Faculty Assembly

Minutes

10/29/2014

Dr. Chris Ward opened the meeting.

Approval of Minutes from Spring Faculty Assembly

Minutes Approved

Topic: Results of Faculty Retreat

Dr. Ward provided a summary of the Climate Survey results that were the focus areas for discussion during the Faculty Retreat. Comments were shared about why childcare and salaries were excluded from the retreat. Fostering excellence in teaching, fostering excellence in research, academic integrity, and shared governance.

The format and logistics of the Faculty Retreat were discussed as well as the charge to each group at the Retreat. Each group elected a chair and were charged with the following:

Define the issue

Create solutions

Define a timeline (short term and long term)

Attendees were acknowledged and thanked their participation in the retreat.

Cultural aspects that came out of the retreat were that faculty wanted administration to acknowledge the faculty voice, to have clear communication, transparency, autonomy, to have academics as a priority, to promote engagement, respect, and inclusion.

The chairs in coordination with FSEC put together a report that was shared with the administrative team. Chairs of the working groups shared the information with the administrative team. Reports were discussed. Since that time the administrative team has meet to discuss the reports and a second meeting has been planned for the 11th of November to continue the conversation.

Academic Integrity (Dr. Sharon Perkins Hall)

This group noted that as faculty we are both educators and auditors of our classrooms.

Group identified 2 problems

1. Culture and climate where there is an expectation of honesty.

1. How will we provide the framework for this culture that is sustainable?

Noted there is a need for systems and structures that would prevent dishonesty. It is the responsibility for all groups to define penalties and to educate all faculty in how to handle dishonesty. There is a need or help from administration.

Short-term solutions:

Develop a forum for sharing data on issues of dishonesty. Create a permanent faculty led body who could work on policies, procedures, and tools related to academic integrity. This could begin as early as next Spring. Could develop best practices and training for faculty. It was noted that there was a need for formal mentoring for faculty. While some programs have something in place they would like to build upon those.

Group considered four ways to address academic honesty:

1. reinforce prerequisites for courses

2. establish honesty expectation

3. establish a plan for the future

4. control class sizes (appropriate assistance)

Group noted concerns about high load classes and the need for a good prediction model.

Long-term solutions

1. Resources to attend to this new setting for academic integrity

2. Noted there was a pilot study for proctoring underway

An item not considered by the group but found to be important was the need to deliberate on academic integrity and how it applies to faculty, administration, staff, and students.

Shared Governance (David Garrison - Chair was Kim Case who was not present)

Issues

1. Sense of marginalization

2. Way Shared Governance was previously structured Faculty Senate was at center and now we have a system where that is not the case. Items are not bypassing Faculty Senate.

3. Low moral

4. High level of empathy

5. Disconnection from administration

Solution Themes:

1. Restructuring of Faculty Senate roles

2. Improve communication

3 Promote engagement of faculty in Faculty Senate and Shared Governance

Restructuring Faculty Senate roles

1. Reincorporate where Faculty Senate sits in Shared Governance. Faculty Senate needs to have more than just an advisory role they need to be closer to the decision making processes.

2. Looked at UH model for Faculty Senate; group noted the good things they do and what we do not currently do.

3. Need to explore other models.

4 Need for all academic decision to go through Faculty Senate.

5. UH has a coordinating commission – chairs of major constituents in university that review what everyone is working on to ensure that before any thing goes to the Chancellor all groups have had explored the issues

6. Develop a dispute process to address items not vetted by all groups.

7. Improving communications –with upper administration as well as communication between Faculty Senate and faculty (vertical and horizontal)

8. Need for regular meetings with FSEC and President to increase dialog.

9. Discussed open office hours with President and his attendance at Faculty Senate meetings.

10. Discussed possibility of Faculty Senate President being present at top administration meetings, Board meetings and at the Coordinating Board.

11. Need to repeat the climate survey every 2 years to keep as a continued process.

12. Request that Deans meet twice a year with committee members.

13. Noted lack of engagement and need to increase engagement. It is important for faculty to be engaged in Faculty Senate and Shared Governance.

