

UHD Faculty Senate

Minutes recorded by: Michael Cavanaugh
November 5, 2019 2:34 - 3:50 pm
UHD A-300

Senate: Michael Duncan, Ronald Beebe, Hsiao-Ming Wang, Michael Cavanaugh, Franklin Allaire, Maria Benavides, Alexander Bielakowski, Dexter Cahoy, Stephanie Coleman, Prakash Deo, Krista Gehring, Angela Goins, Susan Henney, Pamela Hurley, Tahereh Jafari, Timothy Klein, Cynthia Lloyd, Steve London, Jeffery Martz, Laura Mitchell, Mitsue Nakamura, Nathan Neale, Andrew Pavelich, Joseph Sample, Johanna Schmertz, Jace Valcore, Julie Wilson.

Absent: Kristen Capuozzo, Isaac Elking, Felicia Harris, Pat Williams, Ting Zhang.

Guests: Juan Munoz, President; Eric Link, Provost/VPAA; Jerry Johnson, AVP Faculty, Research, and Sponsored Programs; Hossein Shahrokhi, AVP IT; Sandra Dahlberg, Faculty Ombuds; Darlene Hodge, FS Admin; Pat Ensor, Library Director; Michelle Moosally, Associate Professor; Anne Zwicky, Interlibrary Loan & Distance Education Librarian; Lisa Braysen, Assistant Director Library Planning and Assessment; Carleen Huxley, Information Literacy Coordinator for Library; Lea Campbell, Director of Academic Assessment; Trevor Hale, Representative of Texas Council of Faculty Senate; Katherine Jager, Associate Professor and Chair of Gen Ed; Dagmar Scharold, Associate Professor.

Call to order: The Senate was called to order at 2:34 pm by Senate President Michael Duncan.

Minutes

Minutes of the October 15th, 2019 meeting were approved unanimously.

Reports

Dr. Katherine Jager from the English department, and chair of the General Education Committee, came to Senate to present on what the committee is currently doing (see attached presentation and handout).

Q – The Core Signature Assignments come from freshman and sophomore level classes, but we expect them to meet the 70% level, which is junior mastery?

A – Yes and No. We are pulling students from those classes to assess. However, only students with 35 hours or more completed are used for the assessment. Freshman are not being assessed.

Dr. Michelle Moosally further explained that students do not always take classes in the order that they are mapped. The committee tries to pull students from those classes with 35-60 hours for assessment purposes.

According to Dr. Jager, we are only looking at the students who have taken this one class, not all of the writing classes in the core. Furthermore, the 70% mark is not junior level; rather it is right beyond

sophomore. For ESL students who have limited resources on campus, any ideas on ways to improve their writing would be helpful.

Dr. Jager also said that a statement from Faculty Senate on ESL and student support could be valuable. This combined with moving back toward more writing intensive classes could improve the writing.

Dr. Valcore read a resolution that the General Education Committee prepared for Senate's consideration:

"Whereas 61% of entering FTIC UHD students indicated English was not the language they were most comfortable communicating in (Collegiate Learning Assessment instrument 2018); and

- whereas this trend is a consistent and escalating data point over the last 5 years; and*
- whereas faculty during Fall 19 General Education shared assessment of student artifacts event identified this as an ongoing concern impacting student success across all disciplines; and*
- whereas faculty have been collaboratively identifying these concerns regarding students' written fluency in Standard American English, through assessment reports from 2009-present, through the 2012 Writing Task Force, through the 2019 Writing Task Force, and through the 2014-15 QEP proposal development;*
- the faculty of UHD support all institutional efforts to better address the needs of those students who speak languages and dialects other than Standard American English. We demand that UHD administration must allocate resources to improve students' written fluency across the disciplines."*

Discussion on the Gen Ed resolution ensued.

This is a good idea to consider the resolution but be careful in examining the data and reading too much into it. ESL learners have not increased substantially. We are still highly diverse as an institution, which is a positive thing. However, we have gotten worse at writing which is a negative. It may be a good idea about the writing intensive course reversal with regard to the core.

The course reversal is not what the resolution is about. I am not sure that it is a good thing. The devotion of funding to ESL learning is admirable though.

Considering alternatives to the resolution can happen in Senate.

Dr. Jager suggested that Gen Ed left the language of the resolution a bit vague intentionally because there is currently nothing offered for ESL students. What it would look like in practice is up for debate.

Q – What do peer institutions offer as resources to ESL learners?

A – Dr. Jager said that she is not too clear on the answer now. However, the City University of New York (CUNY) has good resources for faculty training to go along with peer training.

Dr. Moosally said that right now we have undefined resources at the university. Maybe we can endorse a resolution moving forward on the issue. Prioritize this for future conversation too. Even endorse some broad strategies to help these students (i.e. scaffolding assignments).

Dr. Duncan said that maybe it would be helpful if FSEC could bring an e-version of a resolution to Senate.

We also have Urban Education faculty who do this for a living and we should utilize their expertise.

Mr. Hossein Shahrokhi came to Senate to give an update on the IT Strategic Plan (see attached presentation).

Q – When are we completely transitioning off the H-Drive?

A – The deadline is November 11th.

Dr. Beebe gave an update to the work of the Ad-hoc Committee on service workload (see attached notes).

