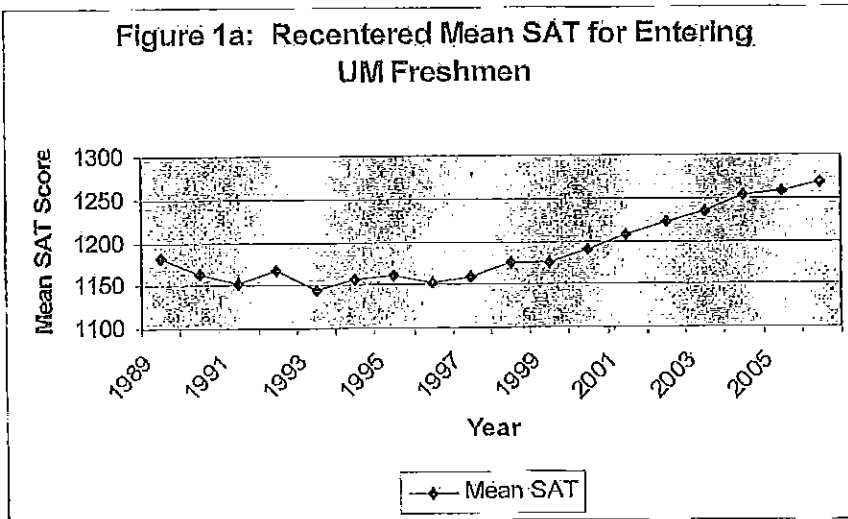
b. Official SAT and ACT Scores

The average SAT score of the entering freshmen continues to improve, rising 11 points from last year to a level of 1269.

¹ Members of the Academic Standards Committee are: Manuel Huerta, Jeremy Jordan, Michiko Kitayama, Alyse Lancaster, Andrea Heuson (Chair), Kenn Rudd, Stephen Cantrell (*ex-officio*) and William Green (*ex-officio*). Data on UM students in this report were made available by Mary Sapp and the staff of the Office of Planning and Institutional Research and by Paul Orehovec and the staff of the Office of Enrollments.

² The Provost's Office has announced plans to hold next year's freshman class below 2,000 students, which should allow the Admissions Office to be even more selective in 2007.

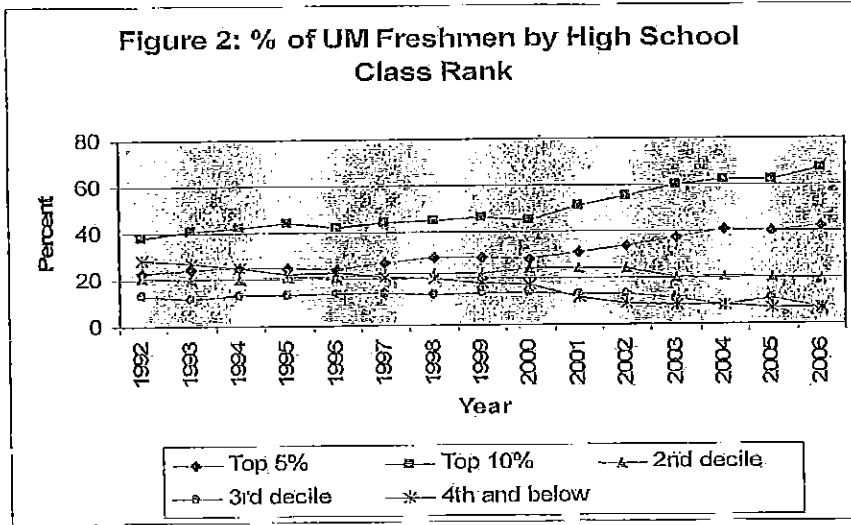
Since 2004, the UM admissions office, (and other institutions we compete with) has used ACT scores for students whose ACT scores are better than their SAT scores.³ At this point the ACT score is the guiding metric for almost one-quarter of the entering class. SAT scores are displayed in Figure 1a, below, while ACT scores and the percentage of the class accepted using that score appear in Figure 1b. Both score averages exhibit a significant increasing trend.



³ Given this assumption, UM's official mean SAT score is based only on the population of enrolled students who performed better on the SAT than on the ACT, or submitted only an SAT score. This methodology is also used by our competitors.

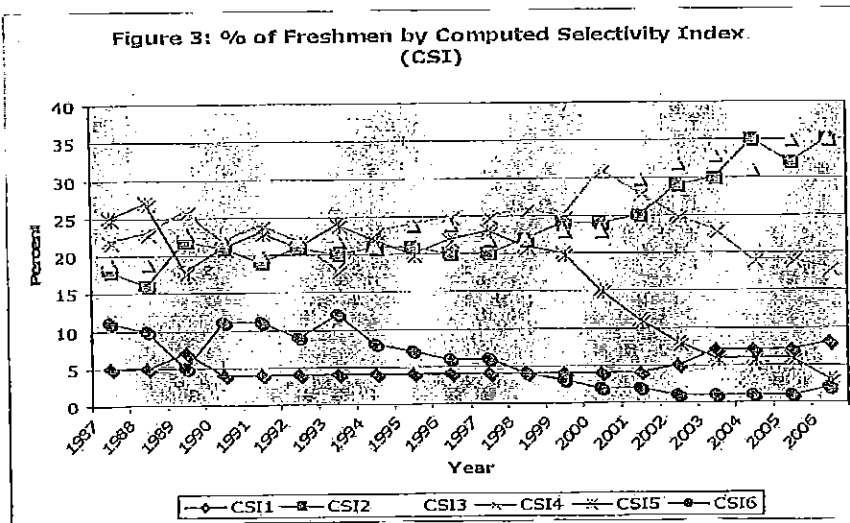
c. Class Rank

67% of the incoming freshmen ranked in the top 10% of their high school graduating class, an increase of 5% over 2005, while the decline in students ranked in the third decile and below continues (Figure 2).



