

UHD Faculty Senate

Minutes recorded by: Nathan Neale
Regular Scheduled Senate Meeting April 5, 2022
2:30 – 4:00 PM
Online via Zoom

Members of Senate in Attendance: Edmund Cueva, Krista Gehring, Ronald Beebe, Nathan Neale, Godwin Agboka, Ayden Adler, Franklin Allaire, Stephanie Babb, Amy Baird, Nina Barbieri, Maria Bhattacharjee, Alexander Bielakowski, Kasi Bundoc, Scott Davis, Austin DeJan, Prakash Deo, Lucas Fedell, Paul Fulbright, Don Holmes, Heather Goltz, Cynthia Lloyd, Michael Lemke, Lucas Logan, Jean Nganou, Angelica Roncancio, Danya Serrano, M. Nell Sullivan, Candace TenBrink, Adriana Visbal, Julie Wilson

Senators Absent:

Guests: Akif Uzman, Interim Provost, Sheila Lloyd, AVP, Michelle Moosally, AVP, Jerry Johnson, AVP, Sandra Dahlberg, Ombuds, Patricia Ensor, Executive Director, W.I.D., Eszter Trufan, Associate Professor, Sarah Heinlein, Assitant Professor, Darlene Hodge, FS Admin

Call to order: The Senate was called to order at 2:32 PM by Senate President Edmund Cueva after a quorum was assembled.

A motion to approve the March 22, 2022 minutes was made and seconded.
Some senators were listed as absent when they were not. Corrections were made.
The minutes were approved.

Reports

Interim Provost Uzman reported that the first transition team meeting for the Division of Student Success and Student Life will occur next Monday. This will be a workshop-style meeting to set the timeline and will also focus on how to structure advising throughout the university. Some of the work is bureaucratic and will be completed by staff over the summer. He will keep senate and FSEC posted on progress.

Q-Will this consolidate all advising to one division?

A-No, the statement is that all advising will move to the colleges. This places the responsibility of advising there. There will be an associate vice-president for advising that will be involved too. This includes the articulation agreements, degrees and other components of advising.

There were no other questions.

Old Business

Dr. Cueva reminded all in attendance that the awards ceremony is scheduled for the 19th at the same time as we normally meet.

Dr. Cueva called a vote to update the UHD Senate Constitution to have a seat on FSEC for a lecturer. The language was previously sent out via email.

This passed with 23 yes and 1 no votes. It will now be sent to UHD faculty to vote.

He then called a vote to include language for support, censure and no confidence in the UHD Faculty Handbook.

This passed with 21 yes and 1 no votes.

He then called a vote on the resolution addressing Texas Tenure, which was discussed during the last senate meeting.

This passed with 22 yes and 0 no votes. The resolution will be sent to the provost and president.

New Business

Dr. Trufan provided an update on General Education Learning Assessment. This is included in the appendix.

Dr. Ceuva asked if signature assignments will still be required next year.

A-Yes, this is a core feature of our assessment progress. Faculty adopted this in 2014. We cannot have a break in the data.

Dr. Cueva asked if this was part of A+CE.

A-No, this is our common core.

Q-Would you clarify if creative arts submitted any artifacts.

A-Music and theater courses are not the best at evaluating visual communication artifacts. We would like to correct this fit by evaluating learning outcomes that do fit.

Dr. Cueva asked for a presentation copy.

Dr. Sullivan shared a proposed UHD Senate Resolution Condemning the actions of the President, Administration, and Board of Trustees of Collin College Restricting Free Speech and Academic Freedom. The background was sent by Ms. Hodge.

A motion and second were made to move forward with this resolution.

Senate members suggested edits.

Q-Are we confident of the facts?

A-Yes, the document that was sent by Ms. Hodge includes links from the media. Please read the background of this situation.

C-I worked for the federal government for ten years. Each year was a one-year contract. They did not need cause to non-renew contracts.

C-This is also true for non-tenured and tenure-track faculty here. Still, questions can be raised when one is competent at their job. This individual is an award-winning teacher and has a recent book. This is remarkable.

C-I am concerned that we just voted on a tenure resolution and that may cover this too. I do not know enough about this issue and it may be redundant, though I agree with what you are explaining. This seems to be outside of our realm.

C-This may seem redundant but it is one of the cases that we should take a stand and object to behaviors as this may be a slippery slope. It may start off as a community college and then move into research institutions. Critical Race Theory is currently an issue with many state legislators and other elected officials. Many of us use Critical Race Theory in our scholarship. I worry that

if someone can be fired in the situation discussed, those of us using this theory may have our tenure threatened. Faculty members should take a stand against injustice.

C-This is an interesting issue and I appreciate you bringing this to our attention.

Q-What will our resolution accomplish. The other will likely be public. How would this one be utilized? Why not write an opinion piece in a higher-education journal. Who is our audience?