Dr. Beebe let everyone know some of the findings from the notes and further stated there seems to be a black hole surrounding committees. There are several committees with no charge and/or no guidelines for how they are populated. There are also “invisible” committees. They exist and faculty serve on them but they are not found on the website.

Dr. Jerry Johnson indicated that he has looked at what other universities do with committees. Some simply say that committees are those stated in policy and everything else needed is a taskforce (or other similar language) that sunset after a period of time. At UHD, we keep adding committees that do not go away after their job is completed. We could determine which committees are needed and get rid of the rest. We can also create robust committees that deal with specific issues rather than having multiple committees on the same issue. For example, instead of multiple CTLE committees, we can have one large CTLE committee that deals with all things CTLE.

I was hoping for some type of visual representation from the ad-hoc committee, maybe a flow chart showing the committee structures.

Dr. Beebe indicated that he had an excel file with pertinent information on all of the committees and he would be willing to bring that to Senate.

Dr. Pavelich, as an ad-hoc committee member, said that the idea was that if Senate agreed with the initial recommendations, the committee could dive deeper. After examining the problems, there is not a magic fix to make the workload problems go away. Nevertheless, a few smaller solutions can happen to start making things better.

Dr. Beebe added that the committee thought this would be an initial report. Should the committee pursue further?

A written version of the ideas would be helpful along with justifications. We probably need to move forward with this. Having the list prioritized would also be ideal.

Dr. Duncan said that this is just a preview and we can send out more details prior to the next Senate meeting.

Initiatives

Dr. Duncan gave an update on the compensation resolution along with providing the most recent revision (see attached). He discussed some of the changes that were made. Dr. Duncan stated that the President of Staff Council recently emailed him informing him that Staff Council approved the language.

Discussion on resolution occurred.

Transparency needs to happen in how the current merit raises are being given out. There should be transparency of process.

This will be different for staff.

We can look at our merit policy to see if we are going against it.

I am specifically referring to whether faculty with the highest evaluation scores are getting the highest merit raises.

Why do we have the AACSB language in the resolution?

It would be difficult to recruit faculty and MBA students without AACSB accreditation. Because we have this accreditation and not all of our peer institutions do, we would like to make sure the comparisons are fair.

Dr. Bielakowski made a motion to call for a vote on the resolution. Dr. Schmertz seconded the motion.

The motion passed with unanimous approval.

Dr. Duncan also brought up the issue of Student Activity Funding and the problems associated with it. Dr. Duncan and Mr. Tremaine Kwasikpui, Director of Student Activities, on the issue. There is an idea on the table to streamline the student funding process. Many clubs are not inclined to ask for funds due to the strings attached.

Discussion on the topic occurred.

I have been faculty advisor for student groups. I have also found it onerous to participate in student government. It reached the point where my groups stopped asking for money.

Dr. Duncan asked for two volunteers to help with the Student Activities issues moving forward. Dr. Laura Mitchell and Dr. Pamela Hurley volunteered.

Students at distance sites being required to meet on campus twice is a SACOCS violation.

Dr. Dahlberg explained that when she was an advisor the meetings were often held in a prime class time too, meaning that the students were forced into a bad choice – attend the meeting for funding or attend class.

Dr. Duncan said that the last item on the agenda was the meet and greet for new senators that we did last year. There was an idea from Dr. Dahlberg to change it into an orientation for new senators and President Munoz has provided funding for the event. There was widespread agreement among senators for this idea.

Dr. Pavelich makes a motion to adjourn and Dr. Bielakowski seconded the motion.

Meeting adjourned at 3:50 pm.

Information Technology Strategic Plan

Hossein Shahrokhi, CIO

Revised 2019

Planning Assumptions & Key Drivers

Changing demographics in the student community;

Changing size of the university & modes of delivery;

Changes in university funding source & method (performance funding);

Changing Higher Education markets & providers;

Higher expectations of available technology;

Evolution of teaching & learning models;

Increased reliance on technology to improve services & reduce cost;

Co-curricular education via Community Engagement & Service Learning.

Mission Statement

Information Technology at UHD plays an integral role in identifying & supporting opportunities for the university to meet its mission & objectives through strategic use of technology. Our mission is to empower our faculty, students & staff as well as our administrators & leadership to meet or exceed their goals by providing quality, up-to-date technology infrastructures & services that support & facilitate all facets of learning, research, & service at the University.

Mission: Key Deliverables

- Build & maintain a secure & robust technology infrastructure;
- Provide technology services & support for all academic & administrative units as well as the students;
- Explore innovative technological opportunities to enhance instructional, learning & administrative services;
- Promote collaborative initiatives involving technology;
- Advise university leadership in leveraging technology to achieve strategic objectives & goals;
- Facilitate student recruitment, retention, graduation and placement.

