EXECUTIVE COMMITTEE CHARGES MEETING MINUTES

***All the items to be discussed at this meeting are available on the Faculty Senate Webpage http://www.weber.edu/facultysenate/default.html  click on 20 August 2015 meeting for the links.

PRESENT: Nicole Beatty, Carey Campbell, Kirk Hagen, Gary Johnson, Madame Miner, Kathy Newton, Craig Oberg, Jenn Ostrowski, Doris Stevenson, Chuck Wight, and Brenda Stockberger

EXCUSED: Marek Matyjasik

1. Approve the minutes from the 9 April 2015 meeting.

MOTION Approve the minutes from the 9 April 2015 meeting by Gary Johnson.
SECOND Craig Oberg
OUTCOME Unanimous

2. Program Review Meeting Schedule

Executive Committee is the final eyes on the Program Reviews. Meetings are held in the fall. Dates scheduled are Sept 24, Oct 1, Oct 22, and Oct 29. More information will be coming out on what departments will be reviewed. Gail Niklason will come to the Sept 10 meeting to discuss what the Executive Committee’s role is.

3. Parliamentarian for Senate

Please bring a name to nominate. Must be on the Senate. Go to this link for all the members of the Senate.
http://www.weber.edu/facultysenate/senators.html

There was a question as to whether the Parliamentarian should be a member of the Faculty Senate. If so would the rights to make motions or vote be taken away? Our past Parliamentarian was John Armstrong and he kept all the rights as a senator. Bob Fudge was nominated to be the parliamentarian for this year. Bob Fudge is to be contacted to see if he can serve.

4. Changes to Faculty Senate Standing Committees

Admissions, Standards, and Student Affairs Committee (ASSA)

Appointment, Promotion, Academic Freedom and Tenure Committee (APAFT)
Matt Denning, ED for Laura Santurri, ED
Sarah Steimel, A&H for Liese Zahabi, A&H

Constitutional Review, Apportionment, and Organization
Justin Jackson, EAST added.

University Curriculum Committee
Matt Domek, S, Sabbatical Fall 15 – Need replacement for sabbatical only.

Environmental Issues Committee
Kyra Hudson, A&H added to Environmental Issues Committee (A&H didn’t have representation)

General Education, Improvement and Assessment Committee
Shandell Handlock, Student Success Center, Ex Officio, temporarily replacing Jill Ericson, who will be leaving WSU. Leigh Shaw was changed from a 1 year term to a 3 year term.
Molly Sween, S&BS is on Family leave. Enough SBS representatives to cover while she is out.
5. Draft Committee Charges

**Academic Resources and Computing (ARCC)** Jennifer Ostrowski, Liaison; Drew Weidman, Chair

1. Allocate ARCC resources (Fall and Spring), including Dee Family Technology Grant funds, using consistent, objective, fair and reasonable criteria.
   Executive Committee comment: there should be a policy for how funding should be allocated if full funding is not available for the highest-rated project
   Consider adding a section to the application form asking something like “can this project be completed if only partial funding is awarded? Y/N If yes, what % of funding is needed to complete this project (NOTE: this type of change to the form would NOT need Senate approval)

2. Review funding criteria and procedures for ARCC and Dee Family Technology for possible revision or clarification.

3. Assess faculty and student computer needs, solicit faculty input and lobby for faculty computer-related interests.
   Executive Committee comment: this was not addressed last year, would like to see it addressed this year

4. Examine product implementation in computer labs to determine if some products could be used on a campus-wide basis.

5. Review (with computing support) standards and policies for hardware and software purchases.

6. Maintain close communication with other computer resource entities on campus, including CE and IT online instruction.
   Executive Committee comment: things from ITAC need to go through ARCC to Senate (vs ITAC making decisions without Senate input). Craig Oberg said that this was worked on quite a bit last year and wants to continue the positive progress

7. Align ARCC process with the ITAC (Information Technology Advisory Council) process.

8. Review, discuss and communicate campus wide, the security policies, procedures, and practices to protect student, faculty, and staff data.

