

Faculty Senate Minutes
October 30, 2018
4:00 pm in the Cedar Breaks Room

Attending: Dave Berri, Nathan Barker, Steve Barney, Chris Monson, Kelly Goonan, Daniel Eves, Brandon Wiggins, Lee Montgomery, Tony Pellegrini, Matthew Roberts, Bill Heyborne, Scott Lanning, Michael Kroff, Tim Lewis, David Tufte, Matthew Eddy, Danny Hatch, Daniel Swanson, Michael Crotty, Scott Knowles, Benjamin Sowards, Hala Sweringen, Cynthia Kimball-Davis, Shalini Kesar, Mark Meilstrup, Rosalyn Liljenquist for Doug Wayman, Kris Phillips for Jason Smith, Joy Sterrantino for Jennifer Sorensen, Virginia Stitt for Lynn Vartan and Kevin Tipton for Selwyn Layton.

Not attending, Jonathan Holiman, Liz Olson, Mark Baltimore, and Randall Violett

- Call to Order 4:09 PM (technical difficulties)
- Recognition of Presenters and Guests (4:09 PM)
 - a. Brad Cook (Provost)
 - b. Stuart Jones (Vice-President for Advancement and Enrollment Management)
 - c. Johnny MacLean (Assistant Provost for Faculty Affairs)
 - d. Brian Ludlow (Assistant Professor of Reading & Elementary Education)
- Approval of minutes from last meeting. (4:10 PM)

Brad Cook -6.2 million dollars of academic requests and the administration will try and whittle it down to a more manageable amount. There is a committee the is made up of students, faculty and administrators to figure out which requests get funded. Second tier tuition increases are under review and could alleviate some of our needs. Growth money is coming.

- Report on General Education (Johnny MacLean) (4:16 PM) ELO assignment is set up to help the faculty want to assess the ELOs instead of being assigned them. Moving away from a coverage model and instead assess two ELOs that best fit the course as determined by either faculty or department. That is the current proposal so that there is more buy-in from the faculty. After the data comes in, we may decide not to assess certain ELOs but it is too soon to tell. This will make the it easier to follow the ELOs for the general education classes.

A vote was called to approve this change to let the faculty choose which ELOs they want to assess for GE courses. They must assess at least two ELOs. The vote was unanimous.

- Report on SUU Enrollment and Revenue (Stuart Jones) (4:26 PM)
Sharing the information from enrollment and how it affects the revenues for the university. The university needs to be healthy regardless of if you support the increases in enrollment and that is the hope of this presentation. Overall enrollment is decreasing on the national stage. 4-year private schools have the largest increases in enrollment and 4-year public schools are second in growth. For profit universities are seeing a huge decline. The only other school in the USHE system with similar growth to SUU is UVU. Dixie is down, but will probably come up because they have changed the way they report numbers. Will be up to 11,026 students by the end of fall. 2504 new students for a 10.4% increase. An info graphic that breaks down the make-up of the incoming class. The quality index was 111.16 last year, and it is now 112.2. There is an increase of revenue from the influx of students. From 18.5 million to 20.2 million.

We are growing.

Traditional students are good but there is a non-traditional student body that isn't being tapped by traditional universities.

- Report on Teacher Evaluation (Brian Ludlow) (4:36)

The university is investigating the student evaluation platform. We currently use IDEA evaluations but our contract lapse at the end of this school year and the committee is investigating other vendors to see if there is a better product for our institution. Among the features they are looking for is to see if student evaluation system will integrate with Canvas, is it possible to be modified by SUU IT department, able to be tailored to the needs of each college and type of data security. The committee will present its choice to campus in November and has to make its final recommendation by December 14.

- Report on On-line Education (4:55 PM)

Under design which programs will do well online

Subject matter experts are the faculty and the online support folks know how to design the online components. They should work together. There is a template to have the architecture be the same.

Departments will schedule online courses.

Departments are in charge of quality assurance.

Question: What is the current name of the online education entity?

Scott Lanning - it went from SUU online to OTL suu online is now a part of enrollment management

Tim Lewis – on part 2 d of the distributed document (attached at the end of the minutes), the faculty member is paid to develop the course. Are they giving up their right to control their course to the university?

Johnny MacLean – Since the faculty is being paid extra to develop the content, the master shell of the course would then be available to all members of the university. It would be a starting place for that class.

Current policy states that the University owns anything that is on Canvas.

Tim Lewis – has the policy changes because that seems like a major shift in the copyright interest of the courses.

Brad Cook – nothing has changed but we will have to revisit this when the intellectual property policy is rewritten.

Tim Lewis – If I don't accept additional funds to develop a course, then I should have the control of my course.

Brad Cook – That is how I see it.

Ben Sowards – We can agree to give up any right that we want to but we need to agree upon it. Until that is determined, it is very hard to know what we are agreeing to in the

terms of our employment.

Brad Cook – I think the discussion from two years ago about intellectual property muddied the waters so we need to figure that out.

Matt – would it be possible to increase the video tools currently available?

Scott Lanning – that is a library budget issues, take that up with your Library representative.

Johnny MacLean – this committee is working on defining larger issues than specific software packages

Tim Lewis – Enrollment growth was just discussed. We were told to look beyond high school growth. It seems that we are biased towards online growth. I think we need to revisit the number of students that can be in an online class. If we lock into the high student contact hours' model, we are limiting ourselves.

