

# SUU Faculty Senate Meeting

April 8, 2021

4:00-5:30

**Attending:** Bill Heyborne, Rheana Gardner, Steve Barney, Kelly Goonan, Andrew Misseldine, Brandon Wiggins, Carlos Bertoglio, Rachel Bolus, Lijie Zhou, Gary Wallace, Dave Berri, Richard Cozzens, Rosalyn Eves, Jim Mock, Matthew Eddy, Paula Mitchell, Doug Ipson, Brandon Wiggins, Daniel Swanson, Ross Flom, Celesta Lyman, Brianne Kramer, Greg Powell, Skip Jones, Donna DeSilva

**Not Attending:** Richard Bugg, David Christensen, Bruce Haslem, Andrew Kent-Marvick,

**Proxies:**

**Guests:** Scott Wyatt, Jon Anderson, James Sage, Johnny MacLean, Trisha Robertson, Daneka Souberbielle, Joel Vallett

1. Call to order (4:00)
2. Recognition of Presenters and Guests
  - a. President Scott Wyatt
3. Approval of [Minutes from March 25, 2021 meeting](#). Approved (4:05)
4. Information Items
  - a. Senate meeting dates for AY 2020-2021
    - i. Apr 22 (introductions of new senators)
      1. Please make sure you get me the name of your replacement in advance so I can get them the agenda and link to the Zoom meeting.
  - b. President Wyatt - renewed emphasis on accessibility and affordability
    - i. What does this mean for us moving forward?
      1. Our governing board has established in their strategic plans priorities that include system alignment, access, affordability and completion. Also, they care deeply about quality education, which is our job. In terms of the policies they want to implement statewide has an overlay of equity. Every meeting, every topic includes a discussion on equity.
      2. Higher ed has four levels of institutions – research, regional (us), community colleges, non-degree granting technical colleges. The board has defined us as an open- admission/enrollment institution. Why does the board define us as open admission? As we are no longer a community college it is really important to them that we maintain a level of open access typical of community colleges, rather than a selective admission standard, which we haven't really implemented. All a student has to do is

write a letter and they are admitted. So, as we're trying to build a more diverse campus and teach our students to be more inclusive and create a greater population of underrepresented students so they feel comfortable here. We have been increasing our recruitment in Salt Lake county, Las Vegas and CA.

3. Anderson: One additional gap we have in UT is we don't have technical colleges that offer GE that automatically transfer to a college institution. I asked how many students were rejected from this institution fall semester, which was 333 students. 139 still would not be able to come because their high school GPA was below 2.0, which would force them to go to a community college and get at least 24 credits before they would be considered a transfer student. In accessibility reports or college access reports put out by the UT Department of Education they look at the socio-economic status, they look at race, they look at disability status and a series of other variables that show that for underserved populations consistently rank lower on GPA, ACT and SAT and almost every other benchmark that has to do with college preparedness. So as we look at becoming more selective, we would be cutting out populations that are non-white and non-Asian in greater portions. That a question for us – what type of campus climate do we want to create?

Another important piece of the conversation is the way we scholarship. Our scholarships are exclusively built on GPA, before that they were exclusively built on an admissions index, with some exceptions. The methods we use to scholarship favor white and Asian students over any other demographic category because they score higher in GPA and ACT, et al. So the broader conversation is what kind of students do we want to let in and then it goes to how do we want to expand resources and supporting students and which type of student once they are here and what kind of campus culture we are creating and where we are headed.

The equity lens is something we will be evaluated against – how are we serving underserved or historically underserved populations and what are we doing to help make sure that they're successful once they're here.

Wyatt: Would you like me to go to the board of higher education and seek approval to get an exception from their hope that we be an open admission institution. Those that can't meet our open admission standard, we will encourage them to go to Dixie or

Weber because they are open admission. I will do what this body votes to do.

Our admission index applies to students who are coming here almost straight out of high school, who are under a certain age and don't have at least 24 credits they've earned post high school. If students come here below a 2.5 GPA there are support systems for them. So basically, if you have a high school diploma and GPA you would be admitted to the institution.

Comment: There is a big concern about how we spend our scholarship dollars and how we determine scholarship awards for students based on things like test scores and GPA vs. needs-based. Are we spending our scholarship dollars on the students who would benefit the most from that assistance?

