**Faculty Senate Executive Council Minutes**

October 18, 2022

Via Microsoft Teams, 3:00-5:00 pm

***Present:*** Hilary Hungerford, Ben Moulton, David Frame, Dianne McAdams-Jones, Jaden Muir, John Hunt, Jon Anderson, Jonathan Allred, Kathren Brown, Laura Ricaldi, Sam Gedeborg, Sandie Waters, Skyler Simmons, Wioleta Fedeczko

***Excused or Absent:***

***Guests:*** Ransom Cundick, Tiffany Evans, Laurie Sharp

Call to order: Hilary Hungerford called at 3:00 pm

**STUDENT REPRESENTATIVE**

* The scholarship forum was today. We collaborated with the Scholarship Office and did a basic session on how scholarships work. We had over 100 students come through to listen and engage.
* The senators in each college are better understanding their positions and would like to work with the students and faculty to help make an impact. Please let them know if there are any initiatives or projects ExCo or Faculty Senate would like help with.
* We are gearing up for the event with President Tuminez in two weeks.
* We will be sending out a survey and seeing how many students had homework during Fall Break because it seemed like an excessive amount from the feedback we are already getting.
  + Comment: There can be a little bit of confusion between faculty and students in that assignments can be given three weeks ago and they wait until Fall Break to do it. That’s legit, but they still had three weeks before that to get it done versus having it assigned Wednesday afternoon and making it due on Monday. We need to be really careful in how we phrase this. We want to make sure the students know what the questions mean.
  + Question: If the latter situation is the truth, do they have any kind of repercussions? Can they say no and reach out to somebody?
    - Jaden Muir: I’m not sure and that is where my questions arise. We are getting the information to move forward, but I need to do more research to see how this gets resolved.

**FACULTY SENATE PRESIDENT**

* Conflict of Interest Form/Ransom Cundick:
  + We have a legal responsibility to disclose conflicts and manage those conflicts and so we're really the facilitators of that legal obligation.
  + My goal is to operationalize things. The form was updated and it’s much more summarized digestible information. What is the best way to communicate this information?
  + Question: They’ve now made it that all our compliance trainings are due at the same time. Can we align this form to have a due date for the same time?
    - Ransom: Absolutely. That is why we did it. This is an upcoming change that hasn’t happened yet. I’m asking what the easiest way is to implement and communicate it.
* Kat Brown: Discuss it with the associate deans. Contact Jason Slack and he can get you on their agenda.
* Comment: In order to give feedback on the process on how to approach faculty, we would like to see where you are heading. This would help guide some of our thinking.
* Comment: All of this communication came through Senate originally. You hit the chairs hard with the due dates, timelines, why it’s important and do the same with the associate deans. With Senate, this could be a good of the order item. If you’re not looking for feedback, don’t bring it as a discussion item to Senate.
* Ransom: If someone says yes to something on the form and you are concerned that it might impact the ability to do their job, you should reach out to compliance. We really worry about them being able to do their job to the fullest of their ability without an outside influence impacting them. We have a team on campus to help them manage it. Now you can see a yes and the detail related to it. We don’t want the form to look scary but rather just be understood.
* Comment: Reiterate just because you happen to have another job, it doesn’t mean you have a conflict of interest.
* Question: With all the different compliance things we have to do, we often forget what we have done. If we click on it, will it tell us it is already done for this year or will it have us do it again? It would be nice not to send the chairs so many emails asking if it is done.
  + Ransom: The short answer is you could do it twice potentially in a year. The supervisor will be able to check on their side to see if it is done. So far, this is all that we have from IT.
* Completion Plan
* Tiffany Evans: We are now in Completion Plan 3.0. The first item is Academic Scheduling. We are conducting a SWOT analysis. Every member of our academic committee has been asked to review the four items. When we talk about Completion Plan 3.0, I want to let you know that faculty is represented.
* Laurie Sharp: The four points are:
  1. Increase access to high-quality, flexible course delivery options
  2. Implement a student-centric course scheduling process to encourage timely completion
  3. Increase general education courses access during semester blocks
  4. Create, publish, and adhere to four-year graduation plans
* The next step is to bring it to the implementation team to get more concrete suggestions.
* Tiffany: We are not student centric. This is very complex. We want to get as much faculty input as we can because it will be our faculty in the trenches.
* Question: Are we not bound by faculty availability? We only have so many faculty at UVU. Who fills those gaps? Will the University be committing the money necessary to hire more people?
* Laurie: That’s why we want to talk to each of the colleges individually so we can have this conversation. Faculty may not know that they can offer their course in a different format or time. We have to be strategic and pilot some of those high-demand courses.
* Comment: The top high-demand courses won’t translate to other courses. All because it works for them doesn’t mean it will work for the smaller courses.
* Tiffany: we had some tough feedback from our juniors and seniors. Our data is obvious. 60—65% of our classes are GE. We want to be more adaptable in our upper division classes. A lot of this is being adaptable. Are the upper courses being offered in the semester those the student needs to graduate? The catalog should be a contract; if it’s in there, we should offer it.
* Comment: In the courses where you have one person that can teach the course and it’s offered every other year, we need to have a backup plan if that person can’t teach.
* Tiffany: Complete the SWOT analysis and send it back from your perspective.
* Laurie: We need to have a plan because there will be times when faculty aren’t available. That’s where we have to have the ability to look at the plan and ensure that students are still able to progress towards degree completion in a timely manner. We also need to make sure the advisors are aware of this as well so they are telling the students the most accurate information.
* Tiffany: We have to be more flexible and adaptable for upper division courses that are cancelled because of low enrollment. We often hear that this sets students back for a year.
* Hilary: Sometimes classes are cancelled because of low enrollment and that’s not really our fault. If this is a required upper division class, we need to say yes.
* Question: When we have faculty members that change the modality or change any kind of elements of the course, we hear a lot about the truth of advertising. Isn’t it the same thing with a final upper division class and the class is cancelled? Could we use the same ideology to say truth in advertising?
* Kat Brown: Not necessarily if the course is an elective that is not central to the core. If it’s for students who could be taking something else that is more central to the core but they would rather take the other class because it’s more fun, then the department is under no obligation to carry it.
* Tiffany: I would love any input from a SWOT analysis: the strengths, the weaknesses, the opportunities.
* Laurie: It might be helpful to think about what keeps a student from being successful during a semester, such as so not being registered full time because maybe a course was cancelled or they thought they might only be able to manage part time. If the student has to drop a class because they're not doing well, is there an opportunity for them to pick up another course and still be full time if it's in the second block? Are there opportunities for acceleration? In your degree programs are there opportunities for catch up options? These are really good moments to be creative. It you might need to break out from that traditional “I'm teaching four classes and a 16-week format”, but it provides flexibility.
* Tiffany: We have a lot of data on this already. We ask in a student survey in the omnibus every year about their scheduling experience and if they had to delay their graduation because they couldn't get the classes, etc. I’m happy to send this to everyone.
* Hilary: So basically, we can look over these four things and send back the strengths, weaknesses, opportunities and other things we see. It sounds like there's a lot of confusion around credit hours so maybe that's in there somewhere and that's a weakness we have and can learn more about.
* Question: Is this something we should bring to Senate to have a more diverse faculty input moment?
* Tiffany: I am open to this. We have also encouraged the representatives to send this to other faculty as well. I am happy to do whatever you think is the best. From my standpoint, the more faculty the better.
* Question: When do you need this by?
* Tiffany: We are in the gathering phase now. We are doing the SWOT and when it is done, we can send it to Faculty Senate and they can add to it.
* Comment: Our committee is there and already having these conversations. The goal is to get more widespread input. We could do an ad hoc committee and get it finalized before the next Senate meeting.
* Concern: It would be uncomfortable to bring it to the entire Faculty Senate because of all the time it would take.
* Jon Anderson: We have the option with the non-policy items to start things at a different level than the introductory phase. We can start it on an action phase and say we need an ad hoc committee immediately.
* Comment: Do we need an ad hoc committee for something we are doing already?
* Laurie: This is more awareness and feedback.
* Hilary: Opening this up to Senate right now would be a meandering conversation that wouldn’t be productive.
* Wioleta: Let’s start a shared SWOT doc for ExCo that we can all add to and have just one document**.**

