# FACULTY SENATE STEERING COMMITTEE MEETING

# JULY 10, 2018 – 3:00 pm - #213 AIME

# APPROVED MINUTES

**ATTENDING:** Barb Dahlbach, Rona Donahoe, Chapman Greer, John Vincent, Amy Dayton, Peter Johnson, Matthew Hudnall, Dan Meissner, Mike Kreger.

**ABSENT:** Paige McCormick, Jenna Stiffler, Mirit Eyal-Cohen, Osiris Molina, Angela Benson, Ibrahim Cemen, Julia Cartwright, Andrea Glenn, Rainer Schad, Ajay Agrawal, Amy Traylor, Donna Meester.

**GUESTS:** Dr. Cory Armstrong, Chair, Journalism & Creative Media, professor, Journalism; Dr. Luoheng Han, Associate Provost for Academic Affairs, professor, Geography; Dr. Ray White, Associate Dean A&S, professor, Physics & Astronomy; Dr. Ginger Bishop, Director of Institutional Effectiveness, SACSCOC Liaison; (Not in attendance for today’s meeting) Dr. Liza Wilson, Senior Associate Dean, Education professor.

**MEDIA:** Cresandra Smothers, Strategic Communications.

The Core Curriculum Oversight Committee reviews courses on a five-year basis. This committee requested that the Provost create a task force to look at the core curriculum as it is presently and to look at issues brought forward over the past few years such as a diversity designation or computer science as a foreign language. The ACNU sponsored a conference in Utah to work with other institutions and colleagues in areas related to general education. The general education experience for students should be a vision of learning experiences rather than a core based experience only. The five faculty members listed above identified their working vision and a guiding framework for dynamic, integrative experiences to guide students to become curious learners, critical and creative thinkers along with being informed and engaged citizens. The current core curriculum at this time is considered a distribution model implemented about thirty years ago and was last reviewed twenty years ago. At this time the State instituted an articulation agreement with community colleges called STARS. There is no assessment plan for the core curriculum plan. There are many institutions wrestling with the core curriculum and core courses that are not producing the kind of students needed. There are new demands from parents and students. New research is ongoing to determine how students learn most effectively and efficiently in higher education programs. The shift in general education comes from interested faculty in improving the integration of knowledge and the development of higher-order learning skills. A connection should be established between the goals of a major involving core courses and a lifelong learning experience. How core courses relate to the student’s major should be made clear to the student. General education is the foundation for equity in civilly engaged graduates. This is a powerful tool for retention, completion and development for a current and future work force. Development of critical thought is an absolute necessity in today’s world market.

The basic question the group asked was where do we want to be? What tools should our students have at the end of their higher education experience? This question goes beyond the basic 65 hours of credit. UA has done a lot of assessment in connection with increased enrollment including retention and graduation rates. Career readiness bridging education and work force preparation can be cohesively combined to produce a dynamic, integrative curriculum and experience. Some of the barriers to be considered would be resistance to change, disagreements about overlapping academic responsibilities and lack of resources and approval.

The Stage One (2018-19) outline for accomplishing these goals begins with a predominantly faculty member task force to be named by the Provost. The task force should be educated and exposed to different models being used by other institutions to institute these general education plans. The task force would be planning and designing the review process, identifying purpose, outcomes and values of general education, collecting data from other institutions and listening to ideas and input from colleagues, students and others with viewpoints and obstacles that might be encountered.

Stage Two (2019-20) would be to analyze the collected data and develop a comprehensive plan to present to the UA community. UA already has programs that could be integrated into this model however it is developed. The Core Curriculum Oversight Committee would continue to function as it is now with the identification of an oversight structure of the general education experience being recommended.

Stage Three (2020-21) would involve piloting and pinpointing actions to be taken and making that presentation to the UA faculty/community including focus groups, website, debate, forums with ratification being result. For example, the establishment of more professional development, expansion of first-year experiences, and a permanent administrative structure including the development of an Office of General Education.