Heyborne: If we continue to scholarship at the rate that we are – giving away half our tuition dollars to scholarship funding that leaves us a disadvantage in terms of financial resources to put towards all the things we would like to do – including potentially supporting students who may be less prepared for a collegiate experience and need to take part in something like the Compass program, where the resources are already strapped. Open admission would allow more of those students to come in but there are fewer dollars to go around.

Comment: Young men are given a little more wiggle room in some the admission standards as many campuses are trying to strike a greater gender balance. It's consistent across many campuses the ratios are around 60% women to 40% male.

Question: What are the plans to expand and fund the Compass program to respond to being open and accessible and receive support in receiving skills to be successful.

Answer: The Compass program operates to help students who aren't prepared, or get confused or run out of money and that there is an alternative for them, to explore perhaps changing their major rather than dropping out.

Comment about the loss of academic standards and the rigor that would be affected by the possibility of open enrollment.

Please go back to your departments and share the pros and cons and the constraints that we see and solicit their feedback. Let's be ready to vote on April 22<sup>nd</sup> regarding the enrollment status of the institution.

Anderson: We have the right to request an exception to the admission standard based on what we decided. They may well say no and define the mission of this university for us as an open enrollment institution.

- c. Replacement of retiring senators
    - i. Expiration dates of terms are listed on the [senate webpage](#)
    - ii. Please refer to the [senate by-laws](#) regarding how to conduct elections
    - iii. Please encourage your tenured colleagues to run - we are currently out of alignment with our by-laws
    - iv. New senators will need to attend our senate meeting on April 22<sup>nd</sup>. Outgoing senators will need to be prepared to introduce their replacements in the senate.
  - d. COVID updates
    - i. Please remember that masks are required through commencement.
  - e. NWCCU Visit - Thursday, April 15<sup>th</sup> 4:00-4:45, Faculty Open Forum
  - f. Updated private vehicle waiver for field trips
5. Action Items
- a.
6. Discussion Items (items requiring discussion and debate)
- a. Senate Committees for next year - Rheana Gardner
    - i. Please respond to email about senate replacements and email Rheana. There is a spot open on the GE curriculum committee. Please reach out to Rheana if you are interested.
7. Standing committee updates
- a. Academic Affairs (Steve Barney)
  - b. Faculty Salary and Workload Committee (David Berri)
  - c. Faculty Review Board (Gerry Calvasina)
  - d. Distinguished Faculty Lecturer/Grace A Tanner Committee (Andrew Kent-Marvick)
  - e. Inclusion Diversity Awards (Brianne Kramer)
  - f. Outstanding and Distinguished Educator Award (Richard Cozzens)
  - g. Distinguished and Scholarly Award Committee (Ross Flom)
  - h. Distinguished Faculty Service Award (Paula Mitchell)
  - i. General Education Committee (Carlos Bertoglio)
  - j. Attainment Gaps Committee (Steve Barney and Bri Kramer)
    - i. Met with Daneka to discuss what it is we're working on and chat more about her initiatives.
  - k. OTL Advisory Board (Gary Wallace)

- l. Ad hoc Parking Policy Committee Update (Daniel Swanson)
  - m. Ad hoc Faculty Parental Leaves Policy (Kelly Goonan)
    - i. Process is still moving forward, currently in the hands of the dean's council. Reminder that this is not a faculty only provision and that the president of the staff association has been involved in the drafting process over the last several months.
  - n. Treasurer's Report
  - o. Past President's Report - Strategic Planning Committee
    - i. Ongoing planning meetings – we also have a survey circulating where we welcome your feedback on the direction we are going.
    - ii. Attended Dean's council recently where several BA degrees were approved and will be offered on our university soon (e.g. music, civil engineering, environmental science, music and commercial music, a BS in engineering, civil engineering emphasis, a BS and engineering with an electrical engineering emphasis, a BS and environmental science, a BA in environmental studies, a BS and geospatial science, and a BSW in social work.
    - iii. There has been a change to the university curriculum committee plan for the following year that will roll out in phases. Encourage your department curriculum committee representatives to peruse that new plan and become familiar with the deadlines and scope of what's going to be accepted.
  - p. President Elect's Report – Diversity Committee Updates
  - q. President's Report -
8. Adjourned (5:17)