

## Essential Learning Outcomes Task Force

Last update: 5.19.20

The President's Council of *Utah Valley University* (UVU), at the recommendation of the Faculty Senate President, requests that the university community undertake a substantial revision of the Essential Learning Outcomes (ELO's). The ELO's are the institutional "learning goals" for "a student's entire educational experience." Revisiting our ELO's is in keeping with the very spirit of ensuring "They reflect the knowledge, skills, and competencies needed to meet the challenges of an ever-changing and complex world." We reaffirm the importance that ELO's play in preparing "students for future employment, life, and citizenship." In a time of increased scrutiny of higher education and escalating demands from accreditors regarding the assessment of student learning, it is critical we review the ELO's on a regular basis and update them periodically. It is equally important that we ensure the ELO's are measurable, as they play a role not just as goals but objectives.

We ask that a task force be formed consisting of representatives from the following areas of campus, recognizing that ELO's form the basis of the entire student experience.

- Faculty- four (4) full-time faculty members
  - Faculty Senate President
  - Faculty Senate Vice President
  - General Education (GE) committee chair
  - Academic Program Assessment Committee (APAC) chair
- Academic Affairs- one (1) representative
- Deans- one (1) representative
- Professional Association of Campus Employees (PACE)- one (1) representative
- Student Affairs- one (1) representative
- Student Government (UVUSA)- one (1) representative
- Community members- two (2) selected by Presidents Office
- Ex-Officio- Institutional Effectiveness, Planning and Accreditation Support (IEPA)- one (1) representative

We request the following timeline as a means of achieving the review and update.

- Task force formed May 2020
- Task force reviews and develops a **DRAFT** set of ELO's for campus discussion and proposes a feedback process to be approved by Presidents Council- first part of September 2020. This feedback process must include but is not limited to: Faculty Senate, Academic Affairs Council and, UVUSA.
- Iterative campus feedback process from various constituencies as developed in previous bullet- Fall 2020
- Second major draft ready for campus discussion early January 2021 follows similar pattern as Fall 2020
- Feedback and edit process completed- April 2021

- Presidents Council considers revisions and forwards for Trustees approval- May 2021
- Trustees approval at first available meeting after Presidents Council
- Fall 2021- Next action steps after approval ( e.g., review of Program Learning Outcomes [PLOs], Course Learning Outcomes [CLOs], etc.)- proposed by drafting task force and approved by Presidents Council

We ask the task force and the university community to consider the following in this process. The new ELOs should:

- Apply to students at every level of the institution as a reflection of the unique dual-mission educational model of UVU (associate degrees, baccalaureate degrees, master degrees).
- Reflect knowledge and skills that will contribute to the development of students as individuals, citizens, and whole persons.
- Be expressed in language that is accessible by a wide audience.
- Focus on / Identify the skills and abilities needed for graduates to thrive in an ever-changing and complex world.
- Represent effective talking points about the learning inherent in a UVU education for use by the University to its constituents, by faculty to students, and by students to family and employers.
- Support the goal of having clear, concise, and measurable skills that can be readily assessed and evaluated.
- Provide a framework that Program Learning Outcomes (PLO's) and Course Learning Outcomes (CLO's) can easily connect to and build on.

We are excited by this opportunity we have as a university community to evaluate some of our core educational learning outcomes. We look forward to a collaborative process that moves the institution forward and builds on the exceptional educational traditions we have at UVU.

**From:** Anne Arendt <Anne.Arendt@uvu.edu>

**Sent:** Tuesday, June 30, 2020 8:17 PM

**To:** Faculty Senate <faculty\_senate@uvu.edu>

**Cc:** Kelly Flanagan <Kelly.Flanagan@uvu.edu>; Cheryl Hanewicz <HANEWICH@uvu.edu>; Nizhone Meza <NMeza@uvu.edu>; Laura Busby <Laura.Busby@uvu.edu>; La Beene <La.Beene@uvu.edu>; Marianne Craven <CRAVENMA@uvu.edu>; Melissa Noyes <Melissa.Noyes@uvu.edu>; Ann Sharp <Ann.Sharp@uvu.edu>; Steven Sylvester <SSylvester@uvu.edu>; Debanjan Bhattacharjee <DebanjanB@uvu.edu>; Joshua Premo <JPremo@uvu.edu>; Joshua Hilst <JHilst@uvu.edu>; Kim P. Brown <Kim.Brown@uvu.edu>; Abraham Teng <ATeng@uvu.edu>; EUGENE Seeley <Eugene.Seeley@uvu.edu>; David Connelly <DConnelly@uvu.edu>; Michelle Kearns <Michelle.Kearns@uvu.edu>; Lucy Watson <Lucy.Watson@uvu.edu>; Jeffrey Tolk <tolkj@hotmail.com>; garylew88 <garylew88@gmail.com>; Jeffrey Johnson <Jeffrey.Johnson@uvu.edu>; Daniel Horns <HORNSDA@uvu.edu>; David McEntire <David.McEntire@uvu.edu>; Forrest Williams <Forrest.Williams@uvu.edu>; Norm Wright <Norman.Wright@uvu.edu>; Saeed Moaveni <Saeed.Moaveni@uvu.edu>; Stephen Pullen <SPullen@uvu.edu>; Steven Clark <Steven.Clark@uvu.edu>; Vessela Ilieva <Vessela.Ilieva@uvu.edu>; Deborah Marrott <MARROTDE@uvu.edu>; Don Capener <DonC@uvu.edu>; Jacob Sybrowsky <Jacob.Sybrowsky@uvu.edu>; Janet Colvin <COLVINJA@uvu.edu>; Jason Slack <Jason.Slack@uvu.edu>; Jim Godfrey <Jim.Godfrey@uvu.edu>; Kazem Sohraby <KSohraby@uvu.edu>; Keith Mulbery <Keith.Mulbery@uvu.edu>; Stan Harward <Stan.Harward@uvu.edu>; Thomas Sturtevant <Tom.Sturtevant@uvu.edu>

**Subject:** Faculty Senate updates: UVU re-open plan; considering centralized IT; and other stuff

Faculty Senators (and deaneries and select others mentioned below in some fashion):

**UVU Reopen Plan:** First, I wanted to share the [UVU Reopen Plan](#) that was given to Commissioner Woolstenhulme and Chief of Staff Spencer Jenkins of the Utah System of Higher Education (USHE) just this evening (Tues 6.30.20 at about 5:00) and which will be going to University Executive Committee (UEC) via Provost Vaught. I was involved in the crafting of it, as was the Cabinet and all of the UEC. It is based on other documents you have seen and incorporated faculty senate recommendations. Additionally, each college is being asked to develop their own plans that reach beyond this campus-wide one. As you know, there are ongoing conversations at the state level regarding testing, contact tracing, and isolation of individuals who may test positive or otherwise be exposed to COVID-19. Thus, we are treating this as a living document and will need to make modifications and updates as we move closer to the start of the academic year. The hope is that our strategies will help to promote a safer environment for our campus community as everyone returns this fall.

**UVU considering centralizing the reporting line for all area information technology (IT) staff:** Next, it seems the University is considering centralizing the reporting line for all area IT staff. This means that any college level IT teams would report directly to one of the UVU Digital Transformation groups. I presume this is associated with the three new IT related positions that have been created recently:

[Vice President of Digital Transformation and CIO: Dr. J. Kelly Flannigan](#)

And the newly added and currently open positions:

- [Associate Vice President of Academic and Student Digital Services](#) (close date 7.9.20)
- [Associate Vice President of Information Technology and Chief Technology Officer](#) (close date 6.17.20)

If I have it right, the intention is to group IT oriented individuals from colleges, Academic Affairs, Student Affairs, and the Office of IT. I do not know more than what I have stated here, but I recommend if you have questions or concerns that you reach out to your chair and/or deans office. My hope is that your deans office has already reached out to you about the proposed centralization of IT.

**Engaged Learning Position:** There is actually one another currently open position that may be of interest to you:

[Associate Provost - Engaged Learning and Innovation](#) (close date 7.10.20)

I believe this to be the position that [Dr. Cheryl Hanewicz](#) has been serving as an interim role for between one and two years now.

**Workload Task Force:** We have [finalized the members of the Workload Task Force](#) which will have its first meetings starting Friday, September 4th at 11:00. Also, we have 287 views on the [UVU Workload in under 10 minutes video](#) (223 unique viewers) and an average watch time of 5:48 minutes. However, this is still a low number seeing as it was sent to all Faculty Senators to share with your areas, as well as all deanery (and select admin) and also Faculty Senate leadership at other institutions across Utah (since it is quite likely we will ultimately desire changes at the USHE level which will be much more impactful if we have input from across institutions). Please also be sure to review/share the [Service Report](#) from Rick McDonald and importantly the [Workload Next Steps](#) document which is what led to the creation of this group. You will assuredly be hearing more from this group over the next academic year.

**Essential Learning Outcomes Task Force:** We have also begun the task force meetings of the [Essential Learning Outcomes Task Force](#) team. [View membership](#). The aim is to have iterative campus feedback from various constituencies including but not limited to the Faculty Senate, Academic Affairs Council, and UVUSA in fall 2020.

Thanks all!

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## Student Perspectives on University Essential Learning Outcomes (ELOs)

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### 2020 Focus Group Report

#### **Purpose**

Utah Valley University's office of Institutional Research conducted a focus group Tuesday evening, 13 October 2020. This document reports the preliminary findings.

#### **Methodology**

The 60-minute focus group was held virtually via Microsoft Teams, 13 October 2020. Five current UVU students attended (2 male; 3 female). The main body of the discussion focused on the current draft of ELOs which was provided by the UVU ELO committee.

#### **ELOs to Discuss**

- Reasoning
- Communication
- Quantitative & Scientific Literacy
- Information Literacy
- Inclusion & Collaboration

#### **Key Findings**

- Most of the participants had never heard of ELOs and couldn't name any current, concrete ELOs that UVU has.
- Each participant suggested that ELOs should be something that could be directly applied in the post-completion 'real world'. (For example: communication, problem solving, and other basic life skills.)
- All the participants agreed that "Reasoning" is taught in both GE and major classes.
- Participants found the term 'Information Literacy' to be outdated and unclear. They suggested that a word that compounds both 'Digital Literacy' and 'Information Literacy' should be used instead of 'Information Literacy'.

- Suggestions for helping students be aware of, and internalize, the ELOs include: including it in the curriculum of the SLSS classes, putting banners in the front of the school highlighting each ELO, giving out a handout during new student orientation highlighting each ELO, coming up with a catchy acronym, and utilizing the digital signage on campus.

## **Recommendations**

- Consider either using terminology that is more down-to-earth and familiar to students or increasing student awareness of the specialty terms used in the current ELO draft.
- Consider teaching the students the ELO 'word' and the brief explanation (as seen in italics in the current draft document); teach the faculty the 'paragraph' definition.
- Consider designing an INFOGRAPHIC that lets students see the ELOs at a glance. Then possibly advertise them each semester on digital signs- all of them together, and then one at a time. (Maybe 'ELO of the month', or something)
- Consider exposing students to the ELOs using visuals, brevity and repetition on campus and on the website.
- Consider designing an acronym for the ELOs.

## **Results (Student Comments by Question)**

### **Questions posed to participants 'cold', prior to sharing ELOs draft document**

- 1. What do you think the university means when it refers to ELOs?**
  - One student says right away that they believe ELO stands for 'Expected learning outcomes.'
  - Many of the students hadn't ever heard of essential learning outcomes.
  - One of the students, who is an ELED major, had heard of ELOs before. They said that ELOs are the standards that need to be hit regarding teaching. "It's the general idea of what needs to be taught and what you are going to do to hit that standard."
- 2. To the best of your knowledge, what are UVU's essential learning outcomes?**
  - None of the participants could list any concrete, current ELOs.
  - One student said that one of UVU's ELOs ought to be, 'critical thinking' skills.
  - Another student talked about communication and problem-solving skills. Communication skills involve being able to communicate and process ideas. Problem-solving skills entail "...being able to dive into problems and come up with solutions."

- Many of the participants agreed that UVU has a great focus on applied learning; getting professional experience in a classroom setting. "...knowing that what students are learning really does have an impact on those around them."
- I think I would want to give students learning outcomes that would help in the real world, and the area they are studying, skills specific to that. For example. Learning things specific to their major. "Like first block just ended. My teacher taught us how to wrap things properly for catering. I learned how to wrap, and ship things (in food services). So that is a practical skill I have now. It can be used at a job."

**3. Are there ELO skills you feel that everyone would benefit from?**

- Many of the participants also agreed that basic life skills, like teamwork and respect, are essential outcomes of college. "If you can't work with people you will have a really hard time in life."

*[Participants were then shown the current draft of UVU ELO's (October 2020)]*

**Questions following the sharing of ELOs draft document:**

## **Reasoning**

**1. Does this description of 'Reasoning' speak to you? What do you think of this proposed ELO?**

- I really appreciate the inclusion of the terms 'critical, ethical, creative'. "There is an ethical computing course that I have taken. It was important. The code I write, as a programmer, could impact someone's life directly. Whether it is for a Dr. monitoring someone's vital signs or a satellite in orbit. There are ethical issues that need to be taken in to account. we need to do the right thing. You need to think about what is right on a global scale, not just your opinion."
- As elementary teachers, "We need to be creative for students with different skills and abilities and remember ethics. You could potentially have students from around the world..."
- One student talked about how they really appreciated the last part of the italics section that states, "live with integrity and responsibility" because "that is how you succeed in life. When you live with integrity and responsibility you encourage others to do the same."

**2. What would you expect to learn in classes that taught this ELO? Can you think of an experience where your class taught 'reasoning'?**

- In one of my biotech classes, "...we were assigned to create our own experiment. You must think ethically. How do I create a solution to this problem in an ethical way?"
  - One student talked about their social work class and how they applied these skills (thinking critically, creatively and ethically) throughout the whole semester. During this class they reviewed case studies where they had an opportunity to practice applying these skills in real situations. "We did the code of ethics, which is open to interpretation, learning about how to determine what crosses the line. There are a million things you could do... making these choices. Which is best?"
  - Another student talked about their class, where they conducted experiments. When conducting these experiments, "... you must think critically to find solutions to problems. You know what the problem is, and you have to think backward to figure out what the solution is." Oftentimes these experiments were conducted with real people, so they also had to think ethically and creatively when problem-solving.
  - All the students agreed that both GE and major classes do well at teaching reasoning skills.
- 3. How would you expect to use this ELO after you graduate? Is this something that will transfer well?**
- "This 'Reasoning' skill-set helps when we have class readings and discussions."
  - One student really appreciated the combination of 'critically, creatively and ethically' all inside the intro paragraph. They said that depending on where they end up in their career "there are huge ethical considerations to take into account. You have to be critical and look at things from many different perspectives."
  - One participant, an ELED major, talked about how as students we are learning these things, but we are also learning how to instill these qualities into the future students. "We think creatively, ethically and critically and strive to teach others to do the same."
  - One student said that they use these skills all the time in their current job (working with people with disabilities) through helping them make decisions.
  - When asked if this is taught more in major courses or in GE courses, students said it is taught in both.

## Communication

- 1. What do you think this ELO means? Can you think of moments when you've been taught this in your courses?**
- One student talked about how in their major (ELED) they are often assigned to work with another teacher, as a team, to teach children. It is important to be able to communicate ideas and thoughts effectively with the partner so that both teachers are on the same page and teach with unity. "Even when you are the teacher to the young student you need to communicate your thoughts and ideas well." They go on to say that "Here at UVU, any type of group work or partnership includes communicating our thoughts and expressing ideas effectively so that we can achieve our end goal together."



- Another student talked about the concept of ‘contextual inquiry’ in relation to communication. In computer software development, contextual inquiry entails meeting with your target audience in the same context that they are in when they use the software. The audience “teaches us (developers) as if we are the student and they are the master”. This process really helps with seeing through others’ perspectives to knowing how to improve the software. The process of contextual inquiry heavily involves communicating as a group.
- 2. What skills would you expect to have? What would you expect to learn in classes that taught this ELO?**
- I’d expect that a student would learn how to engage in both sides of a conversation (speaking and listening). “It’s not just a one-way conversation, you need to be a good listener and also be able to communicate with precision and directness.” As you learn to effectively listen you can process others’ thoughts and better come to understand their perspective.
  - I’d expect to learn communication skills that “...emphasizes how to present yourself and your ideas. In science, you often publish journals and write grants and your audience might not have a large scientific understanding. Communication, in this case, involves being able to explain complex ideas with detail, yet with simplicity and clarity.”

## Quantitative & Scientific Literacy

- 1. What do you think this ELO means? What skills would you expect to have? What would you expect to learn in classes that taught this ELO?**
- One student, a culinary arts student, said “I didn’t expect to use a whole bunch of science or literacy in cooking, but of course we have to use it every day. In baking we have to calculate our recipes exact or else they don’t come out right.” They go on to say that doing the process of calculating every day helps them to be able to implement calculating into the real world and after they graduate.
  - “Sometimes calculating things is the only thing you can do to solve a problem.”
  - One student talked about how being able to calculate, analyze and reason is a big skill to put on a resume.
- 2. In the name of this ELO, are both words, ‘Quantitative and Scientific’ necessary?**
- One student says that they don’t really understand the difference between scientific and quantitative literacy. “If someone were to ask me what the difference is between the two, I don’t think I would have an answer.” Some of the other participants agreed.
  - Another student felt like it might be a good idea to change the word ‘quantitative’ to ‘qualitative’ because the words ‘scientific’ and ‘quantitative’ are similar.

- On the other hand, one student felt like both the words ‘scientific’ and ‘quantitative’ are very different and that there is a need for both words in the title. They said that “quantitative is the math, scientific is the discovery process and the research that goes into the process.”
- One student suggested adding the word ‘qualitative’ to the title to go along with the words ‘quantitative’ and ‘scientific’. They went on to say that ‘qualitative’ and ‘quantitative’ have very different purposes behind them.

*Note - Most of the students seemed uncomfortable with these title ‘words’ as if they seemed confusing and unfamiliar. There seemed to be an over-arching sentiment that students’ lives are busy and overwhelming, and they don’t view these big-picture ideas the way career academics do. Participants seemed to view a lot of this ELO document as just ‘academic jargon’.*

## Information Literacy

### 1. Now that we have read through this ELO definition, does this help you see the difference between this one and the previous ELO? What do you think this ELO means?