d. Computed Selectivity Index

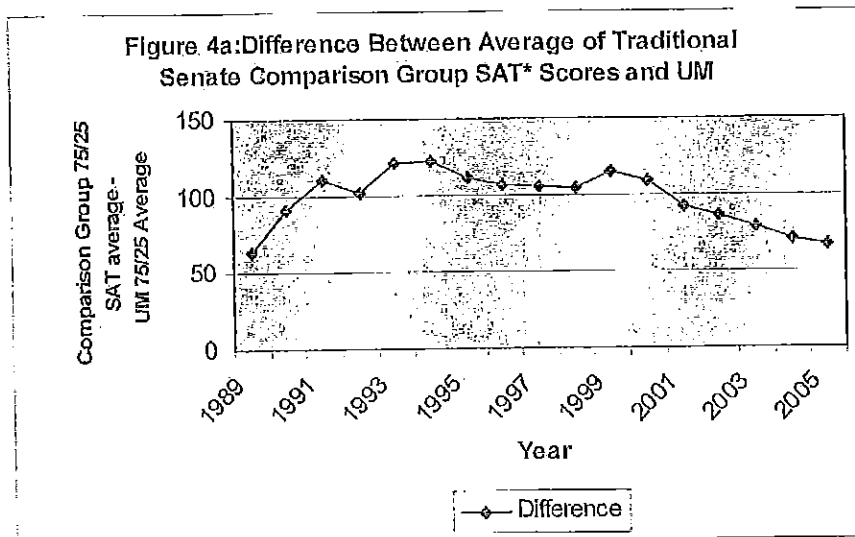
The freshman class is also evaluated by Computed Selectivity Index, (CSI), which combines standardized test score and academic performance in high school. Under that measure, 43% of the new freshmen are selectivity 1 or 2, up from 39% last year. Figure 3 also shows that the number of less qualified CSI 4 and CSI 5 students continues to decrease, a trend that began in 2000.



e. Comparing UM's Freshman Class to That of Other Universities

1. Comparison to the Traditional Senate List

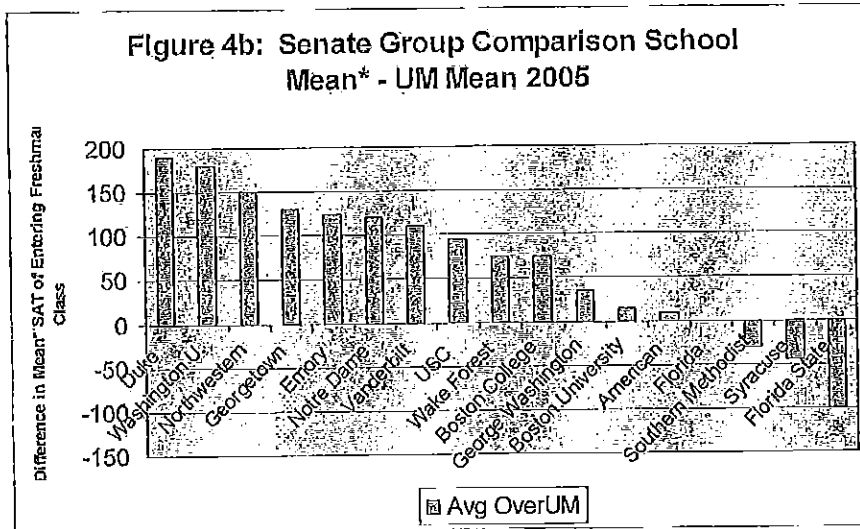
Information available in a series of issues of U.S. News and World Report allows us to compare UM's progress in enhancing student quality to progress achieved by other institutions. U.S. News publishes the SAT score of the 75th percentile and the 25th percentile of the freshman class, rather than the mean SAT score, so this report uses the mean of those two numbers as a proxy for the average SAT score of the entering class.⁴ Since 1989 the Faculty Senate Academic Standards report has compared UM SAT scores to the following group of public and private institutions: American University, Boston College, Boston University, Duke, Emory, Florida, Florida State, George Washington, Georgetown, Northwestern, Notre Dame, Southern Methodist, Syracuse, USC, Vanderbilt, Wake Forest, and Washington University. Figure 4a shows the difference between the average of UM's 75th and 25th percentile SAT scores and the mean of the 75th and 25th percentile averages for the Senate comparison group. The strong trend in *relative improvement* that began in 2000 continues in 2005.



* Average of 75th Percentile and 25th Percentile Official SAT Score

⁴ While we have no way of determining how accurate this approximation is for other schools, it is quite close for UM in 2005 when the average SAT score was 1258 and the 75th and 25th percentiles were 1360 and 1160 respectively, for an average of 1260. The approximation has been used in this report for many years.

Figure 4b shows the average 75th and 25th percentile SAT score less the corresponding UM value of 1260 for each school in the Senate comparison group for the year 2005. Schools are ranked in descending order so the right hand side of the chart indicates institutions where the freshman class SAT score is essentially identical to or below the University of Miami's value.