A-Dr. Cueva asked a similar question in FSEC. To a degree, any resolution we make is a statement of belief. I am not sure if we could have something published in this situation. This is not just about one faculty member's beliefs. It is about common beliefs of a group of faculty. We can share this with media outlets that are concerned with issues in higher education. This may also receive scrutiny if enough groups voice concerns.

Dr. Cueva said that if the resolution was passed by the senate, he would then ensure that President Blanchard knew and could share it with the Chancellor before we sent it out to media outlets. He asked the senate if members knew enough about the issue to vote on the resolution. He offered to postpone the vote until May 3rd to provide members sufficient time to consider this.

Dr. Beebe moved to move this to May 3rd and Dr. Gehring seconded the motion. This passed.

Dr. Sullivan suggested that faculty review the email invitation for the investiture. We have the option of renting regalia for this and using it for both commencement and the investiture.

Dr. Sarah Heinlein provided information about UHD moving away from BlackBoard Learn as our learning management system (LMS) in F2023. This is in response to a federal mandate due to it not meeting specific requirements. A request to see the actual reports was made. We are waiting for these to share with faculty. The responsibility to choose a new LMS was given to the Academic Technology Committee and the Center for Teaching and Learning Excellence. A new LMS subcommittee was created to make a recommendation to move to a new LMS for F2023.

Q-How can we learn more about these options?

A-There is a link to sandboxes that allow faculty to experiment with each.

Q-Will the subcommittee make a decision by the end of the term?

A-Yes

Q-When will we have access to the new LMS? Can we have it before summer 2023?

A-We cannot make a transition until it is chosen. You can go to the sandboxes to try them out.

C-Thank you but having one summer to move all of our courses will not be sufficient. Some of our lecturers have ten courses to move.

Q-Is the plan to have access to the actual LMS by the end of the summer?

A-Yes, that is the plan. We want to make this transition as easy as possible.

Q-Why are we doing this?

A-This is a decision handed down by the DOJ.

Dr. Moosally explained that the version of BlackBoard Learn that we use does not meet accessibility requirements.

Dr. Gehring asked senators to work with the Credentials and Elections Committee members from their departments to locate nominations for senate and committee members for the upcoming elections. Please reach out to those that you believe are good candidates. We need names by May 7th to run the election.

The senate meeting adjourned at 4:00 PM

Key:

Answer

Comment

Question

Appendix

2022 Report to Faculty Senate

Evaluation of General Education Learning Outcomes
Results and Recommendations

General
Education
Learning
Outcomes

Personal Responsibility

- ENG 1301/1302
- Language, Philosophy, & Culture
- Political Science

Social Responsibility

- Political Science
- Soc & Behavioral Sciences

Visual Comm

- Math
- ART courses
(no submissions from Theater or Music)

Oral Comm

- COMM courses

Assessment Process

- 1. Faculty assign a signature assignment
- 2. Student artifacts are uploaded into our BB archive
- 3. OAA randomly selects artifacts produced by **FTIC students who have completed between 30 and 60 credits**
- 4. Faculty evaluators participate in rubric norming
- 5. Two faculty read and score each artifact using an AAC&U rubric
 - (Target 2.5 on scale of 0-4)
- 6. A third reader is incorporated if there is no consensus between the first 2 readers

Personal Responsibility

Connect choices, actions and consequences to ethical decision-making

Personal Responsibility Results

Success Criterion:

At least 70% will be able to score a 2.5 or higher

	Ethical Self Awareness	Understanding Different Ethical Perspectives	Application of Ethical Perspectives	Evaluation of Ethical Perspectives	Overall
Level 2	-Articulates either the origins of his/her core beliefs or discusses personal core beliefs, but not both.	-Demonstrates an awareness of ethical theories, standards/practices -Does not attempt to discuss	-Ethical perspectives are applied to an ethical question satisfactorily. -Actions/consequences are not considered	-States an ethical position -Articulates objections/limitations -Lacks discussion of different perspectives	
2020/2021 N = 22*	63% ↑	86% ↑	84% ↑	64% ↑	68%
Spring 2018 N = 53	46%	34%	40%	20%	27%

Personal Responsibility

Next Steps

- Provide professional development for new faculty
 - Understand the purpose of Signature Assignments
 - Provide examples
 - Develop a self-paced course for faculty on ethical decision making
 - Similar to the GEC Writing in the Discipline course
 - Content developed by a collaboration between Philosophy and English faculty

Oral Communication

Effectively develop, express and interpret ideas through oral communication

Oral Communication Results

Success Criterion: At least 70% will be able to score a 2.5 or higher

	Organization	Language	Delivery	Supporting Materials	Central Message	Overall
Level 2	- Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	- Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	-Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	- Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	- Central message is basically understandable but is not often repeated and is not memorable.	
2020/2021 N = 61	53% ↑	55% ↑	48% ↑	55% ↑	67% ↑	40%
2017/2018 N = 40	36%	28%	30%	39%	51%	34%

