

## Faculty Senate Questions from February 27, 2024

The information contained in this document contains data from recent discussions. The answers may be different as the implementation team at all roles and changes as a part of this transition.

1. How will the school deans and area coordinators be chosen (i.e., through vote or appointment)? Will they come from the current faculty?

### During Reorganization

- **Deans:** Current Deans will remain in place and administer within the new structure
- **School Directors/Associate Deans:** Current Associate Deans would take on roles as School Associate Deans/Directors
- **Area Coordinators:** Current chairs could serve the remainder of their terms if they chose to

### New Appointments

- **Deans:** National search that includes faculty, staff, and Provost appointees and following HR guidelines.
- **School Directors/Associate Deans:** Faculty led search committee that provides recommendations to the Dean (hiring authority). Search pool would be determined by the Dean/Provost (internal or external). *Historically, Associate Deans have been selected through an internal search.*
- **Area coordinators:** Elected by eligible members within the area.

2. Who will be writing the bylaws for each school?

School bylaws will initially be written by a committee with representation from each area within a school.

- **Example:** The interim school director will sit on the committee in an advisory role and as a non-voting member. Two faculty members from the Provost's Office transition team will also serve as members of the committee. One will be from an area within the school and have voting rights. The other will be from a different school where they sit on another bylaws committee, making them a conduit for approaches being taken elsewhere on campus.

3. Where does ownership of each major/program lie – i.e., department/area or school?

The intent in the transition is to maintain joint ownership of programs.

- **Example:** department faculty will own the curriculum, but a broader group of faculty may have a role in specifying how the curriculum should map into a broader program (e.g., an honors course is "owned" by the department but must fit the honors criteria). And programs would also be owned by their respective school and college, just as they are today. As an example, the Area Coordinator could be the first signature line on Form C in place of the Department Chair.

4. What happens to all our current departmentally specific policies – e.g., online course policy, CAPP policy, calculator policy, etc.?

The ownership is shared with the area, school, college, and university.

- **Example:** the curricular changes and initial tenure decisions will take place within the area. However, these decisions will continue to follow a governance process. Previous policies will be reviewed and revised when needed. Policy could be written at the broadest possible level and is only be written at the local/focus level when needed.

5. What is the area "Developmental Curriculum"? Does it include developmental math and developmental writing? If so, why are these being removed from the math/English areas and how will faculty within math and English still have oversight of these courses?

The developmental curriculum would include ACAD, Math, and Writing courses that support students in gaining the knowledge and skills needed to be successful in future classes. Math and English faculty would still teach the courses with their prefix and the classes would be a part of their load.

- The rationale behind this was a centralized model of the developmental curriculum allows for unified support for vulnerable students, interdisciplinary collaboration to create a heightened support network, and an office that coordinates the scheduling of the developmental courses to fit the student population's schedules. Additional discussion by the group included housing the developmental curriculum within the School of Education and Human Services, to allow for services learning for the teacher education students to build skills as tutors while completing their program.

6. The FAQ states that there will be one tenure/renewal policy per unit. What is a unit? If it is the school how can one policy fit when the culture of each discipline determines things like publication rates?

It may depend on the policy and unit. If a unit is an "area," then some policies might not need to change. If two units or areas merge, then bylaws will need to be revised. We may need area-based policies that account for interdisciplinary differences. However, there may also be policies that could be streamlined and simplified to move to the school level. Even in this case, it is likely that expectations would need to be set at the area level. For example, a school may have a tenure and renewal policy, but the area coordinator helps write the letter of expectations that accounts for area expectations. Please note that individuals would still operate using the expectations under which they were hired.

7. Will departmental coordinators such as developmental math, graduate, or the CAPP coordinator still be positions under the new structure? If so, will they still receive their course release time for these positions? If not, who will take on these duties?

The budget models do contain releases for graduate coordinators, first-year writing coordinator, and other program-level coordinators. CAPP coordinator is a position specific to the Math department funded by CAPP program revenue.

- These releases could shift if decisions are made as part of the implementation team or within the new structure (*i.e. area coordinators, school directors, and Deans*)