

# UHD Faculty Senate

Minutes recorded by: Michael Cavanaugh  
October 16 2018 2:32-4:01 pm  
UHD A-300

**Senate:** Hsiao-Ming Wang, Susan Henney, Michael Cavanaugh, Susan Baker, Maria Benavides, Kristen Capuozzo, Stephanie Coleman, David Epstein, Shannon Fowler, Angela Goins, Felicia Harris, Karen Kaser, Cynthia Lloyd, Steve London, Stephen Miller, Laura Mitchell, Mitsue Nakamura, Andrew Pavelich, Rebecca Quander, Vida Robertson, Rachna Sadana, Joseph Sample, Johanna Schmertz, Nell Sullivan, Jace Valcore, Ting Zhang, Zehai Zhou

**Absent:** Michael Duncan (FLL) Beverly Alford, Ray Cao, Pamela Hurley, Pat Williams,

**Guests:** Juan Munoz, President; Ed Hugetz, Provost/VPAA; Jerry Johnson, AVP Research; Sandra Dahlberg, Faculty Ombuds; Darlene Hodge, FS Admin; Pat Ensor, Library Director; Lucy Bowen, Director SI; Hoseein Shahrokhi, AVP IT

**Call to order:** The Senate was called to order at 2:32 pm by Senate President Hsiao-Ming Wang.

## Minutes

Small change in minutes was proposed. Motion to approve minutes with change was proposed by Dr. Benavides and seconded by Dr. Fowler.

Minutes of October 2, 2018 Senate meeting were approved unanimously.

## Reports

Provost Hugetz gave a report on the state of the vision and mission statement which is available online (<https://www.uhd.edu/about/Pages/about-mission.aspx>). He indicated that these statements undergo period review and were last reviewed when the Chancellor took over in 2008-2009. The Board of Regents recently asked system universities if their statements needed updating. As of now, UHCL and UHV said their statements did not need revision. The previous revision of UHD's statements took 18 months and a lot of work with various stakeholders. After talking with some members of the university, Provost Hugetz does not believe that now is the ideal time for a wholesale review of the mission and vision statement and all of the work it entails. Rather he proposed that the Senators think about possible concerns with the statement and solicit feedback about the mission and vision statement from their constituents.

Q - Have we looked at the specific colleges to determine whether they are in fact delivering on providing 21st century skills?

A - Provost Hugetz mentioned that colleges are doing this in modified ways. LEAP Guidelines have helped this with marketable skills (critical thinking, teamwork, problem solving, etc.). Additionally, programs are meeting with community partners to make sure job opportunities line up with skills learned from the programs.

Provost Hugetz also made a request for formal feedback from the Senate on the Mission and Vision Statement.

Dr. Wang explained that this request was originally put forward to the last Senate (see May 1, 2018 meeting minutes).

Provost Hugetz also presented the workload data (see attachments). He mentioned that this data only documents teaching loads and course releases. A formal motion for a workload study was passed in the Senate on 9/18/18 and he and the President are in agreement that the workload study needs to be conducted. This will happen in the future and involve an outside consultant looking much more in depth at workload than what is presented today.

The tables presented show the breakdowns of tenured/tenure track faculty by college and how many are actually teaching a true 4/3. This data has to be presented to the Board of Regents annually and Provost Hugetz mentioned that he took out names and salaries from the data. In the data, a true 4/3 (no releases) would have a 25/50/25 (research/teaching/service) breakdown. A course release would result in a 7% reduction in the teaching category and a 7% increase in the service or research category, depending on why the release was granted. Provost Hugetz mentioned that the College of Business, because of accreditation, does have quite a few more releases than other colleges. One of the biggest findings is that only 41% of the faculty are currently 25/50/25. 59% of the faculty have at least one release for something.

Q- How do the COB classes get paid for the releases? Are they revenue neutral? Do they have bigger classes?

A- Provost Hugetz mentioned that the MBA classes are typically bigger than other graduate classes, but business classes are around the same size as other classes at the university.

It was mentioned that while the mean by college was presented in the slides, the median would have been more informative.

Dr. Sandra Dahlberg came to talk about the Faculty Ombuds (<https://www.uhd.edu/academics/faculty-resources/ombuds/Pages/ombuds-index.aspx>). If a faculty member is having an issue at work, the office can help the faculty member find the right solution. Dr. Dahlberg is the current Ombuds and correspondence through the office is kept confidential unless mandated by law. The Ombuds acts as a resource for faculty members and can provide the faculty member with options on how to resolve it.

Dr. Dahlberg also noticed an issue with the evaluation of the faculty ombuds form. There was an option which allows the evaluator to email the President of the Senate the form which would ruin the anonymity of the process. Dr. Dahlberg asked for the Senate to fix the problem as the body is in charge.

