

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #14, Tuesday, December 5, 2018

Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lawrence (for Wiencek, w/o vote), Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Seamon, Tibbals, Vella. **Absent:** Lambeth, Luckhart, Schwarzlaender, Watson, Wiencek. **Guests:** 4

Call to Order and Minutes. The chair called the meeting to order at 3:33 pm

A motion to approve the minutes (Lee-Painter/Dezzani) passed unanimously.

Consent Agenda. No interest in removing items (**FS-19-024** – Arts Committee and Sabbaticals Fall 2019-Spring 2020) from the consent agenda having been expressed, it was moved (Lee-Painter/Benedum) that the items be approved.

Chair's Report.

- The chair thanked senators who attended the communication meetings during the past two weeks. Communication is a challenge on campus and senate leadership continues to look for ways to improve. The chair reminded senators that he is available to attend departmental and college meetings to discuss shared governance. He will be attending College of Agriculture and Life Sciences (CALs) all college meeting on Thursday. In addition, Vice Provost Lawrence will be arranging listening sessions within each college. He will coordinate with senators on these arrangements.
- Financial Aid has made a practice of trying to get a letter out to potential students by December 15 to identify the total financial aid available at UI. This year the process has been complicated by several issues. The 2019 Pell Grant chart has yet to be completed by the federal government. Pell grants often influence the rest of the financial aid award. As a result, Financial Aid is waiting until the first part of 2019 in hopes that they will receive the Pell Grant charts. If the Pell Grant information has not been received, they will move ahead with financial aid awards in any case. This issue primarily impacts prospective students.
- The 29th Jazz Choirs Holiday Concert will be held on Friday, December 7, at the Kibbie Activity Center.
- Nominations for the university-wide [Teaching, Hoffman and Advising Awards](#) are due by December 7. Nominations should be submitted to provost@uidaho.edu.
- The University Faculty Meeting will be held tomorrow, December 5 in the International Ballroom at the Pitman Center at 3:00 p.m. PST/4:00 p.m. MST. The meeting will be available by Zoom in Boise - IWC 162; Coeur d'Alene - HC 145C; Idaho Falls - TAB 350; and Twin Falls - B-66.
- The Committee on Committees' survey on committee preferences has been circulated by email. Senators are encouraged to remind their constituents to complete this survey.
- Regulation H concerning exam conflicts, which was discussed and amended at [Meeting #13 on November 13, 2018](#), has been referred back to the University Curriculum Committee (UCC) for re-consideration. The discussion at the meeting and review of amendments after the meeting by the Faculty Secretary indicated that the proposed amendments should be clarified. The amended regulation passed senate. If UCC reconsiders the proposal and changes it in any way, the changes will come back to senate in the spring semester as a substitute motion.

Provost Report.

Vice Provost Lawrence gave the provost report in Provost Wienczek's absence.

- He reiterated Chair Johnson's announcement regarding the Jazz Choirs Holiday Concert on Friday, December 7th, and added that admission is free and donations are expected.
- Fall commencement is Saturday, December 8th, faculty are encouraged to attend.
- VP Lawrence is beginning the annual evaluation process for administrators. This year he will be soliciting input from faculty and staff using a Qualtrics survey. This survey will be managed by Dale Pietzrak in the Office of Institutional Assessment and Accreditation. Lawrence is hoping to get more feedback from faculty and staff than has been received in the past.
- Future Budget. Academic Affairs will experience a budget cut of \$3.2 million out of a total \$5 million budget reduction for the university as a whole. The provost is working with the deans and college financial representatives to plan for this reduction.

University Curriculum Committee (UCC) Report.

- **FS-19-020** (UCC-19-013a). CEHHS Catalog D-6. Taylor Raney from the College of Education Health and Human Services (CEHHS) presented amendments to academic regulation D-6. These changes define professional development credits utilized by CEHHS. Fifteen hours of contact time is required and the credits cannot be used toward a degree. The seconded motion from UCC passed unanimously.

Due to the absence of Interim Registrar Dwaine Hubbard, Taylor Raney, UCC Chair, presented the three amendments to academic regulations regarding general education. These changes were originally proposed by the University Committee on General Education.

- **FS-19-021** (UCC-19-013c). **Regulation J-3-b.** The proposed change adds Comm150 Online Oral Communication to the courses that may satisfy the oral communication requirement. The proposed amendment passed unanimously.
- **FS-19-022** (UCC-19-013e). **Regulation J-3-e.** The proposed change updates the list of courses that may satisfy the requirement of Humanistic and Artistic Ways of Knowing. The proposed change passed unanimously.
- **FS-19-023** (UCC-19-013g). **Regulation J-3-g.** The proposed change revises the courses that may satisfy the Senior Experience requirement. The proposed change passed unanimously.

Academic Initiatives. Vice Provost for Academic Initiatives Cher Hendricks presented to senate regarding two student success initiatives in which UI is participating. The first is the Complete College America (CCA) [Momentum Pathways Project](#). UI previously has participated in other CCA programs. Our participation in the Momentum Pathways project is the result of a grant received by the State Board of Education (SBOE). The grant is a \$500,000 matching grant. Idaho is one of three state higher education systems that received grant funding. The second initiative is [Powered by Publics](#) sponsored by the Association of Public Land Grant Universities (APLU). APLU came late to the student success arena. When Powered by Publics was announced, President Staben applied to be part of the program. We are one of 130 institutions participating and are part of the western cluster group. Both programs focus on access to education, time to graduation, and closing achievement gaps.

