

## Faculty Senate Minutes

March 6, 2019

### Roll call:

Present: Emmer, Gumb, Rebelo, Knights, MacPhee, Stevens, Bosco, Tehrani, Soto, Updike, D'Amore, Fenske, Roberts, Topf, Thangaraj, McKinley, McCormack, Sawoski, Cutting

Absent: Pearce, Engvall,

Guests: R. Cole, A. Workman, J. Williams, C. Quintal, S. Avila, W. Seymour, guests from Ayer St. Gross

### Announcements:

Thanks to Marybeth MacPhee and the Steering Committee for workshop on learning differences

Elections for next year's Senate need to be completed by April 1

Terms up this year: Bosco (GSB), D'Amore (SHAE: HUM), Engvall (SJS), Fenske (SAHP), Knights (GSB), MacPhee (SNSS: SOC), McKinley (SHAE: ART), Pearce (SNSS: MNS), Roberts (SNSS: SOC), Stevens (SHAE: HUM), Sawoski (At-Large), Soto (At-Large), Thangaraj (SECCM), Topf (SHAE: HUM), Updike (SNSS: MNS)

ARCH, SNSS, MNS still have vacancies

At-Large Senators are terminated permanently, as per the revised Constitution

In prep for April meeting, distributed VP Ame Lambert's report of updates on Diversity, Equity, and Inclusion (DE&I) partnerships – she will present Task Force reports to Senate in April.

New flow chart for University College Curriculum Process (attached)

In order to resolve issues of governance, A. Workman and R. Cole met with NECHE, and created new curricular process for curriculum from UC with no overlap with Bristol programs; also established an committee, the XCCC, populated with representatives from both campuses to resolve potential overlaps; will maintain same curricular process for classes that overlap with Bristol – Curriculog is ALWAYS a place where people can watch the process, and flag concerns. All curriculum proposals will still be posted there for UC.

### Update from A. Workman:

Admissions: Things are going well 8800 applications, above minimum – we will go to 8900-9000

Processing in more effective way, more complete applications

ASD's are coming up, they are vitally important, students who attend those enroll in higher percentages – 109% ahead in pre-registrations over last year for ASDs

Put on a good show: Tell them who we are, they like our program because they get to know the institution, and it doesn't look like a show – message is shared, authenticity is felt, so talk about who we are – we are a high touch institution

At President's dinners students report that the best thing about RWU are faculty: how giving and engaged the faculty have been.

Master Plan – important planning process - it is not just about growth, but how education is going to change, what we can do better, how we can repurpose bldgs. We have to more effectively and efficiently utilize space.

Presidential transition –Ioannis Miaoulis starts officially on August 19 – – will start visiting campus regularly 7-11 days per month (except June) to get to know the community.

There is a transition team; will work with Senate to make sure there is plenty of faculty meeting time.

### Update from R. Cole:

Faculty Rep to Board of Trustees was not at Trustee meeting. Academic Affairs sub-committee got up to date on:

NECHE mtg; revising curricular structure for UC, ASEM Phase 2(many faculty are revising and proposing new majors and minors); 148 pieces of curriculum are in Curriculog; academic programs are in deep prep for ASD; placement data for May, 2018 grads (document given last Senate); Ame Lambert shared what her office is doing that is related to Academic Affairs; there was a student presentation; there was a written report from faculty rep;

There was a Deans retreat to prepare to transition to the new president, how to build cases for president – what we do, what we hope for, what we need. We want consistency so that presentations are of equal value.

Senator Stevens: RE UC curricular plan: who decides whether something goes through both curricular processes?

R. Cole: XCCC will convene to hear concerns; pieces that are problematic or of concern can call to ask for that committee to meet to convene; everything goes to Curriculog, so anybody can comment at any time on any proposal

Senator Stevens: For example, Early Childhood Ed – we don't have that here, but we have an education program here – would that go to both? Is it the class or the department?

R. Cole: It would be prudent for UC to have reached out to Education, and when that curriculum happened they would consult with departments, and include that communication as evidence. Otherwise, Education dept could ask that the piece of curriculum get held up until XCCC meets.

Senator Stevens: Are you going to announce the UC process to the whole faculty?

R. Cole: Relying on Senate to convey that information

Senator Topf asked about the process for programs that have partial intersection with Bristol and/or change of audience.

R. Cole: Curriculum means majors, degrees, collections of things that meet a certificate, all of that is curriculum, all of that will go through this process. Problems with a particular course will go to the XCCC.