9. Recommendation from the Provost that we develop of a 5-year Strategic Plan that would address the following components:
   Avoid duplication with computer support systems/personnel (ex, we have central support in Lampros and also IT support in some Colleges)
   Coordination of resources so that faculty know what is available and who to go to for what issue
   Example: I have an issue with my office computer – do I call x7777 or contact my College IT person?
   Example: who do I call for immediate support if there is an issue with a classroom computer?
   Work towards making computer set-up the same in every classroom at the University so that faculty can feel comfortable/confident in their ability to give a presentation in any classroom if necessary (Executive Committee recognizes this is difficult because the Colleges are responsible for their own classroom technology budgets, and in some cases the University funds classroom technology)

**DISCUSSION:**
Charge 1 – concerns on how funding is allocated, should awards be totally funded vs. partially funded. Change the forms to clarify language. Charge 3 – Executive Committee would like to see this addressed this year. Charge 6 – Continue to vet policies from Information Technology Advisory Council (ITAC) by having faculty represented at the meetings. Add Charge 9 to Charges. See Text in red above.

**Admissions, Standards, and Student Affairs (ASSA)** Kathy Newton, Liaison; Becky Marchant, Chair

1. Study PPM 6-22, Student Code, and make recommendations concerning students getting permission from faculty and other students regarding taking photographs, recording lectures, and dissemination of such media.

2. Review and consider ways to restructure PPM 6-22 with regards to separating procedures from the Student Handbook (Code).
ASSA (Continued)

3. Receive, evaluate, and give input to committee recommendations considering the satisfactory-progress requirement for developmental programs.

4. Review a proposed addendum to the PPM regarding military students and faculty responsibilities for excused military absences.

5. Provide recommendations to increase retention and graduation rates of first time, full time students.

DISCUSSION: Charge 1 – Should there be a more restricted “Best Practices” guidelines on cell phone usage during classes. Hard to enforce. Assume your lectures are being recorded and notes are being photographed during class time. Check other University policies on this. Charge 2 – Work is continuing on this charge. Charge 3 is ongoing. More work to be done with procedure as to creating and submitting curriculum that involves Developmental math. Charge 4 – New charge added regarding military students and faculty responsibilities for excused military absences. Charge 5 added. Should WSU require a mandatory orientation? Would this help students get into classes that they need? Resources and time are the main arguments. Funding for more advisors and the time it takes to get first time students to campus for orientation meetings. Could possibly put on an online orientation. Objective to get students to register early and have a good experience their first semester. Performance funding is based on getting students to graduation in 5 to 6 years. Do students prefer to go to school full time or part time?

Appointment, Promotion, Academic Freedom and Tenure (APAFT)
Kirk Hagen, Liaison; Stephen Francis, Chair

1. Review tenure and post-tenure documents. (Ongoing)

2. In conjunction with charge #1, evaluate the post-tenure process and provide recommendations for post-tenure policies.

3. Review PPM 1-17 (Selection and Evaluation of Academic Deans).

4. Review PPM 8-11 (Evaluation of Faculty Members) with respect to community engaged teaching, scholarship and service once the findings of the study are provided

5. Other charges as deemed appropriate for APAFT by the Executive Committee.

DISCUSSION: Charge 3 – Consider adding a Staff member to the Search Committee on selection of Dean. Section V, paragraph D. Interpretation of the Dan’s Evaluation Survey. Include faculty in having access to the survey data. Research when APAFT reviewed and updated Faculty definitions. PPM 8-1, Title and Terms, was revised 3-16-10 and PPM 3-2 Employee Definitions was revised on 10-18-13.

Constitutional Review, Apportionment, and Organization (CRAO)
Kirk Hagen, Liaison; Melina Alexander, Chair

1. Calculate the 2015-16 apportionment for Faculty Senate representation using the Hamilton Method (Fall 2015) and present the apportionment figures to the Faculty Senate during Fall Semester. (November deadline).

2. Review apportionment procedure document and determine if further changes should be made.

3. Have a standing committee meeting the first half of each semester. It has been very challenging to receive feedback on charges and holding set meetings with clear timetables would be helpful to the chair.