- Everyone nodded ‘yes’ when asked if they know the distinction between ‘Information Literacy’ and ‘Qualitative and Scientific Literacy’.
- After reading through the paragraph, students **clearly focused on** the ‘using technological tools’ aspect much more than the ‘Effectively collect, evaluate, use, and distribute information’ portion of the summary.
- One student mentioned that a better term might be ‘Technological Literacy’ or ‘Digital Literacy’. “Because the way that they are using ‘Information’ seems to apply to the information by way of technology.” Other participants agreed.
- Another student mentioned that ‘Information Literacy’ seems to invoke ‘information systems’ which is becoming outdated. They advised using an updated word instead.
- One student mentioned that a word that compounds both ‘Digital Literacy’ and ‘Information Literacy’ should be used. Unfortunately, they didn’t know a word that would work to fit their suggestion.
- “This term (Information literacy) sounds old fashioned and outdated- kinda dumb.”
- There was no discussion by students about effectively collecting, evaluating, using, and distributing information.

## Inclusion & Collaboration

### 1. What do you think this ELO means? What would you expect to learn in classes that taught this ELO? How would you expect to use this ELO after you graduate?

- One student mentioned that they are taking a class that is about cultural competencies and how to listen to them instead of making decisions based on 'this is what I know... so it's what I'm going to do.' "We are doing a research project and were assigned to pick a different culture that we weren't familiar with and familiarize ourselves with the culture by spending time with people in that specific culture."
- One student mentioned that, in her program, "We all start at the same level. It doesn't matter what you look like or where you come from. You have to work together despite your differences." Learning how to collaborate with different types of people is important because you don't know what your job is going to be like in the future and who you're going to have to work with/for.
- Another student talked about how it is important to understand and have respect for the principles of diversity and equity. "Equity isn't the same thing as equal. Equity is finding ways to help others get what they need in the way that they need it." They went on to say that forgetting about these principles will need to harsher separation and division in the world. "If we, as a society, forget these things it will cause divisions. We see that in the world right now!" Remembering these principles will lead to a successful career.

## Questions on overall ELO's

### 1. What is the most effective way to communicate these ELOs to students?

- One participant said that "The easiest way to communicate it (ELOs) would be by adding it into the Student Success classes." That way each ELO can be explained, and students will know what to expect from attending/completing UVU.
- "If all the teachers know these ELOs they could bring it up in class."
- Another student talked about how a private company has an acronym that represents their guiding principles. ("T.A.C.O.S.") In everything they do, they strive to involve at least one of their guiding principles and remember how it applies to what they are doing. The student went on to say, "Having a creative and simple acronym made it really easy to bring the principles up as a part of discussion."
- A participant mentioned that it would be a good idea to include a brochure in new student orientation that goes over each ELO. However, most participants said that as a freshman they would NOT have read through a brochure. One student

said that “If I’m being honest, I would’ve skimmed the ELO ‘word’ and ‘italicized text’ and then been done with it.”

- Most participants like the ELO ‘word’ and it’s italicized text that was present in the draft document. They felt the lengthy explanatory paragraphs were important for the instructors to understand (and university leadership) but suggested that students will find it to be way too much.
- One participant suggested that UVU could put up banners in the front of the school where students enter (referring to the large ads that are posted at the baseball field entrance to campus) that highlights each ELO. “That way every time you would enter campus, you would see it.”
- Another student said that “repetition really helps with internalizing what you are learning.” If the professors in each department include these five ELOs in their curriculum as frequently as they can it will begin to help the students internalize the outcomes and take them into their careers. They went on to say that “Each semester we get a new professor, but we are hearing the same ELOs that we have heard from the previous semester, they keep carrying with us throughout college.”
- Another participant suggested that using the digital signage throughout campus would help students internalize the ELOs. When asked if the students look at the digital signage all the students said that they did. This student went on to say that “...over time, students will begin to recognize the different letters (of a creative ELO acronym) and each ELO word behind it.”
- “I read the digital signs all the time!” (others agree) “I even go online to get more info if the sign changes too fast. With the oddity of this semester – I’ve missed the digital signs! Seriously! It was nice to see what was going on around campus, either at the Noorda or in athletics. I miss that, being at home. The newsletters and emails - you have to skim them. I never read them! They aren’t brief! I wish they would put the digital signs online because I’d really like to see that campus life is still happening, even though I’m not on campus.”

**2. Of the information in the document, what would you find most useful in understanding UVU’s ELOs? The name of the ELO, the short definition and the longer description?**

- All the participants agreed that each ELO needs the name and the short (italicized) definition.

**3. Do you have any suggestions for ELOs that UVU should add?**

- One participant talked about how the university needs to give students learning outcomes that would help them in the real world. These ELOs should be practical and apply to future jobs and the area that they are studying. This

- student also suggested possibly having different ELOs for each department/college.
- Another student said that “The skills you learn at UVU should make both theoretical sense and practical sense. You should be able to learn how things work and how to apply those things in the real world.” Other participants agreed with this comment.
  - In terms of ELO organization, “I might include collaboration with communication because it seemed pretty similar, and a little repetitive. Maybe inclusion and respect could be their own category”.

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Angela Ward, Sr. Research Analyst, [angela.ward@uvu.edu](mailto:angela.ward@uvu.edu)  
UVU Institutional Research  
October 2020

# Faculty Senate Agenda

October 27, 2020, MS Teams, 3:00 – 3:55 p.m.

[Prior agendas & minutes](#) | [Prior related files](#) | [Current related files](#)

1. **Call to Order; Silent Roll Call** (0 min.)
2. **Approval of Previous Minutes** ([available on Faculty Senate website](#)) (Arendt; 2 min.)  
[Section End Time: 3:02]
3. **Provost: Wayne Vaught** (10 min.)  
[Section End Time: 3:12]
4. **Policy Related Debate Calendar** ([new policy debate calendar overview](#))
  - a. Motion and Vote ([overview](#))
    - i. Policy 104 *External Advisory Boards* [[Policy](#) | [Comments](#)] (10 min.; 1 min. transition)  
[End Time: 3:23]
  - b. Debate ([overview](#))
    - i. None
  - c. Read and Comment ([overview](#))
    - i. Policy 658 Graduate Programs  
Sponsor: Wayne Vaught; Steward: [Jim Bailey](#)  
Process: Regular; Action: New (10/20/20 President's Council)  
Entrance to Stage 2, Regular [[Policy](#) | [Comments](#)] (8 min.; 1 min. transition)  
[End Time: 3:32]
    - ii. **Bumping to 11/10/20:** Policy 548 Academic Rights and Responsibilities of Clinical Program Students  
Sponsor: Wayne Vaught; Steward: [Jim Bailey](#)  
Process: Regular; Action: New (10/20/20 President's Council)  
Entrance to Stage 2, Regular
    - iii. **Bumping to 11/10/20:** Policy 612 Establishment of Clinical Programs  
Sponsor: Wayne Vaught; Steward: [Jim Bailey](#)  
Process: Regular; Action: New (10/20/20 President's Council)  
Entrance to Stage 2, Regular
  - d. Policies Moving to Stages 3 or 4 ([overview](#))
    - i. None
  - e. Policy Proposals, Policies Entering Stage 1, or Other Policy Related
    - i. [Val Peterson](#) and [Jacob Atkin](#) to pull 3 policies from Stage 2, Pipeline (10/20/20 President's Council):
      1. Policy 140 Records Retention
      2. Policy 221 Dining Services
      3. Policy 421 Property and Equipment
  - f. Feedback on Stage 2 Comments

- i. None

[Section End Time: 3:32]

## 5. Non-policy Related Action Calendar (*new non-policy debate calendar overview*)

### a. Vote on Senate-Directed Action (*overview*)

- i. Curriculum Procedures [[Curriculum Procedures as of 10/1/20](#) | [UCC procedures Faculty Senate response 10/1/20 -- updated](#)] (Hill; 3 min.; 1 min. transition)

*Background: Previously, Senate approved and sent official comments to UCC on 9/29/20. UCC made revisions made based on those Senate comments. Thus, Senate now votes on the updated document. This will be the formal vote for accepting curriculum procedures.*

[End Time: 3:36]

- ii. Bylaw Changes from Spring 2020 moved to Fall 2020 [[easy-to-read format of proposed changes from fall term](#) | [Comments on proposed changes](#) | [Vote on bylaw line items via Qualtrics now – outside and prior to Senate](#)] (Anderson and Parry; Results 2 min.; 1 min. transition)

[Section end Time: 3:39]

### b. Evaluate and Debate Senate-Directed Action (*overview*)

- i. Essential Learning Outcomes DRAFT [[07.01.20 email](#) | [Task Force Charge](#) | [Task Force Membership](#) | [Draft ELOs](#) | [General Faculty Senator feedback](#)] (Anderson/Arendt; 3 min reminder of other input opportunities including Qualtrics survey to all faculty, AAC, UVUSA, & PACE; 1 min transition)

*Note: Four comments as of 1:18 p.m. 10/7/20; Comment time extended at 10/13 meeting; 10 comments as of 10/19/20*

[Section End Time: 3:43]

## 6. Addressing Due to Running Out of Time at 10/13/20 Meeting [*Incoming Proposal*]

- i. Ran out of time at 10/13/20 meeting: It has been proposed that Faculty Senate pursue using the campus emergency text messaging system or Canvas system-wide notifications to disseminate technological issues that prohibit the functioning of classes during the duration of the COVID-19 pandemic. (Simmons; 7 min.)

*Background: Item proposed during 9/29/20 Senate by Simmons. Original motion: “I move that in light of the current situation with COVID-19, and the recent difficulties encountered with Teams and Outlook, and the fact that much of our campus exists in a virtual/online environment, that we consider looking into using text message and/or Canvas for notification of technological issues that prohibit the functioning of class as we are currently holding it. (This would extend the use of the text message notification system beyond its current scope, for the limited duration of the COVID-19 pandemic.)”*

*Note: Go here to learn about IT outages: [Known Outages](#). Please report outages here: [Report an Outage to the Service Desk](#).*

*Recommended Action: If Senate votes to entertain further action on this proposal, Executive Committee recommends that Simmons lead a strategic discussion at a future Senate meeting. (motions welcome)*

[Section End Time: 3:50]

## 7. Administrative Updates

*Note: No time allocated—piloting written updates.*

- a. Faculty Senate President: Anne Arendt [[update](#)]
- b. Fulton Library: Karen Sturtevant [none]
- c. OTL: Wendy Athens [[update](#)]
- d. PACE: Beka Grulich [none]
- e. UVUSA: Lucy Watson [none]

[Section End Time: 3:50]

## 8. Standing Committee Reports

*Note: No time allocated—piloting written updates.*

- a. Special Assignments & Investigations: Sandie Waters [[update](#)]
- b. Service & Elections: Joy Cole [none]
- c. Curriculum: Evelyn Porter [[update](#)]
- d. Retention, Tenure, Promotions & Appeals: Suzy Cox [[update](#)]
- e. Advancement of Teaching: Denise Richards [none]

[Section End Time: 3:50]

## 9. Other Committee Reports

*Note: No time allocated—piloting written updates.*

- a. Academic Information Technology updates: Diana Lundahl [none]
- b. Remediation, Sanction, and Separation Task Force: Jessi Hill [none]
- c. Workload Task Force: Anne Arendt, Rick McDonald [[update](#)]
- d. Academic Calendaring Committee [[update](#)]

[Section End Time: 3:50]

## 10. Announcements

*Note: No time allocated. Please review and send to your departments.*

- a. [What is an Educated Person XXIII Conference \(Virtual\) 10/23 & 11/20](#)
- b. Reminder: You can [apply for OTL grants for online conferences](#)
- c. [USHE Town Hall Utah Valley Region](#) occurring at 4:00 via Zoom
- d. Thanksgiving Holidays -- Students -- Monday - Saturday 11/23-28
  - i. No Faculty Senate meeting that week (11/24)
- e. For permanent record: [Curriculum chair email to all chairs re: deadlines](#)
- f. View [Noorda events](#) (live and streamed)

## 11. Good of the Order (5 min.)

[Section End Time: 3:55]

## 12. Adjourn

**ENDING HERE FOR [USHE TOWN HALL UTAH VALLEY REGION](#) occurring at 4:00 via Zoom**

*Note: This is more a presentation than a traditional town hall although there will be a Q&A at the end.*

\*\*\*\*\*



Below will be discussed at Faculty Senate Executive Committee on 11/3/20 for next Faculty Senate meeting on 11/10/20. Please be aware we only have three meetings remaining this term: 11/1, 12/1, 12/8.

a. **Proposal Next Steps** ([overview](#))

- i. Review and comment on the [AVPAA Midterm, Tenure, and Review Tips and Considerations](#) and the [Draft RTP Checklist](#). [comment on Tips and Considerations | Comment on RTP Checklist] (Cox and Arendt; 2 min.; 1 min. transition)
- ii. Faculty Senate form task force on the role of part-time faculty in the shared governance process, including allowing adjunct faculty members to be members of Faculty Senate. [[Resolution](#) | [Comments with Summary](#)] (Jon Westover and Andrade, 10 min.; 1 min. transition)
- iii. Strategic Discussion: signing of the [Chicago Principles for Free Expression](#). (Miller, 8 min.; 1 min. transition)
- iv. Investigate the required use of Digital Measures for rank and tenure portfolios. [comments, questions, and concerns] (Cox; 3 min)
- v. Strategic Discussion: [Educating for Democracy Demands Educating Against White Supremacy: A Statement by U.S. Educators and Educational Scholars](#). (Cox; 6 min.; 1 min. transition)

[End Time: X:XX]

b. **Incoming Proposals** ([overview](#) | [submit a proposal](#))

*Note: Senators must vote to entertain further discussion or action on incoming proposals. With a majority vote to further entertain the proposal, Senators must then propose and vote on how to pursue the proposal.*

- i. It has been proposed that Faculty Senate have a strategic discussion of Senate procedure and purpose [[Potter: Statement on Senate Procedure and the Purpose of Senate](#)] (J Hill & K Potter, XX min.; 1 min transition)  
Also include: anonymity of comments; archiving of senate comments (L Bennett)  
Recommended action: *If Senate votes to entertain further action on this proposal, Executive Committee recommends that Hill/Potter lead a strategic discussion at a future Senate meeting. Motions welcome.*
- ii. Faculty Senate Diversity Committee (ongoing) which in turn is a campus-wide Inclusion Subcommittee [Committee description] (Waters/Richards, XX min.; 1 min transition)  
Recommended action: *If Senate votes to entertain further action on this proposal, Executive Committee recommends Waters/Richards create a committee description and clarify intended membership (such as one member from each college) which is then populated via the Senate Service and Elections chair (Joy Cole). Motions welcome.*
- iii. UVU Bookstore Strategic Discussion with Jacob Atkin and Louise Bridge in response to [Faculty Senate Bookstore Concern Document](#) approved by Faculty Senate on [9/29/20](#)  
Recommended action: *If Senate votes to entertain further action on this proposal, Executive Committee recommends that Arendt lead a strategic discussion at a future Senate meeting. Motions welcome.*
- iv. [Great Colleges to Work For survey results](#) strategic discussion with President Tuminez and other key executive administration.  
Recommended action: *If Senate votes to entertain further action on this proposal, Executive Committee recommends that President's Office or similar lead a strategic discussion at a future Senate meeting. Motions welcome.*

[End Time: X:XX]

# Academic Affairs Council

## Administrative Notes

Date: November 10, 2020

9:00 – 11:30 am

via Microsoft Teams

**Attendance:** Wayne Vaught, Trish Baker, Kat Brown, Steven Clark, David Connelly, Karen Cushing, Cheryl Hanewicz, Danny Horns, Vessela Ilieva, David McEntire, Saeed Moaveni, Stephen Pullen, Lucy Watson, Forrest Williams, Jacob Sybrowsky

**Absent/Excused:** Norm Wright

**Guest(s):** Scott Cooksey, Melanie LaFranca, Jerry Henley, Evelyn Porter, Megan Densley, Sabine Berlin, Kelly Baird

Agenda Item	Discussion Summary
Policy 104 – Advisory Boards	<ul style="list-style-type: none"> <li>• No current or previous policy to cover advisory boards. The advisory boards do not have governance or control of funds.</li> <li>• Section 3.3 – For chartering, does need to have an executive and an associate dean is not an executive. Section 3.2 does note that executives can appoint a designee.</li> <li>• Section 3.1 – Definition of advisory board seems brief. Would like to see what qualifies for an advisory board. If review procedure section will have to give more details. Section 4.1.1 describes advisory boards and 5.1.2 includes details and expectations of an advisory board. Recommend adding statement about the primary objective is to provide advice in an organized manner and reference section 5.1.1.</li> <li>• Section 3.5 (Line 24) – “An individual who is unpaid in their service at the University, offers services.” Consider replacing “in” with “for.”</li> <li>• Section 4.1.1               <ul style="list-style-type: none"> <li>○ (Lines 29-30) - “Advisory boards provide consultation, deliberate issues, and provide recommendations.” Consider using a parallel sentence structure with “consultation,” “deliberation,” and “recommendations.”</li> <li>○ (Line 31) - “...their appointee to whom the advisory board is accountable.” Consider a comma after “appointee.”</li> </ul> </li> <li>• AAC approved to move forward.</li> </ul>
Curriculum Procedures	<ul style="list-style-type: none"> <li>• Removal of Vote               <ul style="list-style-type: none"> <li>○ Purpose for doing this was to give more freedom within your school/college and provide flexibility to determine how the prioritized list is finalized. Recommendation was made to include something to the affect that “our prioritized list of program proposals that have been approved for further development during the curriculum cycle” and/or “recognize the differences in the school/college and in the way the Deans work.”</li> </ul> </li> <li>• GI/GE               <ul style="list-style-type: none"> <li>○ Concern for GI/GE and proposals about making them a subcommittee of UCC. Proposal is back on the drawing board and UCC is working with GI/GE to see how they can best support from a curricular standpoint. Hanewicz reported that her office has a meeting scheduled to address these issues.</li> </ul> </li> <li>• Deletion Timeline               <ul style="list-style-type: none"> <li>○ Porter spoke with Jeff Johnson and David Connelly. NWCCU has a 2.2.g requirement that the catalog represent what teaching. Problem with hiding from the catalog is if the department plans to teach it again. Would need to work with department to determine the intention of whether or not they plan to teach the course again. There are currently about 700 courses in catalog that have not been taught since 2017. Connelly shared that the Registrar is having trouble figuring out how they would handle the “deep freeze” model. So have developed a compromise that may actually serve our needs better. Any course not offered for four (4) consecutive semesters (two years) will be identified and the UCC will be provided with the list- after 3rd week of fall semester. UCC will also receive a list of courses not offered for six (6) consecutive semesters (see below). UCC will contact the department chair and Dean’s office concerning the courses and indicate that the department has four (4) semesters (two years) in which to offer the course or it will be deleted from the curriculum by the UCC. Of course the department may delete the course at any time they choose. UCC will make contact with departments and Dean’s office concerning courses that are on the six (6) semester list indicating they now have two (2) semesters</li> </ul> </li> </ul>