A Workman: it's time to try it, see if it works; and we will deal with problems as they come up.

#### Update of J. Williams:

The Faculty Senate received a full report of the budget status of FY 2019, and comprehensive projections for FY 2020 (same as Board Report).

There were 10 non-faculty who took the early retirement program. 49 faculty were determined to be eligible for an early retirement program and letters are going out today. The RWUFA reviewed the program and determined it did not violate the contract.

## Update from Bill Seymour:

Ayer St. Gross (Consulting Firm working on Master Planning) visited the Senate to talk about what the Senate thinks about:

Gain a sense of your perceptions and aspirations, adequacy of facilities, and where to be in 10 years

Suspend skepticism, and be visionary in feedback that you give us.

What do you see as defining aspects of campus, today, 10-20 years, and how will campus change what those defining aspects are.

What aspects of campus attract faculty, staff, and students to campus? What's missing at peer institutions?

What are the university's most significant challenges and strengths? Some might be real, and some imaginary.

What will a successful planning process look like?

They are hosting a variety of listening sessions, and then drawing and testing scenarios organized by themes (e.g. sustainability and mobility) and by geography - best ideas will go into draft plan, and then go to town and trustees.

They are undertaking a space utilization study – how instructional space is like across campus – class sizes, type: are there issues like ghost classrooms, classroom “ownership”, and other issues?

They will do a very definitive categorization profile of every classroom space (including things like lighting)

Ideas generated in the discussion included: transportation of the future (may not need parking lots, for example); defining aspect as waterfront; what's missing is arts space, music space (need concert hall); need concert hall of 500-750 (could also be potential revenue space); we need to build ties with community – entice them to come here – with things like arts; how faculty are teaching is changing (simulations, flipped classrooms, moveable classrooms) and so having flexible 21<sup>st</sup> century classrooms is essential; a strength is that we are interdisciplinary - so maker spaces; we have equipment, but it is siloed – open it up, share it; there are lots of mixed-use rooms in education that can be examples; sanctuary or refuge status along waterfront; kiln; past renovations sometimes look nice but are less efficient – more faculty input into renovations is important

Consultants will send the Senate the PowerPoint presentation they gave about where classroom design is heading

Senator Soto: How are you factoring in sea level rise?

Consultant: We know it's coming, coastline eroding – wildlife endangered

B. Seymour: It's not important to the master plan from a facilities perspective

Consultant: Power systems, building materials must be durable to withstand those challenges, will spend money wisely so that the university can withstand many ecological perspectives

B. Seymour: All of our facilities except the dock are up-gradient, and so our campus is not at risk; Deed restriction on all waterfront except dock area, codified restrictive deed on the waterfront

Consultant: Sanctuary status could improve brand of university

#### Agenda:

Motion to Adopt Minutes of February 6, 2019 - (Udike/Stevens)

Approved 18-0-1

Motion to accept Accept Committee reports (McCormack/Rebelo)

Academic Standards and Policies

Curriculum Committee

Executive Committee

Approved 19-0-0

#### FSCC Motions:

There was one pending piece of curriculum from last year: last spring we were asked to hold on WEB Dev process. Issue is resolved. Motion to release original approvals from last Feb (Stevens/Cutting)

Approved 19-0-0

Motion to approve FSCC petitions to approve in block (McCormick/Rebello)

