

# UFC Organizational Meeting for 2022-23

August 19, 2022

12:00-3:30 p.m., Jepson Alumni Center

Present: Teresa Coffman (CoE), Alex Dunn (CoB), Mindy Erchull (CAS: Social Sciences), Ian Finlayson (CAS: Health, PE & STEM), Rachel Graefe-Anderson (Chair/CoB), Kate Haffey (CAS: Arts & Humanities), Christy Irish (CoE), John Marsh (CoB), Kristin Marsh (Past Chair/At-Large), Davis Oldham (CAS: Health PE & STEM), Dave Rettinger (CAS: Social Sciences; joined on Zoom), Marcel Rotter (Parliamentarian/CAS: Arts & Humanities), Patricia Orozco (At-Large), Chris Ryder (At-Large), Mara Scanlon (CAS: Arts & Humanities), Suzanne Sumner (CAS: Health PE & STEM), Melissa Wells (CoE/UFOC Co-Chair)

Others present (University Committee Leadership) sent: Marc Williams (Chair, Gen Ed Committee); Provost Tim O'Donnell

Rachel called the meeting to order at 12:48 p.m. (after lunch at noon)

1. Christy Irish and Melissa Wells offered to share the UFC secretarial position. After some discussion and a brief pause for other nominees, they were elected by acclamation and \*with thanks\*. Melissa will take notes at UFC meetings; Christy will attend other meetings of the UFC Executive Board. Kristin will take minutes for today's retreat.
2. Tim O'Donnell
  - Welcomed feedback on this pre-week meeting schedule and honor convocation (we will meet in basement of GW)
  - Thanks to Rachel's collaboration on UFC meeting schedule. January 20<sup>th</sup> will be new January meeting date.
  - Rebuilding the Provost's website, but it's lower on the list of priorities for web updates (first in line are pages that are student-facing).
  - Final updates on enrollments will come soon, though new news is looking good.
  - We are now able to see our completion rate, not just of students starting with and completing at UMW, but also if our students start here and then transfer but do complete.
  - Suzanne asked Tim about threat assessment (active shooter; extreme weather; fire; etc.) Tim: Chief of Police could work with faculty in each building (Marcel mentioned that Chief Hall had worked with chairs in Combs in January 2020 to clarify a plan); Brandy Ellard (Emergency Management) would be a good person to talk about concerns; Davis mentioned that, after talking to Nicole Crowder, the website has security information, most of it behind a security wall. Tim confirmed that this is sensitive policy and can't be made public. Tim also suggested that we could work

with Chief Hall to begin the building-by-building assessment again, now that we are back on campus.

- Marcel mentioned that our Sustainability Officer was wondering about examining our study abroad program and travel (implication being that air travel has a high carbon footprint); Tim commented that the conversation is a good one, but that we remain committed to a strong study abroad program.
  - Kate Haffey asked whether we have a land acknowledgement statement or plan. Do we have plans to create one? Tim said that we have made efforts to move in this direction, but part of the issue is that we don't have enough detailed information about our specific location. Tim suggested taking the question up with Shavonne Shorter.
3. UFC considered Distance & Blended Learning Committee Meeting Minutes from April 2022. These had been submitted after the UFC meeting in April. Important, because the DBL committee had approved changes to the proposal form for DBL. Christy explained what the logic of changes were. Approved by acclamation.
  4. QEP UPDATE from Jennifer Walker, Associate Professor in College of Education. Working with Kimberly Young; Career and Professional Services
    - a. October 19<sup>th</sup>, informational meeting.
    - b. Previous QEP was Reading, Writing and Research, which developed into FSEM.
    - c. This QEP is about weaving "After Mary Washington" Gen Ed Requirement into the fabric of students' experiences at UMW. So, instead of a lot of new initiatives, bringing what we already do well into the forefront.
    - d. How did we get here? March 2021, call for QEP ideas; three moved forward because one could be folded into the first.
    - e. Jennifer and Nicole Crowder worked together to identify common themes in the concept papers. Worked to get feedback from Provost, Student Affairs, and QEP committee was reorganized. Four focus groups: (1) first year students had an in-person focus group (2) other students; (2) just faculty; (2) just staff. Common theme: "not one more thing;" everyone exhausted and overwhelmed. Reported to Provost's Council.
    - f. 2020 JED Campus Feedback Report; 2015-2021, from First Year students.
    - g. Broad Findings: Programming to address life skills; physical and emotional health are linked to academic success in the classroom; "does the first-year experience help with the way you communicate?" (there's been a marked drop); while it was affected by pandemic, we can't necessarily assume this will bounce back;
    - h. Do you have deep, authentic relationships in your residential community? (down)
    - i. Identified areas of focus: Meaningful Connections, Communication, Well-being/Mindfulness: these are places where we need improvement and to work on.