	<p>remaining in which to offer the course or it will be deleted. After the full eight (8) semesters (4 years) that a course has not been offered based on 3rd week fall reports, UCC will be provided a list of courses they may delete. UCC uses its own discretion in this matter but the idea is that after four (4) years of not offering a course we should delete it. All actions will be communicated with the department chair and Dean's office. This process will help ensure that faculty are speaking with faculty and taking actions as such. The "staff" role will be in providing reports and assisting as needed, any actions will be initiated solely by the faculty. NWCCU and UBHE treat program suspension and deletion in the same way. Notification of the action. Teach out plan must be submitted. As a result, a "deep freeze" on a program does not work. The multi-year teach out plan basically acts like a deep freeze in that the program must remain "on the books" until the teach out is complete but no new students can be admitted. If during that time it was decided that the program should be continued you would just end the teach out and continue the program.</p> <ul style="list-style-type: none"> <li>○ UCC started the report this year and hope to have to Department Chairs by end of December in order to meet the 9/15 deadline.</li> <li>● 7-Year Teach out Program       <ul style="list-style-type: none"> <li>○ NWCCU and R401 conflict with each other. UCC has sent email to Trina Weller for clarification.</li> <li>○ In our catalog, we give students up to seven years to complete a program. If program is canceled in a student's freshman year, need to be sure to allow enough time for student to complete. Could possibly reduce to a six-year teach out plan as student would be finishing their freshman year prior to program deletion.</li> <li>○ Clark noted that when have to reduce programs due to budget cuts could be problematic if still have a seven-year teach out. Might be better to suspend program and not allow students to enter the program.</li> <li>○ If stop admitting students, you would need to be strategic as to when you submit the deletion.</li> <li>○ Consider the teach out being a maximum of seven years or until you can account that you have provided all the students in the program an opportunity to graduate.</li> <li>○ Will add clarity and revise to 6 years teach out. Will also reduce associate and certificate teach out years.</li> </ul> </li> <li>● Administrators Submitting Programs       <ul style="list-style-type: none"> <li>○ Anyone can propose an idea, but faculty must buy into the program for success. Needs to be a coordinated effort between dean and faculty who would have the experience to teach the courses. In some cases, pressure from administrators might be needed in order to begin discussions if a program is critical. Dean's role is getting faculty committed. If program is interdepartmental, still need a department to take ownership.</li> <li>○ Connelly indicated it is about the collaborative process to determine what the right course of action is when developing a new program. Arendt expressed concern about being forced to develop a program when do not have the resources available.</li> <li>○ Densley reminded all that the first step of the process is department/college strategic planning where these situations/issues can be discussed with the Dean and faculty.</li> </ul> </li> <li>● <b>MOTION</b> – Clark moved to approve. Arendt seconded. All in favor? Motion passed.</li> </ul>
<p>Policy 637 – Faculty Tenure</p>	<ul style="list-style-type: none"> <li>● Reviewed some changes: 1) reference section; 2) more inclusive gender language; and 3) changed SVPAA to Provost.</li> <li>● Section 5.1.1 – All RTP department criteria are to be revised on a rotating schedule every five years.</li> <li>● Section 5.1.2 – Clarify language of deans and their involvement regarding criteria. Deans must work with departments to adjudicate differences.</li> <li>● Section 5.1.4 – Clarifies what criteria faculty are to be reviewed under.</li> <li>● Section 5.7.3 – Clarified the importance of submitting a portfolio and noting that the faculty member might still receive a terminal year if it's appropriate and approved by the Provost.</li> <li>● Section 5.7.11 – Clarified the Advisory Committee to be in line with the Faculty Senate Committee. Gives faculty more time in order to review the portfolios, if needed.</li> <li>● Section 5.9.2 - Clock stoppage has to be for an extenuating circumstance. These are to be addressed on a case-by-case basis. Would recommend a discussion between chair, dean, and provost rather than listing specifics in policy.</li> <li>● Section 5.5.2 – Recommend rewording to include "an assigned faculty mentor." Recommended change will be noted and addressed when policy comes back fully opened for revisions.</li> <li>● Section 4.1.3 (lines 76-82) – "...and in accordance with all UVU Policies 600-699 Academics Series. Faculty are also expected not to discriminate..." As I understand it, the policy right now is in a limited scope revision. The changes proposed on these lines are substantive changes that are outside the scope of the</li> </ul>

revisions. I don't disagree with what has been suggested, but it does seem to be outside of the scope of the revision and I wonder whether it is necessary to reiterate in the tenure policy that (1) faculty need to follow university policies related to academics and (2) faculty can't engage in discrimination.

- Section 5.1.1 (line 137) – “Each department shall develop discipline-appropriate tenure and promotion criteria.” This leaves open a question about who is involved in developing the criteria. Policy 632 states that the RTP committee develops the rank advancement criteria. Does this supersede that and make the “department” the responsible party for promotion criteria? Does the “department” include staff (lab managers, administrative assistants, etc.) and non-tenure track faculty (lecturers) in developing RTP criteria?
- Section 5.1.1 (line 139) – “The Retention, Tenure, Promotion and Appeals committee ...” should probably be the start of a new paragraph since the topic and focus shifts.
- Section 5.1.1 (lines 143-144) – “The committee may recommend changes in the criteria, which shall be subject to review and approval by the department faculty, dean, and Provost.” It is not clear how this would actually work. Are these recommended changes merely suggestions? Is there a process of review where the department faculty, dean, and provost review the recommendations and indicate which ones they agree and are going to follow and which ones they disagree with?
- Section 5.1.2 (lines 150-152) – “Deans may also recommend changes to the department tenure criteria, subject to review and approval by the department faculty and Provost.” Does this mean that deans need to give their recommended changes to the department faculty and the provost? It seems like that would create a lot of extra work (or at least a lot of extra email) for the provost if they were to review every suggestion, especially if there are several drafts that go back and forth (which isn't clear on the table whether this can happen or not or whether there can only be one back and forth). Wouldn't it be more efficient to only involve the provost when there is a disagreement between the department faculty and the dean (as suggested on lines 151-152 and possibly in the table that begins on line 168).
- Section 5.1.3 (lines 157-161) – “Faculty members are evaluated for tenure in accordance with the approved department, program, or school tenure criteria...” and “Candidates for tenure may, upon their request and if approved by the department chair, dean, and Provost, be evaluated according to more recent tenure criteria...” I am not sure why this has been added when it was already covered on lines 164-167.
- Section 5.1.3 (line 158) – The new language on line 158 includes “and university policy in place at the time of hire.” Faculty members, along with everyone else, are subject to new university policies when they are enacted. If a new policy is approved during someone's probationary period, they still need to follow it.
- Section 5.1.4 (lines 162-163) – “The dean or department chair shall provide new probationary faculty hires with the relevant and currently approved RTP criteria for their department, program or, school.” I am not sure why this has been added here when it was already covered in section 5.5.1 (lines 236-238).
- Section 5.1.5 (table) – “Dean approves the new criteria or provides a detailed list of recommended revisions based on university policy to the department.” 1) The previous line establishes that the department can provide “new or revised RTP criteria.” After this initial use, it might be easier to refer to them as “proposed RTP criteria” in the table. 2) Are the recommended revisions limited to things found in university policy? If a document has typos, formatting errors, or could be improved in other ways to establish clarity, can a dean make recommendations on these issues?
- “If the dean requests revisions to RTP criteria, department chair consults with the department and responds to the dean.” This isn't clear. Is the department responding by making revisions or just indicating whether they agree or don't agree with the recommendations?
- “Dean approves or provides additional recommended revisions and forwards the following to the department chair and the Provost: • The RTP criteria, • Dean's request(s) for revisions if any, • The department's response(s) if any.” This isn't clear. If a dean makes a recommendation and the department agrees and revises its criteria, does that need to be reviewed by the Provost? In other words, do all recommendations of the dean get reviewed by the Provost or only the ones that the department disagrees with?
- Section 5.7.11 (lines 424-425) – “The Advisory Committee shall forward the findings for each tenure review portfolio to the Provost no later than February 15.” The deadline has been changed, but it would be nice if the work of this committee and its deadline were reflected in the table in section 5.8 (line 446).
- Section 5.5.1 – Brown will check for a duplication. Recommend adding dean or combine with 5.1.4.
- AAC approved to move forward.

Policy 101 – Policy on Policies	<ul style="list-style-type: none"> <li>• Not typical to obtain feedback on an executive summary prior to Stage 1, but plan to extend the timeline for discussing certain types of policies.</li> <li>• This is codifying practice so it cannot be challenged in the future.</li> <li>• No comments.</li> <li>• AAC approved to move forward.</li> </ul>
CP Woodworking Education	<ul style="list-style-type: none"> <li>• No new courses needed for certificate. Re-packaging of existing courses. In line with dual mission of university to prepare secondary educators.</li> <li>• State Department of Ed expressed concern about not having enough qualified teachers available in the specialized area for high schools. This provides an endorsement from the State in the woodworking area. Goal is to help the State as well as provide additional skills for students to also become teachers.</li> <li>• Do not have hard numbers on the demand from State and school districts. Moaveni will provide, if needed.</li> <li>• Not being offered anywhere else in the state that Moaveni is aware of. Baker reported there also might be different ways to offer the CP for those elsewhere in the state.</li> <li>• Do not plan to see a problem in the courses as required in other existing programs. Main concern might be enrollment capacity for teachers who might want to enroll in the CP program.</li> <li>• Current problem is individuals are being hired out of industry, but have no pedagogy training.</li> <li>• Fully stackable into the AAS degree and the Tech Management degree.</li> <li>• No marketing costs as will be borne by the State.</li> <li>• Equipment will be utilized by current program and the additional students will just be added to the program but they will be working towards CP degree. Does not anticipate any additional equipment costs. Do receive funding from Perkins grants and R&amp;R that would be used to replace or upgrade equipment.</li> <li>• Fire Marshall has deemed the dust collector non-compliant and a fire hazard and has to be replaced. Pullen shared that if it only needs to be moved, SOA agreed to foot the bill of \$75K. If it has to be replaced, SOA feels they should not be responsible for the cost and CET should bear the cost.</li> <li>• <b>MOTION</b> – Forrest Williams moved to approve. Steve Clark seconded. All in favor? Motion passed.</li> </ul>
New ELOs	<ul style="list-style-type: none"> <li>• Committee will collect all feedback prior to Thanksgiving, make editorial changes, and bring back for second review in spring 2021 for approval.</li> <li>• Document set up with: 1) key word, 2) sentence, and 3) paragraph to address charge from President’s Council to simplify.</li> <li>• Concerns <ul style="list-style-type: none"> <li>○ What is definition of ELO? Don’t see learning outcome for content areas. ELO represents university level. PLO deals with individual program learning outcomes and are far more specialized. Students should be able to see the connections between the outcomes. ELOs are the totality of the effort to complete a degree. Committee noted that there will be an introductory paragraph that should address the overall expectations.</li> <li>○ Need to be sure ELOs are communicated to faculty such as in Chemistry and the need for faculty to understand their role overall education of a student even in writing. These should be part of acculturation of new faculty.</li> <li>○ GE courses should be building skillset in areas of the ELOs.</li> </ul> </li> <li>• Send feedback to Connelly by 11/17.</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>• Dr. Jane Goodall will be coming (virtually) to campus on Nov. 17th at 10 am for our UVUSA student lecture series!! This event is open for anyone! Students, faculty, staff, and outside community members. All that is required, is that you go to <a href="https://bit.ly/janegoodalluvu">bit.ly/janegoodalluvu</a> (also found on the poster) and reserve a "ticket" to receive the webinar link. If you could all spread the word that would be appreciated! We want as many people can to attend this event.</li> <li>• Office staffing after Thanksgiving break – Goal is to keep campus open and leave decisions up to supervisors about work from home. There does need to be some campus presence in departments.</li> <li>• UVUSA Student Survey (n=650) – Reviewing results with OTL. Will break down by school/college and data will be given to student senators. Watson will email full report.</li> <li>• Clark shared that enrollments for spring and projections appear to be the same for fall. Watson shared that many students have not enrolled yet for spring. Vaught shared that in terms of modality can’t have major shifts as would add to a student’s frustration.</li> <li>• Add AAC agenda: <ul style="list-style-type: none"> <li>○ Permanent-work-at-home agreements and AAC making some cohesive decisions especially for advising. Need to create consistency with advising across campus. Consider inviting Advisor Managers to AAC discussion.</li> </ul> </li> </ul>

- Need to get messaging out to students that the spring schedule they see right now is the actual schedule. Currently enrollment is down 14% for spring. Deans should be monitoring schedules and try to keep aligned with what students want.
- UVU will need to be COVID testing students weekly that have F2F classes starting in January 2021.
- Recommend an email to all students right before Thanksgiving break reminding them to register for spring classes. Deans could encourage faculty to reach out to their students and encourage them to register for spring classes now.
- Spring offerings - 32% F2F; 6.2% F2F Lab; 2.84% F2F and Online. F2F - 41%; Live Stream – 18.8%; Online 32%. Current fill rates are: well over 50% for Online and Live Stream with F2F about 34%.

Next meeting date: **Tuesday, December 1, 2020 via MS Teams**

#### Assignments

1. Send ELO feedback to Connelly by 11/17. (All)
2. Add Work-From-Home Agreements (Permanent) Discussion to AAC agenda. (Cushing)

#### Decisions

1. AAC approved the following policies to move forward:
  - Policy 104 – Advisory Boards
  - Policy 637 – Faculty Tenure
  - Policy 101 – Policy on Policies Executive Summary
2. AAC approved the Curriculum Procedures to move forward.
3. AAC approved the CP Woodworking Education R401 to move forward.

# Faculty Senate Agenda

November 10, 2020, MS Teams, 3:00 – 5:00 p.m.

[Prior agendas & minutes](#) | [Prior related files](#) | [Current related files](#)

1. **Call to Order; Silent Roll Call** (0 min.)
2. **Approval of Previous Minutes** ([available on Faculty Senate website](#)) (Arendt; 2 min.)  
[Section End Time: 3:02]
3. **Provost: Wayne Vaught** (10 min.)  
[Section End Time: 3:12]
4. **Policy Related Debate Calendar** ([new policy debate calendar overview](#))
  - a. Motion and Vote ([overview](#))
    - i. None  
[End Time: 3:12]
  - b. Debate ([overview](#))
    - i. Policy 658 Graduate Programs  
Sponsor: Wayne Vaught; Steward: [Jim Bailey](#)  
Process: Regular; Action: New (10/20/20 President's Council)  
Entrance to Stage 2, Regular [[Policy](#) | [Comments](#)] (9 min.; 1 min. transition)  
*Note: No comments as of 11/5/20 4:45 p.m.*  
[End Time: 3:22]
  - c. Read and Comment ([overview](#))
    - i. Bumped to 11/10/20: Policy 548 Academic Rights and Responsibilities of Clinical Program Students  
Sponsor: Wayne Vaught; Steward: [Jim Bailey](#)  
Process: Regular; Action: New (10/20/20 President's Council)  
Entrance to Stage 2, Regular [[Policy](#) | [Comments](#)] (9 min.; 1 min. transition)
    - ii. Bumped to 11/10/20: Policy 612 Establishment of Clinical Programs  
Sponsor: Wayne Vaught; Steward: [Jim Bailey](#)  
Process: Regular; Action: New (10/20/20 President's Council)  
Entrance to Stage 2, Regular [[Policy](#) | [Comments](#)] (9 min.; 1 min. transition)  
[20 min; End Time: 3:42]
  - d. Policies Moving to Stages 3 or 4 ([overview](#))
    - i. None
  - e. Policy Proposals, Policies Entering Stage 1, or Other Policy Related
    - i. None
  - f. Feedback on Stage 2 Comments
    - i. Policy 637 Faculty Tenure [Sponsor/Steward response to Senate comments](#) (no time allocated)  
[Section End Time: 3:42]
5. **Non-policy Related Action Calendar** ([new non-policy debate calendar overview](#))



**a. Non-policy Actions (as voted on by Senate) ([overview](#))**

- i. Emergency Strategic Discussion: Proximity Lock Changes ([Val Peterson](#) and [Frank Young](#) [[UVAnnounce](#) | [Access Control Project Plan](#)] (5 min introduction; 15 min discussion)  
[End Time: 4:02]
- ii. Review and give feedback on the [AVPAA Midterm, Tenure, and Review Tips and Considerations](#) and the [Draft RTP Checklist](#). [[feedback on Tips and Considerations](#) | [feedback on RTP Checklist](#)] (Cox and Arendt; 2 min.)  
[End Time: 4:04]
- iii. Strategic Discussion: Emergency text messaging (Skyler Simmons; 7 min.; 1 min. transition)  
[End Time: 4:12]
- iv. Strategic Discussion: Signing of the [Chicago Principles for Free Expression](#) and formation of a task force led by David Scott (Ron Miller, discussion 8 min.; forming task force 8 min)  
Recommended action: *Executive Committee recommends David Scott chair task force to research further and report back to Senate; task force membership containing all persons who are interested (express interest by 12/1/20). Motions welcome.*  
[End Time: 4:28]
- v. Update on required use of Digital Measures for rank and tenure portfolios (Cox; 3 min)  
[End Time: 4:32]
- vi. Strategic Discussion: [Educating for Democracy Demands Educating Against White Supremacy: A Statement by U.S. Educators and Educational Scholars](#). (Cox; 7 min.; 1 min. transition) [[feedback on options](#)].  
*Note: If larger conversation for full Faculty Senate support, we could do that in a future meeting.*  
[End Time: 4:40]
- vii. *For 12/1 Senate meeting:* Updates to proposed changes to curriculum process a) deletion process and b) teach out plan (based in part on Northwest Accreditation)  
[End Time: 4:40]

**b. Evaluate, Debate, and Vote on Senate-Directed Action ([overview](#))**

- i. Faculty Senate form task force on the role of part-time faculty in the shared governance process, including allowing adjunct faculty members to be members of Faculty Senate. [[Original resolution](#) | [Original comments with Summary](#)] (Jon Westover and Andrade, 6 min.; 1 min. transition)  
Recommended action: *Executive Committee recommends that Westover chair task force to research further and report back to Senate; task force membership containing all persons who are interested (express interest by 12/1/20). Motions welcome.*  
[End Time: 4:47]