4. Complete a final review of the Faculty Senate numbers; administrators to faculty representatives.

5. Research questions and make recommendation that are brought to the attention of the CRAO Committee. (Ongoing)
DISCUSSION: Ongoing discussion to allow representation for Adjuncts, LEAP, and Developmental Math faculty. Research other institutions to see if they grant representation for Adjuncts and other non-tenured faculty.

University Curriculum Committee (CC) Carey Campbell, Liaison; Sally Cantwell, Chair

1. Review and approve all Course and Program proposals in Curriculog. (Ongoing)

2. Offer seminars (probably through Teaching, Learning, and Assessment (TLA) to faculty, and create tutorials to help acquaint faculty with the Curriculog curriculum process.

3. Research and make a policy recommendation on the maximum allowable number of upper division for an Associate’s Degree.

4. Work with the General Education Committee to find solutions on the number of general education requirements for associate degrees; this is to ensure that all degrees do not exceed the Department of Education’s requirement of 60 to 64 credit hours, and that Weber State University general education requirements meet acceptable range for general education.

DISCUSSION: Added Curriculog to Charges 1 and 2 as the new system is launched this semester.

Environmental Issues Committee (EIC) Gary Johnson, Liaison; Shaun Hansen, Chair

1. Given the University’s commitment to sustainability, as stated by President Wight and as evidenced in the accomplishments of the Energy and Sustainability Office and the EIC, it would be great to have University leadership regularly voice their support for pro-sustainability behaviors on campus. I would love to see our SPARC Director serving on President’s Council. Many universities have claimed that is one of the most important wins they have achieved; when they get a direct Sustainability Advisor to the University President.

2. We (EIC) want to encourage or promote more environmentally friendly or green purchasing policies. We want energy efficient products, products lacking harsh chemicals or VOCs products made from recycled materials or rapidly renewable materials, etc. Paper and electronics, etc. should be Energy Star rated and paper should be comprised of 30% recycled content at a minimum.

3. Cut down on paperwork by eliminating letters to faculty and staff on stationary, flyers, and announcements, etc., to be electronic.

4. A “Ride the Bus” sustainability training program (30 minutes approximately) to educate new faculty, staff, and students on sustainability practices and expectations for newcomers to our campus community (mandatory training, but fun).

5. Do away with bookstore plastic bags.

6. As President Wight to sign on to the National Mayor’s sustainability initiative to be in concert and cooperation with WSU sustainability policies. Mayors in all 50 states have done this. You can see the list here: http://www.usmayors.org/climateprotection/agreement.htm

7. Find ways to empower each EIC members to pursue one or two sustainability-related projects that they are passionate about.

8. Find ways for SPARC and EIC to synergize, including getting the Sustainability Website up to date (and developing a plan to keep it up to date).

9. Analyze successful EIC projects of the past and seek to plan new ones accordingly. (For example, there have been two successful “Mormonism and the Environment” events and a third would therefore be in order this year.)
DISCUSSION:
The Charges were updated for the 15-16 year. This committee is a busy one. Everyone will be encouraged to do their part in promoting environmentally friendly and green purchasing activities. Have the SPARK Director attend President’s Council. Reduce number of parking permits or parking stalls to reduce Carbon footprint. Encourage and support “WSU is Idle Free” campaign.

General Education, Improvement and Assessment Committee (GEIAC) Craig Oberg, Liaison; Leigh Shaw, Chair

1. In consultation with WSU’s deans and department chairs, members of the GEIAC will identify faculty members to fill vacancies on the General Education Area Committees: Composition; American Institutions, Quantitative Literacy; Computer & Information Literacy; Humanities; Creative Arts; Social Sciences; Physical Sciences; Life Sciences; Diversity. (Ongoing)

2. GEIAC will guide the GE Area Committees as they systematically 
   oversee the collection and analysis of assessment data and make recommendations for the improvement of GE courses in their area. (Ongoing)
   • Provide training to the GE Area Committees in the collection, reporting, and assessment of data and – if requested by the college, department, or program -- provide training in the collection, reporting, and assessment of data collected to faculty teaching GE courses.
   • GE Area Committees will monitor departments as they report on student learning on an annual basis. Each annual report includes assessment data on GE courses collected during the previous academic year (summer - spring). Annual reports based on assessment data collected in 2014-15 are due November 15, 2015 to the Office of Institutional Effectiveness (OIE). OIE will provide the GE assessment data to GEIAC, who will review it and provide a summary report to Faculty Senate on April 14, 2016.
   • Provide and document interpretations and clarifications as to the intent of the general education outcomes to faculty.