Types of Strategies

Global Strategies

Functional Strategies

Global Strategies

- **Centralized IT Services with Decentralized Functional Support**
- **Active Oversight with Formal Assessment & Continuous Process Improvement**
- **Integrated Information Security**
- **Integrated Project Management**
- **Comprehensive Service Continuity Plan**

Functional Strategies

- **Technology Infrastructure**
- **Training & Support Services**
- **Enterprise Systems Management**
- **Online & Distance Education Technology**

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INFORMATION TECHNOLOGY

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24/7 Password Reset

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- BLACKBOARD
- OFFICE 365
- WIRELESS
- IT SERVICE DESK
- LABS & TECHNOLOGY CENTERS
- PLANS, POLICIES AND PROCEDURES
- IT User's Handbook
- Policies
- Strategic Plan Mapping Matrix
- Strategic Plan Technology Road Map
- IT Governance
- SERVICES-TRAINING
- EMPLOYMENT OPPORTUNITIES
- UHD INFORMATION SECURITY
- CONTACT IT

Students

Faculty & Staff

IT Employment

Alumni

Last updated 10/31/2019 12:14 PM

Recent Major Initiatives Impacting faculty

- O365 email with 100 GB and productivity suite
- 1 TB OneDrive storage
- University-wide wireless system upgrade
 - Higher Density Coverage with Higher Bandwidth
 - Modular and Dual-radio Technology
- Secure and compliant Departmental Network Share
- Eduroam (to be announced soon)
- Virtual ID (in progress)

“Written Communication” in the UHD Common Core

What the Gen Ed Committee is doing to address student writing at UHD

Signature Assignments: how UHD decided to assess student success in the core

Public Texas institutions are required by the THECB to use core Learning Outcomes across multiple disciplinary “Bands.” They are also required by SACSOC to assess students’ attainment of those LOs.

In 2013-14, under then-provost Brian Chapman, we reorganized our General Education structure

- We got rid of our own, independent Gen Ed requirements and replaced those with the THECB’s
- We also removed the “Writing Intensive” designation for Gen Ed courses

Faculty decided then to create a system of “Signature Assignments” to assess student success, as a way to retain curricular control over Gen Ed courses.

These Signature Assignments are almost always a written artifact that address TWO of the major core LOs for the course. They are then uploaded into a database and assessed by faculty reviewers in twice yearly norming sessions.

Every faculty member teaching in the core is responsible for assigning, teaching and then uploading student responses to a Signature Assignment associated with that course. SAs can be created by individual faculty or by departments, and the GEC assesses these based on a standardized rubric

2013 NSSE Writing Module

15 SCH's with significant
writing instruction

- ENG 1301/1302
- ENG 23xx
- 6 sch's writing intensive
courses within the
discipline

Core Revision

2019 NSSE Writing Module

6 SCH's with significant
writing instruction

- ENG 1301/1302

UHD General Education Program: Core Curriculum Assessment—Mapping of Outcomes for Collection

This chart indicates which core outcomes are to be taught and/or assessed in each Component Area of the UHD Core Curriculum.

PRACTICE=faculty in these areas should teach these elements as part of the curriculum

EMPHASIS/ASSESSED = faculty in these areas must teach and design assignments that allow students to demonstrate attainment of outcomes*