**c. Incoming Proposals and Proposal Next Steps ([overview](#) | [submit a proposal](#))**

*Note: Senators must vote to entertain further discussion or action on incoming proposals. With a majority vote to further entertain the proposal, Senators must then propose and vote on how to pursue the proposal.*

- i. It has been proposed that Faculty Senate have a strategic discussion of Senate procedure and purpose [[Potter: Statement on Senate Procedure and the Purpose of Senate](#)] (J Hill & K Potter, 8 min)  
Also include: anonymity of comments; archiving of senate comments (L Bennett)  
Recommended action: *If Senate votes to entertain further action on this proposal, Executive*



*Committee recommends that Hill/Potter lead a strategic discussion at a future Senate meeting. Motions welcome.*

[Section to this point 72 min; End Time: 4:55]

- ii. Bumped again to 12/1/20: Faculty Senate Diversity Committee (ongoing) which in turn is a campus-wide Inclusion Subcommittee (Waters/Richards, 7 min.; 1 min transition) [[Faculty Senate Diversity Committee description](#)]

*Recommended action: If Senate votes to entertain further action on this proposal, Executive Committee recommends Waters/Richards create a committee description and clarify intended membership (such as one member from each college) which is then populated via the Senate Service and Elections chair (Joy Cole). Motions welcome.*

[End Time: 4:55]

- iii. Bumped to 12/1/20: UVU Bookstore Strategic Discussion with Jacob Atkin and Louise Bridge in response to [Faculty Senate Bookstore Concern Document](#) approved by Faculty Senate on 9/29/20. [[11/2/20 email to Senate with Atkin message](#) | [Atkin write up](#)] (Arendt, 7 min.; 1 min transition)

*Recommended action: If Senate votes to entertain further action on this proposal, Executive Committee recommends that Arendt lead a strategic discussion at a future Senate meeting. Motions welcome.*

[Section End Time: 4:55]

## 6. Administrative Updates

*Note: No time allocated—piloting written updates.*

- a. Faculty Senate President: Anne Arendt [none]
- b. Fulton Library: Karen Sturtevant [[update](#)]
- c. OTL: Wendy Athens [[update](#)]
- d. PACE: Beka Grulich [none]
- e. UVUSA: Lucy Watson [none]

[Section End Time: 4:55]

## 7. Standing Committee Reports

*Note: No time allocated—piloting written updates.*

- a. Special Assignments & Investigations: Sandie Waters [[update](#)]
- b. Service & Elections: Joy Cole [none]
- c. Curriculum: Evelyn Porter [[update](#)]
- d. Retention, Tenure, Promotions & Appeals: Suzy Cox [[update](#)]
- e. Advancement of Teaching: Denise Richards [none]

[Section End Time: 4:55]

## 8. Other Committee Reports

*Note: No time allocated—piloting written updates.*

- a. Academic Information Technology updates: Diana Lundahl [none]
- b. Remediation, Sanction, and Separation Task Force: Jessi Hill [none]
- c. Workload Task Force: Anne Arendt, Rick McDonald [[update](#)]
- d. Academic Calendaring Committee [[update](#)]

## 9. Announcements

*Note: No time allocated. Please review and send to your departments.*

- a. Please be aware we only have two meetings remaining this term: 12/1 and 12/8.
- b. Thanksgiving Holidays -- Students -- Monday - Saturday 11/23-28
  - i. No Faculty Senate meeting that week (11/24)
- c. Office of Teaching and Learning: Who Are Our Learners? (Some cool UVU statistics) - questions: Wendy Athens
- d. Essential Learning Outcomes Student 2020 Focus Group Report
- e. Essential Learning Outcome Town Halls 11/10 and 11/11 3:00-4:00  
*Note: first town hall is during Senate; the second one is not*
- f. Free Speech for Students at UVU new website - questions: Alexis Palmer, Ashley Larsen, or Jeremy Knee
- g. Bias Education Support Team (BEST) – questions: Alexis Palmer or KayKay Speight
- h. Adult Learner Plan Executive Summary from 11/10 Adult Learner Virtual Campus Forum
- i. The updated Faculty Senate bylaws have been approved based on our online Faculty Senate votes and will appear on the Faculty Senate web site by 12/1/20.
- j. Please consider adding this to your syllabus: Lauren’s Promise.’ The promise honors Lauren McCluskey, a University of Utah student who was killed outside of her dorm by a man she dated. Questions: Kara Schneck
- k. Human Resources (HR) is planning to roll out the Supervisor Review for staff in September 2021 [learn more about supervisor review]
- l. UVU now has a Trail Guide for first year students to empower students and decrease wait times and barriers to new student advising. It is essentially an alternative to an appointment but is not designed to take place of them. Questions: firstyear@uvu.edu
- m. University Executive Council Human Resources presentation: Giving Effective Feedback - questions: Marilyn Meyer
- n. University Executive Council Human Resources presentation: Ten Questions People Ask About Difficult Conversations - questions: Daniel Delgadillo
- o. For permanent record:
  - i. Message 11/2/20: UVU leadership on the 2020 election
  - ii. Lunchtime Scholarly Seminar Series

## 10. Good of the Order (5 min.)

## 11. Adjourn

# Faculty Senate Agenda

January 12, 2021, MS Teams, 3:00 – 5:00 p.m.

[Prior agendas & minutes](#) | [Prior related files](#) | [Current related files](#)

1. **Call to Order; Silent Roll Call** (0 min.)
2. **Approval of Previous Minutes** ([available on Faculty Senate website](#)) (Arendt; 2 min.)  
[Section End Time: 3:02]
3. **Provost: Wayne Vaught** (15 min.)  
[Section End Time: 3:17]
4. **Special Guests: Jacob Atkin, Val Peterson, Stephen Whyte, Frank Young, Robin Ebmeyer** – Open Finance and Administration Q&A session (~5 min legislative updates, ~5 min overview of updates and decision-making process; ~18 Q&A)
  - a. Legislative update (~5 min, [Stephen Whyte](#)) [view [Legislative Quick Facts 2021](#) | [Protocols for engagement in political engagement](#)]
  - b. Areas: [Facilities](#), [Finance](#), [GRAMA](#), [Athletics](#), [University Compliance](#), [Internal Audit](#), [Safety & Emergency Mgmt](#), [University Relations](#)
  - c. Starter question1: How can faculty be involved in decision making?
  - d. Starter question2: How are decisions are communicated?[Section End Time: 3:45]
5. **Consent Agenda**
  - a. For 1.26.21 meeting: [Final version of bylaws of Faculty Senate ratified 20-10-27](#) with edits made via track changes (clean version will be posted on Faculty Senate web site upon final approval). [see also [proposed changes to bylaws held over from April 2020](#)]  
[Section End Time: 3:45]
6. **Policy Related Debate Calendar** ([new policy debate calendar overview](#))
  - a. Motion and Vote ([overview](#))
    - i. None  
[End Time: 3:45]
  - b. Debate ([overview](#)) - *Discussion*
    - i. None
  - c. Read and Comment ([overview](#)) - *Introducing*
    - i. Policy 101 Summary of Changes Memo. Approved for review and commentary by Academic Affairs, Faculty Senate, PACE, and UVUSA. Approved by President's Council on 12.10.20. [[document](#) | [feedback](#)] ([Cara O'Sullivan, Parry, 3 min](#))  
*Note: As this is on the 2.12.21 President's Council agenda, we need feedback by midnight on Sunday, January 17<sup>th</sup>.*  
[End Time: 3:48]
    - ii. Policy 326 Workplace Conduct (Revision; Temporary Emergency and Regular). Sponsor: Linda Makin; Steward: Marilyn Meyer; Approved Actions: Temporary Emergency and then Stage 2, Board of Trustees Executive Committee 12.11.20; Board of Trustees ratification 1.28.21;

Approved by President's Council on 12.10.20. [\[document\]](#) ([Marilyn Meyer](#), [Jeremy Knee](#), Parry, 3 min)

*Note1: While the temporary emergency was necessary as a response to a change in laws, we want to ensure faculty have a say during stage one of the regular process as well as in stage two. Thus, we are offering an [open-to-all session on Wednesday 1.13.21 from 1 to 2:00 p.m. via Microsoft Teams](#) where this policy will be discussed with the steward, sponsors, and all faculty or staff who are interested in joining.*

*Note2: Title changed from 154 Workplace Violence.*

[End Time: 3:51]

- iii. Policy 359 Emergency Paid Sick Leave (New; Temporary Emergency and Regular). Sponsor: Linda Makin; Steward: Marilyn Meyer; Approved Actions: Temporary Emergency and then Stage 2, Board of Trustees Executive Committee 12.11.20; Board of Trustees ratification 1.28.21; Approved by President's Council on 12.10.20. [\[document\]](#) ([Marilyn Meyer](#), Parry, 3 min)

*Note: This temporary emergency policy is designed to extend the one-time paid sick leave for COVID-19 illness that was originally federally backed but was not renewed by congress. This extends it for UVU employees, and this policy is only intended to remain in effect during the pandemic. This policy will be allowed to expire at the end of the temporary emergency period and no permanent policy to replace it will be submitted through the regular policy process.*

[End Time: 3:54]

- iv. Policy 644 Appointment and Responsibilities of Department Chairs (Revision; Regular). Sponsor: Wayne Vaught; Steward: Kat Brown; Approved Action: Entrance to Stage 2, Campus Entities Review, Regular. Stage 2 ends February 18, 2021. [\[document\]](#) | [comments](#) (Parry, 3 min)

[End Time: 3:57]

- v. Policy 161 Freedom of Speech (Revision; Temp Emergency and Regular). Sponsor: Kyle Reyes; Stewards: Alexis Palmer, Jeremy Knee; Approved Actions: Entrance to Stage 2, Board of Trustees Review, Temporary Emergency. Approved by President's Council on 12.10.20. [\[document\]](#) ([Ashley Larsen](#), [Jeremy Knee](#), Parry, 3 min)

*Note: The regular policy draft will be submitted for Stage 2 Campus Entities in February so the comment document will be made available at that time.*

[End Time: 4:00]

d. Policies Moving to Stages 3 or 4 ([overview](#)) - *No time allocated; update only*

- i. Policy 104 Advisory Boards (Regular). Sponsor: [Scott Cooksey](#) and Wayne Vaught; Steward: Melanie LaFranca and Jerry Henley; Approved Action: Stage 3, University Community Review, Regular. Stage 3 ends January 14, 2021. Approved by President's Council on 12.10.20. [\[Steward/sponsor feedback on stage 2 comments\]](#)
- ii. Policy 366 Emeritus Status (Regular). Sponsor: [Linda Makin](#); Steward: Marilyn Mayer. Approved Action: Entrance to Stage 3, University Community Review. Stage 3 ends January 13, 2021. Approved by President's Council on 12.10.20. [\[Steward/sponsor feedback on stage 2 comments\]](#)

e. Policy Proposals, Policies Entering Stage 1, or Other Policy Related - *No time allocated; update only*

- i. Office of General Council ([Adrienne Bossi](#)) is looking for a faculty member to help draft [Policy 324 Drug Free Workplace](#). It is getting a pretty substantial overhaul to ensure compliance with Utah and Federal laws [\[view executive summary of policy changes\]](#). Please contact Anne Arendt directly if you or a faculty member in your area is interested.

- ii. Other policy actions approved by President's Council on 12.10.20:

1. Stage 1 Policy Draft Deletions Executive Summary. At President Tuminez's direction, division vice presidents, with the assistance of their policy coordinators, determined which Stage 1 policy drafts could be pulled from the Policy Pipeline. The policy that

remain in the Pipeline will be the focus of current policy development. The attached summary lists the policy drafts that were deleted.

[Section End Time: 4:00]

**7. Non-policy Related Action Calendar** (*new non-policy debate calendar overview*)

**a. Non-policy Actions (as voted on by Senate)** (overview)

- i. Outcome: Digital Transformation has a system-monitoring status page where anyone can see, at a glance, which systems, databases, applications, etc. are currently operational or may be experiencing issues (<https://status.uvu.edu/>). Employees are now able to subscribe to receive updates on any or all of the listed monitored systems quickly and easily. Employees can choose from multiple options for receiving auto notifications to alert them regarding any issues that may occur – via email, text, etc. A video tutorial will be shared on the next Senate agenda in the announcements section.

[End Time: 4:00]

**b. Evaluate, Debate, and Vote on Senate-Directed Action** (overview)

- i. Non-tenure track and non-tenured faculty giving feedback on RTP criteria – when appropriate and when not. From 12.8.20 meeting: Lyn Bennett moved to entertain a future discussion of RTP Criteria (passed). Lyn Bennett moved to start a more strategic discussion which would lead to potential future policy changes (passed). (Suzy Cox, 15 min)
- ii. University's usage of Proctorio to remotely proctor exams. From 12.8.20 meeting: Rick McDonald moved to entertain further discussion (passed). Kyle Kamaiopili moved to hold a future strategic discussion in Faculty Senate and discussion in Academic Affairs Council (passed). (Kelly Flanagan/Christina Baum, 13 min)

[End Time: 4:28]

**c. Incoming Proposals and Proposal Next Steps** (overview | submit a proposal)

*Note: Senators must vote to entertain further discussion or action on incoming proposals. With a majority vote to further entertain the proposal, Senators must then propose and vote on how to pursue the proposal.*

- i. Encourage or require use of Open Educational Resources (OER) such as open textbooks proposal from student James Collier [Email string | Open textbook proposal] (Seth Gurrell, Sandie Waters, 15 min)  
Recommended action: *If Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends strategic discussion in Faculty Senate with a focus on options instead of mandates and include notation of how this is already in Vision 2030. Motions welcome.*
- ii. Have Finance and Administration have a 30-minute question and answer session in Faculty Senate at the start of every term. (Jacob Atkin, Arendt, 12 min)  
Recommended action: *If Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends Finance and Administration have a 30-minute question and answer session in Faculty Senate at the start of every term. Motions welcome.*

[Section End Time: 4:55]

**8. Administrative Updates** - No time allocated; written updates

- a. Fulton Library: Karen Sturtevant [link to update folder]
- b. Office of Teaching and Learning (OTL): Wendy Athens [link to update folder]
- c. PACE: Beka Grulich [link to update folder]

- d. UVUSA: Lucy Watson [[link to update folder](#)]

[Section End Time: 4:55]

9. **Standing Committee Reports** - *No time allocated; written updates*

- a. Special Assignments & Investigations: Sandie Waters [[link to update folder](#)]
- b. Service & Elections: Joy Cole [[link to update folder](#)]
- c. Curriculum: Evelyn Porter [[link to update folder](#)]
- d. Retention, Tenure, Promotions & Appeals: Suzy Cox [[link to update folder](#)]
- e. Advancement of Teaching: Denise Richards [[link to update folder](#)]

[Section End Time: 4:55]

10. **Other Committee Reports** - *No time allocated; written updates*

- a. Academic Information Technology updates: Diana Lundahl [[link to update folder](#)]
- b. Remediation, Sanction, and Separation Task Force: Jessi Hill [[link to update folder](#)]
- c. Workload Task Force: Anne Arendt, Rick McDonald [[link to update folder](#)]
- d. Academic Calendaring Committee [[link to update folder](#)]

[Section End Time: 4:55]

11. **Announcements**

*Note: No time allocated. Please review and send to your departments, as applicable*

- a. Nominations for Senate President and Vice President are now open for January 2021. Begin asking faculty if they would like to run. All other positions will be voted on at the last senate meeting.

Please be aware that per our [bylaws](#) section 3.2.1.2, "In order to be eligible to serve as Faculty Senate President or Faculty Senate Vice President, individuals must be tenured as of July 1 of the year their term would begin." Please also note that for the President role, per our [constitution](#) section 5.5.2, "you must have had previous experience serving as a faculty senator." (Any prior year)

For nominees, they submit to Joy Cole (our Service and Elections chair), [Tyler Lovell](#) (Institutional Research), and myself the following: Name of your department (per Senate [bylaws](#) 3.1.2.3), role in which they are interested in running (President or Vice President), a statement of not more than 300 words describing your fitness for and vision of the position (per Senate [bylaws](#) 3.1.2.3), an optional photograph, and optional video link (YouTube, Vimeo, or elsewhere)

The nominations will continue through the 1/26/21 Senate meeting. [Tyler Lovell](#) of Institutional Research who will be creating our voting poll that goes out to all full-time faculty (per our constitution) on or around 2/9/21, with final results tallied no later than 2/23/21. Please review our [constitution](#) and [bylaws](#) to learn more about the positions.

- b. Essential Learning Outcome (ELO) Town Halls (round 2) will be held on January 27<sup>th</sup> and 28<sup>th</sup> from 3:00-4:00 p.m. via Microsoft Teams. Watch UVAnnounce for more information. [View latest draft of ELOs.](#)
- c. We are happy to announce that the fully approved curriculum procedures are up on the curriculum website, along with timelines and important dates. [Visit curriculum website.](#)
- d. Dean's/Dept Chair's Role/Responsibility in Annual Reviews. On 12/1/20 a Microsoft Teams training session and discussion regarding Dean's/Dept Chair's Role/Responsibility in Annual Reviews occurred which included

insights from Office of General Counsel and the Utah Attorney General's office. The conversations were so robust and informative that they continued an hour past the original one-and-a-half-hour timeline. Much of what was brought up may be of interest to faculty as well. The meeting was recorded in both video and transcript formats. We encourage you to view this recording. Provost Vaught will also have a lead town hall via Microsoft Teams for any faculty members who wish to discuss the annual review process at some point in the future. Please also be aware that the *633 Annual Faculty Reviews* policy is also currently in stage one policy revision and is being worked on cooperatively between Academic Affairs and Faculty Senate. For more information, please contact Kat Brown or Anne Arendt.

