UHD Faculty Senate Meeting

March 4, 2014

Minutes

Present: T. Hale (President), R. Beebe (President Elect), S. Henney (Secretary), M. Duncan, R. Johnson, J. Johnson, F. Khoja, A. Lopez Pedrana, J. Quander, P. Simeonov, S. Koshkin, J. Herrera, G. Lund, S. Zhou, C. Rubinson, HM. Wang, U. Bose, A. Lopez Pedrana, M. Portillo, T. Chiaviello, C. Stewart, J. Tito-Izquierdo, K. Hagen,

Absent: P. Deo, G. Preuss (Past President), J. Davis, S. Penkar, R. Sadana,

Approval of minutes:

Minutes of February 18, 2014 were approved unanimously.

Guest: Jennifer Bloom: Office of General Counsel (OGC)

Purpose of the talk is to introduce herself and the OGC.

Please see attached PowerPoint presentation.

Note: Requests for input by the OGC should be made in writing. She is on the UHD campus T/R for a half day each.

Q: Was the OGC's role in the BOR's Intellectual Property policy?

A: Unknown.

Q: How actively do you get involved when a policy writing committee puts forward a policy? Policy writing committees are often told the OGC has a concern about a policy, with few specifics or directions for improvements.

A: OGC is always willing to consult. Committees can go through the Provost's office to request OGC presence.

Q: Who does the OGC represent?

A: The OGC and the attorneys represent the system and university. The only time they represent individuals would be in a litigation or discrimination context.

Guest: Diane Summers: Website Redesign Project

Please see the attached PowerPoint presentation.

Q: Blackboard is a high-traffic part of the website. BB mobile does not work well on smartphones.

A: Students did complain about BB mobile on the survey. However, BB is not part of the web redesign project.

Q: There are pages on UHD website that do not function on Macs at all, such as parts of e-services.

A: E-services are separate from this redesign, because e-services are managed by IT.

Q: What is the assessment plan?

A: We need to improve and include analytics.

Guest: Dr. Dressman: MSME (Master's of Security Management for Executives) Program Update

Started in the College of Public Services, but over time the program was altered to be a weekend, 2-year executive program. The seventh cohort was just admitted to the program.

The program has three prongs: written and oral communication, field of corporate security, and management of security officers.

There is "some indication" that this program is a better fit for the COB than the CPS. The main group teaching in this program are professors in the COB. COB offers more opportunity to work with risk management and supply chain. Thus, the program has requested a transition to COB. This has been approved by UCC and the Senate was being informed.

Q: Is there any market data on positive student outcomes from moving it to the college of business?

A: Students shopping for a Master's in a business area look to the Business school. This program gives them a specialty option distinct from the MBA.

Q: What are the reasons not to do this?

A: Don't know.

Q: What are implications for accreditation?

A: It should not impact accreditation even though it is housed in COB as currently less than 50% of the program is staffed by COB faculty.

Q: Is there concern about MBA enrollment?

A: No. Our MBA degree is very attractive.

Q: There is a high admissions bar for the MBA. Will people not accepted to the MBA use this as an easier to enter alternative?

A: Possibly, but they still have to meet the admissions requirements for this program.

Guest: Dr. Pelz: Definitions for Community Engagement and Service Learning

Part of the task for the Carnegie Community Engagement certification was to define the terms "community engagement" and "service learning." There are good definitions already out there, so the committee decided to not "reinvent the wheel."

Carnegie defines Community Engagement as:

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical and societal issues; and contribute to the public good.

The National Service Learning Clearinghouse defines Service Learning as:

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America National Service Learning Clearinghouse). Service-learning aims to connect the personal and intellectual to help students acquire knowledge and a useful understanding of the world, build critical thinking capacities, and perhaps lead to fundamental questions about learning and about society and to a commitment to improve both.

Criteria:

Curricular Service Learning and Community Engagement:

- A minimum of 10 hours in an academic semester-either in or outside of class involving a service oriented or community oriented curricular activity or any activity related to the service project. Ex. Searching for sites for service, reports on projects with community partners, etc.
- Service learning/community outreach is embedded in the syllabus of all Service Learning designated courses.
- An assessment component for each project is required to assess learning outcomes. This could be in the form of a critique or reflection assignment for the class.

