

Faculty Senate Survey Report (FSSR) Committee Minutes

Spring Semester, Meeting #4

Tuesday, March 8, 2022

Virtual Meeting, 1-2 p.m. CST

ATTENDING

Andy Kramer

Jeri Walker

Kate Shannon

Matthew Sparacio

I. Call to Order – 1:00 pm CST

II. Agenda

a. Committee Members were charged with reviewing the 2020-2021 FSSR and considering the following tasks:

- i. The original 54 questions in the 2020-2021 FSS have been cut down to 28 questions. This draft will be submitted to the FS for perusal.
- ii. The FSS Committee has shifted to our new charge: organizing the Shared Governance Forum topic scheduled for April 19: *The Faculty's Role in Building A "Student Ready Campus."*

III. Discussion

a. The committee prioritized identifying which sections – if any – from the text McNair et al, *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* should be scanned and shared with the rest of the faculty to prepare for the Shared Governance Forum on April 19.

- i. Chapter 2, "Leadership Values and Organizational Culture" was pinpoints due to its heavy emphasis and discussion of shared governance.
 1. Page 37: commentary on the justification for *why* faculty needs a solid definition of "student-ready"
 2. Page 32: commentary on leadership and striking a balance with faculty – a "student-ready" campus should be rooted in collaboration and not an imposed, begrudging relationship. The value is in working together.

b. Framing the conversation: the Shared Governance Forum should not come across as an indictment. We don't want to sound confrontational. But we still need to know where we as faculty fit in.

- i. One way to approach this is to focus on the ***WHY*** of the overall approach to a “student-ready” college – why pursue this?
 - 1. One things that came up in conversation was the inspiration for this initiative to begin with – is it simply pragmatic or was there another motivation? The language in this book is typical for the genre – especially in academic, we are not always trained for the positions we fill so there is value in a work like this.
 - 2. An alternative way of administration is to think about the “authentic participation” of faculty members in this larger “student-ready” initiative. Faculty should be involved when decisions are made that effect their roles as instructors.
 - 3. Faculty should be aware of societal and institutional practices that serve as obstacles to creating a “student ready” campus.

- c. In general, the conclusions in *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* are important because they are conversation starters.
 - i. It is worth knowing the extent to which the executive team is well versed in this language or approach – is it influencing the way that decisions are being made already?
 - 1. Similarly, has the intention been to avoid direct discussion of this initiative so as to sidestep ruffling any feathers to get all faculty on the same page with the initiative?
 - ii. Many of the faculty already consider student learning skills and outcomes – they do this naturally when revising or creating course content. ***BUT*** not everyone does. Having a systematic or systemic commitment to being “student-ready” is therefore important.
 - 1. What are the resources on campus – if any – to encourage and aid faculty members looking for pedagogical development?
 - a. Discussed different resources available at Franklin and Marshall, Auburn, and University of Oklahoma.
 - 2. Perhaps the “student-ready” initiative will open up the possibility to observe and peer review ourselves as teachers. This could work in conjunction with the resources already discussed in the Mutual Mentoring Group meetings.

- d. How do we want to tackle this at the Shared Governance Forum?
 - i. Being “student-ready” requires a culture shift – how can this idea get ingrained?
 - 1. *How do we get faculty on board?*
 - 2. *How do we get students on board?*
 - a. *How do we combat culture shock in some corners of campus?*
 - 3. *What role does this play in the overall strategic plan for the university?*

- ii. Should we frame this as less about administration and more about how the initiative extends into our classrooms?
 1. Should it be phrased along these lines: *what are the implications for faculty in embracing this initiative?*
- iii. What is the *ROLE* of faculty – do we frame this as contributions? As outcomes? As responsibilities?
 1. We do not necessarily want to embrace this uncritically and be left open to directives.
 2. The faculty should not be thought of as the vanguard of this plan, but the ***CORE*** of its implementation. If we are the core, what resources will faculty receive to fulfill their role?

IV. Plans Looking Forward

- a. Senator Sparacio will contact FS Chair Daigle about gaining access to the FS Survey Monkey account, which will allow any future revisions to the FSS.
- b. The revised FSS draft will be submitted on March 8 to the FS Blackboard site to perusal for discussion during the March 30 Meeting.
- c. Next Meeting: The FSSR Committee will meet at 1 pm on March 24 over Zoom.
 - i. Simple Agenda for March 24 Meeting
 1. Outlining our Shared Governance Topic - *Becoming a Student-Ready College* and the role of faculty in this endeavor
 2. Review notes in Google Doc related to *Becoming a Student-Ready College* and shared among all committee members.
 3. Upload notes and scanned excerpt from book for all FS members to read over before the Shared Governance Forum.
 - ii. ZOOM link: <https://se-edu.zoom.us/j/96762656841>
 - iii. Meeting ID: 967 6265 6841

V. Adjournment – 2:18 pm CST