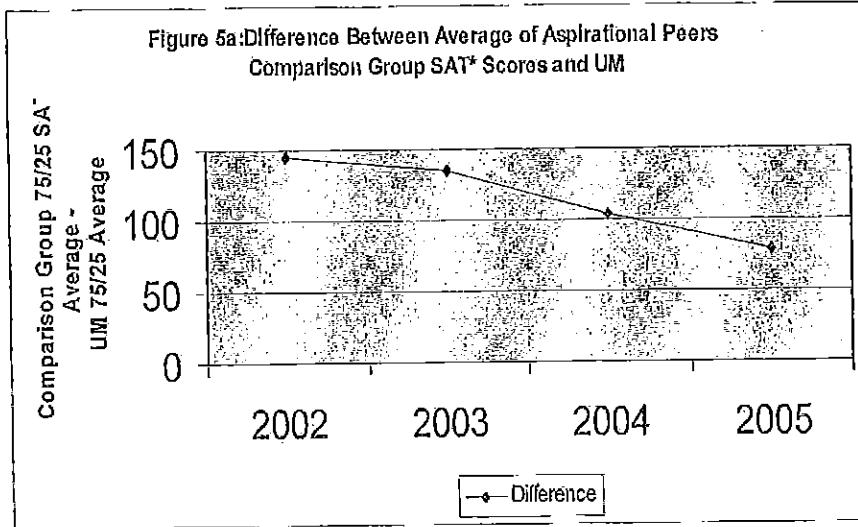
* Average of 75th Percentile and 25th Percentile Official SAT Score

2. Our "Aspirational Peers"

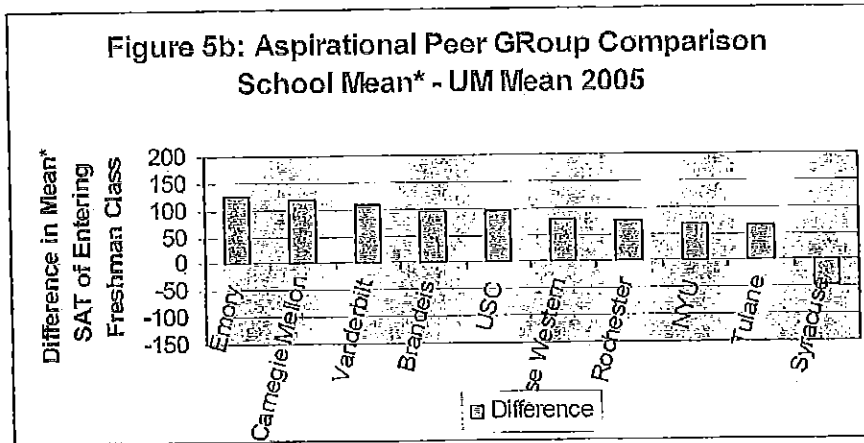
The Provost's Office has identified a set of 10 private universities that are members of the American Association of Universities (AAU), an association we aspire to join, and rank at or above the University of Miami in the U.S. News Reports rankings. It is our understanding that the Faculty Senate voted to accept these 10 schools as our "aspirational peers" in the fall of 2006.

Lack of access to historical U.S. News and World Report data means that Figure 5a, below, is based on a much shorter time series than Figure 4a. Still, it is clear that the quality of the UM freshman class in the fall of 2005 is catching up to that of the schools we aspire to emulate. Improvement has been especially pronounced in the last two years.

The specific schools are: Brandeis, Carnegie Mellon, Case Western, Emory, NYU, Rochester, Syracuse, Tulane, USC and Vanderbilt. Figure 5b, at the bottom of the page, is similar to Figure 4b. The right-hand side of that Figure indicates that UM already ranks above one of the aspirational peers (Syracuse).



*Average of 75th Percentile and 25th Percentile Official SAT Score



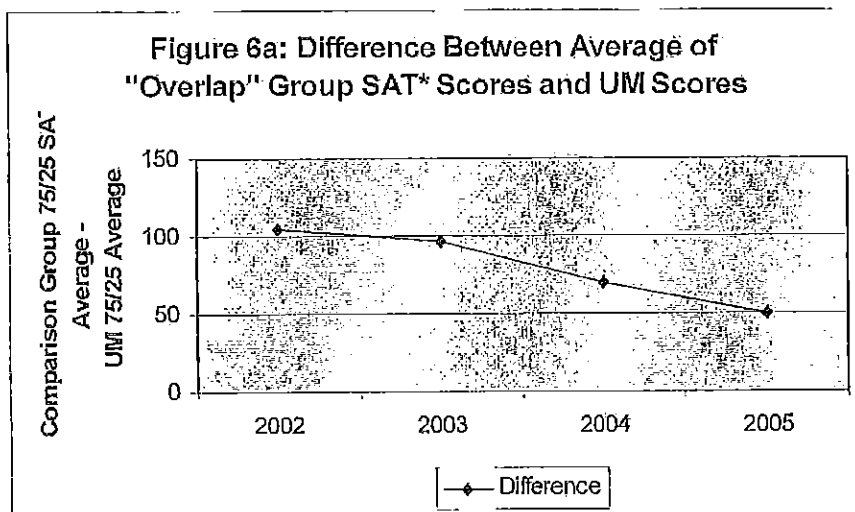
* Average of 75th Percentile and 25th Percentile Official SAT Score

3. Schools That Prospective UM Students Also Have Their SAT Scores Sent to ("Overlap" Schools)

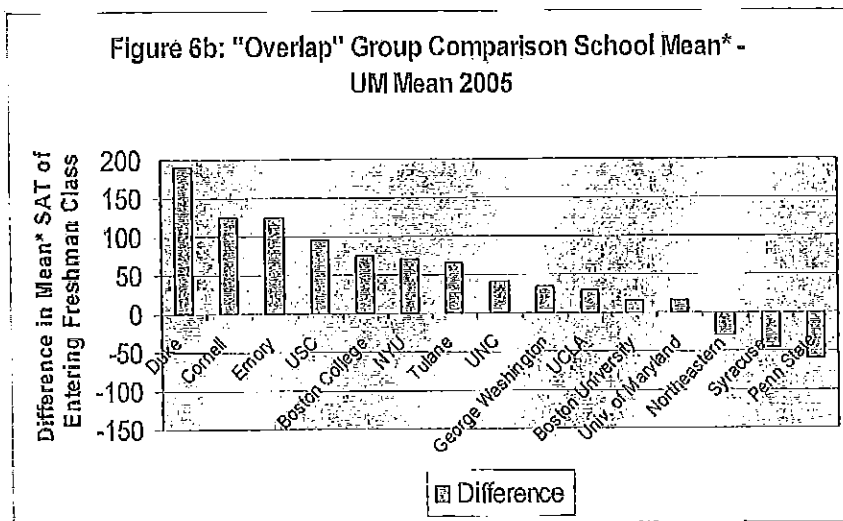
A third comparison group is the set of schools that students who have their SAT scores sent to UM select as additional reporting schools. The admissions office has kept track of the ten strongest "overlap" schools for a number of years.⁵

