**Faculty Senate Minutes**

December 8, 2015

LC 243, 3:00-5:00 pm

***Present***: Kim Abunuwara, Christa Albrecht-Crane, Steve Allred, Anne Arendt, Brian Barthel, Nicholas Ball, Howard Bezzant, Debanjan Bhattacharjee, Dean Bohl, Mark Borchelt, Mark Bracken, Joel Bradford, Clayton Brown, Kat Brown, Josh Cieslewicz, Alan Clarke, David Connelly, Rob Cousins, Ken Crook, Karen Cushing, Courtney Davis, Debora Escalante, Dustin Fife (Library), Doug Gardner, Lindsey Gerber, Laurie Harrop-Purser, Sherry Harward (PACE), Ellis Jensen, Robert Jorgensen, Lydia Kerr, Ryan Leick, Dianne McAdams-Jones, Gary Mercado, Tyler Nelson, CheolHwan Oh, Jeff Olson, Jeff Peterson, Jim Pettersson, Karen Preston, Robert Robbins, Sheri Rysdam, Makenzie Selland, Cyrill Slezak, Allison Swenson, Craig Thulin, Sean Tolman, Violeta Vasilevska, Alex Yuan

***Excused or Absent***: Barry Hallsted, Ron Hammond, Matthew Holland, John Hunt, Duane Miller, David Morin, Jim Price, Matt Robins (UVUSA), Anthony Romrell, Stuart Stein

***Guests:*** Bethany Alden-Rivers, Parker Fawson

Call to order – 3:06 p.m.

Approval of Minutes from December 1, 2015 postponed.

Faculty Excellence Awards

* Call for Nominations will go out today. Awards are fundamentally the responsibility of Faculty Senate. There is a full-time award and an Adjunct award for each college. Talk to colleagues in your department. Nominations are handled through the Chairs not necessarily by the Chairs. See Faculty Senate website for guidelines and dates.
* The Faculty Development Committee is developing some recommendations for improvement. Will bring to the Faculty Senate next semester for proposals for improvement of the awards and the process.

Academic Affairs

* Kat Brown excused the President and noted that Jeff Olson would be late.

Academic Master Plan Activity

* Parker Fawson and Bethany Alden-Rivers will take a few themes from previous discussions to take a few steps to move conversation forward in those areas. Olson will then have faculty address two issues most closely tied to Facilities Master Plan.
* Provided overview of the development of the Office of Teaching & Learning.