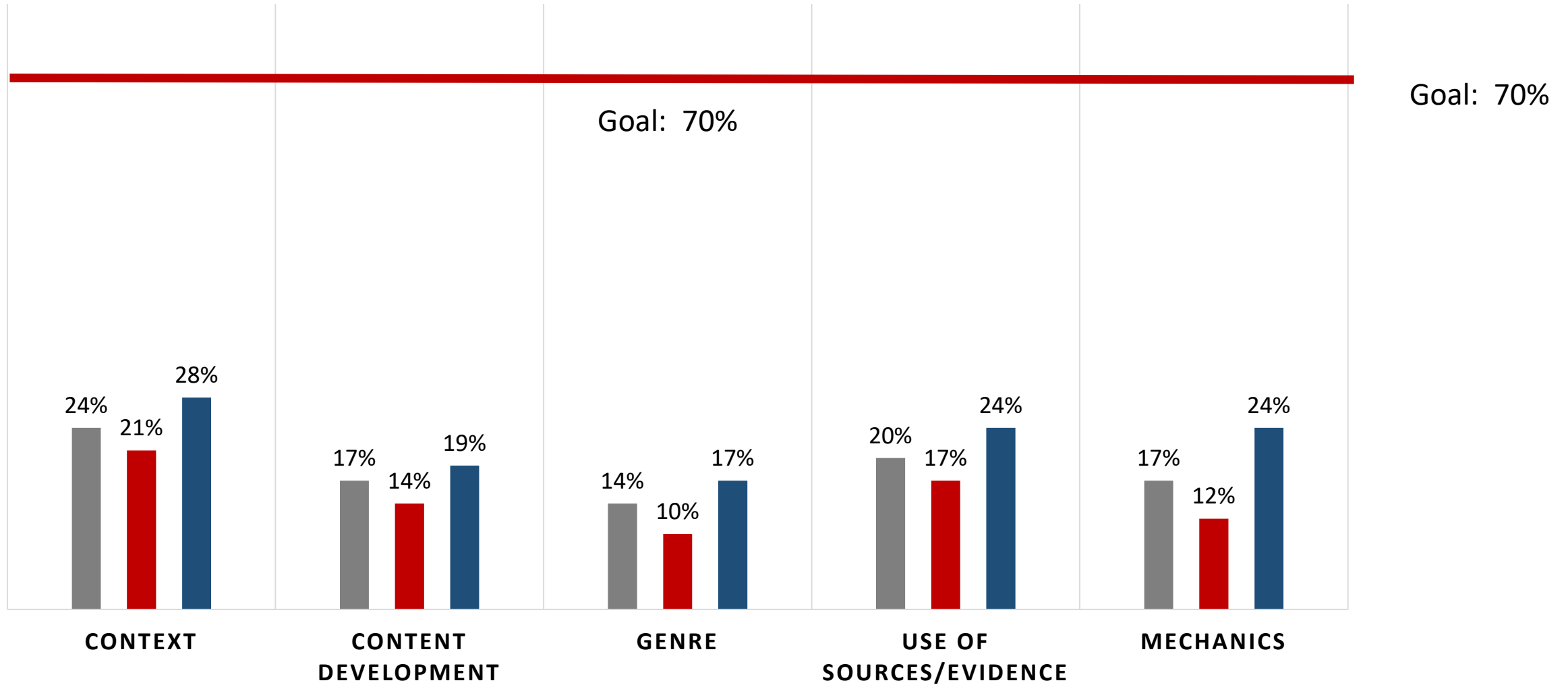
Foundational Component Areas	SCH	Core Objectives					
		Critical Thinking	Communication Skills	Empirical & Quantitative Skills	Teamwork	Personal Responsibility	Social Responsibility
		<ul style="list-style-type: none"> Think creatively and to innovate Conduct inquiry and analyze, evaluate, and synthesize information 	<ul style="list-style-type: none"> Effectively develop, express and interpret ideas through written communication Effectively develop, express and interpret ideas through oral communication Effectively develop, express and interpret ideas through visual communication 	<ul style="list-style-type: none"> Manipulate and analyze data or observable facts, resulting in an informed conclusion 	<ul style="list-style-type: none"> Consider different points of view Work effectively with others to support a shared purpose or goal 	<ul style="list-style-type: none"> Connect choices, actions and consequences to ethical decision-making 	<ul style="list-style-type: none"> Demonstrate intercultural competence Articulate knowledge civic responsibility Engage effectively in regional, national, and global communities
Communication-Written (also UHD 1301/2301-written)	6	Practice	Emphasis/Assessed Written		Practice	Emphasis/Assessed	
Communication – Oral (also UHD 1301/2301 –Oral)	3	Practice	Emphasis/Assessed Oral		Emphasis/Assessed	Practice	
Mathematics (also UHD 1302/2302)	3	Practice	Emphasis/Assessed Visual	Emphasis/Assessed			
Life & Physical Sciences (also UHD 1303/2303)	6	Practice	Practice	Emphasis/Assessed	Emphasis/Assessed		
Language, Philosophy & Culture (also UHD 1304/2304)	3	Practice	Emphasis/Assessed Written			Emphasis/Assessed	Practice
Creative Arts (also UHD 1305/2305)	3	Emphasis/Assessed Think creatively	Emphasis/Assessed Visual		Practice		Practice
American History (also UHD 1306/2306)	6	Emphasis/Assessed Conduct inquiry	Emphasis/Assessed Written			Practice	Practice
Government/Political Science (also UHD 1307/2307)	6	Practice	Practice			Emphasis/Assessed	Emphasis/Assessed Regional, national, global
Social & Behavioral Sciences (also UHD 1308/2308)	3	Emphasis/Assessed Conduct inquiry	Practice	Practice			Emphasis/Assessed Intercultural competence

*Signature assignments will be collected for use in assessment of the core curriculum at the university level as per the Core Curriculum Assessment Plan; seminars are not currently part of the assessment collection process.

Reviewed and approved by UCC; reconfirmed April 7, 2017.

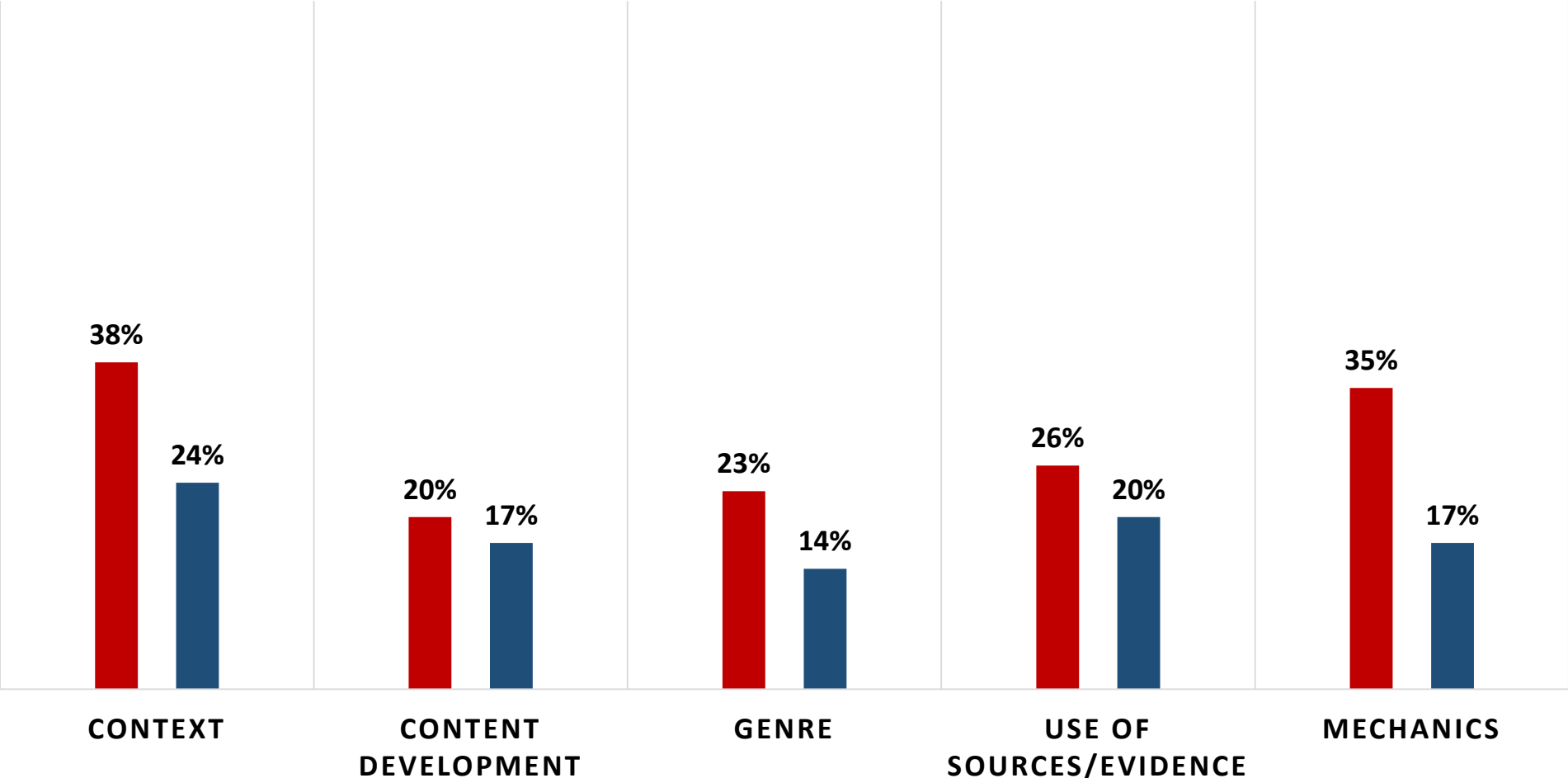
% OF STUDENTS MEETING WRITTEN COMM TARGET