- e. The Online Teaching Academy (OTA) Certification is the official preparation program for instructors wishing to teach online courses at UVU. As a reminder, Faculty Senate mandated that all online faculty (both full-time and adjunct) earn certification by Fall 2021. This program is designed to give educators an opportunity to develop skills, reflect on past practice, and meaningfully plan for future practice. They will run a holiday cohort if they have 30 faculty sign up. They also have spring sessions. Sign up now.
- f. Martin Luther King commemoration via Microsoft Teams on January 13<sup>th</sup> from noon to 1:30 with keynote from Anthony Ray Hinton. Workshops from 1:35 to 2:30 p.m. and 2:30 to 4:00 p.m. Learn more about MLK commemoration.
- g. Message to Spencer Jenkins (USHE) and Geoffrey Landward (USHE). UCFSL individual member concerns sent 12.18.20 regarding the proposed Utah Education and Telehealth Network (UETN) bill (2021FL-0604/002 11/16/20) being presented at the General Session. Of note: If desired, we could potentially bring this bill to our respective Faculty Senates for feedback, but as most of our groups do not meet until mid-January we wanted to get you this input prior to the 2021 General Session begins on 1/19/2021. See full message.
- h. Spring Learning Circles. This semester there are 13 virtual Learning Circles for you to choose from. There are at least two Learning Circles happening each day of the week. Learn more about learning circles.
- i. 2021 Teaching 4 Learning Conference Thurs Feb 25th. We are excited to announce the 5th annual Teaching for Learning (T4L) Conference co-hosted by Utah State University, Southern Utah University and Brigham Young University. This year's conference will be virtual and outlines the many factors that are distracting our students and offers both practical and theoretical approaches to overcoming those obstacles. During this one-day conference, participants will have the opportunity to make connections with other instructors, take home great ideas for teaching, and stay current on research in teaching and learning. If you are going to attend the conference, watch for details in January as to how to apply for this funding.
- j. Student Collaborator on Teaching (SCOT) program. The Student Collaborator on Teaching (SCOT) program is here to help you now and during the holiday break. SCOTs have been trained on how to conduct Canvas Reviews and syllabus reviews by giving you a student perspective. I am attaching a flyer with details. View Request Form.
- k. Awards of Excellence. UVU is currently accepting nominations for the 2021 Presidential Awards of Excellence. Nominees for these awards should exhibit a commitment to exceptional care, exceptional accountability, and/or exceptional results. Award criteria and submission requirements (including the nomination form) can be found here: <https://www.uvu.edu/president/awards/>. The 2021 nomination deadlines are: January 13, 2021, to Supervisor or Dean, January 20, 2021, to Vice President, January 27, 2021, (5 p.m.) to President's Office, BA218 or via [emmy.bell@uvu.edu](mailto:emmy.bell@uvu.edu). Questions concerning the UVU Awards of Excellence can be directed to Emmy Bell, Deputy Chief of Staff (x8133, [emmy.bell@uvu.edu](mailto:emmy.bell@uvu.edu)).

- l. View [Faculty Fall 2020 Data summary](#).
- m. Covid-19 testing. View [message that was sent to students regarding Covid-19 testing](#) and learn more at <https://www.uvu.edu/spring2021/testing/>. Testing for employees is not mandated but highly recommended.
- n. State of the University. President Tuminez will deliver UVU's annual State of the University address virtually on Thursday, January 21, at 12 p.m. We invite you to watch the livestream of the address at <http://uvu.fyi/sou2021>
- o. Station1. partnership that UVU has developed with Station1, a start-up, nonprofit education institution in Massachusetts backed by venture capital investment and industry partnerships. [Station1](#). This summer, Station 1 will offer a rigorous fellowship program that includes a 34-hour immersive inclusive leadership and collaboration institute, 270 hours of research project experience in internships, and 100 hours of instruction in the shared curriculum delivered by a team of interdisciplinary instructors over a ten-week period. Under our MOU with Station 1, UVU can send up to four students to the upcoming summer fellowship program. I know that you all have students or know of students who might be great candidates for this fellowship. Kindly encourage them to fill out [this application form](#) as a first step. If you want to learn more there is a Zoom meeting on Tuesday, January 12, at 6:00 p.m. Link to join: <https://mit.zoom.us/j/96008484106?pwd=TUpMdU91a3BjK3FZeUx5TnZzYWMyZz09>
- p. View video on explaining how to get to your annual review so you can work on your self-evaluation and planning your goals for the coming year: [Annual Review Screencast](#). A few other notes from our RTP chair, Suzy Cox:
- Teaching goals should identify what you plan to work on this year with regard to course development, teaching professional development (for your University-level teaching, such as participation in OTL workshops), and/or your actual teaching in class with your students.
  - Tenure-track and tenured faculty should also set goals regarding service and scholarship.
  - Service goals should focus on service you will do that is connected to your position at UVU—such as department and University committee work, service to the schools and/or teachers (such as providing professional development), and service to your professional organizations—not religious service or other community service that is unrelated to your job.
  - Scholarship goals should be focused on the development or implementation of research projects, research-oriented grant proposals, and presentations and publications.
  - All goals should be aligned to the department RTP criteria, showing annual progress.
- n. For permanent record:
- [12.10.20 Senate email](#) regarding policy 326 workplace conduct
  - [1.5.21 Senate email](#) regarding Covid-19 Testing recommendations for syllabus
  - [1.7.21 Senate email](#) regarding pre and post term Canvas Instructure functionality

## 12. Good of the Order (5 min.)

[Section End Time: 5:00]

## 13. Adjourn



**From:** Anne Arendt

**Sent:** Tuesday, January 19, 2021 9:20 AM

**To:** Faculty\_Senate <faculty\_senate@uvu.edu>

**Cc:** Cheryl Hanewicz <HANEWICH@uvu.edu>; Daniel Horns <HORNSDA@uvu.edu>; Forrest Williams <Forrest.Williams@uvu.edu>; Norm Wright <Norman.Wright@uvu.edu>; Saeed Moaveni <Saeed.Moaveni@uvu.edu>; Stephen Pullen <SPullen@uvu.edu>; Steven Clark <Steven.Clark@uvu.edu>; Vessela Ilieva <Vessela.Ilieva@uvu.edu>; Deborah Marrott <MARROTDE@uvu.edu>; Don Capener <DonC@uvu.edu>; Jacob Sybrowsky <Jacob.Sybrowsky@uvu.edu>; Janet Colvin <COLVINJA@uvu.edu>; Jason Slack <Jason.Slack@uvu.edu>; Jim Godfrey <Jim.Godfrey@uvu.edu>; Kazem Sohraby <KSohraby@uvu.edu>; Keith Mulbery <Keith.Mulbery@uvu.edu>; Stan Harward <Stan.Harward@uvu.edu>; Tom Sturtevant <Tom.Sturtevant@uvu.edu>; David Connelly <DConnelly@uvu.edu>; Maritza Sotomayor <Maritza.Sotomayor@uvu.edu>; Rachel Arocho <Rachel.Arocho@uvu.edu>; Ursula Sorensen <SORENSUR@uvu.edu>

**Subject:** Faculty Senate updates: UVU ELO video and town hall; Provost seminar series; mentoring academy; nominations needed

Faculty Senators (and select others in the CC field who I thought may also be interested in one or more items below),

Please share below with all faculty in your area:

**Higher education essential learning outcomes described in under five minutes.** This [video](#) describes essential learning outcomes (ELOs), program learning outcomes (PLOs), and course learning outcomes (CLOs) all in under five minutes [\[view video\]](#).

**UVU essential learning outcomes town hall (round two).** Utah Valley University is revising its essential learning outcomes (ELOs). Town Hall meetings were held in January to get feedback on the new ELOs. Revisions were made based on the feedback received. The committee will present the revised ELOs for another round of feedback on the following dates:

- January 27 — 3 p.m.
- January 28 — 3 p.m.

Please join the discussion via this [meeting location in Teams](#). After the Town Hall meetings, please [provide feedback](#). View the [latest draft of UVU Essential Learning Outcomes](#). See UVAnnounce for more information (under “academics”).

**Provost’s faculty scholarly seminar series.** Grab your lunch and join us for the Provost’s Faculty Scholarly Seminar Series! January includes presentations from the following faculty:

- Tuesday, January 19, 12:00 pm: Elijah Nielsen - “The Family System of a Transitioning Latter-day Saint: An Exploratory Study”

- Monday, January 25, 12:00 pm: Maritza Sotomayor – “Rethinking Global Value Chains (GVCs) in Latin America under COVID 19: Upgrade or seek regional GVCs?”
- Tuesday, January 26, 12:00 pm: Joy Cole – “Promoting a Transgender-Inclusive Classroom Environment”

Please join the discussion via this [meeting location in Teams](#). All sessions will be recorded for future viewing. See UVAnnounce for more information (under “general”).

**SCULPT mentoring academy.** SCULPT Mentoring Academy Community of Practice Spring Brownbag Series. Enjoy introductions and updates to your colleague’s undergraduate research work over your lunch break! Each presenter will have 30 minutes total to divide between presenting their work and receiving questions, feedback and discussion. Email Rachel Arocho to sign up.

- Tuesday, January 26, 12-1pm
- Wednesday, February 24, 12-1pm
- Thursday, March 25, 12-1pm

If you have not already, consider joining the SCULPT Mentoring Academy Community of Practice. Email Ursula Sorensen to be added to the Community and email Rachel Arocho with questions.

**Nominations for Senate President and Vice President are now open.** *Nominations close in a week and we have no nominations for either position right now!* Senate President will get a two course release (6 credit) per term and a summer stipend; Senate Vice President gets a one course release per term (3 credit). The nominations will continue through the 1.26.21 Faculty Senate meeting. For nominees, they submit to Joy Cole (our Service and Elections chair), Taylor Lovell (Institutional Research), and myself the following: Name of your department, role in which they are interested in running (President or Vice President), a statement of not more than 300 words describing your fitness for and vision of the position, an optional photograph, and optional video link.

Thanks all!

Dr. Anne Arendt  
 Utah Valley University  
 Associate Professor / Department Chair  
 Technology Management  
 UVU Faculty Senate President  
 Utah Council of Faculty Senate Leaders Chair  
 Anne.arendt@uvu.edu

<https://www.uvu.edu/directory/employee/?id=RHdtWmRkS0NqMXQwL0tkRUVXclUrZz09>

Pronouns: she, her

# Faculty Senate Agenda

January 26, 2021, MS Teams, 3:00 – 5:00 p.m.

[Prior agendas & minutes](#) | [Prior related files](#) | [Current related files](#)

1. **Call to Order; Silent Roll Call** (0 min.)
2. **Approval of Previous Minutes** ([available on Faculty Senate website](#)) (Arendt; 2 min.)  
[Section End Time: 3:02]
3. **Provost: Wayne Vaught** (12 min.)  
[Section End Time: 3:14]
4. **Senate President: Nomination updates (3 min.)**  
Current nominees for Faculty Senate President: [Sandie Waters](#) (pending), [Hilary Hungerford](#) (pending), [Sean Tolman](#) (pending), Jon Anderson (declined), Alan Parry (declined), Jessi Hill (declined)  
Current nominees for Faculty Senate Vice President: [Wioleta Fedeczko](#) (confirmed)  
*Note: Nominations open through end of this meeting (1/26/21). A survey will then be sent to all full-time faculty via Institutional Research with results tallied and announced at the 2/23/21 meeting.*  
[Section End Time: 3:17]
5. **Policy Related Debate Calendar** ([policy debate calendar overview](#))
  - a. **Motion and Vote** ([overview](#))
    - i. None  
[End Time: 3:17]
  - b. **Debate** ([overview](#)) - *Discussion*
    - i. Policy 644 Appointment and Responsibilities of Department Chairs (Revision; Regular). Sponsor: Wayne Vaught; Steward: Kat Brown; Approved Action: Entrance to Stage 2, Campus Entities Review, Regular. Stage 2 ends February 18, 2021. [[document](#) | [comments](#)] (Parry, 30 min)  
[End Time: 3:47]
  - c. **Read and Comment** ([overview](#)) - *Introducing*
    - i. Policy 525 Credit for Prior Learning (Regular, New) and Policy 522 Undergraduate Credit and Transcripts (Regular, Limited Scope). Sponsor: Wayne Vaught. Steward: Susan Thackeray. Requested Action: Stage 2 entrance [525/522 executive summary | [525 draft](#) | [525 comments](#) | [522 draft \(limited scope only\)](#) | [522 comments \(limited scope only\)](#)] ([Susan Thackeray](#), [David Connelly](#), 10 min)  
*Note1: 522 is a new addition and these two policies are a bundle*  
*Note2: The why of this policy is [USHE r472](#)*  
[End Time: 3:57]
  - d. **Policies Moving to Stages 3 or 4** ([overview](#)) - *No time allocated; update only*
    - i. Policy 104 External Advisory Boards (Regular, New). Sponsor: Scott Cooksey, Wayne Vaught. Stewards: Melanie LaFranca, Jerry Henley. Entrance to Stage 4, Board of Trustees
  - e. **Policy Proposals, Policies Entering Stage 1, or Other Policy Related** - *No time allocated; update only*
    - i. Office of General Council ([Adrienne Bossi](#)) is looking for a faculty member to help draft [Policy 324 Drug Free Workplace](#). It is getting a pretty substantial overhaul to ensure compliance with

Utah and Federal laws [[view executive summary of policy changes](#)]. Please contact Anne Arendt directly if you or a faculty member in your area is interested.

[Section End Time: 3:57]

**6. Non-policy Related Action Calendar** ([non-policy debate calendar overview](#))

**a. Non-policy Actions (as voted on by Senate)** ([overview](#))

- i. Peer review/observation form/template - feedback only (Richards) with verbal update. [[template](#) | [feedback](#)] (Richards, 5 min)
- ii. Tied to teaching excellence model. Feedback by next meeting.

[End Time: 4:02]

**b. Evaluate, Debate, and Vote on Senate-Directed Action** ([overview](#))

- i. University's usage of Proctorio to remotely proctor exams. From 12.8.20 meeting: Rick McDonald moved to entertain further discussion (passed). Kyle Kamaiopili moved to hold a future strategic discussion in Faculty Senate and discussion in Academic Affairs Council (passed). ([Kelly Flanagan](#), [Christina Baum](#), Jason Hill, 15 min)

[End Time: 4:17]

**c. Incoming Proposals and Proposal Next Steps** ([overview](#) | [submit a proposal](#))

*Note: Senators must vote to entertain further discussion or action on incoming proposals. With a majority vote to further entertain the proposal, Senators must then propose and vote on how to pursue the proposal.*

- i. Encourage or require use of Open Educational Resources (OER) such as open textbooks proposal from student James Collier [[Email string](#) | [Open textbook proposal](#)] ([Seth Gurell](#), Sandie Waters, 15 min)

*Recommended action: If Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends strategic discussion in Faculty Senate with a focus on options instead of mandates and include notation of how this is already in [Vision 2030](#). Motions welcome.*

[End Time: 4:32]

- ii. How do we handle retention of final exams? Canvas courses exist for five years. Is that ample? Is it dependable? [[detail document](#)] (Skyler Simmons, 8 min)

*Recommended action: If Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee welcomes motions.*

[End Time: 4:40]

- iii. Faculty input on structure of digital transformation and information technology, role and structure of ATSC, and path for faculty and OTL involvement in decision making. (Arendt, 8 min)  
*Recommended action: If Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends inviting Kelly Flanagan, Christina Baum, and Troy Martin to a future Faculty Senate meeting for open discussion and dialogue on faculty input on structure of digital transformation and information technology, role and structure of ATSC, and path for faculty and OTL involvement in decision making. Motions welcome.*

[End Time: 4:48]

- iv. Partial UVU graduate course tuition coverage for employees (now none). Idea: partial UVU graduate course tuition coverage for employees or limited basis waivers (like a grant or scholarship process with completion commitments/requirements)  
Caveat: main reason is that grad programs (especially new programs) need tuition revenue in order to bring in enough money to operate the program

Recommended action: *If Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends .... (Arendt, 7 min)*

[Section End Time: 4:55]

**7. Administrative Updates - No time allocated; written updates**

- a. Fulton Library: Karen Sturtevant [[link to update folder](#)]
- b. Office of Teaching and Learning (OTL): Wendy Athens [[link to update folder](#)]
- c. PACE: Beka Grulich [[link to update folder](#)]
- d. UVUSA: Lucy Watson [[link to update folder](#)]

[Section End Time: 4:55]

**8. Standing Committee Reports - No time allocated; written updates**

- a. Special Assignments & Investigations: Sandie Waters [[link to update folder](#)]
- b. Service & Elections: Joy Cole [[link to update folder](#)]
- c. Curriculum: Evelyn Porter [[link to update folder](#)]
- d. Retention, Tenure, Promotions & Appeals: Suzy Cox [[link to update folder](#)]
- e. Advancement of Teaching: Denise Richards [[link to update folder](#)]

[Section End Time: 4:55]

**9. Other Committee Reports - No time allocated; written updates**

- a. Academic Information Technology updates: Diana Lundahl [[link to update folder](#)]
- b. Remediation, Sanction, and Separation Task Force: Jessi Hill [[link to update folder](#)]
- c. Workload Task Force: Anne Arendt, Rick McDonald [[link to update folder](#)]
- d. Academic Calendaring Committee [[link to update folder](#)]

[Section End Time: 4:55]

**10. Announcements**

*Note: No time allocated. Please review and send to your departments, as applicable*

- a. Domestic partner benefits proposal update: A survey is going out to all UVU full-time employees who have declared themselves as single, divorced or widowed this week. Results will be discussed during the 1/27/21 benefits meeting.
- b. QR codes: The QR codes in the rooms are still active this semester- faculty teaching F2F classes please have your students scan these as they enter class; it would be much appreciated. This is one of the most helpful tools we have when we get positive cases in a class and how we respond to that- simple task but really helps.
- c. ELO town halls: Essential Learning Outcome (ELO) town halls (round 2) will be held on January 27<sup>th</sup> and 28<sup>th</sup> from 3:00-4:00 p.m. via Microsoft Teams. See [1.19.21 email to Senators](#) or [UVAnnounce](#) for more information. [View latest draft of ELOs](#). Higher education essential learning outcomes described in under five minutes. This [video](#) describes essential learning outcomes (ELOs), program learning outcomes (PLOs), and course learning outcomes (CLOs) all in under five minutes [[view video](#)]. Please join the discussion via this [meeting location in Teams](#). After the Town Hall meetings, please [provide feedback](#).