⁵ Florida and Florida State are our largest "overlap" schools but are not included in the Enrollment report assessment or in this section of our analysis because we view those schools as secondary competition for the students we want to attract. Both are included in the previous analysis in Tables 4a and 4b.

Figures 6a and 6b, which mimic 4a and 4b, are compiled for a list of 15 public and private universities that consistently appear in the universe of overlap schools;⁶ UM's official SAT score is much closer to the average of these schools, and shows the same dramatic improvement over the past two years. Also, Figure 6b shows that UM's freshman class is now essentially equal to or better than a third of this comparison group. Taken together, these three sets of Figures document consistent, significant improvement in the *relative* position of UM's freshman class in recent years.



* Average of 75th Percentile and 25th Percentile Official SAT Score

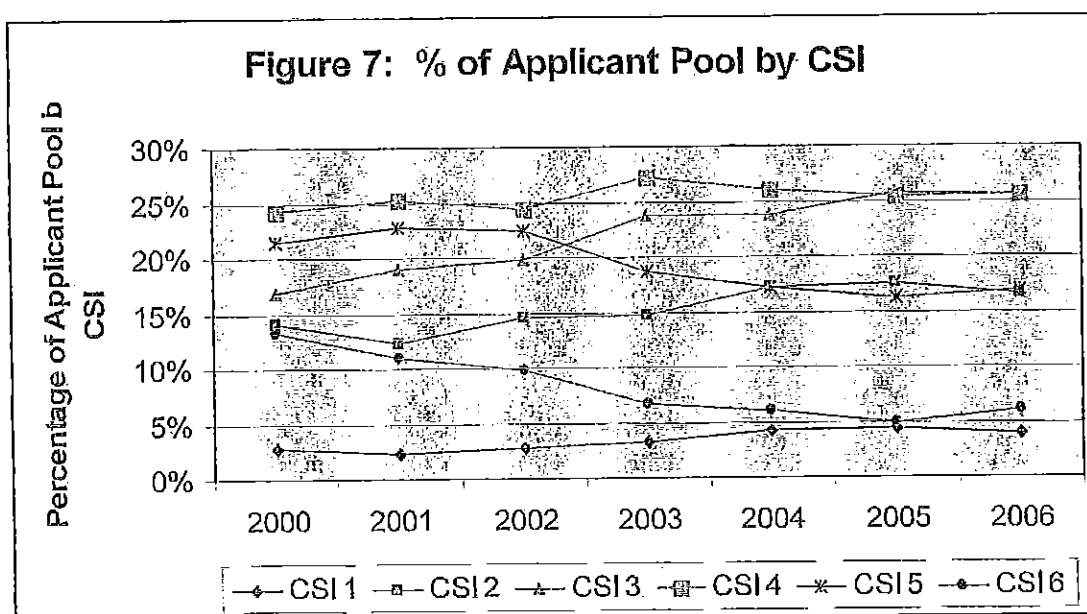


* Average of 75th Percentile and 25th Percentile Official SAT Score

⁶ "Overlap schools include: Boston College, Boston University, Cornell, Duke, Emory, George Washington, New York University, Northeastern, Penn State, Syracuse, Tulane and the Universities of Los Angeles, Maryland, North Carolina and Southern California.

f. Shifts in the Quality of the Applicant Pool

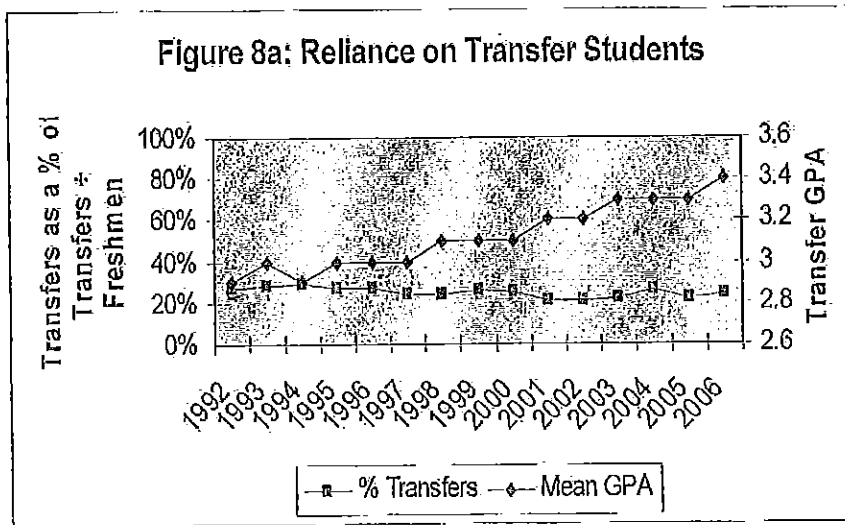
Our final assessment of the quality of the freshman class extends beyond students enrolled here and considers changes in the pool of applicants to the University of Miami. If the news about our improving quality has penetrated the market of potential students we should see an increase in the quality of the applicant pool. Figure 7 (below) segments the completed application pool by Computed Selectivity Index (CSI)⁷. The Figure shows that word about our success does appear to be affecting the application decisions of weaker prospective students. As a percentage of the applicant pool, CS5 and CS6 students have decreased by more than 10% since the year 2000 while the percentage of students in the top three CSIs has increased by more than 10%.