**STANDING COMMITTEES**

* Special Assignments & Investigations:
  + Hilary: I talked to the chief inclusion diversity officer last week for help in pushing the SRI analysis forward and find out where the disconnect is.
* Service & Elections:
  + Sandie Waters: I’m cleaning up my paperwork. We removed all the JEDI reps that were supposed to be removed. Everyone is in place as of now on committees. All the positions are filled. I’m focusing on the ones that need to be re-elected in the spring. My team is fine-tuned and doing an excellent job.
* Curriculum:
  + Hilary Hungerford: Ben and I have been meeting with Tammy and the Innovation Academy about this new kind of interdisciplinary sandbox for interdisciplinary certificates and finalizing working on the process for that. This is faculty driven, not administration driven.
  + Ben Moulton: We are also trying to make sure we have checks along the way. The University Curriculum Committee will serve as part of those checks. We are going to put those in our annual updates in the spring so it’s right where you can see it.
* Retention, Tenure, Promotions & Appeals:
  + John Hunt: I’m still doing a lot of research for the three policies that are under review. I’ve also been tasked to review all of the RTP criteria for each program in each department. I’m 80% through and will present something two weeks from now.
  + Kat Brown: One of the things we are trying to do with research is make sure we don’t get faculty or administration crosswise with cases in front of the 10th Circuit Court. We want to make sure that we are following how the law interprets policies. It’s to help us to have clear policies and make sure we are fitting with academic standards across the US.
  + Wioleta: The new copyright policy is coming up in Senate in January.
* Advancement of Teaching:
  + Jonathan Allred: I’m meeting with the committee on Thursday. We are working with the OTL on the syllabus checklist. We are also helping out with CFLC rubric for online courses and reviewing a few questions that the OTL had on it.

**SENATE AGENDA**

* President Tuminez will be joining us next week. She will have time for questions and answers.
* Exceptional Care
  + Comment: There is concern about exceptional care because there are students here that can’t handle much. We want them to graduate, but if we graduate them without skills, they won’t be competitive. This is something we really need to address.
  + Hilary: We don’t want to sacrifice rigor or seriousness for exceptional care.
  + Comment: We are hearing from some faculty members that there is pressure to make sure that our students are graduating or passing our classes even when they aren’t passing our classes. We would like President Tuminez to speak on this. How do we carry the mantra of exceptional results?
* Senate President and Vice President nominations
  + Only voting members of the Senate can provide nominations.
* Voting on the remote work policy.
* Skyler Simmons: We have an extra week for this because of the date it leaves Stage 2. If we want to, we can debate it for a bit more.
* Jon Anderson: It would require a motion, but it is something we can do.
* Drugs and Alcohol Policy
  + Comment: We had the conversation once with those over it and we don’t need to do it again. We need to have the opportunity to put our words out there free of response at the moment.
* Sculp Graduation Distinction

**GOOD OF THE ORDER**:

* David Frame: There is an EID lecture this Thursday with Heather Monahan, the director of IP at Intel Corporation.
* Hilary Hungerford: They now sell gluten free alcohol.

Meeting adjourned at 5:00 pm