- d. Foundations of inclusion: We are excited to launch another semester of the "Foundations of Inclusion" (FOI) Workshop Series online this spring. This workshop series is designed to introduce our professional campus community — faculty, staff, and administrators — to diversity, equity, and inclusion as they relate to student success and enhanced conditions for a more welcoming campus climate. We have new FOI workshops on anti-racism, racial justice, and whiteness, a newly revised Level-II FOI on intersectionality, and a Level-III FOI focused on dialogue. [Learn more and see the list of options.](#)
- e. Book learning circle: The (LGBTQIA+ Action/Curriculum) committee hosts semester-long learning circles to discuss books on social justice, race, disability, gender and sexuality studies—pretty much anything that serves our purpose of learning how to be better humans to other humans. Join us as we discuss our first book, *Pleasure Activism* by Adrienne Maree Brown. Discussion format will be flexible to accommodate group needs, and open to anyone who shares our learning circle’s desire to continuously educate ourselves on making space and advocating for different identities. To learn more, contact [Stephanie Mahnke](mailto:SMahnke@uvu.edu) at [SMahnke@uvu.edu](mailto:SMahnke@uvu.edu)
- f. Great colleges to work for: View the [Great Colleges to Work For 2020](#) report
- g. Request to double check who you are contacting: Please be sure you are verifying the persons you are contacting are the person you intended. For example, we have a student Brian Cowley who keeps getting Digital Measures email inquiries that are intended for [Bryan Cowley](#). When you send an email in Outlook you can see the persons title and who they report to by clicking on their name either a) in the global address book or b) after you add them to the To: or CC: field by double clicking their name.
- h. Showcase of Undergraduate Scholarly and Creative Works. We invite all faculty to consider mentoring students in preparation for the Spring, 2021 Showcase; “Investigate Innovate & Create”. The Showcase, scheduled for April 6, 2021, will be a virtual event. To learn more, contact Dianne McAdams-Jones. See [Showcase of Undergraduate Scholarly and Creative Works flyer](#).
- n. For permanent record:
- [1.19.2021 email to Faculty Senate](#) (open rate 82%; 16 forwards)  
re: ELO video and town hall; Provost seminar series; mentoring academy
  - [1.15.2021 email to Faculty Senate](#) (open rate 71%; 11 forwards)  
re: dropped students in courses; G/I workshops, catalog changes
  - [1.13.2021 email to Faculty Senate](#) (open rate 86%; 23 forwards)  
re: finance & admin updates, senate president & VP nomin; 324 drug-free
  - [1.11.2021 email to Faculty Senate](#) (open rate 85%; 27 forwards)  
re: revised late add, system status update, senate president & VP nomin
  - [1.8.2021 Covid-19 campus message](#)
  - [1.8.2021 Vaught Welcome back](#)

11. **Good of the Order** (5 min.)

[Section End Time: 5:00]

12. **Adjourn**

# Academic Affairs Council

## Administrative Notes

Date: February 2, 2021

10:00 am – 12:00 pm via Microsoft Teams

**Attendance:** Wayne Vaught, Trish Baker, Kat Brown, Belkis Capeles, Steven Clark, David Connelly, Karen Cushing, Cheryl Hanewicz, Danny Horns, Vessela Ilieva, Saeed Moaveni, Stephen Pullen, Lucy Watson, Forrest Williams, Norm Wright

**Absent/Excused:**

**Guest(s):** Susan Thackeray, Wade Oliver, Christina Baum

Agenda Item	Discussion Summary
ELOs	<ul style="list-style-type: none"> <li>• Connelly provided brief overview of the ELO process. Reported that President wanted the ELOs brief and concise; however, committee has increased the number from six to nine based on feedback from various entities. Bringing back to AAC for additional feedback. Rep</li> <li>• Language is accessible to students, short definitions, all how to demonstrate competence.</li> <li>• Explain scientific literacy inclusion and not artistic or financial. Clark reported that NWCCU includes basic ELOs that are considered to be the minimum and scientific literacy is specifically listed. Several deans recommend including artistic, financial and qualitative literacy in the individual programs.</li> <li>• Discussion about the separate ELO on “teamwork” and how to best to address. Concerns:               <ol style="list-style-type: none"> <li>1. Consider having each department identify courses in which reliably students would be expected to participate in teams.</li> <li>2. Address ethics in a team environment and within the context of the student’s profession they would be practicing.</li> <li>3. Excellence, innovation, and collaboration are important. Colvin reported that high impact practices (HIPs) and common intellectual experiences are being added to CourseLeaf. If want to assess teamwork, could look at the courses that list these two areas for collaboration. Consider outside projects that students might be involved in as part of engaged learning. Colvin is working on a common definition of innovation across campus. Horns indicated that addressing ethics in each college focused in specific fields of study.</li> <li>4. Connelly discussed HIPs being one way to address, but not all courses have this component. Can tie to courses, but need a way to assess.</li> <li>5. Clark shared that his college does have several courses that could address teamwork, but they are not part of GE. Want to be sure ELOs are not only addressed in GE, but reinforced in their majors.</li> <li>6. What would NWCCU expect to see from UVU to ensure the ELO is being met? Show course content and then identify tangible ways we measure outcomes of the ELOs. Engaged Learning does have a few questions about teamwork in the next survey. WSB has an organizational behavior class that is taught around teamwork.</li> <li>7. Propose taking teamwork off ELOs and put into PLOs. Consider adding creativity and imagination. Vaught recommended using term “innovation” in a broad sense. Several deans were supportive of using “creativity and innovation” so not alienating any student.</li> <li>8. Information literacy is a subset of critical thinking. Consider assessment of programs that demonstrate critical thinking. Want critical thinking as an outcome, but needs to be assessed in every course students take.</li> </ol> </li> <li>• Student Government’s biggest concern centered on equity and inclusion. They felt the ELOs stated clearly what a student could expect from their education.</li> </ul>
Policies 525 – Credit for Prior Learning & 522 – Undergraduate Credit and Transcripts	<ul style="list-style-type: none"> <li>• Policies revised in order to conform to USHE guidelines. UVU’s intention with Policy 525 is not trying to prescribe what the program looks like, but how programs will address Prior Learning Assessment (PLAs).</li> <li>• Policy 525 is in response to a legislative directive and USHE R472. Need something in place to guide and protect faculty and students and determine how credits for prior learning are offered and assessed.</li> <li>• Policy 522 is a limited scope as it moved some items into Policy 525.</li> <li>• Plan to develop a robust intake website in order for department advisors to screen potential candidates and not get hopes up.</li> </ul>

	<ul style="list-style-type: none"> <li>• Currently have the UVST 1100 course which will be released in fall 2021 to assist students in guidance of developing a portfolio measurement for PLA. Some departments already have challenge exams for PLA. Would like to see departments develop their own way to assess prior learning such as course alignment. Departments should consider developing a course for students to receive credit for areas they might have experience, but do not fit the standard curriculum. Need to be sure not giving credit for credit sake.</li> <li>• For military individuals, there are parameters in place to support transfer and awarding.</li> <li>• This is an unfunded mandate from the State and UVU is working to ensure we can offer the course to assist students. The UVST 1100 course is designed to work closely with the department as the content of the portfolio will vary by department.</li> <li>• Having something in policy that states the types of documentation students can use for assessment when requesting prior learning credit is vital. It is difficult to assess a student’s experiential learning and this is an area that has changed.</li> <li>• Watson expressed potential student confusion signing up for this course when they do not need it. Thackeray did indicate the website will provide the direction along with departments and advisors directing them if they are a potential candidate.</li> <li>• Send feedback to Cushing by 2/10.</li> </ul>
<p>FAC Student Transfers &amp; 2<sup>nd</sup> Year Undeclared Students</p>	<ul style="list-style-type: none"> <li>• Reviewed plan for students transitioning from the FAC to schools/colleges for declared and undeclared students.</li> <li>• Declared <ul style="list-style-type: none"> <li>○ FAC Advisors email students at the drop deadline</li> <li>○ School/college advisors email one week after drop deadline</li> <li>○ Propose building into process contact by department chair and dean</li> </ul> </li> <li>• Undeclared <ul style="list-style-type: none"> <li>○ Receive advising from FAC</li> <li>○ Students do not transition until declare major and risk dropping out if not working towards degree</li> <li>○ Exploration and connection opportunities – Use web pages, events, videos, podcasts, etc.</li> </ul> </li> <li>• Horns supportive of an automatic process to connect with students for department chairs and deans for incoming students. Would like list of incoming students sent to both department chairs and deans.</li> <li>• Potential events: Invite students to come learn about business or other majors; Dean’s Day; Campus-wide majors fair.</li> <li>• FAC is intervention to vulnerable population. Don’t want to see it as an exclusive space with some interaction. Want to see schools/colleges connect with FAC to keep transitions smooth and intentional.</li> <li>• Additional comments send to Oliver or Connelly.</li> </ul>
<p>DocuSign to Adobe Sign/Qualtrics</p>	<ul style="list-style-type: none"> <li>• DocuSign will remain on a limited contract for this year during the transition period. All documents will move to Qualtrics and AdobeSign.</li> <li>• Working on converting heavy usage first. Will be contacting form owners as move through the conversion.</li> <li>• Email was distributed to provide information and links. Service Desk has been trained to help users through transition process.</li> <li>• Have about 103K completed forms that will be archived for future need.</li> <li>• Projected to get usage volume reduced over the next few weeks.</li> <li>• Expect about \$100K savings per year.</li> <li>• New forms should be created in AdobeSign. Will be turning off DocuSign soon.</li> </ul>
<p>Advising Update</p>	<ul style="list-style-type: none"> <li>• AA needs to provide a coherent advising structure that gives students a meaningful experience, but nothing has been decided. Addressed advising as part of completion goal of 45% by 2025.</li> <li>• Recommendation <ul style="list-style-type: none"> <li>○ Reorganize advising under AA and SA – Advisors stay physically located in schools/colleges with dotted line to deans.</li> <li>○ Advisors remain part of school/college conversations.</li> </ul> </li> <li>• Advising needs change to 1) provide all students an equitable, accurate, holistic, quality and delightful experience, and 2) play critical role in student success but are not deployed effectively.</li> <li>• Reviewed examples of inconsistencies such as Civitas, GE Math and English completion, accessibility and wait times, etc.</li> </ul>



	<ul style="list-style-type: none"> <li>• Additional benefits of reorganizing: stronger/collective voice, common vision, recognition of the profession, structure for career advancement, equitable representation, support, and advocacy</li> <li>• Reviewed stats: <ul style="list-style-type: none"> <li>○ Advisor Training &amp; Certification Rates from 2017-2020</li> <li>○ Caseloads by Unit – does not reflect work load of advisors</li> <li>○ Performance Metrics</li> <li>○ Advisor Contact Data – self-reported from advisors</li> <li>○ School/College Outcome Measures – advising is not the only solution to completion outcomes</li> </ul> </li> <li>• Vaught reiterated that AA is not blaming advisors for completion numbers. Proposal is that there will be centralized reporting structure, but they will continue to maintain dean’s level of involvement to be sure individual school/college goals are being met.</li> <li>• Will departments have a say in hiring advisors? A centralized structure to evaluate, hire, or terminate advisors will assist deans, associate deans, chairs in the overall process.</li> <li>• Advisors should be involved in outreach and recruitment as long as it does not disrupt during busy periods. Vaught shared that a coordinated effort to connect faculty with students early on might potentially help students to be successful. Kearns reported that the average hours per students per week is 6 to 14. Concern is what is happening during the other hours.</li> <li>• Connelly reported that advisors should advise and if schools/colleges need personnel to recruit, then possibly need to hire individuals to fill those roles.</li> <li>• Reporting structure would have a legitimate individual to oversee the advising structure with Advising Directors having dotted lines to deans.</li> <li>• Watson expressed her support for a centralized reporting to eliminate issues students might encounter.</li> <li>• Vaught is seeking feedback from advisors and faculty on the restructuring plan. He is advocating a structure not an individual.</li> <li>• Clark expressed support for the standardization over centralization and to raise the bar to improve advising. Vaught responded that having an individual that is overseeing the implementation of practices and performances for consistency is also a key element.</li> <li>• Wright expressed concern about the effectiveness of centralizing advising, is the reorg really going to address the inconsistencies and pitfalls, and improve the problems given other attempts to centralize functions and not seeing intended results.</li> <li>• Deans would like to continue to the advising discussion, but need to hash out all the details.</li> </ul>
CARES Funding	<ul style="list-style-type: none"> <li>• Send any course or materials requests to Connelly or Cushing.</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>• Welcome Belkis!</li> <li>• Thanks to Trish Baker for all her efforts during her interim service!</li> </ul>

Next meeting date: **Tuesday, February 9, 2021 10:00 am – 12:00 pm via MS Teams**

#### Assignments

1. Send Policies 525/522 feedback to Cushing by 2/10. (All)
2. Send additional comments on FAC transfers/undeclared students to Oliver or Connelly. (All)
3. Send CARES funding requests to Connelly or Cushing asap. (All)

#### Decisions

- 1.

# Faculty Senate Agenda

March 16, 2021, MS Teams, 3:00 – 5:00 p.m.

[Prior agendas & minutes](#) | [Prior related files](#) | [Current related files](#)

1. **Call to Order; Silent Roll Call** (0 min.)
2. **Approval of Previous Minutes** ([available on Faculty Senate website](#)) (Arendt; 2 min.)  
[Section End Time: 3:02]
3. **Provost: Wayne Vaught** (10 min.)  
[Section End Time: 3:12]
4. **Faculty Senate President** (2 min)
  - a. Current [list of incoming nominees for Faculty Senate Executive Committee positions](#)
  - b. After today, we have two meetings left this year: 3.30.21 and 4.13.21. What is on the agenda below is likely all that we will be able to address unless we call a special session in summer.
  - c. **Desire feedback on [Workload Task Force recommended updates to ACHE/GCHE document](#). Will also get recommendations of Academic Affairs Council (AAC). Final decision is made by Academic Affairs. [view original](#) | [view new version](#) | [give feedback](#)**  
[Section End Time: 3:14]
5. **Policy Related Debate Calendar** ([policy debate calendar overview](#))
  - a. Motion and Vote ([overview](#))
    - i. Policy 644 Appointment and Responsibilities of Department Chairs (Revision; Regular). Sponsor: Wayne Vaught; Steward: Kat Brown; Approved Action: Entrance to Stage 2, Campus Entities Review, Regular. Stage 2 original end 2.18.2021. [[document](#) | [comments](#)] (Parry, 10 minutes)  
[End Time: 3:24]
  - b. Debate ([overview](#)) - *Discussion*
    - i. Policy 101 Policy Governing Policies (Regular); Sponsor: Linda Makin; Steward: Cara O'Sullivan. Approved to stage 2 at 2.11.21 President's Council. [[policy](#) | [comment document](#)] ([Cara O'Sullivan](#) and [Linda Makin](#), 8 min)  
[End Time: 3:32]
  - c. Read and Comment ([overview](#)) - *Introducing*
    - i. Policy 425 *Scheduling Campus Facilities*. Process: Regular; Action: Revision; Sponsor: Kyle Reyes; Stewards: Alexis Palmer; Entrance to Stage 2 as of President's Council 2.25.21 ([Joel Herd](#), 8 min) [[425 policy](#) | [425 comments](#)]  
[End Time: 3:40]
    - ii. 633 *Annual Faculty Reviews* (proposed as Faculty Performance Evaluation & Feedback) to stage 2 and 638 *Post Tenure Review* deletion as of President's Council 2.25.21 (Arendt, 10 min) [[633 & 638 five reasons to change in under 5 minutes](#) | [633-638-632-and-648-649-relations diagrams \(multiple tabs\)](#) | [633 top 20 reasons to change in table format](#) | [AAUP on post tenure review](#) | [633 policy](#) | [633 comments](#) | [638 deletion comments](#)]  
[End Time: 3:50]

- iii. Leave policy bundle: 355 *Sick Leave Pool* deletion; 360 *Family Medical Leave Act (FMLA)* deletion; 361 *Leave of Absence* revision to stage 2 as of President's Council 2.25.21 (Linda Makin/[Marilyn Meyer](#)/[Judy Martindale](#), 12 min & 1 min transition) [[361 policy](#) | [361 comments](#) | [355 deletion comments](#) | [360 deletion comments](#)] [End Time: 4:03]
- iv. Consulting policy bundle: 114 *Conflict of Interest and Commitment* limited scope; 323 *Guidelines for Consulting* revision which ended up as 365 *Consulting Leave*; 601 *Classroom Instruction and Management* limited scope; 635 *Faculty Rights and Professional Responsibilities* limited scope) to stage 2 as of President's Council 2.25.21 (Linda Makin/[Kat Brown](#)/[Jeremy Knee](#), 10 min) [[114 policy](#) | [114 limited scope comments](#) | [323 now 365 policy](#) | [323 now 365 comments](#) | [601 policy](#) | [601 limited scope comments](#) | [635 policy](#) | [635 limited scope comments](#)] [End Time: 4:13]
- v. **Policy 162 Title IX Sexual Harassment; Policy 165 Discrimination, Harassment, and Affirmative Action; Policy 168 Complaints under the Utah Protection of Public Employees Act approved for stage 2 at 3.9.2021 President's Council. Process: Regular; Action: Revision; Sponsor: Linda Makin; Steward: Laura Carlson; Approved Action: Entrance to Stage 2. Stage 2 will end on 5.9.2021. ([Linda Makin/Laura Carlson/Jeremy Knee](#), 10 min)**  
**Note: These policies are currently in temporary emergency in the Policy Manual.**  
[\[162 policy](#) | [162 policy comments](#) | [165 policy](#) | [165 comments](#) | [168 policy](#) | [168 comments](#)] [End Time: 4:23]

d. Policies Moving to Stages 3 or 4 ([overview](#)) - *No time allocated; update only*

i. None

e. Policy Proposals, Policies Entering Stage 1, or Other Policy Related - *No time allocated, update only*

i. Upcoming soon:

[Section End Time: 4:23]

**6. Non-policy Related Action Calendar ([non-policy debate calendar overview](#))**

**a. Updates on Non-policy Actions (as voted on by Senate) ([overview](#))**

i. *None*

[End Time: 4:23]

**b. Discuss Next Steps (and, as necessary, Vote on) Senate-Directed Action ([overview](#))**

i. Partial UVU graduate course tuition coverage for employees (now none)

Discussion regarding methods of formulation of said task force (lead – currently none, composition, method of establishment of members, description of objectives, approximate time frame, intended follow through). (8 min)

*Note: On 2.23.21 Faculty Senate motioned to create a task force that includes all employees and not just faculty.*

ii. Merit pay

Discussion regarding methods of formulation of said task force (lead – currently none, composition, method of establishment of members, description of objectives, approximate time frame, intended follow through). (7 min)

*Note: On 2.23.21 Faculty Senate motioned to create a task force.*

iii. Advising future

Discussion regarding methods of formulation of said task force (lead – currently none, description of objectives, intended follow through). (5 min)

*Note: On 2.23.21 Faculty Senate motioned to create a task force. This was noted in motion:*

Create the task force via Joy Cole with encouragement of participation from colleges and schools but feedback is needed by the end of March at the latest.

