



Faculty Senate 2018–2019

MINUTES: September 19, 2018

Room 250, Buller Hall

6:00-8:00 pm

K. Hall, Chair; K. Bailey, recording sect'y

Present: B. Ade-Oshifogun, S. Badenas, K. Bailey, A. Baltazar, S. Bell, S. Brown-Fraser, A. Coria-Navia, D. Davis, B. Dent, H. Ferguson, C. Gane, B. Gibson, O. Glanz, T. Goodwin, D. Habenicht, K. Hall, J. Lim, P. Lyons, B. Maguad, M. Murray, D. Randall, A. Solis, C. Stuart, D. Taylor, R. Wells, C. Arthur.

Regrets/absent: D. Fortin, N. Nosworthy, R. Orrison, R. Perez-Schulz, R. Siebold, A. Luxton.

Guests: A. Bosman, A. Moushon, L. Weldon.

Votes & Actions taken (numbers [n] represent items on original agenda)

[2] Minutes of May 9, 2018 Senate Meeting. MOTION: Move to approve minutes as amended (K. Bailey). Seconded; **VOTE PASSED.**

[4] Committee Reports

R. Wells

Undergraduate Council, Graduate Council, Faculty Policy and Development Council, Academic Operations Council, AU UFO Steering Committee, Graduate Faith & Integration, Race and Justice. No report.

[5] Timeline for 2020 Undergraduate Experiences

The BA/BS definition ad hoc committee reporting to UGC will report in November instead of October. The timeline has been updated accordingly. The timeline will be posted on the Senate website.

[6] Unified Framework of Outcomes—Clarifications of Faculty Senate Intent in Voting Framework and Superseding Prior Outcomes

On February 21, 2018, we clarified our position on the intent of the original vote adopting the Unified Framework of Outcomes as requested by the Deans' Council:

“That the Andrews University Unified Framework of Outcomes (AU UFO) be the university-level statement of academic outcomes guiding curricular and co-curricular design and implementation across the University, and replacing any and all prior university-level academic outcomes.”

There are still questions that remain after the February statement.

Does the Senate have the authority to make decisions about academic outcomes?

- The Senate is the representative faculty body with scope over all of the components affected by university-wide academic outcomes: UGC (curriculum), GC (curriculum), FPDC (faculty development), and AOC (assessment). The Senate has ultimate oversight of all faculty committee decisions and operations under the Constitution and Shared Governance Plan.

What is the Unified Framework?

- The Framework has six components (skills trained in 5 arenas), which are defined by outcome statements for the undergraduate programs. The definitional outcomes have not yet been agreed upon at the graduate level, which means that the Framework is currently underspecified for graduate programs. The Framework is being refined through implementation at the undergraduate level prior to further specification at the graduate level.

The Senate discussed whether the intent of the February statement was to apply the Framework to graduate programs. Part of the context of the continued questions is that the university has a vision statement (<https://www.andrews.edu/about/mission/index.html>) that might be interpreted as statement of outcomes. A possible concern is that programs have aligned to this vision, and now feel that they are asked to change. However, the AU UFO implements all of the vision statements, but in measureable outcomes—the AU UFO Steering Committee has a document detailing how this is done if faculty are interested. The Senators affirmed in the discussion that the statement was to replace any and all outcomes for undergraduates. However, the graduate programs need guidance about the intent of the Senate.

MOTION: “In response the Deans' Council question regarding whether the Faculty Senate intended to replace university-wide academic outcomes for the graduate programs in addition to the undergraduate programs, and in clarification of the February 21, 2018 vote, the Faculty Senate REQUESTS that the Graduate

Council begins discussing how graduate programs can be guided by the framework (arenas and skills) of the AU UFO in collaboration with the AU UFO Steering Committee.” (J. Lim). Second. **VOTE PASSED.**

During the discussion on the motion, the Senate emphasized that the Senate needs feedback from the graduate faculty through the Graduate Council about what is possible in implementing the Framework in graduate education. The Senate also noted that the Graduate Council has expressed interest in taking on this work, so engagement and dialogue should not be an issue.

[7] Academic Units Reconfiguration

The Provost circulated two documents to the General Faculty. One surveyed the changing landscape in higher education. This second document is meant to stimulate thought on how we can reduce the number of schools at the university. The goal of this discussion is to address how to adjust the size of the administration at the University just as faculty and staff levels have already been adjusted. The second document also defines colleges, school, and departments. Each definition is not a checklist—a school or departments does not necessarily have to meet all of the points. The last part of the document cites working policy on how we can do this— there is a need to dialogue with faculty. The Provost has already talked to UGC and GC. The end point of the discussion will be five colleges. How will these be configured—the Provost is getting feedback on this now.

Senators asked about the possibility that overhead costs might be raised instead of lowered as a result of these changes. The Provost expressed confidence that there would be real reductions in administrative costs with the changes. Senators also questioned what the benefits associated with being defined as a school instead of a department might be—and whether increased costs would be associated with that distinction. The Provost indicated that the chairs of schools would receive greater release time (as chairs of larger departments already do in policy). The Senators counseled that any changes be tested against the standard of benefits to students. The Provost noted that there were possible benefits in the areas of education + distance education, as well as other examples of on-campus cooperation.

Senators also had several concerns. Some Senators were concerned that the definitions could be read as a checklist for closing departments. Other Senators were concerned that the designation of schools would prioritize those departments for University investment without considering the possibilities of smaller departments, and that it was difficult for faculty in those smaller units to make their case to administrators. Finally, Senators were concerned that a mid-October deadline for decisions might be shorter than is necessary for all of the decisions to be made. However, the final vote on restructuring will not be until March, so some later adjustments can be made. The Senators noted that there needs to be continued discussion with Senate about restructuring plans.

[8] Employee Morale Ad Hoc Committee

The Provost has convened an ad hoc committee to identify practical actions to improve employee (faculty and staff) morale. The committee is charged with identifying 3-7 actions that can be taken starting in Spring semester. The Provost noted that students are at the center of the University. However, there is also a philosophy that students can come second if taking care of employees is a necessary requirement for employees to take care of students. The make-up of the ad hoc committee will be 4 staff, 2 faculty, 1 dean, 1 cabinet member, and the HR director (as chair). The plan is for the committee to meet once a month for not more than 90 minutes. The Senate nominated a list of six faculty (in order) in case faculty were unable to serve. Because adjunct faculty were not clearly represented on the committee, the Senate also nominated a local adjunct faculty member and recommended to the Provost that the committee consider adding a seat for adjunct professors.

TABLED: Under minimum enrollment class cancelation date.

UPCOMING: Faculty Annual Evaluation review; Load for high enrollment classes.

Senate Discussion & Announcements

[1] Worship & Prayer

Worship (H. Ferguson). 1 Samuel 2. Hannah prayed for a child. God granted her prayer and she gave the child away. Consider our role as teachers. Every parent who sends a child to college is entrusting that child to people they do not know, and hoping that they come out better in the end. Their faith in us is like the faith that Hannah had in God. We can have the same faith that God will help us. Prayer—D. Davis.

[3] ETL/CTL Updates

A. Coria-Navia

There are sixteen faculty in mentoring programs. CTL will be sending monthly reminders this year. There has been good attendance at two CTL events so far—next week is the book club. Center for College Faith, the Office of Diversity and Inclusion, and the Office of the Provost helped to sponsor the book for all faculty. Book discussions are at capacity, but room can be found if necessary. The book author will be here as a speaker on November 1 and 2. Of the 30 faculty signed up, 2 are new faculty, and 10 have never attended this event before.

Next Faculty Senate meeting: October 17, 2018.