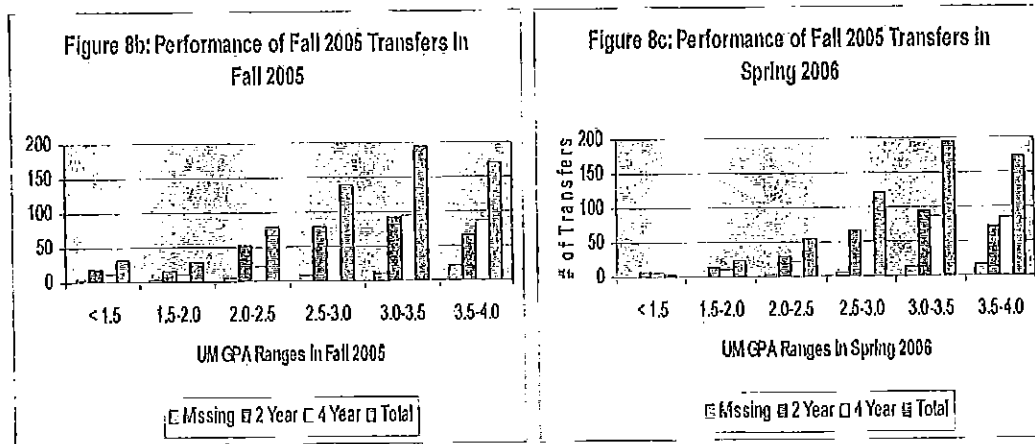
II. Transfer Students

The last set of Figures in the report addresses an issue that was raised at various times in recent years, including last year's Academic Standards report. A significant percentage of the new students on campus each fall are transfer students from 2-year and 4-year American institutions and foreign schools. Figure 8a demonstrates that the percentage of transfer students has declined slightly from the early 1990's but that transfers still make up about one-fourth of the entering class. The entering GPA of the transfer students has increased significantly, (from 2.9 to 3.4) over the same time period.

⁷ Percentages are estimated by working backwards from number of enrolled students and the yield rate to generate an approximate number of completed application for each CSI class.



A second area of concern about transfer students is how they perform once they arrive. Figures 8b and 8c track the UM GPAs of Fall 2005 transfer students in Fall 2005 and Spring 2006. Data is segregated by school of origin when it is possible to do so. The charts indicate that most transfer students do reasonably well, (GPAs in excess of 2.5) once they get here, and that transfers from 4-year schools tend to have higher UM GPAs than transfers from 2-year schools.



III. Conclusions and Recommendations

Given the available statistics, it is easy to make the case that the entering students of Fall 2006 are the best class in UM history. For the next few years, the large numbers of students reaching college age should continue to work in our favor. The recent trend towards improved student quality is likely to continue as the Administration's willingness to limit the size of the freshman class gives us the luxury of being more selective in admissions even as growth in numbers of applicants slows.

While colleges and universities across the country have been deriving similar benefits from increased application pressure, we see tangible signs that efforts to close the quality

gap with the other three different groups of comparison institutions are beginning to bear fruit in data for the Class of 2005. The quality jump from 2004 to 2005 is similar to that of the year before. We expect this trend to continue when 2006 data for our competitors becomes available in August of this year.

It is important to emphasize that the undeniable and commendable progress the University has made in improving the credentials of entering freshman classes over the past few years has not occurred in a vacuum. While the mean SAT score for entering freshman is now some 86 points higher than it was in 1989, the gap in this measurement of the academic credentials between the average for freshman entering the University of Miami and for those entering universities in the longtime comparison group remains at least as high as it was in 1989.

More encouraging news comes from evidence in this report that UM is catching up to a group of 10 private universities ranked above us in the U. S. News Survey, (our "aspirational peers") and to a group of 15 private institutions that prospective applicants see as our competition, (our "overlap" schools). Furthermore, the quality of transfer students enrolling here is increasing significantly in terms of entering GPA and those students perform acceptably well once they arrive. Nonetheless, continued improvement in the average SAT score for entering freshman is needed if UM is to become comparable to schools we aim to emulate in terms of student quality.

The committee believes that this administration is committed to moving the quality of the entering class of University of Miami freshman up to a level commensurate with that of our aspirational peers as quickly as is financially possible. Measurable progress has been made, especially in the last two classes. With that in mind, the committee recommends an extension of last year's goal.⁶ As of the spring of 2007, we recommend a goal of improvement of at least 40 points in mean SAT scores over the next three years, (from 1269 to 1310) and a willingness to commit to a long-term target of mean SAT scores at 1310 or above.

Note:

When this report was presented at the Faculty Senate General Welfare Committee meeting on March 21st the GWC requested that an amendment be added. The amendment, which deals with longer term goal for improvement in entering SATs and ways to achieve that goal, is still in the process of being voted on by the Academic Standards Committee members. The outcome of the vote and the actual language of the amendment will be presented at the meeting on Wednesday the 28th.

⁶ The 2005 report recommended a 50 point improvement, (from 1260 to 1310), in four years.



MEMORANDUM

To: Donna E. Shalala, President

From: Stephen Sapp
Chair, Faculty Senate

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Date: October 4, 2007

Subject: Faculty Senate Legislation #2007-19(D) – Academic Standards Report on Undergraduate Admissions for current academic year.