[End Time: 4:43]

**c. Incoming Proposals and Proposal Next Steps** ([overview](#) | [submit a proposal](#))

*Note: Senators must vote to entertain further discussion or action on incoming proposals. With a majority vote to further entertain the proposal, Senators must then propose and vote on how to pursue the proposal.*

- i. [Held until 3.16.21 meeting] Testing center future. UVU is considering options for classroom testing as it relates to the testing center for which faculty should be able to give input before a decision is made. Accommodative testing and placement testing will continue to be available. Professional testing may or may not be available in the future. [see [document presented to Academic Affairs Council \(deans\) 2.2021](#)].  
\*Note: Will be discussed at Tuesday 2.23.21 Academic Affairs Council meeting. ([David Connelly, 12 min](#))  
*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends an open discussion session on this topic as well as a survey of all full time faculty to get a better sense of faculty thoughts on the topic.*

[End Time: 4:55]

- ii. [Held again until 3.30.21 meeting] Thank a Teacher Program. Could be part of regular graduate survey or we could provide opportunity on web page all the time (not monetary) (Athens, 8 min)  
*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends that a few faculty members volunteer to work with Wendy Athens to assess options and make a recommendation.*

[End Time: 4:55]

- iii. [On hold until 3.30.21 meeting] Consider creation of a rubric to assess commencement (or other) speakers (academic, cost, etc.) and a means to ask for nominations (within parameters) (Arendt, 10 min)  
*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends that Faculty Senate create feedback document to address concerns and from that formulate recommendations on said topic, led by the Special Assignments and Investigations Committee Chair.*

- iv. [On hold until 3.30.21 meeting] New incoming: Permanent residency renewals or citizenship costs on department instead of colleges or overall institution; not inclusion friendly ([Jon Westover/Maureen Andrade, 10 min](#))  
*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends that Faculty Senate create feedback document to address concerns and from that formulate recommendations on said topic, led by the Special Assignments and Investigations Committee Chair.*

- v. [On hold until 3.30.21 or 4.13.21 meeting] New incoming: UVU should consider making a teaching professorial track (for those who want to strictly teach) to go alongside our current tenure and rank path. This has been an on and off conversation over many years. See these documents from 2009 from Chuck Allison, then Faculty Senate President: [AAUP Statements on Faculty](#) | [AAUP Statements on Non-tenured Faculty](#). Consider not just lecturers but professionals in residence.  
*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends...*

[Section End Time: 4:55]

**7. Administrative Updates - No time allocated; written updates**

- a. Fulton Library: Karen Sturtevant [[link to update folder](#)]
- b. Office of Teaching and Learning (OTL): Wendy Athens [[link to update folder](#)]
- c. PACE: Beka Grulich [[link to update folder](#)]
- d. UVUSA: Lucy Watson [[link to update folder](#)]

[Section End Time: 4:55]

**8. Standing Committee Reports - No time allocated; written updates**

- a. Special Assignments & Investigations: Sandie Waters [[link to update folder](#)]
- b. Service & Elections: Joy Cole [[link to update folder](#)]
- c. Curriculum: Evelyn Porter [[link to update folder](#)]
- d. Retention, Tenure, Promotions & Appeals: Suzy Cox [[link to update folder](#)]
- e. Advancement of Teaching: Denise Richards [[link to update folder](#)]

[Section End Time: 4:55]

**9. Other Committee Reports - No time allocated; written updates**

- a. Academic Information Technology updates: Diana Lundahl [[link to update folder](#)]
- b. Remediation, Sanction, and Separation Task Force: Jessi Hill [[link to update folder](#)]
- c. Workload Task Force: Anne Arendt, Rick McDonald [[link to update folder](#)]
- d. Academic Calendaring Committee [[link to update folder](#)]

[Section End Time: 4:55]

**10. Announcements**

*Note: No time allocated. Please review and send to your departments, as applicable*

- a. UVU leadership public stances on pieces of legislation. UVU and the leadership of UVU (President, Provost, all other executive management) do not take a public stance on pieces of legislation except in very rare and unusual situations, nor does the Faculty Senate or Professional Association of Campus Employees (PACE). The greatest amount of impact influencing legislation is by everyone contacting their personal Representative and Senator. For example, if all the Faculty Senators and other faculty members who live in many different districts throughout the state were to individually contact their Representative and Senator, the influence would be much more broad, personalized, and impactful as the elected officials represent and are accountable to their constituents. See also [UVU Employee, Student, and Institutional Protocols for Engagement in Political Activities](#).
- b. [A useful Web site that shows the impact of majors on career paths](#)
- c. **Talk with Tuminez.** Please join President Tuminez for our next virtual “Talk with Tuminez,” to be held on **Wednesday, 3.17.21 at 1 :30 p.m.** We have some exciting news to share with you all! We are asking you to [submit any questions you'd like addressed during Talk with Tuminez by Friday, 3.12.21 at 9 a.m.](#) She will answer as many questions as possible. More event details and a link will be coming soon.
- d. **Essential Learning Outcomes.** The following essential learning outcomes were approved by President’s Council on 3.9.2021 and will go to Board of Trustees on 3.24.2021. [View ELO document.](#)
- a. Late additions from last meeting:
  - [2.23.21 policy 101 Summary of changes memo comments compiled](#)
  - [2.23.21 OTL OER presentation](#)
- b. For permanent record:
  - [2.19.21 Faculty Excellence Awards](#)
  - [2.19.21 UVUneedtoknow regarding masks](#)
  - [2.23.21 Vaccine UCFSL message \[and accompanying document\]](#)

- 2.27.21 Updating your RTP criteria by 3.1.21
- 3.1.21 Utah Senate Bill 107 6<sup>th</sup> Sub. In-person Instruction Prioritization message

11. **Good of the Order** (5 min.)

[Section End Time: 5:00]

12. **Adjourn**

# Faculty Senate Agenda

March 30, 2021, MS Teams, 3:00 – 5:00 p.m.

[Prior agendas & minutes](#) | [Prior related files](#) | [Current related files](#)

1. **Call to Order; Silent Roll Call** (0 min.)
2. **Approval of Previous Minutes** ([available on Faculty Senate website](#)) (Arendt; 2 min.)  
[Section End Time: 3:02]
3. **Provost: Wayne Vaught** (10 min.)  
[Section End Time: 3:12]
4. **Faculty Senate President** (2 min)
  - a. Current list of incoming nominees for Faculty Senate Executive Committee positions  
Special notes on above:
    - i. Chair elect of University Curriculum Committee (UCC) has been clarified to *not* have to be an incoming or continuing Faculty Senator but must have some type of curriculum experience. We currently have no candidates/nominees
    - ii. Academic Technology Steering Committee (ATSC) Faculty Representative. While not a Faculty Senate Executive Committee, this role is important to Faculty Senate and needs a voted-on replacement (replacing Diana Lundahl). Preference given to an incoming or continuing Faculty Senator; tenure not required
  - b. After today, we have one meeting left this year: 4.13.21. At this meeting votes for all of above positions (not just the two I called out) will occur which our incoming Faculty Senate President Hilary Hungerford will preside over.
  - c. Task Forces that welcome members (*any* faculty – does not have to be a Senator)  
*Note: Task Forces are limited duration; committees as found in the “Standing Committee Reports: Service & Elections: Joy Cole [link to update folder]” are ongoing.*
    - i. 644 Appointment and Responsibilities of Department Chairs (moved back to stage 1). Contact: Kat Brown, Anne Arendt, or Alan Parry (expect ~a half year of work)
    - ii. 648 Faculty Reduction or Reassignment for Institutional Reasons (stage 1). Contact: Anne Arendt or Nizhone Meza (expect ~a year of work)
    - iii. 324 Drug Free Workplace (stage 1). Contact: Jeremy Knee
    - iv. Faculty Merit Pay Task Force. Contact: Denise Richards (expect ~a year of work and expect to work on policy 654 Faculty Merit Pay)
    - v. Advising Task Force. Contact: Rick McDonald or David W. Scott (expect ~1 month of work only as feedback due this term)  
[Section End Time: 3:14]
5. **Policy Related Debate Calendar** ([policy debate calendar overview](#))
  - a. Motion and Vote ([overview](#))
    - i. None  
[End Time: 3:14]
  - b. Debate ([overview](#)) - *Discussion*

- i. Policy 425 *Scheduling Campus Facilities*. Process: Regular; Action: Revision; Sponsor: Kyle Reyes; Stewards: Alexis Palmer; Entrance to Stage 2 as of President's Council 2.25.21 ([Joel Herd](#), 6 min) [[425 policy](#) | [425 comments](#)]  
Note: No comments as of 3.25.21

[End Time: 3:20]  
[1 min transition]

- ii. Leave policy bundle: 355 *Sick Leave Pool* deletion; 360 *Family Medical Leave Act (FMLA)* deletion; 361 *Leave of Absence* revision to stage 2 as of President's Council 2.25.21 ([Linda Makin/Marilyn Meyer/Judy Martindale](#), 9 min) [[361 policy](#) | [361 comments](#) | [355 deletion comments](#) | [360 deletion comments](#)]

Note: 2 comments on 361 as of 3.25.21; no comments on 355 or 360 deletion as of 3.25.21

[End Time: 3:30]  
[1 min transition]

- iii. Consulting policy bundle: 114 *Conflict of Interest and Commitment* limited scope; 323 *Guidelines for Consulting* revision which ended up as 365 *Consulting Leave*; 601 *Classroom Instruction and Management* limited scope; 635 *Faculty Rights and Professional Responsibilities* limited scope) to stage 2 as of President's Council 2.25.21 ([Linda Makin/Kat Brown/Jeremy Knee](#), 10 min) [[114 policy](#) | [114 limited scope comments](#) | [323 now 365 policy](#) | [323 now 365 comments](#) | [601 policy](#) | [601 limited scope comments](#) | [635 policy](#) | [635 limited scope comments](#)]

Note: No comments on any as of 3.25.21

[End Time: 3:41]  
[1 min transition]

- iv. Policy 162 Title IX Sexual Harassment; Policy 165 Discrimination, Harassment, and Affirmative Action; Policy 168 Complaints under the Utah Protection of Public Employees Act approved for stage 2 at 3.9.2021 President's Council. Process: Regular; Action: Revision; Sponsor: Linda Makin; Steward: Laura Carlson; Approved Action: Entrance to Stage 2. Stage 2 will end on 5.9.2021. ([Linda Makin/Laura Carlson/Jeremy Knee](#), 12 min)

Note: These policies are currently in temporary emergency in the Policy Manual.

[[162 policy](#) | [162 policy comments](#) | [165 policy](#) | [165 comments](#) | [168 policy](#) | [168 comments](#)]

Note: no comments on 162 as of 3.25.21; 2 comments on 165 as of 3.25.21; no comments on 168 as of 3.25.21

[End Time: 3:54]  
[1 min transition]

- i. 633 *Annual Faculty Reviews* (proposed as Faculty Performance Evaluation & Feedback) to stage 2 and 638 *Post Tenure Review* deletion as of President's Council 2.25.21 ([Kat Brown, Laura Busby, Arendt](#), 15 min) [[633 & 638 five reasons to change in under 5 minutes](#) | [633-638-632-and-648-649-relations diagrams \(multiple tabs\)](#) | [633 top 20 reasons to change in table format](#) | [AAUP on post tenure review](#) | [633 policy](#) | [633 comments](#) | [638 deletion comments](#)]  
See also [[faculty annual review template that was approved by Senate](#) | [rationale for template](#) | [2.26.19 Faculty Senate meeting where template was approved](#)]

Note: 13 comments on 633 as of 3.25.21; no comments on 638 deletion as of 3.25.21

[End Time: 4:10]  
[1 min transition]

b. Read and Comment ([overview](#)) - *Introducing*

- i. Faculty Senate Bylaws [[current bylaws](#) | [bylaws draft as of 3.25.21](#) | [bylaws list of changes as of 3.25.21](#) | [bylaw comments and recommendations](#)] ([Parry/Anderson](#), 5 min)

[End Time: 4:11]

c. Policies Moving to Stages 3 or 4 ([overview](#)) - *No time allocated; update only*

- i. Policy [637 Faculty Tenure](#) moved to Stage 3 and is open for public comment until April 9<sup>th</sup>



- ii. From 3.25.21 Presidents Council: Clinical Program Policy Bundle. Entrance to Stage 3. Policy 548 Rights and Responsibilities of Clinical Program Students & Policy 612 Establishment and Governance of Clinical Programs; Process: Regular; Action: Revision/New; Sponsor: Wayne Vaught; Steward: Jim Bailey
- iii. From 3.25.21 Presidents Council: Policy 658 Graduate Programs. Entrance to Stage 3. Process: Regular; Action: Revision/New; Sponsor: Wayne Vaught; Steward: Jim Bailey
- d. Policy Proposals, Policies Entering Stage 1, or Other Policy Related - *No time allocated, update only*
  - i. Feedback requested: 640 Faculty Sabbatical Leave Policy (stage 1)  
[[draft of 640](#) | [accompanying protocol document](#) | [640 feedback document](#) | [protocol feedback document](#)] (Parry, 2 min)  
[End Time: 4:13]
  - ii. 3.25.21 President's Council: Policy 644 Appointment and Responsibilities of Department Chairs Executive Summary; Process: Regular; Action: Revision; Sponsor: Wayne Vaught, Anne Arendt; Steward: Kat Brown; Requested Action: Remand from Stage 2 to Stage 1  
[Section End Time: 4:13]  
[1 min transition]

## 2. Non-policy Related Action Calendar ([non-policy debate calendar overview](#))

- a. **Updates on Non-policy Actions (as voted on by Senate)** ([overview](#)) [no time given]
  - i. As noted in the Faculty Senate President updates above, Advising Task Force. Open to all who are interested. Contact: Rick McDonald (expect ~1 month of work only as feedback due this term)  
[End Time: 4:14]
- b. **Discuss Next Steps (and, as necessary, Vote on) Senate-Directed Action** ([overview](#))
  - i. None
- c. **Incoming Proposals and Proposal Next Steps** ([overview](#) | [submit a proposal](#))  
*Note: Senators must vote to entertain further discussion or action on incoming proposals. With a majority vote to further entertain the proposal, Senators must then propose and vote on how to pursue the proposal.*
  - i. [Held until 3.16.21 meeting; delayed to 3.30.21 meeting] Testing center future. UVU is considering options for classroom testing as it relates to the testing center for which faculty should be able to give input before a decision is made. Accommodative testing and placement testing will continue to be available. Professional testing may or may not be available in the future. [see [document presented to Academic Affairs Council \(deans\) 2.2021](#)].  
*\*Note: Will be discussed at Tuesday 2.23.21 Academic Affairs Council. (David Connelly, 15 min)  
Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends an open discussion session on this topic as well as a survey of all full time faculty to get a better sense of faculty thoughts on the topic.*  
[End Time: 4:29]  
[1 min transition]
  - ii. [Held again until 3.30.21 meeting] Thank a Teacher Program. Could be part of regular graduate survey or we could provide opportunity on web page all the time (not monetary) (Athens, 6 min)  
*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends that a few faculty members volunteer to work with Wendy Athens to assess options and make a recommendation.*

[End Time: 4:36]

[1 min transition]

- iii. [On hold until 3.30.21 meeting] Consider creation of a rubric to assess commencement (or other) speakers (academic, cost, etc.) and a means to ask for nominations (within parameters) (Arendt, 7 min)

*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends that Faculty Senate create feedback document to address concerns and from that formulate recommendations on said topic, led by the Special Assignments and Investigations Committee Chair.*

[view sample nomination recommendation, sample assessment rubric, and sample guardrails]

[End Time: 4:44]

[1 min transition]

- iv. [On hold until 3.30.21 meeting] New incoming: Permanent residency renewals or citizenship costs on department instead of colleges or overall institution; not inclusion friendly (Jon Westover/Maureen Andrade, 9 min)

*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends that Faculty Senate create feedback document to address concerns and from that formulate recommendations on said topic, led by the Special Assignments and Investigations Committee Chair.*

[End Time: 4:55]

- v. [On hold until 4.13.21 meeting] New incoming: UVU should consider making a teaching professorial track (for those who want to strictly teach) to go alongside our current tenure and rank path. This has been an on and off conversation over many years. See these documents from 2009 from Chuck Allison, then Faculty Senate President: AAUP Statements on Faculty | AAUP Statements on Non-tenured Faculty. Consider lecturers & professionals in residence.  
*Recommended action: If Faculty Senate votes to entertain further action on this proposal, Faculty Senate Executive Committee recommends...*

[Section End Time: 4:55]

**3. Administrative Updates - No time allocated; written updates**

- a. Fulton Library: Karen Sturtevant [[link to update folder](#)]
- b. Office of Teaching and Learning (OTL): Wendy Athens [[link to update folder](#)]
- c. PACE: Beka Grulich [[link to update folder](#)]
- d. UVUSA: Lucy Watson [[link to update folder](#)]

[Section End Time: 4:55]

**4. Standing Committee Reports - No time allocated; written updates**

- a. Special Assignments & Investigations: Sandie Waters [[link to update folder](#)]
- b. Service & Elections: Joy Cole [[link to update folder](#)]
- c. Curriculum: Evelyn Porter [[link to update folder](#)]
- d. Retention, Tenure, Promotions & Appeals: Suzy Cox [[link to update folder](#)]
- e. Advancement of Teaching: Denise Richards [[link to update folder](#)]

[Section End Time: 4:55]

**5. Other Committee Reports - No time allocated; written updates**

- a. Academic Information Technology updates: Diana Lundahl [[link to update folder](#)]
- b. Remediation, Sanction, and Separation Task Force: Jessi Hill [[link to update folder](#)]

- c. Workload Task Force: Anne Arendt, Rick McDonald [[link to update folder](#)]
- d. Academic Calendaring Committee [[link to update folder](#)]

[Section End Time: 4:55]

## 6. Announcements

*Note: No time allocated. Please review and send to your departments, as applicable*

- a. First Year Seminar updates:
  - [2020-2021 FYS Project Executive Summary/Interim Report](#) (attached)
  - [2021-2022 FYS Project Information and Letter of Intent](#) (attached)
  - Need more FYS courses developed for fall 2021
  - There were positive gains for students in fall 2020 FYS courses despite the severe restrictions imposed by COVID
  - FYS project faculty will be compensated
  - Dates of the 2021 FYS faculty training: first block summer, Thursdays from 9:30-11:30 am (synchronous) on 5/13, 5/20, 5/27, 6/3, 6/10, 6/17
  - To learn more contact: [Lisa Lambert](#)
- b. A reminder from our 1.12.21 Senate Agenda since it seems the word has not gotten out to all faculty (please share): Digital Transformation has a [system-monitoring status page](#) where anyone can see, at a glance, which systems, databases, applications, etc. are currently operational or may be experiencing issues (<https://status.uvu.edu/>). Employees are now able to subscribe to receive updates on any or all of the listed monitored systems quickly and easily. Employees can choose from multiple options for receiving auto notifications to alert them regarding any issues that may occur – via email, text, etc. A video tutorial will be shared on the next Senate agenda in the announcements section.
- c. Reminder: Desire feedback on [Workload Task Force recommended updates to ACHE/GCHE document](#). Will also get recommendations of Academic Affairs Council (AAC). Final decision is made by Academic Affairs. [[view original](#) | [view new version](#) | [give feedback](#)]
- d. Learn about the upcoming [Women's Leadership Panel event on 4.6.21 from 5:30 to 6:30](#).
- e. A [useful Web site that shows the impact of majors on career paths](#)
- f. Essential Learning Outcomes. The following essential learning outcomes were approved by President's Council on 3.9.2021 and will go to Board of Trustees on 3.24.2021. [View ELO document](#).
- g. Completion information shared with University Planning Advisory Committee (UPAC) on 3.18.21: [Completion Master 2021 for UPAC](#)
- a. For permanent record:
  - [3.24.2021 email regarding votes of no confidence updated \(version 2\)](#)
  - [3.24.2021 email regarding votes of no confidence](#)
  - [3.23.2021 email regarding faculty merit](#)
  - [3.18.2021 Bylaws message](#)
  - [3.1.2021 and 3.1.21 regarding SB 107 in person instruction](#)
  - [3.2.2021 UCFSL statement to Governor and Commissioner re: vaccination](#)

## 7. Good of the Order (5 min.)

[Section End Time: 5:00]

## 8. Adjourn

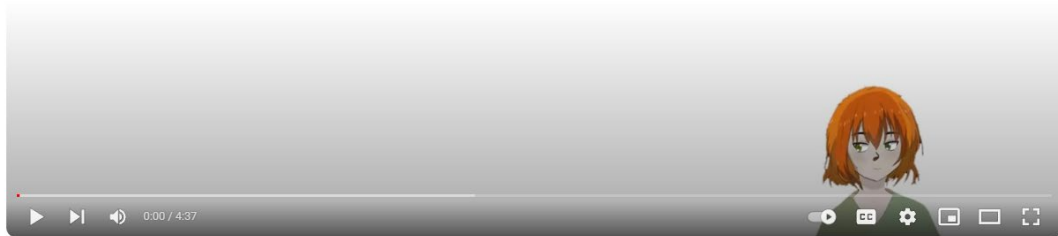


Search



## HIGHER EDUCATION ESSENTIAL LEARNING OUTCOMES DESCRIBED IN UNDER FIVE MINUTES

Dr. Anne Arendt, Utah Valley University



### Higher Education Essential Learning Outcomes (ELOs) Described in Under Five Minutes



Anne Arendt  
18 subscribers

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Higher Education Essential Learning Outcomes (ELOs) Described in Under Five Minutes. This video includes a description of program learning outcomes (PLOs) and course learning outcomes (CLOs) as well.