3. GEIAC should explore the feasibility of a small set of common Gen Ed learning outcomes that would exist in addition to the unique outcomes for the core/breadth areas.

4. GEIAC and Curriculum Committee will work to review and accept WSU course proposals for courses to be taught on catalog 2016-17. GEIAC and Curriculum will also work to seek broader understanding of the WSU program with students, advisers, faculty, chairs, and deans across campus.

5. GEIAC and Curriculum Committee will work to find solutions on the number of general education requirements for associate degrees; this is to ensure that all degrees do not exceed the Department of Education’s requirement of 6-64 credit hours, and that Weber State University general education requirements meet acceptable range for general education.

DISCUSSION – (Leigh Shaw has updated the GEIAC Charges since our 20 August 2015 meeting.) Develop a rubric for Gen ED Core/Breadth area that are specific to Weber about what are you looking for, what exact outcomes are required. Concern that the data being collected may not be the right data because there isn’t anything that says what the right data is. What can be done to get students through Gen Ed in a way so that they will have the skills that they need when they get into the foundations classes? Students aren’t prepared well enough when they come out of Gen ED. Create pathways that they suggest to students through gen to be sure that student have better writing skills for example. Are Gen Ed classes foundational or Major exploration or a combination of both?

Honorary Degree (HD) Marek Matyjasik, Liaison; Ed Walker, Chair

1. Meet separately and early as the faculty portion of the committee to discuss representing in a unified manner the constituent needs and interests of the faculty in the deliberation of the larger committee.
2. Ensure faculty involvement in the nomination and selection of candidates for honorary degrees and for commencement speakers through maintaining the important voice of the faculty and the Faculty Senate as a major force on the institutional committee.

3. Consider ways to encourage more nominations from faculty for honorary degrees.

4. Encourage the selection of at least one honorary degree recipient each year who has made an outstanding academic contribution to higher education, preferably a retired WSU faculty member or past faculty member who has left Weber State University. Current faculty members are not eligible.

5. Work to achieve a representation of gender and ethnicity among degree recipients and ensure that all recipients are of stature to enhance the image of Weber State University.

6. See that the criteria for honorary degrees are considered, so that the understandable desire of the administration to cultivate donors and potential donors does not overwhelm the deliberations and pass over otherwise worthy candidates.

7. Provide the larger committee with a way to carry forward information so next year’s committee can benefit from work done this year.

DISCUSSION:
Main focus is to gather more nominations. Send out a mass email? Announcement in Faculty Senate? More quality nominations are needed. Have Ed Walker come to the Faculty Senate and make an announcement.

Research, Scholarship and Professional Growth (RSPG) Nicole Beatty, Liaison; John Armstrong, Chair

1. Continue to issue requests for proposals (RFPs) for Hemingway Faculty Vitality grants, Instructional Improvement Research grants, Hemingway Collaborative and Excellence Awards, Hemingway Adjunct Faculty grants, and Hemingway New Faculty grants and review the proposals in a timely manner.

2. Coordinate due dates with ARCC and the Hall Endowment.

3. Continue to coordinate deadlines for submission of proposals with the chairs of the Institutional Review Board and the Animal Care and Use Committee.

4. Review and update as needed the proposal guidelines. Clarify and report the criteria for awarding the grant. Explore ways to simplify the process and broaden the criteria.

5. Provide feedback to authors why proposals were not funded.

6. Continue efforts to publicize the committee’s activities. Seek ways to broaden participation campus wide including adjunct faculty. Explore opportunities to disseminate information about the funded projects, including workshops, in order to provide consistent information and feedback to potential applicants.

7. Work with the Teaching, Learning and Assessment Committee to find non-monetary ways to promote and recognize faculty research and scholarship.