Co-Curricular Service Learning and Community Engagement:

- A minimum of 10 hours-either in or outside of class involving a service oriented or community oriented project/co-curricular activity or any activity related to the service project. Ex. searching for sites for service, reports on projects with community partners, etc.
- Co-curricular service projects are overseen by student services, faculty and/or club advisors and activities reported to the Center for Public Service and Family Strengths.

Q: What is the relationship of this work with the HIPs committee?

A: HIPS is an overarching idea. This is specific to identifying designated service learning courses.

Procedures will be developed so that identifying/designating a course as a service learning course will be subject to specific standards (including service learning component and assessment). This will include timelines and specific criteria for submission of a course for a service learning designation.

Q: Community engagement definition is between institution and community. Does it include individual faculty, staff, or student engagement with a community agency.

A: A university with these activities is defined as being involved in community engagement. It is reported to Carnegie in the aggregate.

Q: Would having students write and publish scholarship be service learning?

A: As long as it enhances or serves the community. Internships…providing a service that they would not have unless you were there counts, but "trying out a job" does not. Can also occur in corporations or private businesses. Must serve the greater community.

Announcements

Future presentations: Ombuds, Library, Summer Salary Study

Old Business

Combining COC and CEC committees

Will be called Committee on Credentials and Elections

Hale presented the following text for consideration under Section 3 of the Constitution:

The Committee on Credentials and Elections shall consist of the Senate President-elect, who shall serve as chair, and one member from each department. Members shall serve for two-year terms, overlapping as

needed to retain continuity, with half of the members serving a one-year term during the first year of implementation.

Functions of the committee are to:

1.	Nominate to the Senate for a vote, faculty members for all standing Senate Committees;

2.	Nominate and conduct the election of Faculty Senate officers according to the guidelines in Article 2, Section 2;

3.	Nominate to the Senate [or to the Senate Executive Committee] for a vote, faculty members to serve as faculty representatives on the committees or task forces of the university or system including the Faculty Affairs Committee, Academic Policy Committee, and University Curriculum Committee;

4.	Solicit committee nominations from the faculty;

5.	Conduct other elections ordered by the Senate by secure and anonymous balloting processes;

6.	Inform the Senate President, by February 1 of each year, of the number of representatives that each department is entitled to elect to the upcoming session of the Senate;

7.	Investigate and report to the Senate all questions pertaining to elections. Final decisions on such questions shall be made by the Senate Executive committee;

8.	Decide questions concerning an individual's eligibility for membership in the Faculty Senate and inform the Senate President of the decision;

9.	Establish guidelines for the election of departmental representative to the Senate.

The Committee on Credentials and Elections will ensure that no more than three nominees for any one position are presented to the Senate for a vote, applying such criteria as the committee deems necessary.

The Committee on Credentials and Elections is responsible for handling elections for the positions below, in addition to any other assigned by policy, the constitution, or the Senate:

1.	Senator positions

2.	Senate officer positions

3.	Grievance Committee (according to PS 10.A.02)

4.	Academic Affairs Council

5.	General Education Committee

6.	University Planning Council

[**Delete Section Four**]

Q: Is the word "department" clear enough? We have academic departments and non-academic entities.

A: Still defined as it is under the "Faculty Assembly" description.

Q: What activities are retained?

A: First four items are from the previous constitution for CEC, remaining items are from COC committee requirements.

A: Now each department representative will handle its own elections.

Q: In other parts of the constitution, does it say department or academic department.

A: Department

Hale: Motion to approve the change to the Constitution as presented.

Unanimously approved.

Including full-time lecturers in the Faculty Assembly and Faculty Senate

Hale points out that in the first version, there was a typo changing "must" to "should" under the departmental representation section. This was inadvertent and has been corrected.

Q: If there are departments with only one senator, does it have to be tenured?

A: Not under this language.