**Bethany Alden-Rivers, Assistant VP, Teaching & Learning**

* Discussion will revolve around how we can advance our thinking into more strategic activities, specifically program design and delivery. Conducted workshop when she first arrived about “who we are.”
* Referenced Derek Bok’s Book “Higher Education in America”
	+ Two most urgent priorities
		- Access and making learning opportunities more available to students
		- Assuring the quality of learning opportunities
* Sledge & Fishman Book “Reimagining Higher Education”
	+ Affordability
	+ Relevance (ROI) of academic programs
* Scenario Planning is a curiosity-driven approach to strategic thinking and planning. Need to think about what we can do now for the future. Shared Laura’s story. (Video).
* Ideal or not?
	+ 18 year old students probably don’t know what they really want. Need counselors to assist them.
	+ Discussion about higher education and what direction individuals are seeking at different stages in their lives.
	+ Story sounded more like job training.
	+ Thulin rejected ROI model in education. Education is not just about training people for jobs. Higher Education is about improving the backbone of society not just the financial side or training for jobs.
	+ Training individuals for a specific position is good from a business perspective, but the individual is not well rounded.
	+ In support of ROI is not just job training, but a better society.
	+ Story is common in the world trying to force education into. Connelly noted that if Laura’s story is where the world is going, how does UVU stay relevant without being consumed by the other forces?
	+ What’s my role as faculty in a world of MOOCs?
	+ Myriad Themes
		- MOOCs
		- Open Education
		- Competency Based Education
		- Immersives
		- Just Right Education or On demand learning
		- Cooperative models of Higher Education
		- Personal learning Networks (PLNs)
		- Experiential learning
		- Predictive Analytics
		- Learning dashboard
		- Self-directed learning pathways
		- Stackables
		- Unbundled degrees
		- Enhanced transcripts
		- Entrepreneurial learning
	+ Need to consider the possible drivers for the themes
	+ How things have changed in 2025
		- College decision making process
		- Student experience
		- Credentialing
	+ Discussion Activity – Take Laura’s story as the future scenario and think about 1) Where are we now? 2) What things are driving us? And 4) what are the barriers? Consider what do we need to do now to get to where the story was going?
		- Assumption that the bachelor’s degree is broken, but throwing it out is not necessarily the answer. Need a two-way conversation and relationship between world of work and UVU. Employers need to listen and learn from educators for life-long learning.
		- Students that learn something in the classroom need to have side-by-side experience to recognize the relevance.
		- Felt Laura’s story illustrated “for profit” model. Model fails to consider 1st generation students, minority students, indigent, it is big data and leaves out all context. Believe Laura winds up in situation that’s inflexible, lacks face-to-face network, lacks the challenges provided by a classroom experience, ability to question own assumptions, have experience with diversity, doesn’t confront perspectives of her own.
		- Moving beyond skills and content to uncovering (inaudible). Dispositions are the residual of education. If not teaching students how to think and learn and modeling them for passion of what that is, where are they going to go? Higher Education has foundational input for seriousness, engaged, etc.
		- If too targeted, not flexible for job. Want deeper diversity in classes. Broader understanding for the world. Story seems to work well for life-long learning. Degrees have value and not idea of not having a degree is an issue. Laura’s story is great for those who are self-directed. Need to not pit one thing against the other. What can we take from new things and incorporate into what we are doing? Great developments have been made in education and technology, just need to use how to use them correctly.
		- Process one goes through to get to a credentialed state or measure of performance to get the job. Too often let people get to the end before we check in with them and find out if they actually have the skill set. Need to get better early on at checking credentials and performance to see if they have met the criteria. Will help to cover issue of pulling from various places.
		- How do we measure?
* Olson
	+ So many pressures in the world that move us toward the vocational model. We have to explain in a way that will be heard.
	+ Preston expressed support for vocational schools so those who want to take advantage of those opportunities can so do. Olson responded that UVU has this mission.
	+ Robbins noted that Higher Education does not really know where it will be in the future, but need to be creative.
	+ Bohl feels we try to force students into a specific hole and we are too rigid. Our job should be to identify students and provide them the scenario and data to make their own choice.
* **Parker Fawson, Dean, School of Education**
	+ Olson reported K-16 Alliance is working with the superintendents of all the schools within our service area. Recently held a conference to discuss education across the span. UVU is also educating most the students that are going into our school systems. Fawson will talk about the process.
	+ K-16 Alliance has direct connection with Higher Education. Think about a different model for this kind of an alliance that is less an “us” and “them,” but more about what is our education resource going to look like in our service region. Our alliance involves all education players in service region in discussing what it looks like in our region. Our alliance is most robust in the state. The commitment of the alliance is significant. UVU and MATC has very similar missions as K-16 and see us as understanding what their issues are.
	+ The Alliance has morphed from a coordinating body to a leadership council. John Burton is the Executive Director for K-16. Reviewed subcommittees and responsibilities.
	+ Leadership Council priorities for 2014-15.
		- Goal of 75% students enter UVU math ready
		- Seamless transitions along K-16 pathway
		- Est and market a robust Career pathways plan
		- 90% of graduating seniors will apply to at least one college or university and 80% of graduating seniors apply for some form of financial aid.
	+ Activity
		- Think about how we will frame our thinking working with K-16 Alliance as an institution as we move forward. Pressure points:
			* Redefining teaching and learning in K-12 around 21st Century. What skills need to be in place as students work through the system? Include things like collaboration, communication, critical thinking, and creativity. Layer this over areas of emphasis such as STEM. How does the arts play out in the STEM context? What’s the role of the arts and do they impact 21st Century?
			* What about interdisciplinary areas? Ex. Visual arts teacher collaborating with physics. Ex. Co-sponsored lecture with Libby Larsen in SOA. She is a renowned composer. How she composed and produced music around numbers and Pi.
			* Challenges: What does completion mean in this kind of structure? What are the contributions that we bring to the table in this alliance? What are the contributions UVU is bringing to the table that are producing a different outcome? What are we producing that give a better output? Think about mutual beneficial intersections. What do resources look like flowing into these spaces? Ex. Transformative thinking in teacher education.
		- Think about how we collaborate with K-16 as a continuum rather than a system of starts and stops. What would be some places we think might be opportunities for us to transform K-16 education?
			* What is the mechanism that can be used to communicate back down the pathway the deficiencies we see? Want to become a partner to try and resolve issues.
			* What is the Latino initiative doing on the K-16 front? Consider hiring more Latino faculty and more G/I classes as looking at student demographics. Fawson noted UVU has revamped its strategy to get more Latino teachers.
			* Making learning visible. Students are right to ask why we are learning this. Learning needs to be purposeful. Need to engage the social component and studying at deep learning to solve with their peers which becomes representational in their own lives. It not about curriculum. It’s about how their using the curriculum in a purposeful, social, emotional, and engagement.
			* Get out from departments to interact with schools through release time, grants, etc. to get first-hand knowledge of what’s happening in the schools.
			* Concern not all departments are awarding degrees, but some are conducting outreach programs that could be done within the schools.
* Academic Master Plan – Goal is to have something to present to the larger community during the 75th Anniversary. The Academic Plan needs to feed into the Facilities Master Plan.
	+ Four Models for Physical Facility Expansion:
		- Build Orem Campus as much as can and move off those areas that are not essential to learning experience of students
		- Keep broader base on Orem Campus and divide up different disciplines over to the Vineyard property
		- Create a Community College and Graduate Campus
		- Replication
	+ Activity
		- Discuss from academic perspective (not facilities perspective) what are the factors that should impact that decision?
		- Send a link to a survey asking about the different models. Need broad-based responses from faculty. Decisions will be made primarily qualitatively.

Adjourned at 5:00 p.m.