VP Hendricks and Chair Johnson recently attended a meeting in Boise regarding the Momentum Pathways Project. Hendricks believes that UI's participation in the program is helpful and that it will provide us with good strategies. She cautioned, however, that fully engaging the strategies will be a lot of work! UI will be part of a three-year project. We will send an institutional team to Boise in January that includes our data experts and others such as the registrar. All 8 Idaho institutions will have a team at the January meeting. The teams will work with CCA experts to develop an institutional three-year plan. In Hendricks opinion, all of the Idaho institutions are in the same basic place. The only area in which UI may be ahead is support for English pre-requisites as the English Department instituted innovative changes several years ago.

The first strategy UI will tackle is “15 to finish”. This strategy aims to ensure that students take 15 credit hours each semester so they can graduate on time. UI will also be addressing math pathways. Research relied on by CCA indicates that if students complete gateway English and math in their first year and take 9 credit hours in their major, they have a much higher chance of graduation. The second year of the program will involve evaluating our progress in the prior year. The final year of the program will address academic mapping and proactive advising.

The Powered by Public program focuses on using data to support student success, reducing curricular complexity, prioritizing teaching, and improving advising. The core themes of the program are that universities must be more student centered. Every aspect of student experience should be examined to determine whether it is in the student’s best interests. Participating institutions will work together to close the achievement gap. APLU will convene institutions in clusters to attack shared issues. The program will focus on reducing curricular complexity. Hendricks noted that some UI degrees are very difficult for students to complete because they have so many prerequisites. UI also has issues with the availability of gateway courses. Limited access to such courses increases student failure rates. She stated that part of the issue is that UI has too many programs for the number of students. This leads to complexity that makes it hard for students to complete their degree in four years.

Powered by Publics is also focused on prioritizing teaching. This may require changing tenure and promotion guidelines. Our cluster institutions are discussing how to reward teaching.

Finally, the project is focused on improving advising. Hendricks commented that UI is not the only school going through growing pains with centralized advising. Every school in our cluster is struggling!

A senator stated that as advising gets more centralized, she has developed concerns that faculty and advisors are not coordinating regarding academic planning. Hendricks responded indicating that many of the academic maps at UI contain errors. She stated that when faculty work on academic maps, advisors need to be present so they can understand the rationale for the course requirements and sequences. The senator agreed and stated that there needs to be good communication with advisors about the rationale for curriculum changes. Hendricks agreed and also stated that one of her goals is to decrease the number of curriculum changes.

A senator asked for more information regarding achievement gaps. He stated that he is concerned that the initiatives being discussed will lead to mediocrity. In particular he expressed concern about grade inflation and related issues. Hendricks responded that universities must respond to the changing needs of students. Hendricks does not believe this requires lower standards. Rather she is focused on providing increased support to students. However, she agreed that the university has to be attentive to the potential pitfalls particularly in light of the SBOE move toward outcomes-based funding for higher education. A senator agreed and commented that students with Attention Deficit Hyperactivity Disorder (ADHD) are a good example of how support can raise student performance. He commented that, without support, many students with ADHD under-perform other students by significant margins. However, universities that have a support program, including diagnosis and treatment, see significant improvements in student performance and success.

Hendricks stated that the current [Vandal Ideas Project](#) is focused on the Transform goal of the strategic plan. Activities will begin again in January. She encouraged faculty to participate.

A senator commented that he is very concerned about simplification of the curricula. He commented that prerequisites are necessary to enable students to understand material. He commented that if a course can be mastered without prerequisites it should have a lower course number. Hendricks responded that degree mapping will provide a better understanding of how individual degrees work. The senator expressed doubt that the initiatives would improve student performance and expressed the belief that the faculty need to return to basics and rely on experience to assist students. Hendricks responded that the old-fashioned approach was

to tell students to “look in the catalog.” Universities had relative standardized curricula. She pointed out that the UI catalog is not simple any more. The complexity means that student have to go multiple places to get the information needed to complete their degrees. She indicated that there are UI programs with no degree maps. Faculty advising to assist students navigate the system is also important.

A senator commented that he has a love/hate relationship with degree maps. Students want certainty and interpret the maps as “gospel” rather than as a suggestion. However, he agreed that degree maps was a good tool for student advising. He would like to see interactive degree maps.

A senator expressed concern that simplification may result in a loss of flexibility and individualized planning. Flexibility assists students who switch majors and transfer students. She indicated that her college had developed an electronic degree map and agreed to share it with Hendricks.

Chair Johnson commented that while the CCA program used a lot of jargon and tends to be rather rigid, at the end of the day he believes the ideas are good and in line with the university’s goals. The reality is that the SBOE has committed the university to participation in CCA. He believes the university will benefit from participation.

The agenda having been completed, a motion (Morgan/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:32 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate