Faculty Senate Minutes
February 14, 2019
4:00 pm
Charles Hunter Room

Attending: Dave Berri, Nathan Barker, Steve Barney, Chris Monson, Kelly Goonan, Daniel Eves, Scott Lanning, Doug Wayman, Michael Kroff, David Tufte, Joel Judd, Matthew Eddy, Danny Hatch, Jonathan Holiman, Daniel Swanson, Scott Knowles, Benjamin Sowards, Cynthia Kimball-Davis, Bill Heyborne, Selwyn Layton, Shalini Kesar, Mark Meilstrup, Matthew Roberts, Randall Violett, Brandon Wiggins, Joel Judd for Lee Montgomery and Tony Pellegrini.

Guests: Mary Pearson, Josh Price, Madeline Gines, James Sage, Dave McGuire

Not Attending: Tim Lewis, Liz Olson, Jason Smith, Jennifer Sorenson, Michael Crotty, Hala Sweringen, Lynn Vartan, Mark Baltimore.

- Call to Order (4:05)
- Recognition of Presenters and Guests (4:05)
    a. Marvin Dodge (Vice President of Finance and Administration)
    b. Mary Person (Dean, School of Business)
    c. Joshua Price (Chair, Economics/Finance Department)
    d. Matt Weeg (CETL Director)
    e. John Allred (SUU Registrar)
    f. Madeline Gines (Student Senate)
- Approval of minutes from last meeting: Approved (4:05)
- Reminder of elections: (4:06)

- **Update on Salary Model: Marvin Dodge (4:07)**
  Gallagher gave us enough to move forward from their compensation analysis (Dodge was not impressed with overall report) There was a lot of disagreement at start this whole evaluation. Many felt we should not be using CUPA as a standard. We took predetermined peer sets defined by CUPA to assess salary. Our talks centered on who our peer set should then be (if not CUPA) most of you received a salary sheet. We currently track all employees on excel spreadsheet, maintained manually. With the turnovers some things fell through the cracks. We have been trying to clean up data for over a year. Gallagher came back and said there were many things lacking in structure (i.e. job descriptions, etc.) Staff made a concerted effort to define job descriptions, versus titles, and identify what are their job duties and tasks are in order to determine their job salaries. We came up with a peer set of 47 universities (see handout).

  We need to change our systems to a more sophisticated tracking organization. SUU has contracted with Payfactors, a payroll data compensation system. Contract for $14,000 -15,000 year – excellent price. We can track all data on employees and plug in comparable data. It will integrate fuller with Banner. Payfactors will generate reports on various studies to determine salaries and ranges.

  Proposed staff pay structure – creating a more formal structure, which SUU plans to implement. See handout for SUU faculty data for adjustments in pay range.
  This process makes brings more transparency and structure to eliminate complexities.

Steve: What's the implementation plan from here?

Dodge: We will be implementing Payfactors when we do all adjustments this year.

Question: How does performance impact a raise?

Dodge: Do we give faculty members years served in previous institutions or just here? Still need to define these things but we have some guidance to help us with this discussion.

Dave: Create a committee to work with Marvin yearly to assess these compensation processes and present a report.

Dodge: We are trying to stay committed to staying on task with 5% growth factors.

- **Online Education Expansion Committee: Joshua Price (4:34)**
  The Online committee had been meeting to discuss the OPM approaches to online expansion. OPMs will handle the marketing and advertising of online programs. They provide all upfront cost and the money making will come later, until we've paid them up. From a faculty point of view the question is how do we develop these courses – professors should come up with the content and OPM will come in with design team and create videos and engagement – it is all owned by us. Once course is designed by OPM, the rest is up to each department – we take on management and staff the online course. Feb 20 and Feb 26th OPMs will be coming to meet with us for Q&A. We still have many questions for them – they will meet with committee and each department on campus. Be thinking of your questions and make the time to meet with them. There will also be an Open Forum. These are 2 of the top 5 in the USA. The committee has a list of question to help you navigate these questions.

  Steve: Thank you for taking this on – what's the final outcome of your committee -- are you a recommending body?

  Josh: Not sure – we're more return and report and perhaps make recommendations. We don't know much about the course development parts of what OPMs provide. Are these companies coming because we've decided to pick one of them? The next step would be if we want to engage in contractual details, negotiate, and make decisions. The President will decide what to do next, whether we will or won't partner with them. The goal of the OPM is to help promote growth and affect the whole process. What is your goal? How do you want to grow as a department? We need to talk about what we want to achieve in having online programs.

- **Faculty Tuition Waiver: Mary Pearson (4:43)**
  This has been an issue for a long time – Lets come to a resolution on benefits for faculty.

  SUU dependent education benefits: if you are an employee or staff you are covered 100% for up to 9 credits. Child under age of 27 unmarried receive 50% tuition coverage, anything above that you will pay the fees for dependent children. In comparison to other institutions, we have a good policy for retirement and treat our part time faculty and staff better.

  U of U 50% tuition coverage for employees after 6 months employment, spouse after one year, and dependents (under 26) after 3 years.

Utah State is after 3 mo 50% and up to 6 credits, spouse is 50% with no limit on credits, dependents (age 26) will get 50% benefits.

UVU has better benefits 100% for up to 18 credits employee/spouse/dependents (age 26) and grad tuition up to $4500.

Weber Employee 100% for up to 6 credits and 50% tuition after that. Child (age 31) are covered 50%– for both grad and under grad. If not claimed as dependent, you will pay for taxes on tax returns.

Dixie 100% for employee/spouse/dependent (age 26) no limit on credits.

