

Faculty Senate Minutes

December 5th, 2019

4:00 pm

Charles Hunter Room

Attending: Dave Berri, Steve Barney, Bill Heyborne, Randall Violett, Andrew Kent-Marvick, Rachel Bolus, Lijie Zhou, David Tufte, Richard Cozzens, Jennifer Sorensen, Jim Mock, Matthew Eddy, Doug Wayman, Michael Kroff, Andrew Misseldine, Doug Ipson, Donna DeSilva, Brandon Wiggins, Daniel Swanson, Danny Hatch, Dave Tufte for Melinda Ford, Nate Slaughter for Kelly Goonan, Betty Ann Rember for Lee Montgomery, Wendy Sanders for Richard Bugg.

Guests: Rich Christiansen, John Allred, Johnny MacLean, James Sage, Provost Eves, Matt Zufelt, David Maguire, Sylvia Bradshaw, Chris Healy, Schvalla Rivera, Matt Weeg, Ross Flom

Not Attending: Mark Baltimore, Shalini Kesar, Carlos Bertoglio

1. Call to Order (4:01)
2. Recognition of Presenters and Guests (4:01)
 - a. Trustee Chair Richard Christiansen
 - b. Johnny MacLean
 - c. James Sage
 - d. Schvalla Rivera
 - e. Matt Weeg
 - f. John Allred
 - g. Ross Flom
3. Approval of Minutes from last meeting (4:03) APPROVED
4. Action Items (4:04)
 - a. SUU Policy 6.13 Grading
APPROVED Unanimously (4:16)
Whether we approve something or not we have influence on these policies.

Comment:

At one point the 'W' grade needs to be uniform where in mentions percentages. As well as clarity on what the 'W' stands for.

The grading practice is up to us – "UW" vs. "W" We do have academic renewal options for students. We need to think about whether the UW is necessary. We could put a group together to look at this and see whether we want to remove it. We can look at other universities and see what the rational is.

Barney recommends that the policy be passed and then put together a group to look at the nuances of this policy later.

- b. SUU Policy 6.46 Academic Scheduling and Calendar

(moved to discussion item)

5. Information Items (time for presenter to comment followed by brief time for questions – not debate!) (4:18)

a. Matt Weeg, CETL -Course HIP Project

All students will experience two high impact practices – evidence-based teaching practices that have shown to increase learning. A taskforce has been put together to see how all students will meet this vision. Courses will be designated that are using high impact practice or are interested having a designation can apply to have their courses listed (which will be indicated in Banner) and will allow students to target these specific classes. This will also provide transparency for faculty. A committee will be formed for each practice to identify what the criteria will be for the high impact experience; they will design an application and a rubric to assess whether the proposed course will meet HIP standards. We are in phase one right now with the following (3) HIP practices: (A) undergrad research, (B) internships, (C) community engaged learning. We have committees and heads who will be assessing the applications and we are close to rolling this out in Fall 2020. We need an early February timeline. Applications will be due in mid-January. We will be rolling out more HIP practices in additional phases.

Question: by definition is HIP outside the classroom

A: they can absolutely happen within and outside the classroom.

This is not meant to be an imposition on faculty and most often faculty may realize they are already doing these practices. We want to make this as easy as possible. It will also inform us on what we can be doing that will be more impactful.

It's a quality assurance tag – the state is saying that we need to do this. And this will increase visibility for those who are doing really good work and receive recognition.

P&T policy asks us to continually improve and stretch our pedagogical practice to achieve these HIP designations. Participation in high impact practices by students lift their outcomes and experiences, esp. those from certain demographics.

Q: Push from administration is for us to focus online. Are we dividing faculty resources on these two opposing emphases?

b. SPARC (Grant's Office) Indirect Revisions (4:37)

An initiative for faculty to engage students in their academic pursuits, which includes faculty engagement. We are not doing as well as Weber and DSU will be passing us up on federal funding. Our initiative is to increase faculty participation in the pursuit of federal awards, which will trickle down to student engagement. We will be meeting with the Dean's Council and asking them to identify 1-2

faculty who can apply for federal awards. The funds that faculty receive will fund under graduate research. What we're proposing to the Deans is to perhaps reduce course load or be creative with scheduling so that they can apply to these rewards. These awards must be for the use of undergraduates.