■ AY19 n = 104 ■ F18 n=54 ■ S19 n=50



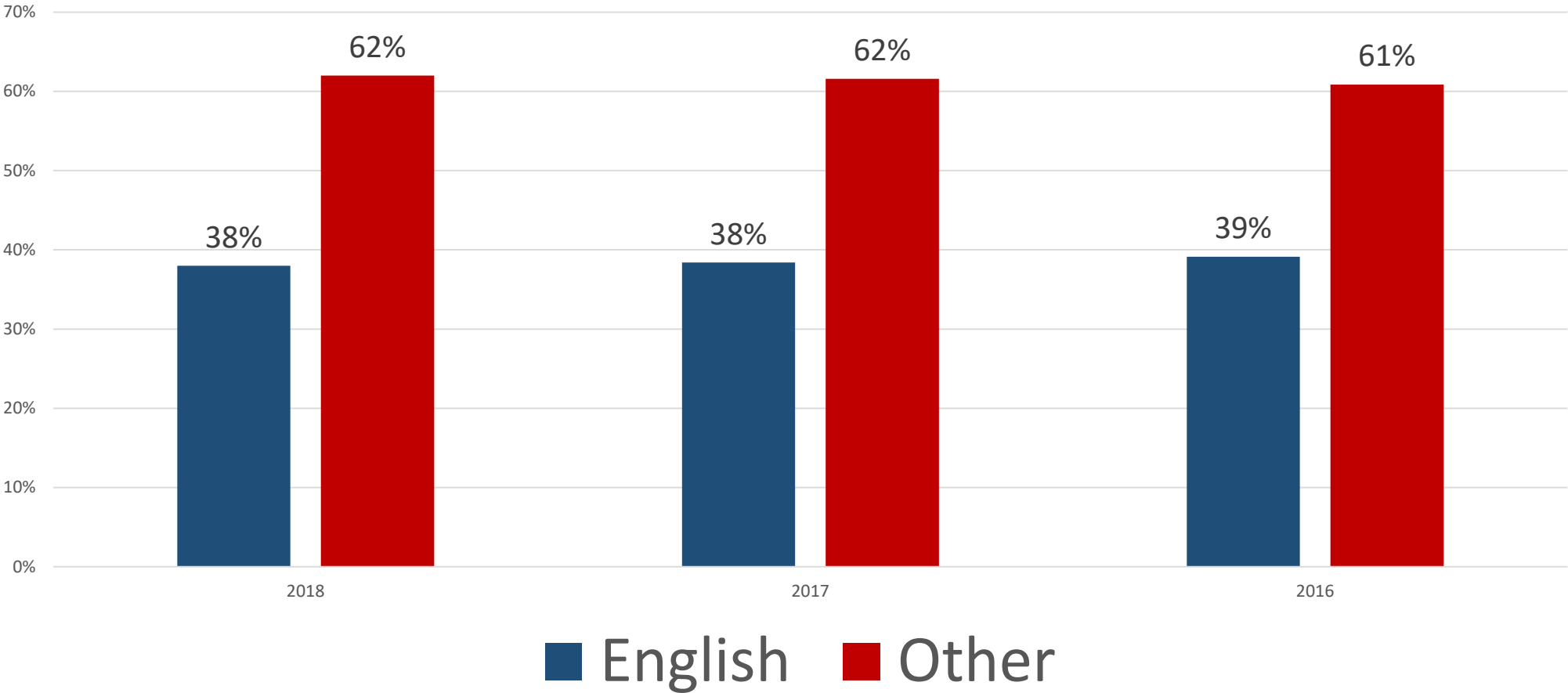
LONGITUDINAL ANALYSIS – WRITTEN COMMUNICATION

■ AY16 n = 100 ■ AY19 n = 104



What language are you most comfortable communicating in?

