

Minutes Faculty Senate Meeting 11/16/18

Call to order at 12:47

Acceptance of minutes from October meeting

Minutes accepted.

Minor in Sustainability (first reading)

This is a minor within the major of Sustainability, not an interdisciplinary minor. (Details of proposal available at Senate website.)

Comment: I think this is a good idea because we have NAMS majors who are interested in Sustainability but do not want to major in it.

Question: What resources will this require? A coordinator? And what about class size?

- A lot of the students who would be taking the minor are already taking the courses, so it would not require many more resources. And there would be no new coordinator.

Question about the number of credits required. Resolved.

Comment: I'm concerned that students would need some science background before taking some of these courses.

- These courses specifically have no prerequisites because we do not expect a science background.

Concern about adding work to coordinator expressed.

Comment: I'm excited about this because it is a perfect minor for students in SOBL and I foresee more SOBL students taking this minor.

Literary and American Studies B.A./American Studies M.A. 4+1 Concentration (first reading)

We feel like this will allow some of our stronger students in Literature to get an M.A. in American Studies in one year after receiving their B.A. We expect this to increase enrollment in both Literature and American Studies programs. (Details available at Senate website.)

Question: Why is 3.2 the required GPA? You may have a student who does very well in other courses, but do poorly in Literature courses but still have a 3.2 GPA, which might present a problem.

- That is the GPA that is required for undergraduates to take an M.A. course. But this is a good question and we will consider it.
- Maybe you could require a 3.2 in Literature courses.
- Yes, that sounds reasonable.

Question: Can you clarify the total number of graduate credits that students would end with?

- 30
- Is that the norm? It seems low. Most require 36 credits.

- 30 is what we require.

Comment: I think this is a great proposal because it fulfills a need and will attract more students to the graduate program.

Question: It seems there are objectives and learning outcomes that are not in the document.

- We are not proposing a new program, which explains their absence.

Question: I'm more concerned with assessment. How would we assess the program success?

- We are entirely new to 4+1, do you recommend anything?
- You could assess the effect on graduation rates.
- Okay. Thanks.
- May want to look at other similar programs.
- Okay.

Comment: Just a reminder that anyone proposing new programs to get help from David Burdick and John Bulevich on assessment.

B.A. in Psychology with Early Childhood Education Concentration

This is new concentration being proposed because students can now get early childhood certification as undergrads. This was a product of both the Psychology and Education programs. (Details available at Senate website.)

This went through AP&P last year but missed Faculty Senate.

Comment: Can we skip the second reading since this is so far along already?

- Any Senator can make a motion to fast-track a proposal.

Motion to fast-track the proposal

Discussion: Why would we fast-track this?

- It would still start in fall 2019 but would help us prepare now.

Vote on fast-track: Approved 29-4.

Vote on proposal: Approved 31-2.

Resolution on Endorsement of Age Friendly University Principles

This will be a non-binding endorsement by the University of the ten principles listed on the document. (See details of resolution at Senate website.) We are asking for the Faculty Senate to endorse this resolution. This helps to remind us of the importance of these ten principles.

Motion to endorse the resolution. Seconded.

Comment: I endorse this, but I was hoping that we could include language to the resolution about commitment to multiculturalism.

- The University's value statement already addresses diversity, so this is adding age to that.

Comment: I think this will support our goals regarding diversity. So I support this.

- In recent years we seem to have moved away from focus on adult learners, so this resolution is to address this.

Voting to endorse the resolved section of this resolution: Passes unanimously.

Shared Governance

The Senate Executive Committee has become aware that there was a task force to discuss shared governance that started three years ago but has produced nothing. We are proposing a vote to call a Faculty Assembly meeting to address shared governance this semester, on either Dec. 4th at 4:30 and Dec. 13th at 4:30. So we want to hear from everyone about whether we should do this. This is especially important given our current state of transition as a University.

Comment: The Senate is not necessarily representative of the faculty, so I think having a larger conversation through an Assembly meeting is a good idea, particularly at a time of such important change.

Comment: I was a faculty representative on the task force and there were only three faculty members on the task force and only two of them are appointed by organizations that represent the faculty. The faculty on the task force did submit a report to the task force as a draft, which addresses the changes. But most of the committee did not like the report so it has not gone anywhere. Instead, the co-chairs of the task force led us down other paths, different from the charges of the task force. The task force then decided to move this issue to the Strategic Planning efforts, which does not seem like a good place for this. So I hope that the Faculty Senate would take this forward.

Comment: This was a presidential-level task force that was put together in the context of significant concern about faculty regarding shared governance under the prior presidential administration.

Vote on calling for Faculty Assembly meeting on Dec. 13: Passes 30-2.

Commencement Update

We have heard from faculty as the possibility of a shorter commencement and student-faculty interaction. Last year's commencement was too long and we are confident we can take 30 minutes off from last spring's time through shorter speeches and in other ways. We respect that faculty have, in the past, been able to shake hands with students as they leave the stage, which is just not possible in the new location. We have looks for ways for this student-faculty interaction and have look at the possibility of faculty being invited to the Senior Toast.

We are open to suggestions on how we can facilitate greater student-faculty interaction.

Comment: As a long-time name-reader, I felt like some of the inexperience in name-reading slowed down the commencement last spring. So we could look at that.

- That is an area we have considered. We continue to train name-readings and will work on that.

Comment: Can we ask students and family to stay the whole time rather than leave early?

- We noticed people were leaving early last spring too. We are going to put some language about this on the website. We think shaving 30 minutes off may help.

Comment: Regarding faculty-student interaction, the tents don't seem to work well. Students were not going to the tents and because there were so many people on the boardwalk, it was difficult to connect with students.

- We could consider putting faculty on the floor with students, which might help both cut time and facilitate interaction.

Comment: Is there someone we can email with suggestions?

- You can email John Smith directly.

Timely Warning – Adrian J. Wiggins, Director of Campus Public Safety

Time is running late. We will get back to this later.

Meeting adjourned 2:04