8. Work with the Teaching, Learning and Assessment Committee to help faculty identify new methods of scholarship.
RSPG (Continued)

9. Keep in communication and continue to cooperate and coordinate with OUR (Office of Undergraduate Research), CCEL (Center for Community Engaged Learning), Hall family, and ARCC (Academic Resources and Computing Committee).

10. Continue to coordinate with OUR to provide faculty with funding for research assistants.

11. Examine the deadline schedule to help streamline the proposals for submission and review process.

12. Clarify the funding categories for faculty.

DISCUSSION: Any ways for funding to be increased? The kinds of internal funding that the university provides through external gifts or internal funding will be probably morph into something more like seed funding. Things to get projects started and then there is energy in the sponsored projects office to provide framework and training and help for faculty to write external grants. There is a limitation in what can be done providing systemic funding ongoing funding for ongoing projects. Growth in faculty across the institution and what is heard from folks on this committee, tendency to dilute the funding amount per PPI on this committee so that everybody gets something, but aren’t getting their full funding amount that they requested. There isn’t enough money there. Hemmingway has been pretty selective. Have John Armstrong take five minutes in a Faculty Senate meeting to keep faculty apprised. They need to know the guidelines and when to apply. Put information on the RSPG website and link with information on OUR and OSP.

Salary, Benefits, Budget and Fiscal Planning

1. Examine salary options for compensation increases and prioritize recommendations. (Spring)

2. Examine the dollar amounts of equity and merit adjustments each year. (Spring)

3. Review campus salary levels using CUPA data, turnover data, and data from regional peer institutions. (Spring)

4. Assess the current state of compression and inversion within departments across campus in light of recent hires and changes in salary increases for promotions. (Fall)

5. Continue to update the Compensation Plan guidelines and to encourage faculty who have attained the rank of Full Professor to apply for this compensation.

DISCUSSION – Guidelines on the Compensation Plan to evolve as more faculty go through this process. Had a good outcome for those that did apply last year.

Teaching, Learning and Assessment Committee (TLA) Doris Stevenson, Liaison; Colleen Packer, Chair

1. Reconsider the impact and structure of all TLF sponsored events and decide on the format of future events with the goal of increasing impact and focus.

2. Continue to foster scholarship on teaching and learning (SoTL) and publications based on teaching and assessment work.

3. Continue to support and maintain the digital technology library, specifically podcasts of training and workshops sponsored by the Teaching and Learning Forum that explore extending technology to senior faculty to revitalize and enhance their teaching.
4. Continue to support faculty and provide awareness of the technology and conference equipment available for check out.

5. Explore ways to make student evaluations more effective and formative for faculty.

6. Create an inventory of departmental/program teaching assessment practices with special focus on the use of student evaluations of teaching and lead discussion and dissemination of research on best practices with regard to teaching assessment.

DISCUSSION
Committee wants to update the charges to better reflect what the committee is doing. Chair and Liaison updated charges. These will help focus on scholarship and learning. Some of the events are poorly attended.

Should Number 5 on Student Evaluations be taken off? These are now online and Chi Tester. The retreat last year expressed concern on the evaluations about how the data is interpreted by the review committees? How does the data get reported in terms of Rank & Tenure and how do committees interpret it? Larger debate on their usefulness or feedback on instruction. Are they a good assessment metric? Not much has been done on assessment. Gail Niklason should be part of this discussion. Are we asking the right questions? Students can’t really answer some of the questions. Five is vaguely worded. Include Marek Matyjasik in this discussion. How do we use student evaluations to improve our teaching? If a faculty member teaches the same course every semester having the student evaluations at the end of the semester is probably okay. Problems with the course can be fixed over the break before it is taught again. If the course is only taught every 2 – 3 years, then it is difficult to use end of term evaluations in a formative way.

6. Other Items
   Have Dane LeBlanc come to both Executive Committee and Faculty Senate Meetings to talk about the Clery Act.

   Kathryn MacKay will come and give a report on the Ombuds Activity during the summer.

Meeting adjourned at 11:59 am

Agenda Setting Meeting: Thursday, 10 Sept 15, 2 PM, MA211K

Faculty Senate Meeting: Thursday, 17 September 15, 3 PM, Smith Lecture Hall, WB206-207