

**Roger Williams University**  
**Faculty Senate**  
**DRAFT MINUTES**  
**February 7, 2018**  
**2:15-4:30, Upper Commons**

A.. Roll Call

Present: Bosco, Cutting, D'Amore, Duffy, Emmer, Engvall, Hall, Hollingsworth, Kenney, Knights, MacPhee, McKinley, Melton, Moskowitz, Pearce, Quezada-Grant, Roberts , Schroth, Sorger, Soto, Speakman, Stevens, Thangaraj, Topf, Updike

Absent: Sawoski, Winfield

Open Seats: SHAE:HUM, SSNS:MNS, SAHP (2)

Student senator: Jackie Applin

Guests: D Farish, A Workman, J.Jacobs, M. Tehrani

A. Announcements

President Bosco: Greetings to the New Faces/Senators. My personal thanks to those who attended Thriving RWU event on January 23, the day before spring semester classes.

B. President Farish's remarks:

We are running ahead for applications from students of color, things are looking bright.

a. Update on bicycle path development

Bill Seymour, adjunct professor of Construction Management, did a study last semester that I am trying to get a hold of concerning the bicycle path.

We have the RFP to replace Wells Fargo, we should be getting applications and doing the vetting.

There will be two, 360 reviews this semester (according to VP of Human Resources McDonough).

Establishing an Indigenous People's Day is taking too long to settle. Many passions about this. I have been in contact with the RWUFA, and will be discussing this with the Working Group (Indigenous People's Day Committee). What I will be proposing is using both Columbus Day and President's Day as workdays, and extending Thanksgiving week to include the proceeding Monday and Tuesday.

We will mark October 22 as Indigenous People's Day, the day when Columbus landed in the new world. We can have a workday on what was Columbus Day.

Students will be making a presentation to the Board, on this issue.

Discussion indicated support as October 22 would be a work day, rather than a sit at home day and there could be a ceremony recognizing Indigenous Peoples as we recognize Veterans on Veterans Day.

### C. Provost Workman's remarks

With regard to ASEM, we are responding to questions (from SHAE) that involves their marketing approaches, and successes. Clarifying about capacity and right sizing.

Two other parts to this, suggestions for new programs. Information Design, from Al Cutting's folks, that could be exciting and a real signature program for us. Putting people together and see where it goes.

We are getting a fix in terms of needs for facilities for the existing and possibly new programs.

President Bosco said there were concerns about getting rid of some programs such as the Arts Management Minor. We are not doing that - it is not the goal of the plan

There have been inquiries about emergency response, particularly regarding snow days. We get information from two sources, and have two groups involved. There is a policy that requires notice to the university community by 6 a.m. For this last storm, the forecasts did not indicate a problem, but that morning when we saw that K-12 publics were delaying their school start, we thought it was a good idea to delay as well. The forecast of the storm caught everyone off guard.

Regarding the Justice Ginsberg event, I heard from President Bosco that there were problems with students getting to see the event streamed and the use of classrooms. This was not the Law School's fault, but I want to sort things out with what went right, and what went wrong. If you have more details on the problems with room use, let me know directly.

And for final examinations, and the change in the final examination schedule, that the Faculty Senate asked we look into. Perhaps I went a bit too far, and scheduled the multi-section examinations on a Saturday. We are not doing this this spring, but I would like President Bosco to set up a way to have faculty discussions on this matter. Giving final exams during the last week of classes is a NEASC issue related to number of class hours.

Question: can we go back to the schedule from spring 2017?

Provost: not really, that is what caused the problem with 1200 students having conflicts. We had one student whose mom told me that was the last straw, upon the student leaving the university.

Finally, Senator Speakman sent me a list of questions, for Dean Scurry and I to answer about SCS. We will get to this by the next faculty senate meeting.

As for the issue of faculty advisors not able to see advisee transcripts when the student has a Bursar hold:  
Registrar O'Driscoll: you can look instead at the degree audit. Elucid is changing, with implementation this semester, with a better look and feel for faculty. There will be training for faculty.

D. Adoption of Minutes of December 6, 2017 (Melton/Stevens) - Passed unanimously.

E. Acceptance of Committee reports –Acceptance of Executive Committee Minutes - Question about the CD program in the Executive Committee Minutes, “that the CD program is a new area of study” that is not correct, it is an old program, and that all “who teach in the program have PhDs,” is also not correct, they are practitioners. Was this what was conveyed by the Provost at the Executive Committee meeting?