<https://www.youtube.com/watch?v=nC-xUly9N7w>

### Transcript

0:00

higher education essential learning

0:02

outcomes described in under five minutes

0:05

essential learning outcomes are a

0:07

comprehensive set of learning goals that

0:09

are fostered and developed across a

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student's educational experience

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they reflect the foundational skills and

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competencies needed to meet the

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challenges of an

0:17

ever-changing and complex world the

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yellow are things like communication

0:22

and critical thinking  
0:24  
you can get some ideas of elos from  
0:26  
places like your accrediting body or  
0:28  
national associations that relate to  
0:30  
colleges and universities  
0:32  
my example uses three sources to help  
0:35  
guide the selection of essential  
0:36  
learning outcomes or elos  
0:39  
critical thinking and communication are  
0:41  
on all three of the sources that we  
0:43  
looked at  
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we have nine total that we're planning  
0:46  
on at our institution  
0:47  
and each of these nine mapped nicely to  
0:49  
the three sources that we reviewed  
0:52  
so we feel pretty good about our  
0:53  
selections as an institution  
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now that we have settled on our elos or  
0:58  
essential learning outcomes  
0:59  
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1:02  
introduced in  
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general education or ge courses  
1:06  
which are required of all students at  
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one or more elo  
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for example introduction to academic  
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writing english 1010  
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contributes to communication and  
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quantitative reasoning or mat 1030  
1:24  
contributes to quantitative literacy  
1:27  
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all of their general education courses  
1:31  
they will have at least  
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one class that specifically addresses  
1:34  
each elo  
1:36  
and several that support each elo the  
1:39  
elo's  
1:39  
essential learning outcomes are  
1:41  
reinforced and expanded on  
1:43  
in the program learning outcomes or plos  
1:46  
which  
1:46  
are the learning goals that are fostered  
1:48  
and developed across a degree program  
1:51  
for example the communication bachelor's  
1:53

degree  
1:54  
may have a program learning outcome or  
1:56  
plo  
1:57  
of diversity and cultural perspectives  
2:00  
which aligns with the inclusion  
2:02  
essential learning outcome  
2:04  
elo and the earth science bachelor's  
2:06  
degree  
2:07  
may have a plo for students to  
2:09  
communicate effectively both verbally in  
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writing and that aligns with the  
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communication  
2:15  
elo degree programs also have plos that  
2:19  
are focused specifically on their  
2:21  
discipline  
2:22  
for example the bachelor of science in  
2:24  
nursing has a plo  
2:25  
of integrate knowledge and clinical  
2:28  
expertise to help patients achieve  
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optimal health outcomes while the  
2:32  
bachelor of fine arts with an emphasis  
2:34  
in modern dance  
2:36  
has a plo of perform dance with artistry  
2:39

demonstrating advanced level technical  
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competency  
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the program learning outcomes are taught  
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in the degree program  
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courses when a student completes their  
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degree program  
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they will have at least one class that  
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specifically addresses each  
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plo and several others that support each  
2:57  
plo  
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sticking with earth science here is an  
3:00  
example of some of their required  
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courses that meet their plos  
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each course within a degree program has  
3:07  
its own set of learning  
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outcomes and these are called course  
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learning outcomes or clos  
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fostered and developed across  
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each course many close reinforce the  
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elos and  
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the plos for example professional  
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business presentations  
3:26



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implement verbal and nonverbal  
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which supports the communication elo  
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course content  
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systems correctly to complete a project  
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has a clo of identify major rock types  
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and rock forming minerals  
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successfully completes a class  
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they will have competence in the clos  
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and when they complete the courses for a  
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degree program  
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they will have competence in the plo's  
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program learning outcomes  
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competence in the elo's

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**Utah Valley University Board of Trustees Meeting**  
**April 29, 2021**  
**4:00pm MSFT Teams**

Tab	Agenda	Time
	<u>I. Call to Order, R. Duff Thompson, Chair, Board of Trustees</u>	4:00pm
	<u>II. Information Agenda</u>	
	1. <b>Resolution of Appreciation for Outgoing Student Body President, Trustee Danielle Corbett, James Clarke, Vice Chair, Board of Trustees</b>	4:05pm (10 mins)
	2. <b>Administration of the Oath of Office for Incoming Student Body President, Karen Magaña-Aguado, Jill Taylor, Vice Chair, Board of Trustees</b>	4:15pm (10 mins)
	3. <b>Election and Appointment of Board Officers Update, R. Duff Thompson, Chair, Board of Trustees</b>	4:25pm (10 mins)
	4. <b>Commencement Update, Val Peterson, Vice President for Finance and Administration</b>	4:35pm (15 mins)
A	<u>III. Closed Session</u> <i>(To discuss imminent litigation and character, professional competence, or physical or mental health of an individual.)</i>	4:50pm (20 mins)
	<u>IV. Action Agenda</u>	
	1. <b>Tenure Decision &amp; Sabbatical Deferral, Wayne Vaught, Vice President for Academic Affairs</b>	5:10pm (5 mins)
B	2. <b>Program Approvals, Wayne Vaught, Vice President for Academic Affairs</b>	5:05pm (10 mins)
	a. Addition of Certificate of Proficiency in Hospitality Management	
	b. Department move of Aviation Sciences from CHPS to CET	
C	3. <b>Policy Approvals, Linda Makin, Vice President for Planning, Budgets and HR &amp; Wayne Vaught, Vice President for Academic Affairs</b>	5:15pm (10 mins)
	a. Policy 637 Tenure Review	
	b. Policy 548 Rights and Responsibilities of Clinical Program Students	
	c. Policy 612 Establishment and Governance of Clinical Programs	
D	4. <b>Requisition Approval for UCCU Sound System, Val Peterson, Vice President for Finance and Administration</b>	5:25pm (5 mins)
E	<u>V. Consent Agenda</u>	5:30pm (5 mins)
	1. <b>Minutes of March 24, 2021 Board Meeting</b>	
	2. <b>February 2021 Investment Report</b>	
	3. <b>Essential Learning Outcomes, Anne Arendt, Faculty Senate President</b>	
	<u>VI. Information Agenda (continued)</u>	5:35pm (30 mins)
	1. <b>President's Report, Astrid S. Tuminez, President</b>	
	<u>VII. Adjourn, R. Duff Thompson, Chair, Board of Trustees</u>	6:05pm
	Upcoming Board Meetings: June 24 August 26 September 30 October 28 December 2	
	4:00pm to 7:00pm Held via Teams until further notice	

## UVU BOARD OF TRUSTEES

April 29, 2021

4:00pm MSFT Teams

### **Board of Trustee Members Present**

R. Duff Thompson, Chair  
James Clarke, First Vice Chair  
Jill Taylor, Second Vice Chair  
Karen Acerson  
Rick Nielsen  
Dru Huffaker  
Paul Thompson  
Danielle Corbett  
Elaine Dalton

### **Others Present**

Nina Barnes  
Arthur Newell

### **UVU Attendees**

Astrid S. Tuminez, President  
Wayne Vaught, Provost & Vice President, Academic Affairs  
Linda Makin, Vice President, Planning, Budgets, and HR  
Kyle Reyes, Vice President, Student Affairs  
Val Peterson, Vice President, Finance and Administration  
Kat Brown, Deputy Provost, Academic Administration  
Kara Schneck, Chief of Staff  
Clark Collings, General Counsel  
Mark Arstein, Vice President, Institutional Advancement  
Kelly Flanagan, Vice President, Digital Transformation  
Belinda Otukolo Saltiban, CIDO  
Anne Arendt, Faculty Senate President  
Beka Grulich, PACE President  
Stephen Whyte, Vice President, University Relations  
Jim Bailey, Accounting Professor  
Emmy Bell, Deputy Chief of Staff  
Karen Magaña-Aguado, Student Body President  
Collin Craig, Technician  
Jenny Christensen, Legal Secretary

## I. CALL TO ORDER

Chair Duff Thompson welcomed those in attendance to the April 29, 2021, Board of Trustees meeting.

## II. INFORMATION

### **1. Resolution of Appreciation for Outgoing Student Body President, Trustee Danielle Corbett**

Vice Chair James Clarke read the resolution of appreciation for Trustee Danielle Corbett.

### **2. Administration of the Oath of Office for Incoming Student Body President, Karen Magaña-Aguado**

Chair Thompson welcomed and introduced new board member Karen Magaña-Aguado. Vice Chair Jill Taylor administered the oath of office.

### **3. Election and Appointment of Board Officers Update**

Clark Collings discussed the election and appointment of board officers as set forth in the bylaws. Chair Thompson selected the nominating committee which includes: Karen Acerson, Elaine Dalton, Linda Makin and Kyle Reyes. The committee will be tasked with finding recommendations for Chair and Vice Chairs. The duties of Chair and Vice Chair were outlined. He provided a timeline of the nomination process. Nominations will be submitted to Clark.

### **4. Commencement Update**

Vice President Val Peterson addressed commencement and turned time over to Associate Vice President Stephen Whyte for a presentation. Stephen discussed the timeline and process of commencement, part of which will be a drive-thru convocation.

### III. CLOSED SESSION

Trustee Karen Acerson motioned to enter Closed Session to discuss imminent litigation and character, professional competence, or physical or mental health of an individual. Trustee Paul Thompson seconded. The motion was carried without opposition.

### IV. ACTION

#### **1. Tenure Decision & Sabbatical Deferral**

Trustee Paul Thompson motioned to approve the tenure decision and sabbatical deferral as presented. Trustee Jill Taylor seconded. The motion carried without opposition.

#### **2. Program Approvals**

Vice President Wayne Vaught discussed the program changes. Specifically, the addition of the Certificate of Proficiency in Hospitality Management, and the department move of Aviation Sciences from CHPS to CET. Trustee Elaine Dalton motioned to approve the programs as presented. Trustee James Clarke seconded. The motion carried without opposition.

#### **3. Policy Approvals**

Jim Bailey presented Policies 548, Rights and Responsibilities of Clinical Program Students and 612, Establishment and Governance of Clinical Programs for approval. Faculty Senate President, Anne Arendt presented Policy 637, Tenure Review for approval. Trustee Rick Nielsen motioned to approve the policies as presented. Trustee Paul Thompson seconded. The motion carried without opposition.

#### **4. Requisition Approval for UCCU Sound System**

Vice President Val Peterson discussed the UCCU requisition. UVU has been working on renovating the UCCU Center and he is requesting approval of a \$1.25m requisition to put in a new sound system. Trustee Karen Magaña-Aguado motioned to approve the requisition for the UCCU sound system as presented. Trustee Karen Acerson seconded. The motion carried without opposition.

### V. CONSENT CALENDAR

Trustee Dru Huffaker motioned to approve the consent agenda which included the Minutes of the March 24, 2021 Board Meeting; the February Investment Report; and the Essential Learning Outcomes. Trustee Jill Taylor seconded. The motion carried without opposition.

### VI. INFORMATION AGENDA (continued)

#### **5. President's Report**

President Astrid Tuminez highlighted that by 2023, 92% of the energy at UVU will come from renewable sources. She thanked Trustees Karen Acerson, Elaine Dalton, and Duff Thompson for their services on the Board of Trustees and welcomed Jeanette Bennett, Blake Modersitzki, and Cydni Tetro who have been selected as new trustees. She thanked Anne Arendt for her service as Faculty Senate President and welcomed her replacement Hilary Hungerford. She also thanked the President's Emerald Society for their significant donations. At the upcoming graduation, UVU will celebrate 8,729 students, the largest cohort

ever. Close to 35% are first generation. The mechanical engineering students for the second year in a row took 1<sup>st</sup> place in the American Society of Mechanic Engineers championship.

President highlighted the Awards of Excellence and outstanding faculty with 29 new tenures and 7 new full professors. Two faculty members, Dr. Westover and Dr. Seeley received Fulbright fellowships. Dr. Westover will be going to Columbia and Dr. Seeley to Russia to teach. Dr. Miller received a positive citation from the Ghanaian government for his work in training officials on the use of data and statistics. President highlighted conferences that were held in service to the community, a few of which were one from the Melisa Nellesen Center for Autism and one from the College of Health and Public Services who organized an emergency services conference focusing on what we have learned from COVID.

In the College of Humanities and Social Sciences department there was a conference on addiction and domestic violence. For the first time there is a partnership between the World Trade Center in Utah and a university. Former trustee Jack Sunderlage should be credited for the fact that we have a full-fledged World Trade Center in the state of Utah that helps businesses get through regulations in order to do more international trade. Students will have a chance to be interns and apprentices. With regard to fundraising, students just completed the 4<sup>th</sup> year of the 2518 campaign, and now have enough funds to fully endow one student scholarship for a first-generation student.

The ribbon was recently cut for the Doterra Performance Center in the Rebecca Lockhart Arena. For the first time in UVU history the women's basketball team and the women's volleyball team went to the NCAA. The wrestling team had two All Americans. The women's dance team is again number one in the country. Victoria Estrada is the champion in women's golf in the Western Athletic Conference. President is thrilled to welcome Kyle Beckerman to the UVU family. The women's soccer team made history by winning a game in the NCAA tournament.

Regarding Planning, Budget, and Assessment, UVU has \$16.8m of new ongoing appropriated funds. Tuition is increasing by 1.7%. Employees were able to receive salary increases this year, as well as a bonus. The minimum wage of the University was raised to \$12.75. 47% of the new hires are for Academic Affairs. The University is hiring 10 first year advisors. There have been a few changes within the structure of Cabinet. Marilyn Meyer has been promoted to Vice President of People and Culture and will now join Cabinet. Institutional Research and Academic and Student Digital Services Team have been combined. The finance function was centralized under Vice President Linda Makin. She is now the Vice President of Planning, Budget, and Finance. Accreditation will move to Academic Affairs. Val Peterson's title has changed to Vice President of Administration and Strategic Relations.

Chair R. Duff Thompson adjourned the meeting.



# ESSENTIAL LEARNING OUTCOMES

The Essential Learning Outcomes (ELOs) are a comprehensive set of learning goals that are fostered and developed across a student's educational experience at UVU. They reflect the foundational skills and competencies needed to meet the challenges of an ever-changing and complex world. The ELOs are introduced in General Education (GE) courses and then reinforced and expanded in Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

## COMMUNICATION |

### Communicate facts and ideas.

To demonstrate competence in communication, students will appraise the needs of their audience; use sound evidence and reasoning in constructing arguments; and clearly and effectively communicate.

## CRITICAL THINKING |

### Analyze ideas, information, and problems.

To demonstrate competence in critical thinking, students will question assumptions; evaluate ideas, problems, and evidence in a systematic way; and appraise arguments for importance, logic, relevance, and strength.

## DIGITAL LITERACY |

### Use digital technologies.

To demonstrate competence in digital literacy, students will leverage digital technologies to accomplish goals; engage effectively and ethically in a digital environment; and adapt to new and emerging technologies.

## ETHICAL REASONING |

### Recognize and consider the ethical dimension of behavior.

To demonstrate competence in ethical reasoning, students will apply ethical principles and approaches; consider alternative courses of action and consequences; and evaluate and articulate their own ethical values.

## INCLUSION |

### Understand and apply the principles of diversity, inclusion, and equity.

To demonstrate competence in inclusion, students will show cultural understanding; recognize issues of diversity, equity, and inclusion; and understand and work within diverse and inclusive environments.

## INFORMATION LITERACY |

### Collect, evaluate, organize, and use information.

To demonstrate competence in information literacy, students will find appropriate information to address a need; evaluate it for relevance and validity; and use it to draw conclusions and generate solutions.

## QUANTITATIVE LITERACY |

### Understand and work with numbers.

To demonstrate competence in digital literacy, students will leverage digital technologies to accomplish goals; engage effectively and ethically in a digital environment; and adapt to new and emerging technologies.

## SCIENTIFIC LITERACY |

### Understand scientific concepts and methods.

To demonstrate competence in scientific literacy, students will have a basic understanding of major scientific concepts and methods; apply scientific knowledge to daily life; and express scientifically informed positions.