At the Senate meeting of March 28, 2007, the Senate received an update on the Academic Standards Committee Report on Undergraduate Admissions, presented by Andrea Heuson, Chair of the Academic Standards Committee. Following discussion, the Chair of the Senate announced an addendum to this item in the form of a recommendation from the General Welfare Committee, to examine ways to achieve a longer-term goal of 1350. The Chair emphasized that the recommendation is to the administration and it is expected that the administration will continue to work with the Senate on this through the Academic Standards Committee. After discussion, a motion was made to accept the recommendation from the General Welfare Committee. *The motion passed unanimously.*

The Report is enclosed for your information.

The legislation is now forwarded to you for your action.

SS/ib

[Please contact the Senate office to view this proposal.]

cc: Thomas LeBlanc, Executive Vice President and Provost
David J. Birnbach, Vice Provost for University Administration and Faculty Affairs

March 28, 2007
Faculty Senate minutes

The meeting, held in the Hurricane 100 Room of the BankUnited Center, opened at 3:30.

CHAIR'S REMARKS

In addition to the comments included in his memorandum to Senators, the Chair

- shared that Anthony Allegro's surgery has been successful and he should be back in a month;
- reported that Ed Dreyer has been hospitalized at Doctors Hospital for pneumonia;
- informed the Senate members of a new sign-in procedure to register their attendance; and
- announced that the President will not be able to attend today's meeting but that the Provost will stand in for her.

PROVOST'S REMARKS

- The University has submitted to the city of Coral Gables a master plan (UMCAD) that describes future building plans for the Coral Gables campus. The plan has had to go through a process that included two public hearings, the second of which resulted in approval, which is only the beginning of a very long journey because it will continue to be difficult to build on our campus. However, this master plan includes goals for the next 10 years. A priority is building housing for undergraduates to meet our goal of moving from 40% of undergraduates on campus to somewhere between 60% and 65%. Other items included in the master plan are a new science building, improvements to the University Center, expansion of the Library, and a Wellness Center extension. The City wants to limit traffic and insists that we build an inner road, which will probably be started in the next two years. It is much easier to build on the medical campus compared to the cumbersome permitting process of the City of Coral Gables, but the goal is to move as quickly as possible with construction on the Gables campus.
- A letter of intent to buy Cedars Hospital has been signed. The goal is to own our own beds, a major source of revenue for university medical schools. Cedars was not available last year when UM announced the desire to buy a hospital, but it is now, and it is a very convenient location because it is just across the street. This does not mean the University is abandoning the current relationship with Jackson Memorial Hospital, only that we will now be able to serve our own private patients, even more important in light of the fact that FIU's new medical school and Jackson are currently discussing the possibility of partnering.

APPROVAL OF TODAY'S AGENDA

The meeting agenda *passed unanimously*.

APPROVAL OF MINUTES

The minutes of February 28, 2007, *passed unanimously*.

ACADEMIC STANDARDS REPORT ON UNDERGRADUATE ADMISSIONS FOR THE CURRENT ACADEMIC YEAR

Andrea Heuson presented a number of statistics involving entering students. These included SAT scores for entering freshmen, ACT scores for entering freshmen, a brief comparison to other

private institutions, and changes in the applicant pool. Dr. Heuson noted that the applicant pool gets stronger as the University increasingly accepts only stronger students. The performance of incoming freshmen has also improved over time. The Provost added that the freshmen retention rate has gone up from 82% to 90% over the last 6 years. The graduation rate has also increased from 63% to 73% and is expected to keep rising. The Academic Standards Committee recommended an extension of last year's goal, namely, a 50-point improvement (from 1260 to 1310) in four years. *A motion was made to accept the report and recommendations. The motion passed unanimously.*

The Chair of the Senate announced an addendum to this item in the form of a recommendation from the General Welfare Committee to examine ways to achieve a longer-term goal of 1350. The Chair emphasized that the recommendation is to the administration and it is expected that the administration will continue to work with the Senate on this through the Academic Standards Committee. After discussion, *a motion was made to accept the recommendation from the General Welfare Committee. The motion passed unanimously.*

APPROVAL OF THE (NCMHD), NATIONAL CENTER ON MINORITY HEALTH AND HEALTH DISPARITIES-UNIVERSITY OF MIAMI CENTER OF EXCELLENCE FOR HISPANIC HEALTH DISPARITIES RESEARCH: EL CENTRO

Dr. Victoria Mitrani presented this item. *A motion was made to accept the proposal. The motion passed unanimously.*

EXTENSION OF PROBATIONARY PERIOD FOR TENURE IN THE MILLER SCHOOL OF MEDICINE

The Chair of the Senate stated that this item was not intended to be a proposal for action but merely a document to begin discussion. The Chair then introduced A. Mohsin Mian, who noted that the Miller School Council proposes lengthening the probationary period for tenure from seven to ten years. The Chair entertained questions from the floor, which led to an intense exchange of thoughts and feelings. The Chair then suggested that more information is needed for this item and that those advocating the proposal from the Miller School of Medicine hear their colleagues' concerns and seek answers to such concerns.

Kamal Yacoub made a motion that the Chair of the Senate appoint a committee consisting primarily of Senators and representing all affected constituencies to examine the issue of extending the probationary period for tenure. The motion passed unanimously.

