

## Faculty Senate Minutes

December 5, 2018

### Roll Call:

Present: Emmer; D'Amore; Engvall; Fenske; Gumb; Knights; MacPhee; McCormack; McKinley; Quezada-Grant; Rebelo; Roberts; Soto; Stevens; Tehrani; Thangaraj; Topf; Bosco

Absent: Updike; Pearce; Sawoski;

Guests: A. Workman, R. Cole, D. O'Driscoll, B. Williams, J. Williams, D. White, J. Jacobs

### Report from Interim President Andrew Workman:

Beware of the e-mail phishing scam – spam – comes in waves

Engineering building is going well, done with steel by 12/17 – will be less noise after that.

Ceremony on 17<sup>th</sup> to put in a beam that - community will be invited to sign it.

Holiday lunch is on the 20<sup>th</sup> – e-mail survey, listened to people, would like faculty there to celebrate as well.

Commencement: request for nominations for honorary degrees and speakers, committee to vet –wants campus more engaged in the speakers we bring

After commencement each year we have receptions, attendance has been going down – how can we make it different, more special? Would like ideas from faculty about how to make that more of an event – perhaps altogether in the quad?

A committee assignment? President Bosco will make note

Senator Roberts asked why more parking spaces are being taken by construction than were originally announced? The President said this should be referred to Bill Seymour.

### Report from Acting Provost R. Cole:

Association of Independent Colleges & Universities of Rhode Island (AICU RI): Dan Egan monitors higher education issues, vocal about access, RI Collaborative, SECCM and Arch people got summer grants – (information attached)

He is on AICU Provost's committee where people get together and brainstorm consortia ideas.

HRB – federal certification course – could be a consortia idea

Do you have ideas? Sharing programs? Finding ways to advertise classes, special topics, sharing courses/students? Tuition reciprocity? Provosts can make those happen in academic affairs

Showed example of a document titled "Diversity action steps" - a checklist for Deans and others designated to document their diversity commitments, the steps that people are willing to commit to this year (attached). These will be considered part of their performance review

-The checklist is helpful because these are ideas that may be seen as folks across the University have conversations, or come across other mechanisms that are being used to carry out diversity plans

Accepted Students Days: partnering with Deans through Provost's Council, the stakes have never been higher to connect with students on ASD.

Don't wait until night before to create PowerPoint – feature what we do in the program, how are we part of it, how do our students matter, begin that prep process early – don't wait until March

Related to the motion on the agenda by Academic Standards and Policies Committee regarding lack of compliance in composition of school Academic Standards Committees. – He has already sent this to Deans expecting that schools are complying with this language, and these expectations

Motion to adopt minutes of 11/7/18 (Tehrani/Stevens) with changes noted below:

Senator Tehrani: Wants added into the minutes her comments about how NJ Schools allow community colleges to teach 300 level courses, causing issues for colleges and universities (are we thinking about that?)

This will have an impact on all of us

Senator Topf: Nov. revision of bylaws kept old date; needs a date change (Nov. 2018)

Approved 18 – 0 – 0

Motion to adopt the minutes of the Executive Committee and the Faculty Senate Curriculum Committee (McCormack/Knights)

Approved 18-0-0

Update from EVP Jerry Williams about our financial status:

He provided a PowerPoint presentation on FY18 to answer the questions - How did we end up here, why?

We were 97 students short last year because of unusual attrition and our retention dropped

University College revenue declined as well, because of contract work with government entities.

All this led to a \$5.7M deficit. This resulted in a budget freeze, watched every expenditure, delayed hiring, required approvals for anything over \$1000. Reduced expenditure base by \$4.9 million

To make up the difference, needed authorization to draw \$850K from endowment,—ended with \$450K deficit, but met debt covenants.

President Bosco: where is majority of cost cutting and reduction of expenses?

J. Williams: Across the board – uneven because of vacant positions. Some reduction was done through operating costs.

Senator Emmer: did anyone predict this 4-5 years ago?

J. Williams: No: This was enrollment driven: 97 students in one year and University College revenues falling. In the prior two years, retention had increased 2%

Senator MacPhee: Regarding University College- can you explain what the loss is from?. President Workman responded it was from government contracts, such as the Navy.