Sylvia and her team are really invested in supporting faculty.

c. SUU Diversity Plan (Schvalla Rivera) 4:49

The university strategic plan for diversity is in its first phase. Rivera welcomes participation on the committee for ongoing discussions on improving this policy. There are two committees: (1) executive committee and the (2) advisory committee.

The 28 initiatives are listed online – 11 have been implemented, 8 are in progress and 10 have not yet been instigated.

Core themes:

Climate

Accountability

Recruitment & Retention

Education & Awareness

There is money available for faculty who are incorporating diversity support in classroom, etc.

A training website is up and running: suu.edu/equity.

d. Policy updates (5:03)

i. Academic Scheduling and Policy 6.46

Why does this policy need to be changed? We don't have a policy for the new academic calendar. We need a priority system we can agree on for how classes are scheduled.

Q: dedicated classrooms – when we need very specific spaces. Can we continue this?

A: Yes – the specialized lab spaces are given priority to their unique purposes.

Comment: concerns about room sizes and # of registrants taking priority in scheduling. Can the provost overrule the Deans and Chairs?

How do we strike a balance between the faculty and their concerns for the pedagogical benefit and the information that the Provost has in maximizing space and other concerns.

All classrooms are owned by the university at a central level not by colleges. What about the technology in the rooms?

Can't we write the policy to say that each department can consult with the Dean and the Provost on room scheduling? We want groups/departments to come to these understandings rather than individuals.

Sage: We want to trust the faculty to establish pedagogical caps. Let's have an even playing field for all faculty. Departments are the first line of contact regarding caps. We're going to look at this and continue to negotiate with you. The administration is concerned about keeping reasonable class sizes.

Comment: if changes need to be made, since we are operating so far in advance, are we given a recourse to make changes?

A: We will not be registering 1-year in advance on a mandatory basis for these very concerns.

Due date is for September first for the next fall and spring – registration occurs in Feb and Mar. We need to build those schedules by Feb. The ultimate goal is for students to register for a year in advance, but changes can still be made. We won't be locked into things – the purpose is to give the students an idea of classes being offered.

Classes which can only meet in purpose fitting venues (Kent-Marvick proposal)

(6.46) with amendments discussed. APPROVED with one abstention.

[insert from Steve here regarding amendments]

ii. Travel Policy (Campus Review) (5:41)

Note the changes on the policy.

6. Discussion Items (items requiring discussion and debate)

a. Policy updates under consideration

i. SUU Policy 6.1 Promotion and Tenure – picking up again in Jan

ii. SUU Policy 6.15 Faculty Leaves – Advise Barney of any changes

b. HIP Designations (Rachel Bolus)

7. Standing committee (5:42)

a. Any Updates?

i. Calendar Committee will be pushing discussion items to Barney soon.
(Mike Kroff)

Sage: If you are rethinking the on-campus calendar, we are open to further adjustments if the Faculty Senate would like to reopen these discussions.

- ii. General Education Committee vacancy – for Spring semester only. Once a month on Mondays 4-5:30 Rachel Boulus volunteered to substitute for Spring semester.

8. Executive Committee Updates (5:46)

- a. Treasurer's Report
- b. Secretary's Report
- c. Parliamentarian's Report
- d. President Elect's Report
- e. President's Report
 - i. Change April Meeting Dates
 - 1. Executive Committee April 2
 - 2. Senate Meeting April 9

- ii. Faculty Dismissals

UT is a right to work state and without the security of tenure, faculty can be dismissed without cause. Faculty Senate needs to be informed about the process when contracts are not renewed. Barney has had many conversations with the Provost's office and legal office. In every conversation we have been assured that these situations have gone through a process for faculty dismissals. Barney is pursuing this and worrying about this and feels that we have to be informed of this so that our culture doesn't become one of fear.

Comment: recent mid-semester dismissal was taken to allow 6-months notification. This was following state law. This was from Legal Counsel.

How do we make sure that this is done in the best way possible? We need to look at this closely to assess impact on students and faculty.

With the new P&T policy we hope that this will happen less often; if the mentors are doing what they are supposed to be doing they will identify issues early. Take your mentorships seriously so that unfortunate outcomes are avoided. And take a look at timing so that the students aren't impacted.

- iii. Departmental Senate Elections

April 2020 – please start your conversations about electing your replacement. Encourage tenured faculty for service – we need 50%. Deans should not have an undue influence on faculty senate representation, it's a departmental decision not deans.

- f. Past President's Report

9. Executive Session

10. Adjourn (6:03)