14. Need for culture shift to see faculty as a resource to improve the university.

15. Reward faculty engagement and faculty service.

16. Possible Faculty Senate welcome events – Involving Faculty Senate in how the university works.

Teaching Effectiveness (Dr. Daniel Haworth) Teaching is a primary mission of the university.

Key objectives to advancing mission:

1. Increasing financial support for effective teaching.

Solution:

1. Restore faculty administered TLEC as a resource

Needs to be in hands of faculty

2. Providing scholarship or tuition wavers for graduate students to support teaching. Multiple forms: direct payment or in form of tuition wavers.

3. Providing schools with funds to support student activities – enhance education experience.

4. Fund faculty to attend teaching conferences. Target individual needs of schools. Create ownership of teaching and learning.

2. Create equitable workload policy through SG and aligned to requirements of accrediting agencies.

3. Maximizing existing resources .

4. Administration should consult with faculty regarding full time/part time ratio and faculty to student ratios.

5. Eliminating systemic barrier to effective teaching

6. Scheduling issues and classroom problems should be handled through Shared Governance.

7. Devolve core curriculum decision and scheduling to the schools

8. Refer to program advisors earlier in the advising process

Theme that emerged early – question of university identity

We are in an identity crisis – no longer what it used to be – confronts as faculty, staff and administration – what will the university be – what do we want our university to be?

Need to align identity and practices

Need to take a hard look at mission and vision

Call for formation of Blue Ribbon commission to come up with a mission and vision and how to implement.

Critical need to have foreign language for academic course credit – meet community needs.

International office needs to help faculty develop study abroad opportunities for students. Efforts should be more than recruiting students from abroad to attend the university but also for our students to have opportunities to study abroad.

Ask that administration work with faculty on how to evaluate effective teaching. Faculty should be involved in assessing effective teaching and the evaluation of effective teaching. Reallocation of existing resources to advance the university’s teaching mission.

Research (Dr. Mary Short)

Expectations regarding research.

If we are not going to provide resources for research then we need to redefine the expectations regarding research.

Resources would enhance and bring in more resources.

Concerns – retention and recruitment of faculty – view of us in broader research community.

Solutions:

1. Money and space
2. Funds for startup, travel, publishing fees
3. Discretionary funds across the university, distributed to each faculty based on merit
4. More indirect funds going back to faculty
5. More time
6. More faculty development leave, release time and summer release time.
7. Revisit how release time is calculated, review policies.
8. Infrastructure support – possibly a statistical support person available through Office of Sponsored Programs.
9. Access to grant writers – we have some but need more – someone to help faculty write grants
10. Site license for statistical software
11. More of a voice on UCT decisions.
12. Hiring an AVP of Research to help with research
13. More lab space.
14. Continue prioritizing for new lab space.

Retention concerns - more doctoral programs – if that is our mission – currently have 2 and 1 that has been proposed. Will we have the resources to support these programs? If this is part of our mission then we need resources and funds to continue the development.

Existing resources

1. Supporting us a research community. Find a way and venue to present what we do.
2. Develop a lecture series – once a month – open to all – present your own current work – brown bag series to present your own area of expertise to find collaborations.
3. Outreach regarding what we do here. Ways to advertise and promote UCHL’s research.

Dr. Chris Ward

Summary

University identity – impact on any future strategic planning

Faculty involvement in development procedures not just policies

Faculty involvement in all academic issues.

Faulty input in allocation of resources including facilities.

70% faculty said they were willing to put in the effort, faculty just want to be asked; to have meaningful impact. Evidenced in how many showed up at retreat. Still have faith in the system.

Message to administration team – We are pretty darn good, value us, use us. We are experts in our fields and we can provide valuable information in how the university is run.

Discussion

What’s Next?

1. Continued Dialog

2. Administration willing to listen to us

3. Follow-up meeting with administrative leadership team - goal to find solutions that are mutually beneficial.

Discussion

Topic for Spring Assembly

Progress or Follow-Up

Meeting Adjourned