Oral Communication

Next Steps

GEC will request that Communication Studies faculty:

- Identify strategies to improve student performance on Delivery and Organization
- Reach consensus on whether students should be allowed to edit their presentations
- Ensure that students do not withdraw access presentations

Visual Communication

Effectively develop, express and interpret ideas
through visual communication

Visual Communication Results

Success Criterion:

At least 70% will be able to score a 2.5 or higher

	Organization	Image type	Supporting Materials	Central Message	Overall
Level 2	- Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the work.	- Language and image choices are mundane and commonplace and partially support the effectiveness of the work. Language and images are appropriate to audience	- Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports or establishes credibility/authority on the topic.	- Central message is basically understandable but is not often repeated and is not memorable.	
2020/2021 N = 42	57%	66%	58%	54%	55%

*Not assessed during the previous cycle

		Oral Communication Visual Communication	Personal Responsibility	Social Responsibility
ENG 1301/1302-Writing Comm	6	Emphasis/Assessed-Writing	Emphasis/Assessed	
Communication – Oral	3	Emphasis/Assessed -Oral	Practice	
Mathematics-Visual	3	Emphasis/Assessed-Visual		
Life & Physical Sciences	6	Practice		
Language, Philosophy & Culture	3	Emphasis/Assessed-Written	Emphasis/Assessed	Practice
Creative Arts- Visual	3	Emphasis/Assessed-Visual		Practice
American History	6	Emphasis/Assessed-Written	Practice	Practice
Political Science	6	Practice	Emphasis/Assessed	Emphasis/Assessed
Social & Behavioral Sciences	3	Practice		Emphasis/Assessed

Visual Communication

Next Steps

- MATH-Work with Math faculty to:
 - Develop assignments that allow students to practice the written interpretation or explanation of mathematical images
 - Possibly add a small set of problems within the automated homework platforms that ask students to discuss mathematical images
- Creative Arts: All artifacts came from ART – Determine how to engage DRAM and Music

Social Responsibility

- Intercultural competence
- Civic responsibility
- Engage effectively in regional, national, and global communities

Difficulties

No assigned disciplines to specific subsections of Social Responsibility

Assignments are not well aligned with rubrics

Only 1 read

Social Responsibility Results

Success Criterion:

At least 70% will be able to score a 2.5 or higher

Intercultural Competence	Cultural Self-awareness	Cultural Worldview Frameworks	Empathy	Verbal/Nonverbal Communication	Overall
2020/2021 N = 25	28% ↑	10%	13%	18%	14%
Spring 2018 N = 46	23%	26%	19%	31%	

Civic Responsibility	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity	Civic Communication	Overall
2020/2021 N = 15	31%	33%	20%	20%	27%

Social Responsibility Results (cont.)

Success Criterion:

At least 70% will be able to score a 2.5 or higher

Global Communities	Global Self-awareness	Perspective Taking	Personal and Social Responsibility	Understanding Global Systems	Applying Knowledge to a Global Context	Overall
2020/2021 N = 25	19%	0%	44% ↑	6%	0%	6%
Spring 2018 N = 50	29%	17%	25%	14%	6%	13%

Social Responsibility

Next Steps

- Work with chairs and faculty to determine which disciplines are assigned to each sub-outcome
- Revise signature assignments to more closely align with rubrics

GEC's Next Steps

**GEC to Finalize
Action Plan**

**Establish Working
Groups**

Implement

Faculty Evaluators

Personal Responsibility	Social Responsibility	Visual Communication	Oral Communication
Eszter Trufan (Facilitator)	Lea Campbell (Facilitator)	Lea Campbell (Facilitator)	Bridget Mueller (Facilitator) Eszter Trufan (Facilitator)
Syed Ali	Raquel Chiquillo	Syed Ali	Linda Dune
Carolyn Gascoigne	Donald Musselwhite	Donald Musselwhite	Irin Nishi
Jean Nganou	Sudha Rani	Jean Nganou	Lizette Burks
Heather Seratt	Beth Secor	Elene Bouhoutsos - Brown	Kimberly Gleason
	Vishakha Shembekar	Rachael Hudspeth	Nina Das
	Jorge Tito	Tahereh Jafari	Pablo Delclos
	Dietrich von Biedenfeld	Dietrich von Biedenfeld	Sangha Saha
		Sudha Rani	Kara Winkler
		Bhavna Rawal	Michael Scott Robinson
		Nawal Sharma	Cory Angert
			Larisa Jackson
			Shohreh Hashemi

Assess-a-fest Participants

Eszter Trufan	Tamis Tomas	Travis Crone
Elda Rueda	Suzette Mouchaty	Giuliana Lund
Sangeeta Gad	Cory Angert	Dietrich von Biedenfeld
Jean Bernard Nganou	Linsey Belisle	Carolyn Gascoigne
Syed Ali	Susan Bean	Lea Campbell
Melissa Hovsepian	Jorge Tito	

For Additional Information

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