Dr. Henney made a motion to delete the offending language from the form. Dr. Schmertz seconded the motion. The motion passed unanimously.

Dr. Jerry Johnson gave a short update on the Provost Search. Survey feedback time was shortened and feedback was received. FSEC received faculty responses. The search committee met yesterday and discussed the finalists. President Munoz now all of the feedback.

Q - Was there a clear candidate?

A - Dr. Johnson said there were no disqualifying features for any of the candidates and everyone had reasons to like different candidates.

Q - So no one was the strongest candidate?

A - All of the candidates were strongly rated.

Dr. Wang mentioned that FSEC met with each candidate for 1 hour and developed a strengths and weaknesses list which was also presented to President Munoz.

### **Announcements**

Dr. Wang made a few announcements :

Once a month, President Munoz will not only attend the Senate meeting, but he will also give a 5-7 minute report to the Senate on what is happening on campus

On October 26-27, Drs. Wang and Henney will attend the Texas Council of Faculty Senates 2018 fall meeting, which is being held in Austin

The summer salary increase proposal (from 2/12 to 2/11 for teaching two summer classes) is on the Planning and Budget Development Committee's priority list

### **Old Business**

Workload study update - As the provost mentioned earlier, a workload study is currently in the planning stages and there would be an outside professional consultant in charge of the study. Related to the workload study are issues that we are currently talking about in Senate. The 3/3 teaching is currently being discussed, summer salary increases are on the budget priority list, and a 3-3-0 for 1st year tenure track faculty is close to being realized at UHD.

### **New Business**

Dr. Wang brought up Online Rigor as the topic under new business as it was on the list of foci from the senators. Dr. Henney provided slides to initiate discussion (see attached). Discussion ensued.

This is what CTLE focuses on, we should have them talk to us about it.

CTLE is great, but because online teaching is more difficult, training should be mandatory.

There is a need and desire for online classes among students. CTLE is helpful and online teaching can be intimidating especially for someone new to the profession.

We should find out what departments have for policies with regard to online teaching and mandatory training.

What about adjuncts teaching online? When we have leadership changes, guidelines regarding online tend to go out the window.

Changes for courses/switching a faculty member at the last minute shouldn't happen but it does occur and this puts faculty online that haven't taught there before. Also, some students really don't have the technology to take online classes yet they do so anyway.

Rigor for online classes is a good concept but we don't really do a great job of checking for rigor in our face to face classes.

Faculty in the discipline are good evaluators of online teaching - faculty currently work on assessment.

A possible separate issue is academic honesty in online classes. Specifically, verifying that the student receiving the grade in the course is the one doing the work for the course.

What is working from the students' perspectives? What does the data say?

Dr. Henney moved the discussion onto the next issue - Student Preparation

Students seem to be trying to complete the whole course with a smart phone. Can we require laptop and internet connection? It doesn't seem unreasonable.

There is a blackboard app that many students are unaware of and it does work well with smart phones/tablets.

Certain programs/departments may have specific language in syllabi that indicates proper equipment is required for online courses.

CTLE even has an online checklist.

We should probably have online training required for faculty to teach but probably shouldn't require students to pass a test to take online courses.

I've never had a student fail because of computer illiteracy - not much extra training is required beyond knowing how to use a computer.

Our students are certainly making a choice for online classes as enrollment shows. We seem to be making certain assumptions as to why. Why is online growing? How do we adapt our responses to these answers?

Do we assess online classes the same as face to face classes? Yes

Dr. Jerry Johnson mentioned that online is definitely the wave of the future. However, our students don't always have the resources (i.e. laptop) for online, so it is important not to exclude some of our students from this opportunity. How can we help these students gain the resources needed to complete online classes?

The average online student seems to be different than our traditional student, more likely to be female with children.

Our students also have access to the UHD library and computer labs. Internet (wifi) is also free at a lot of places in town. Resources are available for students who don't have them at home.

Many students take online classes because of the belief that it is more convenient but do not necessarily understand that differences between online and face to face classes. Maybe have an online course for students to take online courses.

Time is an impediment to rigor. Junior faculty, much like adjuncts, can get classes tossed at them late too.

Provost Hugetz wanted to add that one of the most difficult things to do in face to face or online classes is to create a community of learners. He singled out Dr. Schmertz's online class as a wonderful example of this. He had never seen this done before in an online class and yet it is extremely important. The whole class is built from the students up.

Dr. Schmertz indicated that very structured courses help with this. One assignment, one discussion leads into another and she allows the class to see everyone's work. This allows them to build upon each others' work, bettering the overall class.

Dr. Wang offered a short closing to the meeting mentioning that online looks like the future. We should prep for online teaching just like the student working hard to succeed in classes.

Dr. Pavelich made a motion to adjourn the meeting and Dr. Benavides seconded the motion.

Meeting adjourned at 4:01pm.