

Academic Assembly
May 21, 2018
2:05 – 3:35pm, STCN 130

MINUTES

Present: Rick Block, Pat Buchsel, Mark Cohan, Miles Coleman, Carlos de Mello e Souza, Allison Gibbons, Arie Greenleaf, Leticia Guardiola-Saenz, Nalini Iyer, Kathleen La Voy, Chuck Lawrence, Emily Lieb, Agnieszka Miguel, Michael Ng, Katie Oliveras, Erik Olsen, Steve Palazzo, Frank Shih, Kirsten Thompson, Travis Tweet

Minutes taken by Rosa Hughes

- I. Review 5-7-18 Minutes
 - A. We have added a meeting June 11, 2:05pm, HUNT 100
 - B. Modify “fast” decision to “early” decision
 - C. 10 approve, 0 oppose, 1 abstain
- II. Interim Provost Update (*Bob Dullea*)
 - A. New Provost Shane Martin will begin his role on campus on June 18
 1. Russ Powell and Charles Lawrence will both rejoin the faculty, and their Associate Provost roles have concluded
 2. New interim structure will have Bob Dullea and Kathleen La Voy in interim roles until new structure is determined by Provost
 3. English Language Learning Center and Core will report to Kathleen
 4. Education Abroad, Student Academic Services, New Student Registration, international visa management will report to Kathleen
 5. Anticipate one more Associate Provost-type position will be developed in the coming year
 - B. Budget
 1. 92.8 million in FY19 operating budget, increase of approximately 2 million from last year
 2. Reductions in areas outside academic affairs were lower this year than last
 - a. Largest percentage cut in NCS-, no cuts in Nursing and S&E, other colleges were around 1-2% cuts
 - b. Reductions to fund wage pools, which were increased by 1.6 million
 - c. Small reduction in staff and student workers
 3. New funding
 - a. Increases minimum salary floor for non-tenure track and part time NTT
 - b. Fringe benefits went up due to healthcare expenses
 - c. Retention effort received new funding – Writing Center, engagement grants
 - d. Funding for new positions in Doctor of Nursing Practice, Master of Science Mechanical Engineering, Computer Science revision/expansion
 - e. An AcA representative clarified that all of these positions were NTT
 - f. Workload Management Committee
1. Kathleen leading the effort to develop common understanding across colleges/schools about how faculty workload is defined and managed
2. First priority for deep dive is student credit hours
3. Work is still in the preliminary stage, need guidance from new Provost about how to prioritize this work

4. Committee includes 3-4 faculty and deans from many colleges
 - a. The membership of this committee and its faculty representatives were requested by an AcA representative
 - b. Suggestion that committee should include faculty representation from each school/college
 - c. Common themes with the NSF Advance grant, there is cross representation between the two projects
- C. Enrollment
 1. Incoming freshmen class projection is 1,000-1,050
 2. Transfer students are tracking at or ahead of goal
 3. Graduate tends to happen later so don't have a good sense right now
- D. Dean Evaluation
 1. Just completed second year of this process
 2. Looking at other possible consulting partners, need a group that can speak more specifically to higher education
- E. Program Review
 1. Data has gotten even more challenging to obtain with the switch to InformSU
 2. Proposal to postpone the regularly scheduled process in the coming year
 3. Program Review Committee has discussed and approves.
- F. Space Challenges
 1. A&S has a large move that will take place over the summer
 2. Nursing still facing major space issues for faculty office space
- G. NCS Proposal
 1. Students who need credits for their degree outside the program will be able to take courses in the majors, as long as those major programs approve
 2. Issues with cost differential
 3. Report will come to AcA for deliberation
- H. Discussion
 1. AcA should be involved in faculty representation for AA(P)OR process as it moves forward
 2. Bob will seek details on increased funding for CAPS
 3. Dean Evaluation feedback
 - a. Currently deans do not have any obligation to disclose their evaluation publicly – why can't we have access to information about evaluating deans leadership abilities?
 - b. Too much variance in how deans structure what information is given to faculty
 - c. There is some room to modify what needs to be disclosed – next session is in the fall
 4. Increase in faculty salary floor will be part of the conversation again next year
 5. Need to consider how can we improve the lives of NTT faculty – a subgroup has been in discussion about additional NTT faculty titles
- III. AcA Officer Election
 - A. Paper ballot, 3 ballots cast absentee and 15 cast in person
 - B. President Vote Count
 1. Frank Shih (16 yes, 2 abstain)
 - C. Vice President for Faculty Handbook Vote Count
 1. Kirsten Thompson (10 yes)
 2. Michael Ng (8 yes)
- IV. Diversity and Inclusion (*Natasha Martin*)