Option: English Other



Proposal to Develop an Interdisciplinary Faculty Task Force to Improve Student Learning Outcomes in the Core, Approved by GEC and UCC, Fall 2018

SACSCOC requires UHD to provide “evidence of seeking improvement based on analyses of the results” of student learning within our Core.

Years of assessment data prove that UHD students have poor mastery of writing. “Written Communication” is a criteria shared across almost every discipline within the Core. All student artefacts that are assessed use writing in some way.

Therefore, in order to address SACSCOC’s requirement and to improve student learning, we suggest the creation of a funded faculty task force to improve foundational writing skills for students. In future academic years, additional deficiencies across General Education Core Learning Outcomes may also be addressed by this task force.

Cont'd Writing Task Force

Based on those 1,000 and 2,000 level Core courses charged with teaching “Written Communication” (whether via “practice” or “emphasis”), we propose a 11 member task force constituted by representative faculty. It should be comprised of the following:

- 2 faculty from “Communication” (1 from English, 1 from Communications)
- 1 faculty from “Mathematics”
- 1 faculty from “Life Science”
- 2 faculty from the “Language, Philosophy and Culture” (1 from Literature, 1 from Philosophy)
- 1 faculty from “Creative Arts”
- 1 faculty from “History” OR 1 faculty from “Government”
- 3 faculty from “Social and Behavioral Sciences” (1 from CoB, 1 from Social Sciences, 1 from CPS)

Task force members should have experience teaching core, and may be contingent faculty or instructors. Members should receive a stipend and the task force Chair should have the option to receive a course release or a stipend. The task force must:

1. Use assessment data to identify strategies (either in or outside of curricula) which can improve learning
2. Identify strategies to improve assessment
3. Oversee implementation of recommendations for improvement

Charge for Writing Task Force issued Spring 2019

Writing Task Force Participants should:

- Review assessment results for the assigned Core learning outcome, i.e., Written Communication
- Based on best practices/data/other supporting information/evidence, develop strategies to improve student achievement in Written Communication
- Identify strategies to improve assessment of Written Communication within the CORE
- Develop and implement plans to achieve support for and consensus among faculty teaching Written Communication within the CORE
- Oversee implementation of improvement strategies, including ensuring documentation of implementation.
- Share evidence of this implementation with the General Education Committee.

I encourage you to discuss, explore, and troubleshoot the way that the CORE criteria of “written communication” is handled within your discipline and department, so that you may determine best practices for teaching student writing here at UHD. Note as well that the majority of UHD students speak Standard American English as a second language (or second dialect), which brings with it many specific issues and concerns for the effective teaching of writing.

Please know that because we are required to provide evidence to SACSOC of our labor on this issue, you must also share the “improvement strategies” with colleagues in your department via a scheduled, required meeting and then provide evidence that your individual departments are utilizing these strategies to the General Education Committee by 10/01/2019. This will allow the GEC to then share these results with SACSOC in a timely fashion.

Writing Task Force “deliverables”

- Signature Assignment revision(s)
- Scaffolding Signature Assignments
- Including “peer review” as part of Signature Assignment
- A “best practices” series of tip sheets for teaching writing in the disciplines
- Resource guides for teaching ESL/ELL students
- CTLE Microcredentialing course on Writing in the Disciplines (taught by Drs. Scharold and Jager, with input from the Writing and Reading Center)

Tips for improving student writing

(that won't require you to substantially alter your pedagogy or really
even add to your workload)

Give lots of low stakes opportunities for writing

(these don't need to be graded!)

For instance, give a quick question and have them free write in response for 5 mins, then use their responses to anchor class discussion

Spend time explaining and discussing the writing prompt

(Students tend to overthink it, and then make the process way more difficult than it needs to be)

Remember that the primary thing most instructors are assessing is: did the writer address the prompt

Assign reading and give directed instructions for discussing it

- Writing and reading cannot be disentangled.
- The majority of our students speak and read another language than English and so have few opportunities to read English academic writing
- Writing instruction from PK-12 no longer teaches things like phonics or etymology, but instead relies on “context clues” and images. If students lack the context, though, there are no clues to aid in meaning.
- Many students are afraid to participate!
- Students are inexperienced when it comes to critical reading habits

Use scaffolded assignments

- Break your writing assignments into smaller, low stakes chunks that build sequentially towards a final, graded draft
- This can include the following:
 - Requiring students to submit rough drafts and then peer review them in class
 - Requiring students submit a component of the essay that they then revise into the longer final version
 - Requiring students to post their outlines/ideas to a Bb discussion board prior to submitting the final draft
 - Giving comments but no grade on earlier iterations so that grading occurs only for the final draft

STOP MARKING GRAMMAR MISTAKES

- There is **no** evidence that marking grammar errors improves student writing
- There is evidence that students DO NOT even read or look at your marks
- It is therefore a waste of your time and pedagogical resources
- Consider differentiating between “local” vs “global” grammar errors; “local” ones are acceptable if the argument is clear while “global” ones impede meaning
- Remember that grammar improves with fluency, so give opportunities to build fluency