- Report on Academic Integrity (5:12 PM)

We are looking at a demerits system. We are working on adjudication next. If you want to slap them on the hands when they make a sanction, you must document it and send it to the Dean of students. A warning needs to be a warning. They want to remove the academic integrity from the overall conduct. So if they have an infraction in a course it will not mean immediate dismissal for the student. Currently they are working on keeping it consistent. This will allow other departments to know which students are having problems across campus. It will also allow us to contact the student's parents without violating privacy laws. This will put together a template for academic integrity.

- Report on P&T transition (5:23 PM)

There are a lot of different requirements for each department so it is hard to say everyone need to do this exact thing. The deadlines are coming up in January to present an updated policy so that they can be finished by March. Johnny is attending a lot of the meetings.

- Midterm Grade Survey (Steve Barney) (5:28 PM)

We want to take another look at the policy to make sure that is truly represents the needs of the students. We need to collect some data so the faculty senate is developing a survey to find the problem spots. Encourage the faculty to answer the upcoming survey so that we can have the most relevant policy for the students. Steve will field any questions about this topic.

- Standing Committees ()

- a. Senate Treasurer's Report (3 minutes)
- b. Senate President Elect's Report (5-10 minutes)
- c. Senate President's Report (5-10 minutes)

- New Business ()

- Motion to Adjourn (5:57 PM)

- a. Next Meeting – November 13, 2018

Online Presence Committee - Proposed Strategy (DRAFT)

Design

We tried to answer questions involving who should have the responsibility to design online courses (see the [design retreat agenda](#) here). We came to realize that online course design encompasses multiple components, including disciplinary content (subject matter) expertise, pedagogy and teaching strategies, and online design elements (e.g. proctoring tools, discussion platforms, assessment tools, video tools, design templates, etc.).

Our guiding principle was to give authority and responsibility to those who have the appropriate expertise. The recommended process is as follows:

1. **Departments collaborate with the institution to prioritize online course development.** In consultation with departments, the institution prioritizes which courses and programs can most effectively utilize the online environment to meet enrollment growth projections, class capacities, etc.
2. **Departments collaborate with OTL to construct online courses.**
 - a. Faculty provide disciplinary content (subject matter) expertise.
 - b. OTL staff provide online design elements, including a consistent look, feel, and function. This includes choosing common headers and other design elements; providing and supporting pedagogical technology such as the learning management system (Canvas), proctoring tools, quiz tools, video tools, and other options to foster engaging online educational experiences; and facilitating an overall architecture for online courses.
 - c. Faculty collaborate with OTL staff to include best online teaching practices that encourage student-to-student, student-to-faculty, and student-to-content engagement. Some faculty may wish to receive minimal OTL support, and others may wish to receive significant OTL support.
 - d. In cases where the faculty member receives an incentive from the OTL to collaborate, OTL support is significant. When the course is complete, the OTL maintains a “master copy” of the Canvas-based course. The OTL provides any other instructors scheduled to teach sections of the course with a copy of the course. Each instructor is free to modify their copy in whatever way they wish.
 - e. As technology and/or best online teaching practices evolve, OTL staff may edit the “master copy,” but OTL cannot modify content or curriculum without permission from faculty.
 - f. When disciplinary changes occur, faculty may work with OTL staff to update the “master copy.”
3. **Departments schedule online courses.** SUU Online (the online recruiting office) and the academic advisors guide departments with enrollment projections.
4. **Departments vet and hire instructors to teach additional online sections.** When SUU needs to hire adjuncts, departments select from a pool of adjunct candidates that is curated by SUU Online. SUU Online may recommend top candidates to the department. If the department determines that the recommendations do not include acceptable candidates, SUU Online repopulates the pool and recommends new candidates.
5. **Departments are responsible for assuring quality of faculty performance.** This includes (1) any subsequent changes to the “master copy” of the course, and (2) faculty participation and interaction with students during the delivery of the course.

Quality

The committee collected considerable feedback from colleagues from across campus. Their feedback is summarized below.

1. **All courses should be evaluated equitably.** Whenever possible, we should treat quality assurance of online courses and face-to-face courses in similar ways. We must also recognize that online education is different than face-to-face education, so some differences in quality assurance efforts may make sense. The OTL should provide departments with suggested best practices and guidelines for online quality.
2. **Experts should evaluate experts.** Quality of disciplinary content should be evaluated by disciplinary experts (faculty within each department). Quality of online architecture (online elements, tools, look/feel/function)

should be ensured by OTL instructional designers. Departments should have access to valuable forms of information that may help in course delivery evaluation, and departments should strive to understand the context behind such information.

3. **Faculty should have access to training.** The OTL and CETL should provide opportunities for faculty to improve their online teaching skills. Departments should determine whether such training is mandatory.
4. **Departments should ensure quality through time.** Departments should ensure ongoing quality and updates of online courses, just as departments ensure ongoing quality of face-to-face courses. The OTL should provide support when requested.
5. **Faculty should be responsible for course revisions.** Faculty should consider updating their online courses as part of their regular load, similar to their face-to-face courses. The OTL should provide support when requested.
6. **All courses should reflect a common framework.** The OTL should provide all courses with a basic framework to maintain consistency across the curriculum. Faculty should have the freedom to create unique learning environments within the standard framework.
7. **Responsibility for student success should align with expertise.** OTL should provide training for best online teaching practices. Faculty should attend trainings and implement best practices. Departments should ensure faculty are providing effective learning environments. Academic Affairs and Student Affairs should collaborate to provide appropriate support for online students.

Forthcoming

1. **Program Array** - To be discussed on November 30
2. **Faculty Rank Demographics** - To be discussed in January
3. **Resources** - To be discussed in February, perhaps during an afternoon retreat
4. **Leadership Development** - To be discussed in March