Williams said for the coming budget year, he was conservative about revenue prediction, and is working on a reduction of the budget for next year

Senator Soto: Regarding personnel, positions that were frozen and not rehired: reduction of facilities staff; did people lose jobs?

J. Williams: No. As part of the hiring freeze 8-9 positions in facilities were not refilled; but we had already piloted cleaning programs for lower cleaning frequency – expanded them now, has worked out well.

FY 19: enrollment update: Expenditure projection is already low because the projection was made on a higher student base;

Everybody who interacts with students has retention on the mind – Bob Shea and CSAS are working very hard on retention – using Civitas to predict retention risks

We are 21 students higher than budgeted, but this is offset by higher than average aid, retained students who need higher financial aid. This translates to being up \$215K for fall; if we retain for next spring that would be even better

FY 19 operating budget:

Wants to get the budget reserve to \$3 million. Currently it is \$1.5 which isn't enough – next FY will be \$2 million.

It appears that there will be another large draw from the endowment -\$8.4 million pull from endowment and there will still be a \$7M shortfall

We cannot budget cut ourselves out of this problem. He has started a Revenue task force (July 2018) which is looking at retention, transfer, international studies, graduate students, University College, unrestricted fundraising

President Bosco: who is involved on task forces, and what is the pathway to faculty involvement?

J. Williams: welcomes input from faculty, new programs to be established, enhancing revenue is the most important thing

President Bosco: should they pass ideas through you directly?

J. Williams: will provide names of the heads of each of the task forces

Other items to note:

University College revenue is not predictable yet based on the way that their student enrollments happen

Law school enrollments and revenue went up

Ongoing monitoring of retention, turnover, divisional revenue and expenditures

FY 2020: There will be a tuition increase of 4.8 percent per year

Fees will be rolled into tuition – except for a few such as the Student Activity fee

Fees will be charged to SECCM students as they are for SAAHP

We will increase financial aid (discount rate will be 44.5% for new students and 39.4% for transfer students) and there will be Dean's list retention awards (\$200k - \$250K per year)

B. Williams: in the past our 3% increase was in room and board – now it will be in base tuition, consistent with other schools – can carry across all students regardless of whether or not they live on campus

Senator Thangaraj: did we buy the property across the street?

J. Williams: Did not come out of operating budget, came out of endowment. Is a real estate asset like others in the endowment; it was a once in a lifetime opportunity considering the long-term benefit to the university.

New business:

President Bosco followed up on last session's motion to move the Senate website to Drupal. Moving to Drupal would not allow us to archive what we have at this point. We will need to find new method of archiving past documents before we can do a switch. We will recommend to next folks coming in to investigate it, but will stick to WordPress this year.

Motion from Admissions and Enrollment:

MOTION: The Senate charges the Admissions and Enrollment Committee with reviewing Open House and making recommendations to the Senate where the committee finds opportunities for improvement. (Topf/Tehrani)

Would like to communicate more about areas where there can be improvement, etc.

Passed 18-0-0

Motions from Academic Standards & Policies Committee

Motion: The Senate Academic Standards & Policies Committee requests that FS Executive Committee bring to the attention of the Acting Provost and Interim President the lack of consistency in the formation of the Schools' Academic Standards & Petition Committees. The policy that was passed through the Faculty Senate and approved by the president and the provost at the time (below) is not observed in all schools.

“The Schools' Academic Standards & Petition Committee members per each school shall be elected by different departments/programs of that school. The committee is

then chaired by the person designated by the dean of that school. The committee as a whole reviews and approves/disapproves students' petitions. The approved minutes of the each meeting are distributed to the faculty of the relevant school."

R. Cole already sent the motion to the Deans, so the motion doesn't need to be passed.  
Withdrawn. (Tehrani)

Motion: Each department should determine their policy about online offerings and requirements. Each department should determine their standards for online courses and instruction. (Tehrani/Knights)

Doug White – provided a report of his experience with an old policy about online education, where students need a signature to enroll in online classes, extra steps, from advisor to registrar

Discussion of the motion included its breadth – school vs. department, should there be a larger discussion of online offerings at the University, source of the policy (not in the catalog)

Senator Stevens - should it be the school, vs department?