FSCC Motions for 3/6/19 Faculty Senate Meeting

1. Psychology Petitions
  - a) PSYCH 500 NEW COURSE
  - b) PSYCH 518 Psychological Trauma: Treatments and Intervention NEW COURSE
  - c) PSYCH 522 Biological Perspectives in Mental Health NEW COURSE
  - d) PSYCH 528 Proseminar in Social Psychology NEW COURSE
  - e) PSYCH 529 Health Psychology Interventions NEW COURSE
  - f) PSYCH 536 Proseminar in Cognitive Psychology NEW COURSE
  - g) PSYCH 543 Substance Abuse Counseling NEW COURSE
  - h) Forensic Mental Health Counseling M.A. (Changes to program requirements)
  - i) Forensic and Legal Psychology M.A. (Changes to program requirements)
  - j) Bank PSYCH 508 and PSYCH 520
2. JD/MBA NEW PROGRAM
3. Computer Science Proposals
  - a. CMSC 380 Game Design and Development (objection resolved)
4. Anthropology + Sociology, B.A.
5. Business Analytics Minor (addition of approved course)
6. Construction Management Proposals
  - a. CNST - 304 - Applied Structures (pre-req change)
  - b. CNST - 463 - Heavy Construction Estimating NEW COURSE
7. Graphic Design Proposals
  - a. DSGN - 330 - Package Design NEW COURSE
  - b. Graphic Design Communication Minor (requirement change)
  - c. Graphic Design Core Concentration (requirement change)
8. Education-Providence Proposals
  - a. EDPR - 101 - Child Development and Practice for birth - 8 NEW COURSE
  - b. EDPR - 111 - Applied Social and Emotional Development - Birth through 8 NEW COURSE
  - c. EDPR - 121 - Applied Cognitive, Physical, and Linguistic Development - Birth to 8 NEW COURSE
  - d. EDPR - 200 - Supporting Young Children's Behavior NEW COURSE
  - e. EDPR - 210 - Highly Individualized Teaching and Learning in Early Childhood NEW COURSE
  - f. EDPR - 220 - Engaging Interactions and Environments in Early Childhood NEW COURSE
  - g. EDPR - 230 - Planning and Assessment in Early Childhood NEW COURSE
  - h. EDPR - 270 - Practicum: Early Childhood NEW COURSE
9. Education Proposals
  - a. EDU - 607 - Exceptionality Research (name change)
  - b. EDU - 612 - Collaboration, Co-Teaching, and Consultation (name change)

- c. EDU - 640 - Interventions in Mathematics & Content Areas in Special Education NEW COURSE
  - d. EDU - 642 - Special Education Practicum NEW COURSE
  - e. EDU - 644 - Post-Secondary Transition Planning NEW COURSE
  - f. EDU - 652 - Special Education Capstone (name change)
  - g. Master of Arts in Special Education (language change)
10. Film Studies Minor (requirement change)
11. Honors Proposal
- h. HONR - 410 - Honors Independent Study NEW COURSE
12. Journalism Proposals
- i. JOUR - 255 - Introduction to Photo-Journalism (changes number/level)
  - j. Journalism, B.A. (adjusts requirements)
13. Public Relations Proposals
- k. PR - 340 - Public Relations Research Methods (change in pre-req)
  - l. PR - 340 - Public Relations Research Methods (adjusts hours, title)

Approved 19-0-0

Motion: The Faculty Senate requests that the administration establish a policy by which a faculty member, or another employee, who wishes that his or her professional name (or other name of choice) be used and displayed in official RWU documents, including (but not limited to) class rosters, portal, AD credentials, Bridges, web directories, and the Student System-related areas of Colleague. (Topf, Knights)

Approved 19-0-0

Motions from Academic Standards and Policies:

1. Motion #1: Whenever a non-faculty advisor (enrollment advisors) advises a student:
  - a) All email and other correspondence between the student and enrollment advisors shall be copied to the student's faculty advisor.
  - b) Any support system to assist probationary students shall be shared with respective faculty advisors.
  - c) Student schedules shall not be changed by the enrollment advisors without the faculty advisor's approval. (Tehrani,Cutting )

Senator Tehrani: Believes that advisors should know about academic probation in advance of the time that e-mails are sent to students.

Senator D'Amore – We are enjoying our highest retention rate ever – this CSAS process may be working. Want to appreciate the work that they do.

Senator Knights: This is not about whether it's working; we want to be involved in the process, we haven't been given information.

Other discussion indicated an interest in getting more information on this process.

Approved 19-0-0

Motion #2: The discontinued practice, whereby the Graduation Coordinator emailed graduating students highlighting remaining courses needed for graduation, and copying the faculty advisors, shall be re-introduced. (Tehrani, Stevens)

Senator Tehrani: terms have been changed to "pending" graduation instead of what's missing – and the notes go to the Dean's Office rather than the faculty advisors

Senator Knights: This heads up isn't finding its way to faculty – wants faculty to be in loop

Senator Roberts: Students got letters mailed home, which sparked calls from worried parents and stressed students. An e-mail to the advisor could have saved that drama.

Approved 19-0-0

Motion #3: The appropriate on-campus RWU office shall oversee the evaluation of the insurance eligibility of international students.(Tehrani, Knights)

Senator Thangaraj: There is a standard form, but no policy

Senator D'Amore: Why is this the purview of Academic Standards and Petitions? What is the "appropriate office" in this motion?

Senator Tehrani: It is the purview of AS&P because if students don't get health insurance they cannot enroll. Does not know what the appropriate office is, but the motion will mean it will be figured out.

Passed 18-0-1

Meeting adjourned at 4:30 due to loss of quorum.