Utilize UHD's Writing and Reading Center

- It's in N-925
- It's free!
- Students can make appts in advance with peer tutors who work with them to improve things like structure, clarity, thesis statements, citation, explanation
- NOTE: peer tutors will not and do not “correct grammar”
- Instead, they work with students to help students identify and correct the students' own grammar issues

Consider using Supplemental Instructors

- SI's are especially useful in classes with large course caps where instructors are not able to devote attention to individual students
- SI's can focus on whatever instructors want
- SI's can address questions of revision, drafting, structure, and style that the instructor cannot due to content needs

Revise your program's Signature Assignment

- Do students respond poorly to your Signature Assignment?
- Are you unclear whether the Assignment is effective?
- Send your Assignment to the Gen Ed Committee and we can help you revise it so that it more effectively produces better student artifacts

A Joint Resolution on Faculty and Staff Compensation (4th Draft incorporating faculty, FSEC, and Staff Council feedback, 11/30/24/19)

**University of Houston-Downtown Faculty Senate
University of Houston-Downtown Staff Council**

Whereas faculty and staff are integral and central assets to UHD, without which the university cannot function;

Whereas the failure to consistently recruit and retain excellent faculty diminishes the quality of UHD's teaching, research, and service, and unduly burdens the existing exceptional faculty who strive to further the mission and vision of the university;

Whereas the recruitment, retention, and development of qualified and experienced staff is instrumental in building a culture of student success, and the inability to do so makes it less likely that UHD will meet the goals established in the university's strategic plan, continue its growth as reflected in the UH System Progress Card, and contribute to the state's goals set out in Texas Higher Education Coordinating Board's 60x30 plan;

~~Whereas the UHD faculty and staff have not had access to a merit pool for raises since 2017;~~
Whereas both the 2019 and 2017 UHD Faculty Climate Reports found that two-thirds of the faculty, and a majority of all ranks, felt they were not adequately compensated for their work;

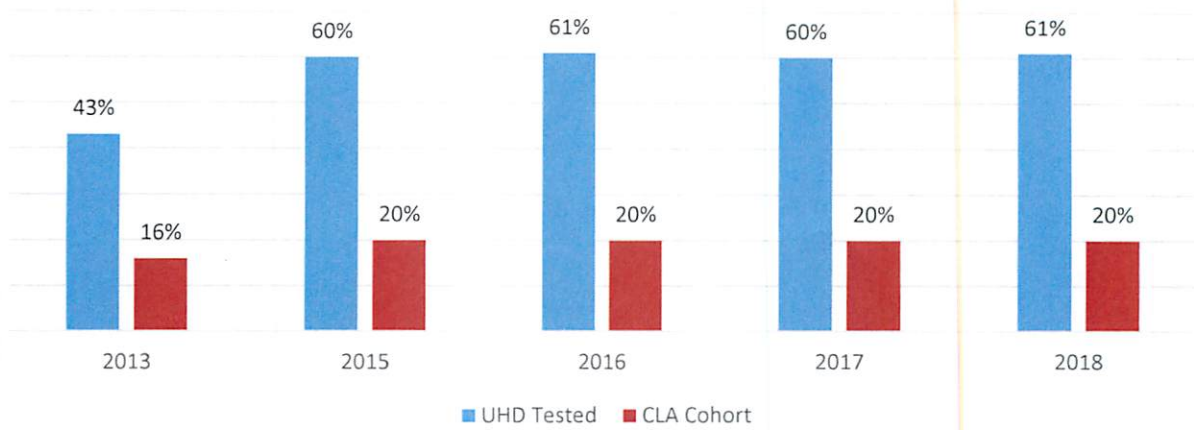
Whereas in the absence of a merit pool, the expenditure of considerable time and effort on the part of both UHD faculty and staff in composing annual review reports and staff evaluations which are mandated in policy, may represent an undue burden and the assignment of scores linked to a merit pool is not justified;

Whereas the recent announcement by the President of UHD of a 2.5% merit pool for faculty and staff effective late 2019, along with future planned adjustments for CUPA and compression, is well received by UHD Faculty Senate and Staff Council as a valuable step forward in addressing these issues;

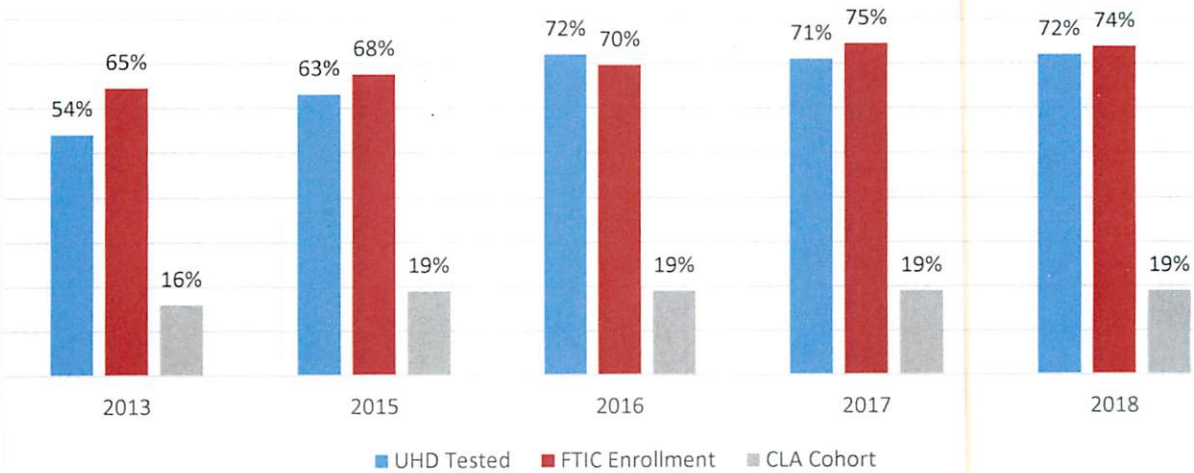
Now, therefore, be it resolved, that the President and Provost of UHD take under advisement—the following proposals from the UHD Faculty Senate and UHD Staff Council, which are intended to begin to alleviate the long-running low levels of compensation at UHD:

1. That a merit pool for full-time faculty and staff raises of at least 3% be prioritized in UHD's budget cycles moving forward;
2. ~~That relevant CUPA HR data in relation to peer institutions be obtained, and~~ That any UHD full-time faculty salaries lower than the disciplinary CUPA of our peer institutions be brought to equivalence by 2022 (in the case of the College of Business, AACSB accredited institutions);
3. That ~~the~~ UHD Staff Council leadership and the UHD Faculty Senate executive committee be provided status reports, and ~~and that both~~ be informed on progress toward the above proposals.

Preferred Language-Other



% Hispanic



	% Other Preferred Language		% Hispanic within Cohort		
	UHD	CLA Cohort	UHD Tested	FTIC Enrollment	CLA Cohort
2013 n = 97	43%	16%	54%	64.5%	16%
2015 n = 90	60%	20%	63%	67.5%	19%
2016 n = 146	61%	20%	72%	69.6%	19%
2017 n = 283	60%	20%	71%	74.5%	19%
2018 n = 185	61%	20%	72%	73.9%	19%

Committee Reduction Proposals

1. For those committees without charges/guidelines for appointment, review the nature of the committee, determine if it is necessary; if so, then develop a charge and provide guidelines for appointment

There are many apparent “ghost” committees that are still staffed and sometimes meet – like the Study Abroad Committee. We don’t know how many committees there are like this, since they are not chartered by policy. In addition, several committees are currently staffed without a clear charge or method of appointment. A review of these committees would enable decisions to be made regarding relevance, need, and faculty workload.

2. Explore the possibility of establishing some committees as “advisory” that meet only as needed

The CTLE has four separate committees for oversight. These are low-workload committees, but they have a tendency to expand to justify their own existence. Merging them into one oversight committee would help ensure that the work done was necessary. Likewise, many committees meet (and meet by policy for 90 minutes every two weeks) when there is no need for them to do so. Establishing in their charter that they meet as needed would reduce workload. A similar situation occurs in the Center for Community Engagement and Service Learning. This task could also be connected to the review in item 1.

3. Developing a training session for committee chairs

Many of us learn how to chair a committee by watching someone else do it for a semester. Some training in how to set an agenda, manage a meeting, and follow Robert’s Rules could significantly streamline meetings. This would also serve to develop leadership across the faculty.

4. Enhance the current website for university committees, use these committees when possible for new “projects”

This should be easy to do – it might not have much effect, but if it prevents the formation of a few repetitive taskforces, then why not?

5. Encourage departments to reexamine the number of committees, for example, Rank and Tenure, Assessment, Curriculum, and ORCA/Faculty Development are the only “required” committees

There is wide range of departmental committee structures across campus. Some departments have multiple meetings per month, others none. It’s possible that some departments are structured the way they are simply out of inertia. Without mandating

anything, we could provide examples of departments that get their work done without excessive committees and meetings.

6. Reduce the size of search committees for administrators (e.g., no more than 8), and eliminate the “outside member” from faculty searches (requires policy change PS 10.A.13)

Anecdotally, outside members almost never contribute to faculty searches. We would have to change policy to make this work, but that’s relatively easy to do if there is majority backing. Before changing the policy, the rationale would need to be examined for its current inclusion in policy.

Administrative searches have huge committees because every constituency wants a voice, but this makes for a cumbersome structure in practice. A smaller committee could still ensure that stakeholders have a voice using tools already in place (public meetings, surveys, etc.)

7. Incorporate sunset clauses as part of the charge to task forces, ad hoc committees, working groups, etc. Reexamine the necessity of current non-shared governance committees

For example, the campus carry committee was formed to deal with an important change in Texas law, and remains now because it was established in policy. The question would need to be addressed of whether this is a committee required by Texas statute. If not, this could be defined as an “advisory board” as indicated in policy. This would allow it to meet on an as needed basis.

8. Suggest that course proposal approvals end at the Dean level, with the exception of core courses

The UCC spends an inordinate amount of time reviewing individual course proposals. They are almost never rejected based on substance (often based on formal problems). In order to maintain an overall understanding of the relationship between courses approved and the curriculum, approved courses would still need to be submitted to the UCC. Eliminating this review task would free up the UCC to directly handle many issues of great importance to UHD. This committee – which includes the chair of every department at UHD, could be a powerful voice for change if it were not overburdened with tasks best left to a more local level.

9. Enforce the rule that faculty may only serve on one “major” committee

This would not change the total number of faculty committee-hours, but it would spread the work around the faculty more. If we chose to do this, we would have to decide which committees counted as major, and also modify how committee nominees worked.