APPROVAL OF THE MIAMI WIND CENTER

Antonio Nanni clarified that this is a University Center and that the budget necessarily includes certain risk factors with regard to funding. Space is still needed on campus but if approved, the Wind Tunnel will be located in Miramar. *A motion was made to approve the proposal, with the understanding that approval from the Academic Deans Policy Council is still required. The motion passed unanimously.*

REPORT OF AD HOC COMMITTEE ON FACULTY TENURE AND PROMOTION

The Chair of the Senate introduced this item and explained that a committee has worked on it for some time. The GWC approved the revisions in principle and asked a sub-committee to hammer out the language, which was done. The item went back to GWC, where the changes were unanimously approved. *A motion was made to approve the proposed language that follows. The motion passed unanimously, with two abstentions noted:*

C5.5 Probationary Period for Regular Appointments

(a) The maximum probationary period before the award of tenure is six years at the University of Miami.¹ The probationary period of a faculty member may be extended, as provided for in the appropriate policies for the following reasons: child care, disability leave, unpaid leaves of absence, and personal hardship. These extensions are independent of one another. In no event may the probationary period be extended for these reasons once the final Special Review for tenure has been initiated.²

(b) A faculty member holding a regular appointment shall be considered for tenure in the final Special Review during the sixth year of the probationary period. A faculty member may be awarded tenure at any time during the probationary period but may request a Special Review only one time prior to the sixth year of the probationary period. In addition, the dean may initiate a second Special Review during this period. Any such consideration for the award of tenure shall have no prejudicial effect on reconsideration during the sixth year of the probationary period.³

C5.6 Term of Probationary Appointments

Initial probationary appointments shall be for a term of four years. Whatever the date of appointment, faculty shall be considered to have been appointed June 1 for the purpose of this section. A review of the appointee shall occur as provided in Section C13.5, and, if the outcome is favorable, the appointment shall be renewed for a three-year term with the final review for tenure occurring in the sixth year. If the sixth-year review is unfavorable, the seventh year shall be considered a terminal appointment.

C5.8 Notice of Intention Not to Reappoint Regular Faculty.

At the conclusion of the Special Review during the initial probationary period, an appointment to the REGULAR FACULTY may be terminated by written notice from the University. This notice shall be communicated to the faculty member at least twelve months prior to the expiration of the appointment.

(a) If a decision not to reappoint has a basis other than unsatisfactory scholarship, teaching, or academic citizenship, the faculty member shall be informed of the justification. Faculty members so informed may appeal a decision not to reappoint either to the Committee on Rank, Salary, and Conditions of Employment or to the Committee on Professional Conduct as provided in Section B4.10 of the Bylaws, whichever is appropriate.

(b) A faculty member is expected to inform the University of a decision not to accept reappointment six months prior to the end of the current term of appointment.

C7.2 Attainment of Tenure

(a) Tenure shall not be awarded to faculty members serving in any type of RESEARCH, EDUCATOR, LIBRARIAN or ASSOCIATED appointment. Regular appointments not accompanied by an initial award of tenure shall specify the expiration date of the probationary period.

(b) By the end of the academic year in which the probationary period would normally expire, the process of tenure consideration should culminate in either a decision by the Provost not to forward a recommendation for the award of tenure to the Board of Trustees or a tenure decision by the Board of Trustees, which is the final authority for the award of tenure. If the process has not been completed by this date, the faculty member may ask the President, in writing, to direct that the process be completed immediately.

(c) Tenure shall not be awarded at the rank of assistant professor.

C13.2 Types of Review

The REGULAR FACULTY of each school and department undertakes two types of review of the performance of its members: (1) ANNUAL REVIEWS of individuals holding tenure-earning appointments for the purpose of assessment of progress toward tenure and/or promotion; and (2) SPECIAL REVIEWS for the purposes of promotion, tenure, or reappointment of individuals holding tenure-earning appointments. The RESEARCH FACULTY, the EDUCATOR FACULTY, the LIBRARIAN FACULTY and the ASSOCIATED FACULTY of each school are subject to Annual Reviews and Special Reviews for the purposes of reappointment and promotion. Such reviews shall be undertaken by the REGULAR FACULTY, except as provided in Section A3 of the Faculty Government Charter. Such reviews shall be carried out by the processes set forth in C13.

C13.4 Annual Reviews

⁴Beginning with the second probationary year, all individuals holding tenure-earning appointments shall be evaluated annually by the voting faculty for the purpose of assessment of progress toward tenure. Individuals appointed as RESEARCH FACULTY, EDUCATOR FACULTY AND LIBRARIAN FACULTY shall be evaluated by the voting faculty for the purposes of reappointment during each year when their appointments are considered for renewal. After systematic review of each candidate's file and after deliberation, the voting faculty shall determine by anonymous written ballot progress toward tenure for tenure-earning faculty, and whether to recommend the reappointment of each member of the RESEARCH FACULTY, EDUCATOR FACULTY AND LIBRARIAN FACULTY. Absentee ballots shall not be counted unless they have been submitted prior to the balloting. The chair shall prepare a written summary of the discussion, which will be circulated to the voting faculty for their comment. The chair shall transmit to the candidate the faculty views as contained in the summary as well as the chair's own views. Copies of the summary and of a statement of the chair's views shall then be placed in the faculty member's file and given to the faculty member, who may prepare a written response for the file.

⁴ #2004-09(B)

C13.5 Special Reviews⁵

A Special Review shall be completed (1) during the candidate's third year for a faculty member holding a tenure-earning appointment; (2) when promotion to associate professor or professor is to be considered; (3) in the year prior to the end of the probationary period; and (4) in the next-to-last year prior to reappointment of a member of Faculty holding a multiyear appointment.⁶ Each Special Review shall be conducted as described below.

(a) CANDIDATE'S FILE. The file of a candidate for mid-career reappointment, promotion and tenure will ordinarily include the following:

(i) TEACHING EVALUATION. The file of a candidate for reappointment, promotion, and tenure shall contain an assessment of teaching performance. For promotion to associate professor and for tenure, except for initial appointments and cases in which teaching has not been part of the duties of the candidate, the file shall include an assessment of teaching made by the appropriate voting faculty on the basis of observation, and a summary and interpretation of the results of student evaluations. The faculty of each school and college is authorized to develop procedures governing the peer review and classroom visitations by tenured faculty who are evaluating the teaching of non-tenured faculty members.