Stage Four (2021-22) would be the first phases of implementation to begin with the class of 2025. The Model Continuum with Breadth/Distribution listed Social Science, Arts & Humanities, Natural Sciences, Foreign Language, Math and Writing. The Integrative list included Common Set of Courses, Learning Communities, Interdisciplinary Courses, Team-Taught Courses, Capstone Courses, Campus-Wide Themes, Service Learning, ePortfolios and Competencies. Some of the courses on the integrative list would take advantage of faculty expertise, be aligned with particular subjects and competency-based approach to the core rather than a core-based approach. The Range of Models proposed would modify the existing structure such as adding a new designation to a core course. Revision and review of UA’s general requirements would certainly take some time. The Competency-based Core would be based on assessing competencies within a course and would be a different approach for UA.

The timeline is for the Provost to name members of the task force by the beginning of classes in August with the Faculty Senate’s recommended names to be made by July 20th. The commitment of time, dedicated faculty and key drivers are qualifications desired for task force members.

Discussion included issues concerning faculty support, acceptance of change, maintaining interest in seeing the recommendations come to a successful conclusion; patience in development; number and broad picture expertise of task force members; articulation agreement and mandated core; stipend/accommodation or release time for task force members; multiple course designations; team teaching; interdisciplinary courses; approval of authorities; funding and passion to see plan succeed.

**Roll call and Quorum Check –** *(Barb Dahlbach)*

**The Faculty Senate Steering Committee meeting minutes of June and July** will be approved at the August meeting since there was not a quorum at this meeting.

**President’s Report –** *(Rona Donahoe)* The Steering Committee will meet Thursday, July 12, 2018 #213 at 3:00 PM to discuss name to recommend for the General Education Task Force.

Ray Hayes, Chancellor of UA Systems, announced his resignation at the Board of Trustees meeting with departure from office on August 1, 2018. A letter from the Faculty Senate was sent to Ron Gray, President Pro tem of the Board of Trustees, requesting a national search be done with faculty participation to fill this position. Faculty will not have representation in the search. Academic and financial knowledge are qualities desirable in the Chancellor’s position. A list of qualifications and guidelines will be sent to President Donahoe. An interim Chancellor will be announced Monday, July 16th following a 12:45 P.M. meeting of the Board of Trustees. The interim Chancellor will be allowed to apply for the position. Faculty input will be accepted concerning qualifications and considerations. The timeline would be for a candidate to be named by the end of the year and able to assume the office in January.

The voice-over IP system will be an additional cost to departments. UA is paying $8.00 more per line, $5.00 more for voice mail, department phones with multiple lines are $15.00 more per line per month. A suggestion was made for some accommodations to be made for operating budgets. The Information Technology and Strategic Communications Committee were charged by President Donahoe to research this issue and several complaints and report at the next meeting.

**Community & Legislative Affairs –** *(Amy Dayton & Jenna Stiffler)* The Community and Legislative Affairs Committee brought forward a proposal: “Proposal: Commission on Race, Slavery, and Civil Rights at The University of Alabama – A Proposal” addressing the creation of a formal commission to investigate the history of race, slavery, and civil rights on the UA campus. Suggestions were to name the requesting party which is the Faculty Senate, request feedback about the philosophy and over-commitment to minority faculty, address the lack of administrative buy-in, obtain sustained funding and support for the commission. Following the Provost’s review and wording changes, the final document should come to the Faculty Senate for a vote.

**Academic Affairs –** *(John Vincent & Paige McCormick)* John Petrovic by committee vote will replace Paige McCormick (leaving UA) as co-chair of the Academic Affairs Committee.

The Faculty Senate should nominate one person for the Core Curriculum Oversight Committee. The Bylaws of the Oversight Committee state the Faculty Senate Academic Affairs Committee should review the nominations. Sixteen members are rotating off. James Wang was nominated.

The Academic Affairs Faculty Handbook Task Force Committee has completed their review of the Handbook. The changes are being typed in and formatted.

Meeting adjourned 5:15 P.M.