Senator Tehrani – some schools are too big. The department unit is probably more appropriate.

Move to Amend: Each department should determine its student approval process for taking online offerings and requirements. (Strike sentence two.) (accept Tehrani/Knights)

Passed 17 -1- 0

Motion from Steering Committee:

The Steering Committee nominates Anne Tait to represent the Faculty Senate on the university working group that will meet regularly with ASG consultants on the Comprehensive Campus Master Plan project in 2019-2020. The Committee nominates Dale Leavitt as an alternate member of the working group.  
(MacPhee/Topf)

Background: Bill Seymour, Associate Director of RWU Capital Projects has invited the Faculty Senate to select one representative to serve on the small university-wide working group (10 members) to work with ASG consultants on the Comprehensive Campus Master Plan. The committee will interface with ASG at least monthly for the next 14 months. Although the faculty member selected will be the main conduit between the consultant and the Senate, ASG plans to schedule multiple listening sessions with the Senate and the larger faculty over the course of the project.

Only room for 1 faculty, also 1 student – Tait has been on relevant committees, is Visual Arts, well versed in things going on campus – alternate named because they don't know about frequency and want to ensure there is a faculty member at meetings.

Passed 18-0-0

#### Curriculum Committee Motions

Motion: Curricular changes from GECPC

1. Removal of Core Concentration prohibition for Anthropology + Sociology and Psychology
2. Approval of Public Health Core Concentration
3. Adjustment of language in the Sustainability Core Concentration  
The proposal makes the CC more restrictive in terms of overlap and double-dipping (Stevens/MacPhee)

Senator Tehrani: can people double dip the 6<sup>th</sup> class for a minor?

Senator Stevens: Right: this motion just addresses the 5 courses for the concentration.

Senator Knights: context?

Senator Stevens: course can only be used once, not for both major and core concentration

Senator Roberts provided an example - the Urban Studies concentration requires American Government, so that can't be used also for Political Science major

Passed 18-0-0

Motion: Curricular change from ASL

NEW COURSE ASL 330 Storytelling Through Signing (Stevens/McCormack)

Senator Stevens: This was the missing 6<sup>th</sup> course in CurricuNet. This allows an ASL minor

Passed 18-0-0

Motion: To create an effective Division of University Studies, the FSCC recommends the creation of a stronger curriculum committee, composed of the directors of each interdisciplinary program, who are compensated adequately, and in charge of curriculum, planning, resource requests and scheduling, and who report to a Dean of University Studies. (Fenske, McCormack):

Discussion included questions about whether this policy already exists, issue of compensation, existing DUS processes for curriculum and program oversight, lack of clarity about DUS role.

Associate Dean J. Jacobs: this mechanism, of the approval of new programs, hasn't been engaged yet – because the existing programs happened pre-committee formation (pre-DUS program) –

There are 5 programs, each organizes courses across the university – only amasses 5-6 courses on their own, even when large

The compensation is 3-credits per year + summer, probably about right for what it is that they do

Senator Roberts: faculty contract makes no distinction between Director and Program Coordinator, and we have to abide by both. We have to keep the two (Faculty Senate and Union) separate.

Meeting adjourned at 4:15 for time of discussion, and lack of quorum.

Respectfully submitted,  
Laura D'Amore, Recording Secretary





**AICU**  
RHODE ISLAND

Association of Independent  
Colleges & Universities of Rhode Island

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## Mission

The mission and purposes of the Association include:

- Interpret for the general public the role and contributions of institutions of higher learning in Rhode Island;
  - Serve as a central source of information for appropriate public and private agencies, as well as the general public;
  - Maximize interrelationships between the independent and public institutions of higher learning within the state in providing optimal educational service to the people and students of Rhode Island;
  - Encourage and facilitate consultation and cooperation among association members regarding academic programs, research, and community service;
  - Support joint study with member institutions and appropriate public and private organizations;
  - Review the current and future ability of independent institutions of higher education in Rhode Island to meet the educational needs of the state;
  - Provide federal and state level policy and program leadership on higher education issues and coordinates the activities of Rhode Island's independent colleges and universities; and
  - Encourage greater cooperation between Rhode Island colleges and universities and fellow institutions and educational organizations both in the New England and national arenas.
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**Diversity Action Steps:**