(ii) EXTERNAL LETTERS. The file of a candidate for tenure or for promotion shall include at least three written evaluations of the scholarly work of the candidate solicited from scholars specializing in the field of work who hold positions of comparable or higher rank to that which the applicant aspires at major universities or research institutions. These letters are solicited by the chair following consultation with the candidate and the appropriate voting faculty. Candidates shall not be informed of the names of potential external reviewers suggested by the voting faculty but shall be permitted to submit a memorandum for inclusion in the file identifying persons who are thought to be unsuitable external reviewers and the reasons for that judgment; they may not, however, exclude specific external reviewers. If outside letters are solicited from reviewers recommended by the candidate, the nature of any relationship shall be indicated. The chair shall supply the voting faculty and the dean with a list of the external reviewers, indicating how and why each was selected. The content of letters requesting written evaluations shall be prepared with the approval of the appropriate voting faculty and shall be shown to the candidate, with the names of the addressees removed. A copy of each letter used to solicit external reviews shall be included in the candidate's file. Letters of evaluation are confidential, but they may be seen by anyone directly concerned in making the promotion or tenure decision. In the case of LIBRARIAN FACULTY exceptions to the need for written external evaluations of the candidate's scholarly work may be made when such letters would not add materially to the candidate's file.

(b) REVIEW PROCESS. The review process shall proceed as follows:

(viii) ACTIONS BY THE PROVOST. The Provost, as authorized by the President, makes all decisions regarding reappointments and promotions. After reviewing each candidate's file, the Provost shall notify each candidate of a decision regarding reappointment or

⁵ See section C10.2(d) for voting criteria

⁶ #89013(B)

promotion. When the decision is against promotion and there is a positive recommendation from the voting faculty, the Provost shall explain the reasons for this decision in writing to the dean. The Provost makes recommendations to the President regarding tenure decisions. When the recommendation is negative, the Provost shall inform the faculty member in writing no later than May 1. The faculty member may, within thirty days, request a review of this recommendation by the Tenure Review Board (B4.12).⁷ A faculty member may request such a review, even if that faculty member had requested the review of a prior denial of tenure.

(ix) COUNSELING OF THE CANDIDATE. In the event of a negative decision (except in the case of a denial of tenure at the end of the probationary period), based on the discussions by the voting faculty, the evaluations by external reviewers, and the recommendations by the chair, dean, and Provost, the chair shall counsel the candidate on what might be done to secure promotion.

BSIT DEGREE PROGRAM NAME CHANGE PROPOSAL

The Chair of the Senate noted that this item was presented to the Senate previously and was deferred to this meeting. James Modestino informed the Senate that the issues surrounding this proposal have been resolved after two meetings between the Computer Science Department and the Electrical Engineering Department. Computer Science has removed the objections it had to the proposal. Victor Milenkovic confirmed that his department supports the proposal. *A motion was made* to approve the proposal. *The motion passed unanimously.*

ELECTION OF NOMINATING COMMITTEE

The Chair informed the Senate that he intends to seek re-election and stated that according to Faculty Manual B3.6, a Nominating Committee can be elected by the Senate or appointed by the Chair, but if the Chair intends to be a candidate, the first procedure is typically followed. Therefore the Chair opened the floor for nominations, and after several were offered *a motion was made* to close nominations. The Chair read the names of the nominees as follows: Carol Davis, Steven Green, Robert Warren, Lynn Durel, Anthony Allegro, and Norman Einspruch. A motion was made to ask all those nominated to be asked to serve. *The motion passed unanimously.*

The meeting adjourned at 5:31 p.m.

Respectfully submitted,
Iris Barrios
Secretary of the Faculty Senate

⁷ #2004-15(B)

FACULTY SENATE MEETING AGENDA
Hurricane 100 Room-BankUnited Center
March 28, 2007 - 3:30 P.M.

***FOR YOUR CONVENIENCE, CLICK HERE FOR A COMPLETE AGENDA PACKET
(just click and print)**

A.	<u>Introductory Matters</u>	Approx. Time
A1.	Chair's remarks	3:30
A2.	Provost's remarks	3:35
A3.	Approval of today's agenda	3:50
A4.	Approval of minutes of February 28, 2007	3:55
A5.	Other announcements	4:00
B.	<u>General Matters</u>	
B1.	#Academic Standards Report on Undergraduate Admissions for current academic year – A. Heuson	4:05
B2.	#Approval of the (NCMHD), National Center on Minority Health and Health Disparities-University of Miami Center of Excellence for Hispanic Health Disparities Research: El Centro – V. Mitrani	4:20
B3.	#Extension of Probationary Period for Tenure in the MSOM – A. Mian	4:40
B4.	#Approval of the Miami Wind Center – A. Nanni	4:55
B5.	#Report of Ad Hoc Committee on Faculty Tenure and Promotion	5:10
C.	<u>Executive Session</u>	
D.	<u>Other Business</u>	
E.	<u>Adjournment</u>	

General Welfare Committee
March 21, 2007
3:30 p.m.
Law Library Conference room, 4th floor

1. Chair's remarks (3:30)
2. #Academic Standards Report on Undergraduate Admissions for current academic year
-A. Heuson (3:40)
3. #Approval of the (NCMHD), National Center on Minority Health and Health Disparities-
University of Miami Center of Excellence for Hispanic health Disparities Research: El
Centro (4:00) – V. Mitrani
4. #Extension of Probationary Period for Tenure in the MSOM – A. Markoe (4:20)
5. #Report of Ad Hoc Committee on Faculty Tenure and Promotion (4:40)

related material included