We need to reconsider the dependent benefit for our employees. Proposes offering 100% as a competitive move in relation to other institutions. We can't compete with salaries, but we can make SUU more attractive with an enhanced benefit package.

Marvin: 1.2 million in costs to wave tuition for SUU benefits.

Steve: It's a growth initiative!

Scott Lanning: If both parent worked, it should be 100% -- it was a proposal but was not approved.

Mary will continue to look at this issue to raise the bar so we can be more competitive in our benefits package as we negotiate with our potential new hires.

- **On-line Add-Drop Forms: John Allred (5:03)**
  In response to the initiative for a paperless campus from Pres Wyatt, there will now be add/drop forms online via the registration portal. System will not show whether or not the student has completed prereqs – Registrars will assess whether or not they have prereqs and will advise you if they do not. You can include comments for any particulars on student that the department chairs and registrars will see. You can track your approvals through email or in portal and approval queue link. Registrars will send out reminders about pending approvals every 24hours. And will action perhaps to Dean if beyond 48hours.

  Question: How does this work with wait lists?

  Answer: We don't allow people to jump the wait list – registrars will add them to the bottom of the wait list.

  Please let John Allred and team know if you have any feedback.

- **Office Hours Policy: Kelly Goonan (5:14)**
  The academic affairs committee has discussed the issue in making office hours more flexible – 5 hours are required – added sentence to bylaw that office hours may be conducted via video conferencing where appropriate. Hours may vary weekly. Kelly had shared a calendar so her students can schedule with her.

Questions center on specific use of "video" -- could it also be voice? It sounds limiting. Could faculty chat? If it says video conferencing it looks like we take our duties seriously. The important part is the instantaneous response. The new addition to policy is to specify this ability in policy to clarify the possibility of virtual hours. All this provides flexibility and not lock faculty into set hours on same day/time but still totaling required 5 hours. We still want the faculty accountability.

Is there a suggestion to alternative language?

Can office hours simply mean when faculty and student are communicating outside of classroom – emails, phone calls, video conferencing, etc. could all be considered "office hours."

One comment: Ask your students what office hours are to them – and what they're expecting from you.

Revise or vote? REVISE bring back in March.

- **Smoking Policy Amendment: Madeline Gines (5:31)**
  Tobacco restriction – tasked to lead a student effort to amend the policy. Purpose in presenting in meeting today is to give a heads up and to keep the conversation going.

  A survey was administered in Oct 2018 and 445 members of faculty and staff completed survey out of 900+ total on campus. There was not a majority consensus.

  Current policy is in line with the Utah Clean Air Act – 42.4% preferred to work at a smoke free campus. 25.9% would prefer the current smoking policy. 25.9% prefer the way it is right now.

  Smoke free defined as anything you inhale and exhale into your environment.

  25 feb Student body pres will announce that the student reps would like to see the policy amended. Enforcement of Utah Clean Air Act is citizen enforced – students or faculty/staff can go up to a violator and call them out for not obeying rule. Problematic because SUU wants to be a welcoming place – but we wouldn't want to force people and cite them for violating. When you make a policy, it's easier to enforce and bring about a culture change. The Student Senate has not been able to agree on what the policy change would look like. Health and Wellness would support a soft learning process to give people time to adjust to the culture change. The police force would not be enforcing.

- **USHE and High Impact Practices: Matt Weeg (5:44pm)**
  New project CTEL on campus – designating courses that implement high impact practices – to enhance student learning via experiences. 11 practices have been defined. Regents have decided that they want every student exposed to two high impact practices over their college career. There will be a reporting structure. The practices are likely to be the same throughout UT institutions. Course designation for these practices to be implemented. Multi phased approach – (1) first figure out how this will work and formulate a committee which will include those practitioners on campus, who are familiar with what this means. Would like to include a faculty senator. Committees would be tasked to determine what the criteria would be in implementing the practice and a rubric to assess courses. The CETL would develop templates for criteria, i.e. application forms and rubrics, which committees would tailor to their practice. (2) CETL would then evaluate how these are being implemented and consistent across departments. It's still really early in all of this – we still don't know if we'll have autonomy on

choosing our two high impact practices. These are evidence based teaching practices. Welcomes feedback.

Question: What if 95% of our classes already qualify as high impact?

Answer: The way that I envision it is that not all courses would qualify for the course designation – just doing a high impact practice doesn't necessarily make it an authentic high impact practice. It has to be done well and receive some oversite. The more we can document that we are using these practices the better.

Question: What would be the incentive for faculty to get our courses certified?

Answer: If your course is recognized as utilizing this practice then you are meeting P&T criteria and aligning yourself with these expectations as well as enhancing student learning. Students do better when they are exposed these practices. Another benefit, when you compare underserved populations, is there is usually a performance gap and this narrows when these practices are in place.

We are trying make this a minimal burden on faculty. This will be an exciting way to validate EDGE. But we'd like to go beyond EDGE and recognize other efforts by faculty on campus and create a community of support and resources. One goal is to create a high impact writing practice.

- **Report on Course Evaluation Committee: Daniel Hatch (6pm)**
  What we need is feedback from the survey sent on the kinds of questions you want to see on the student evaluation forms. These evaluations will also allow you to insert your own questions. Please reply within the next week.

- **By-law Changes: Steve Barney (6:02pm)**
  Please respond to the survey petitioning feedback on the changes in the by-laws. Some of these policies are archaic and irrelevant. See handout. Please review the articles. Next year we will be up to 36 senators. Aviation will soon have 6 senators so as a committee we are trying to effectively represent faculty on SUU – proposing departmental representatives for 3 years (perhaps mostly tenured). Please take a look and be ready to come back next month for a vote.

Meeting adjourned at 6:13pm