**Aggregating our individual and collective diversity efforts**

**Please return this by September 30<sup>th</sup> to Ashley Bortolotti (abortolotti@rwu.edu)**

**Name** \_\_\_\_\_

**Department** \_\_\_\_\_

**Division** \_\_\_\_\_

- I will reach out to underrepresented employees in my division/department to affirm them and let them know that there is space for them to bring their full selves and share concerns related to their identities.
- I will designate team members who will participate in the Intercultural U program in the Spring.
- I will participate in the Intercultural U program in the Spring.
  - Intercultural U is a 25 hour program for employees that covers the personal, cultural and societal aspects of diversity, equity and inclusion.
- I will encourage my team and colleagues to use chosen and affirming names and pronouns for students and colleagues.
- I will make space on our divisional/departmental agendas to talk about diversity topics such as: the experiences of different underrepresented student groups and employees and the ways in which normative experiences, patterns, and policies can lead to exclusion and inequity.
- I will attend one of the scheduled Safe Zone trainings:
  - Safe Zone training is provided by Gabby Porcaro and supports an including and affirming climate for members of the Queer and Trans community at Roger. The first step in the three tier program is 90 minutes.
- I will ensure my team members attend one of the scheduled Safe Zone trainings.
- I will ensure that most of the people serving on one of my search committees attends unconscious bias training.
- I will serve as a search advocate, receiving training to support equity in the search process.
- We will find one new area to publish our open job postings in order to reach the broadest candidate pool possible.
- We will encourage our team members to connect with diverse individuals and caucuses in their professional networks so that we have a broad pool from which to recruit candidates for our positions.
- We will educate ourselves about the cultures represented by our international students and colleagues.
- I will use gender neutral language whenever possible.
- I will have my managers attend training that supports them in providing performance evaluations related to diversity, equity, and inclusion.
- I will have my team members attend conversations that help them understand the diversity and inclusion component of their performance review process.
- I will communicate to my team that our individual and collective actions matter and we must continually build capacity to support the thriving of all our stakeholders.
- I will hold people accountable for exclusive behaviors.
- I will continually build my capacity to model inclusive behaviors.

**Other actions you will take:**

Do you have a diversity plan? **YES / NO**

• **If YES:**

- What parts of the plan will you focus on this academic year?

• **If NO:**

- Has your department/division discussed diversity goals for the year? **YES / NO**
- Do you have plans to have that conversation? **YES / NO**
- What kind of support (if any) do you need to have the conversation you want to have?

*Please provide context for your answers:*

**Sense making: Data disaggregation and information seeking**

My team will disaggregate the data we have available to us and/or seek new understanding in the following ways:

○ **Employees:**

- On what diversity dimensions do we have strong representation in our department or division? Where are we lacking?
- How do our demographics look when we disaggregate them by rank or position category?
- Where are the glass or concrete ceilings in our area? Where are people getting stuck?
- Where are the sticky floors (people concentrated in early career positions and never moving up)?
- What are the retention rates, promotion rates and average tenures for different groups?
- Who is supported by current practices, norms and policies in our department/division? Who is disadvantaged?
- What is the story about diversity, equity and inclusion among our employees?

○ **Students:**

- What are the demographics of students in my department/division? What does this look like at the program level?
- When we disaggregate our outcomes data: retention, graduation, honors, grade distribution, and dean's list, what do we learn?
- Do we have gateway courses i.e. critical courses with high fail rates?
- What is the story about diversity, equity and inclusion among our students?
- Do we have a list of courses or programs that develop intercultural capacity?
- If yes, do these courses connect build on each other to support sophistication?

Please consider this an invitation to conversation. I am happy to meet with you. I want to be your partner as we build the culture we need to support our diversifying community.