- j. NACE has 8 competencies; toolkit any university can use.
- k. Don't want to add ANOTHER thing; we do so much well; we wanted to embed all this into the existing General Education curriculum and to coordinate communicating it, especially so that students can understand that they are learning these skills and values;
- l. Focus now is on Inviting all majors to participate in After Mary Wash with attention to 3 QEP themes and 8 NACE competencies; expand After Mary Wash into the Gen Ed experience; Identify activities that exist at UMW to support After Mary Wash; utilize a co-curricular transcript through Presence; shift our narrative and encourage students to take more than one required After Mary Wash course; focus on intentional connections between coursework, the liberal arts experience, and After Mary Wash.
- m. PRESENCE houses every activity on campus; this will help show students what is available. When they scan their I.D., it helps "track" their activities and they can come out of it with a record of accomplishments;
- n. Also wanting to make connections between coursework and after graduation.
- o. Questions?
- p. What are the 8 competencies (Suzanne): career & self-development, equity and inclusion; critical thinking; communication; teamwork; professionalism; leadership; technology
- q. Kristin question/comment about not framing only in terms of jobs and careers after graduation, but about developing a wholly engaged citizen.
- r. Mindy: Would like to see students having guided reflection on the fact that they can take skills from a class project that are transferable to life and work. Might need workshops to help faculty understand that what they are already doing can be a part of this.
- s. Davis: Comment that our across-the curriculum requirements are all part of what they are messaging in this effort.
- t. Mara: WI/SI/Communication vs. Communication/Meaningful Connections  
Some of these are competencies, some are values; suggesting clarity and the importance of both  
Jennifer confirmed that, in the documentation, it does identify how the competencies are measured, but could look at that to make sure its full.
- u. John Marsh, well-being/mindfulness: totally on board.
- v. Alex: Build in reflection, because there is high potential for disconnect for students.
- w. What is the measurable goal for the QEP?
- x. Chris Ryder: At what point is this communicated to students. What is the modality and place for when we start communicating this to our students?
- y. Suzanne: Do we have enough After Mary Washington opportunities? Short answer is "no" and—in particular—would like to see more departments offer options in the major;
- z. Suzanne & Mara: The co-curricular PRESENCE and need for a swiped card. If you swipe every time you volunteer through CCE, then do you end up with a

resume, or a laundry list of finite volunteering activities, etc.? Other ways to document this? Kimberly mentioned that they are working on connecting Handshake with Presence.

- aa. Melissa: nervous about how much work they will need to do to get ready to present this to faculty; faculty are going to want to know what it looks like in practical terms. Kristin emphasized that the faculty need time to consider the recommendation; needs to go to UFC in plenty of time for faculty to provide feedback.
  - bb. Rachel thanked Kimberly and Jennifer for the information and discussion. Recognizing our discussion went longer than expected, we took a break and Rachel suggested putting some items on hold for our next meeting.
5. Curricular Process; hierarchies & redundancies and Deadlines.
- a. Marc Williams is here for this discussion.
  - b. Proposal goes to CIM; then goes to department chair; goes to dean; then it goes to college level (council); dean; then UCC; to UFC. January 20<sup>th</sup> is the hard deadline for changes to be put into the 2023 catalog Curriculum committee generally has longer deadlines ATC stuff has to go to ATC committee (WI, SI, DBL, etc.) in October.
6. Faculty Handbook changes have to go to UFC by March meeting.
7. Skipping ahead to Old Business:
- a. Changing mid-term evaluations. Last year passed UFC, but then was overturned at General Faculty meeting. We discussed whether we should ask UAAC to offer a revised recommendation, with Rachel interpreting it was kicked back to us so now we/she will bring it back to UAAC. Some had a sense that many are in favor of a change to mid-term grades; others expressed skepticism; all based on ‘hallway’ or other conversations. Kristin said that—because the vote in UFC came so late in the year, and there was too short a turn-around time for broader faculty discussion—teaching faculty were not given enough opportunity to consider the proposal. Davis said that—procedurally—this is the end of it. UFC discussed changes that might be efficient and practical for a broader range of course designs. Things to consider (an “opt-in” mid-term letter-grades; required “S” in addition to the “N” and “U” options. Suzanne pointed out that we can’t know how many faculty “don’t turn in mid-term grades” if they don’t have anyone failing (or with Unsatisfactory performance, defined by on their syllabus). Alex mentioned that—because more courses are eight weeks—clarity on dates across term calendars is critical for faculty staying on top of their assessments.
  - b. J-term and other calendar discussions. As we were running out of time, this discussion was brief. The ad-hoc committee to study alternative semesters shared an update with UFC in Spring 2022. The suggestion was that they were going to recommend some kind of alternative semester options, but that they were not ready to submit a formal report: needed to work out details. We should expect their report at our September meeting.

8. Tim: We are a Public institution with an 11.7-1 faculty-student ratio. This is great, but a problem and out of sync with other schools. The early retirement program might provide some incentive and relief.  
Suggestion is to think more about creating more demand for courses, such as those with interdisciplinary appeal.
9. Tim: Recognizing that it's hard to run a meeting effectively when there is so much front-loaded that take time in the agenda; UFC should let him know if we would prefer written reports from administrators. Kristin mentioned that we had requested this several years ago (when Anand was Chair and Nina was provost), though it perhaps isn't documented anywhere.
10. Considering the time, and need to get to honor convocation, remaining discussion items were tabled until September meeting.

Meeting adjourned 3:00 p.m.

Respectfully submitted, K. Marsh 8.20.22