- A. Overview of work on Bias Prevention Protocol and Campus Climate Care
 - 1. Vision of the office begins and ends with the mission – what does it mean to be a whole person at SU, and how do we DO that?
 - 2. Dr Martin gave an overview of the task force deliberations so far which included asking the question ' How do we honor a dual commitment to "open expression" (a term Dr Martin prefers to " free speech") and healthy dissent, which is balanced within a climate of care in the context of student learning where there is a reasonable expectation to have freedom from harm
 - 3. Dr Martin went on to ask 'Who gets to speak, when, and are we the thought police?'
- B. Working Group Framework
 - 1. Intersectional student inclusion
 - 2. Equity minded
 - 3. Climate care focus
 - 4. Collaborative (faculty, staff, students)
- C. Charge
 - 1. Produce a draft protocol design of a more coordinated and centralized bias response network
 - 2. Begin to engage campus in the work
 - 3. Important part of this will be defining what an incident of bias is
- D. Components
 - 1. Reporting process – including preventative measures to follow up
 - 2. Supportive team – cross campus, integrated support network to triage situations
 - 3. Communication strategy – coordinated approach
 - 4. Process for repair and healing – campus climate survey revealed that there are major negative experiences on campus, need tools to address these
 - 5. Broader education – best practices: visible, responsive, transparent, educative, preventative stance
- E. Process Sharing
 - 1. Student Academic Services, Public Safety, Diversity and Inclusion, Dean of Students, AcA, Provost Office, CAPS, Housing, Campus Ministry, MarCom, Disability Services, Human Resources, Title IX, and many more
 - 2. This will serve as the basis for how all the protocol is developed
 - 3. Large variance of process, some are built out and some not, but there is a definite lack of coordination across all areas
 - 4. An AcA representative called for the publication of the names of all members of the committee, including faculty reps
- F. Next Steps
 - 1. Release report
 - 2. Engage campus community
 - 3. Seek feedback
 - 4. Get a bias protocol in place by the end of next year
- G. Discussion
 - 1. Recent Spectator incident, forums following
 - a. Short term solutions versus longer term planning
 - b. Housing requests
 - c. Working group to begin addressing the more accessible avenues raised by that incident

- d. Commitment to work with students from the Spectator to look at the issues surrounding free speech that were raised
- e. Early discussion with the President and Cabinet about being responsive to what has been brought to the table
- 2. Bias reporting right now
 - a. Is there something in the interim where we can report and make sure it is being addressed
 - b. Ability to compare where this is happening on campus
 - c. Ideas of dashboards or other reporting is an important part of the process, still being discussed
 - d. Faculty need to be included in the tooling-up process, lots of expertise on campus
- V. Program Review Committee Memos
 - A. Updates
 - 1. Delaying the program review process for the coming year as data is built out in InformSU
 - 2. Retention Initiative – slideshow will go to campus
 - B. MRC Review
 - 1. Discussed memo at previous meeting, two AcA amendments made
 - 2. Vote on amended memo: 12 approve, 0 oppose, 2 abstain
 - C. TESOL Termination (*Deanna Sands, Bill O'Connell, Vong Ratts*)
 - 1. Overview
 - a. Proposal to terminate was rejected by the College of Education curriculum committee (ACC)
 - b. Dean submitted the proposal after that rejection
 - c. PRC has major concerns about process, but reluctantly supports the proposal to terminate
 - 2. Process
 - a. ACC received the proposal in late November and then determined they needed time to deliberate on the merits of the proposal as well as the weaknesses
 - b. ACC concerns
 - i. There had not been enough time for the changes to the program to improve it
 - ii. To what degree does the college make termination decisions based upon mission versus enrollment?
 - iii. Market report was given to committee, but the writer of the report said they had less data than needed to make a general statement on the termination
 - iv. Full comparative budget data was not provided to ACC to compare with other programs
 - v. Faculty believed that this program was singled out when there were other programs in the college with equally low enrollment
 - vi. Founding faculty member in the program – ACC was not involved in the discussion of the faculty member's teaching status upon termination
 - 3. College Structure
 - a. Five of the eleven programs are single faculty, there are currently two departments that each have several programs that are academically independent from each other
 - b. Some of the other four single programs have lower enrollment, but teach courses in service to all the other programs in the college – TESOL is the only academically isolated program

- c. Don't look just at headcount, but student credit hours to evaluate strength of program – these other four programs are much stronger by this evaluation
 - d. Other programs with declining enrollment have introduced cohort model modification to create pathways to build enrollments and are improving
 - e. Each of the four other single faculty programs have all taken measures to make up for the fact that while their enrollments may be low, their service via student credit hours is contributing to the college and other programs – this program has not, even with the administration urging them to do so
4. Market Analysis
- a. Clear directions that need to be taken in these smaller programs
 - b. 2010 market study for TESOL predicted these falling enrollments
 - c. Career possibilities for these graduates has changed substantially in the past ten years
 - d. These are no longer the bundle of skills that graduates need in the job market
 - e. Market analysis conducted was not national, but regional
5. Faculty member
- a. Faculty member's retirement had not been known prior to the proposal to terminate the program
 - b. Faculty member status is a college decision, not a curriculum decision
 - c. Over eight years of ideas and suggestions to improve the enrollment for this program, there has not been an initiative from the faculty member
6. Discussion
- a. TESOL is about teaching adult learners, whereas ELL is for people learning English in specific school settings (K-12, etc.)
 - b. SPU also suspended their TESOL program
 - c. Concern with the overlap between the faculty issue and the enrollment issue
 - d. Program will not be revived once terminated
7. PRC Memo
- a. ACC did not have enough data to make the decision
 - b. Process of termination was not in sync with the college governance structure
 - c. College feedback
 - i. Budget cut is a major part of this process
 - ii. Faculty in the college are confused about the process
 - iii. Data was completely different between dean and faculty member
 - d. Motion to table the memo for vote at a future meeting
 - i. 13 approve, 0 oppose, 0 abstain