A: We have tried to increase the role of the tenured faculty with the "must" wording. This is a practical issue, though, in that the service burden can be overwhelming for tenured faculty in very small departments.

A: This could be addressed through a meaningful post-tenure review system.

A: It would strengthen the faculty senate if there were more tenured faculty on the senate.

A: The addition of lecturers reflects the value that they bring to the educational process.

Q: Lecturers are elected through colleges, but would they vote also in departmental elections for senators?

A: Lecturers are elected by the college members, and senators are elected via department members. Everyone has a chance to vote in both elections.

Q: Unclear what the process is. The wording is not clear on the election process—who is voting and what does "may elect" mean?

A: If no one runs, the lecturer seat remains open.

Friendly amendment: Add: If no Lecturer chooses to run for Faculty Senate in a college, the seat will remain vacant until the next election.

Change: "Each college is eligible to elect one Lecturer…" instead of "Each college may elect one Lecturer…"

Thus, the Section with the amendment would read:

Section Two—*Faculty Assembly*

All university employees holding rank as full-time faculty [lecturers, tenured/tenure-track], excluding those on leave and those with administrative duties above the level of department chair, shall be eligible to serve in the Faculty Senate, and shall constitute the Faculty Assembly.

Section Three—*Representation*

To be eligible for election to a Senator position, nominees must have been members of the Faculty Assembly for at least two long semesters prior to the time of the election.

Each academic department of each degree granting college shall elect at least one representative from among the tenured/tenure-track faculty to the Senate. Departments with more than 10 tenured/tenure-track faculty members eligible to serve in the Senate shall elect one additional representative for every additional 10 tenured/tenure-track faculty members, or major fraction thereof, in the department at the time of the election. If a department is allotted more than one Senator, at least one of those Senators must be a tenured faculty member.

Each college is eligible to elect one Lecturer to serve as a representative for the Lecturers in their college. If no Lecturer chooses to run for Faculty Senate in a college, the seat will remain vacant until the next election. There is no previous appointment requirement for a college's Lecturer nominee.

Motion: Call the vote on the wording and the friendly amendment.

In favor: 12. Abstentions: 5

New wording will go forward to the Assembly.

Codify the course releases for Faculty Senate officers

Section Three—*Terms of Office*

Terms of all officers shall begin August 15 except in the first year transition to the new structure when the terms must begin on May 1.

Persons elected to the president-elect position shall be expected to serve 3 years, with one year as president-elect, one year as president, and one year as past-president.

A president-elect must be elected every year.

The secretary position is a two-year position, to be elected in every even-numbered year.

No person may hold the same office for two consecutive terms.

Each president, president-elect, and secretary shall receive one course release per long semester.

Comment: Senate voting to put it in the constitution does not make this "required".

Motion to suspend the rules and vote upon first read: Passed unanimously.

In favor: 14. Abstentions: 3

Shared Governance

Motion: To commit the shared governance question to FSEC with instructions to report back to the Senate in the fall.

We must include the current Budget and Planning committee structure in the Shared Governance policy.

In favor: Unanimous

Will be carried forward to FSEC with instructions to include BPC in the Shared Governance

Child Care Access

Hale presents the "Resolution on Child Care Access" that was developed by UFEC (Unified Faculty Executive Committee) for a first reading.

UH-System Faculty Senates Co-Resolution on Child Care Access / March 2014

Whereas the University of Houston-Downtown, the University of Houston-Clear Lake, and the University of Houston-Victoria are devoid of any child care facilities for dependents of students, faculty, and staff

Whereas the Child Learning Centers at the University of Houston <http://www.uh.edu/clc/> are open to dependents of University of Houston faculty, staff, students, and alumni

Whereas the wait list for the Child Learning Centers is measured in multiple years rendering it ineffective for student success

Whereas lack of access to drop-off child care is a well-known hindrance on student success metrics

Whereas local community colleges have multiple, on-campus day and drop-off child care facilities open to students, faculty, and staff

Be it resolved that UHD, UHCL, UHV, and UH work together to develop and integrate viable, on/near campus, providers of day and drop-off child care facilities for all of its employees and students

Adjourn 3:57