President Bosco, yes it was.

- F. Admissions and Enrollment - Chair Senator Topf provided an update. Undecided Liberal Arts, Brian Williams has yet to get back to our committee about why ULA freshmen are placed with one set of advisors. Can the Faculty Senate Executive Committee please ask that V.P. Brian Williams to get back to our committee? That will be done.

G. Old Business

a. Motions from the Academic Standards and Policies Committee:

- i. MOTION: The Faculty Senate recommends that the Independent Study designation no longer be used for senior or graduate theses. Those departments that offer theses, but do not have a course number assigned to those projects, should add the Thesis course to their program offerings in the catalog. (Speakman/Moskowitz) - Passed unanimously
- ii. MOTION: The Faculty Senate recommends that the deadline for submission of Independent Study proposals during the fall and spring semesters to the relevant Dean be designated as “within seven calendar days of the first day of classes,” and that the Dean act on these proposals within seven calendar days of their submission.(Speakman/Stevens) - Passed unanimously

Q: How is this enforceable?

A: We make recommendations, and if the Provost approves them, then it is up to the Provost to enforce them.

Q: What about during the winter session and summer sessions.

A: The committee will go back and reconsider the deadline for these.

- iii. MOTION: The Faculty Senate affirms the faculty’s belief that independent studies are an important element of an RWU education. Consequently, the Faculty Senate recommends the appropriation of adequate funds to support this high impact practice of one-on-one student faculty collaboration. (Speakman/Roberts) - Passed 25-0-1

Q: Can we see the numbers for the sheer number of these, is there a problem of abuses in independent studies.

A: Perhaps this is not a Senate issue, but a Dean issue to resolve.

Q: Good time to bring up the topic of lecturers, what classes are they going to teach, new courses or adjunct courses, who defines the duties of the lecturers, etc. Can we begin to have that discussion?

A: Perhaps we can hold off until the end of today, and move on with the motion on the floor.

- iv. MOTION: The Faculty Senate recommends that the designation “independent study” not be used for low-enrolled classes. The latter, if essential for the students’ progress towards graduation, should be listed as courses on the students’ transcript. (Speakman/Moskowitz) - Passed unanimously

Q: This does not address impact on faculty workload. There is an “external” course designation, but such courses do not count towards workload. Who gets to have it count and who does not get to have it?

Q: Is there a distinction between “external” study and “independent” study? There is no vetting about these courses; in some cases it can count as a full course when it gets up to 10 or more, as an external course. Providing the distinction to the faculty would be helpful.

A: In chemistry their program is accredited, and certain courses have to be offered, with only 2 or 3 students who need the course. So the course must be offered as a regular course for accreditation.

A: The purpose of this motion is to move us down the path to have conversations about these courses, but it is the Association’s role to deal with compensation and workload. I will send a memo to the person who is taking these notes, about this discussion.

A: It appears to be based upon the mood of the Dean, and I second that the Association should be discussing compensation and workload with the administration. Also the issue of preparations.

b. Update on Academic Standards and Policies Committee’s Information Gathering re: School of Continuing Studies

Senator Speakman: As noted by the Provost in his remarks, we did send questions to the Provost, with answers to be provided by the end of January. The Provost, and Dean Scurry, will be providing responses by our next meeting.

H. New Business

a. GECPC Update – Associate Dean Jason Jacobs (asked by GECPC Chair Mel Topf to provide the Faculty Senate with monthly updates)

Associate Dean Jacobs: This is all Mel and Renee’s idea. We have worked for a while on a proposal to diversify a way to meet the outcomes of each CORE 10x course, given the range of what instructors in each CORE do in their classes. We now have a process, for the proliferation, of courses that will satisfy each CORE 10x. We do that now with the CISS Unit Committees, we know that process works, and we will bring that process to the Unit Committees for CORE 101 to 105.

Faculty will have the opportunity to teach a course that meets the outcomes for the CORE 10x class and carry their program’s designation.

I would like to attend department meetings, after the fall schedule is done, to see what you are doing and what you would like to do with CORE courses. This will allow us to have more interesting kinds of courses in the catalog.

Senator Speakman: I would like to add to this as I am the Unit Coordinator for CISS, and we encourage proposals. It is a blast to teach a CISS and we are always in need of more proposals. We will need more for fall.

Announcement from Senator Stevens, chair of the FSCC: we still need a representative from SAAHP, there are proposals from them, pending. Also, please remind faculty that just because the FSCC signs off a proposal, the approval process is not done. Please remind them that there are other approvals needed in the curricular process - they go from the FSCC to the Faculty Senate, then the Provost.

Q: What is your advice for a course that the department wishes to offer the next semester, to be added to the next semester’s list that students will register for during pre-registration?

A: Put the course on as a placeholder “special topics” course that can be changed later.

- b. Policy restricting student and faculty access to student transcripts in the event of a bursar hold. (see above)
- c. Motion regarding composition of Faculty Emeritus Committee (Bosco/Soto)

Motion distributed. Move that the Faculty Senate establish a committee to make recommendations for Emeritus status according to the University policy. The committee will consist of four tenured faculty elected at-large and will serve a term of one year (Motion withdrawn, substitute motion below).

Senator Topf: we established a policy a while ago, how is this motion different, what is not working?

President Bosco: this is a new policy from the Board on how to vet and approve Emeritus Faculty.

Q: Is there any criteria, a fixed percentage of retired faculty, etc.? Perhaps the committee might come back, when seated, with questions.

A: There is a university policy, and that is the Board approved policy.

Q: Perhaps amend the motion that we seek volunteers to serve this year, and consider this motion upon more review.

MOTION: For the spring 2018 semester the Faculty Senate President is authorized to seek four volunteers to serve on the Emeritus Committee. (Speakman/Roberts) - Passed unanimously.

- d. Motion: Review the policy regarding the determination of transfer credit hours when the transcript is not issued by RWU (Bosco,Melton).

Prof. Tehrani is here to speak to this motion. She asked when the University began transferring grades of lower than “C” when the course does not come in on a RWU transcript.

Q: Are we reviewing or are we voting to change something?

A: We are asking that the University abide by the binding agreement with students, the course catalog.

The FSCC was asked to review this. It was the committee’s view that we were not the appropriate group.

This should be referred to FSASP Committee, to inquire why the published policy is not being followed.

Motion is withdrawn for a substitute motion.

**Substitute Motion:** (Bosco, Melton) Charge Academic Standards and Policy to investigate why the existing policies regarding transfer credit and grades from institutions other than RWU (including study abroad and international exchange) are not being followed or are being followed inconsistently. Academic Standards and Policies should also provide clarity to relevant departments on campus on how the policy should be implemented. Passed unanimously.

- e. Motion: Request that University Life meet with the Career Center to obtain updated status and information (Soto, Bosco)

Background: VP Soto: this issue came to me from two faculty members. Since there is so much emphasis on ASEM, it would be helpful to understand what is going on in the Career Center with respect to providing support for students.

Q: Is this about what they need? What their needs are?

A: A complete investigation into what they need, and what we can do help them meet their needs.

University Life cannot recommend hiring in the Career Center, beyond that it might be best if the Executive Committee asks the President and Provost during your monthly meeting.

Perhaps we need a dedicated social media person, distinct from a career center person, to help students. These are shifting needs, from traditional career planning, to career planning in a social media age.

Perhaps instead of the Career Center, what do programs need, following the ASEM, from the Career Center. Career Center could have dedicated personnel for the needs of programs.

Our students appear to be ill served when one person is in charge of so many programs and constituencies.

Can we liaison with Student Senate, since it is the needs of the students who are served by the Career Center.

We in the Humanities could be better served if the Career Center knows and understands what we offer, and what we need.

Consensus is that the Executive Committee bring our concerns to the President and the Provost to find whether there is a plan with regard to Career Services.

Are there schools that are successful, that have good alumni networks? Do we know what we don't know about Career Services? This is a missed opportunity, in not developing a thriving alumni network, for the University. Can we use the models from successful schools?

Motion is withdrawn.

**Substitute Motion:** The Executive Committee launch the conversation with the Administration relaying the Senate's concerns regarding the Career and Development Center. (Soto/Bosco) - Passed unanimously

President Bosco – asked to provide recommendations to the Registrar:

**Motion:** Move to charge the Academic Policies and Standards Committee to meet with the Registrar to provide recommendations on the following:

- a new course substitution form/process
- standardizing the procedure to add students into filled classes
- exam schedules (within contract language) (Bosco/Emmer) - Passed unanimously

Meeting Adjourned – at 4:25 p.m.

Respectfully submitted,  
Dave Moskowitz, VPUM