

UFC Meeting
Friday, January 20, 2023
Online (via Zoom)

UFC Members Present: Kate Haffey (CAS, Arts & Humanities), Mara Scanlon (CAS, Arts & Humanities), Ian Finlayson (CAS, Health, PE, & STEM), Davis Oldham (CAS, Health, PE, & STEM), Eric Gable (CAS, Social Sciences), Mindy Erchull (CAS, Social Sciences), Rachel Graefe-Anderson (COB, UFC Chair), Teresa Coffman (COE), Melissa Wells (COE, UFC Co-Secretary), Christy Irish (COE, UFC Co-Secretary), Kristin Marsh (CAS, At-Large, UFC Past-Chair), Chris Ryder (CAS, At-Large), Patricia Orozco (CAS, At-Large).

Proxies: Kristin Marsh for Suzanne Sumner (CAS, Health, PE, & STEM, UFC Vice Chair); Rachel Graefe-Anderson for Alex Dunn (COB) and John Marsh (COB)

Guests: There were approximately 25 people logged into the meeting including Troy Paino (UMW President, UFC Ex-Officio), Tim O'Donnell (UMW Provost, UFC Ex-Officio), Ken Machande (Dean COB), Pete Kelly (Dean COE), and Jeff McClurken (Chief-of-Staff)

A recording of this meeting can be viewed at <https://ufc.umw.edu/recordings/> (UMW login-required).

1. The meeting was called to order at 3:32 PM.
2. The [minutes from the last UFC meeting on November 30, 2022](#) were approved with 16 yes votes and 0 abstentions.
3. Reports:
 - a. President Troy Paino
 - i. The recording from the [All UMW Faculty and Staff Assembly](#) on Wednesday, January 18 is now available on the UMW website. No meeting attendees had further questions.
 - b. Provost Tim O'Donnell: [January Report](#)
 - i. Provost O'Donnell offered one addition to written report following President Paino's address. The time slot reserved for the all-faculty meeting on February 8 at 4 PM will instead be devoted to a faculty forum/discussion focused on recent advances in artificial intelligence and their impacts on education, such as Chat GPT. This event will be hosted by the Center for Teaching and Digital Learning Support.
 - c. COE Dean Pete Kelly: No report.
 - d. CAS Dean Keith Mellinger: [January Report](#)
 - i. Dean Mellinger was unable to attend the meeting, so no questions were asked of his written report.
 - e. COB Dean Ken Machande: No report.
 - f. SGA Representative (Joey Zeldin): No report.
 - g. USC representative (Charles Tate): No report.
 - h. UFC Chair (Rachel Graefe-Anderson): No report.

- i. UFC Vice Chair (Suzanne Sumner): No report.
 - j. Faculty Senate of Virginia (Marcel Rotter): No report.
 - k. National Council of Faculty Senates (Marcel Rotter): No report.
4. University Committees: Minutes
- a. Davis Oldham encouraged everyone to read UBAC minutes.
 - b. The minutes for the reporting committees are approved as a package with 16 yes votes and 0 abstentions. Links to the committee minutes can be found on the agenda: [UFC Draft Agenda January 20](#).
5. University Committees: Action Items
- a. University Curriculum Committee Action Items
 - i. Course Change Proposals
 - 1. BIOL 260: Biostatistics and Research Design, proposal to increase credit (3-4 credits) approved.
 - 2. No comments/discussion.
 - 3. This action item is approved with 16 yes votes and 0 abstentions.
 - ii. New Course Proposals
 - 1. ANTH 346: Anthropology and Psychology, 3 cr, previously taught, approved.
 - 2. BIOL 416: Vertebrate Endocrinology, 3 cr, previously taught, approved.
 - 3. BIOL 419: Neuroethology, 4 cr, previously taught, approved.
 - 4. BIOL 466: Research in Endocrinology, 4cr, previously taught, approved.
 - 5. COMM 377: Pop Culture, 3 cr, previously taught, approved.
 - 6. COMM 378: Health Communication, 3 cr, previously taught, approved.
 - 7. COMM 379: Professional Communication, 3 cr, previously taught, approved.
 - 8. EESC 465: Senior Portfolio & Career Preparation, approved (1 cr). (CAS to submit for AMW approval.)
 - 9. GISC 498: Mapping Your Future previously taught, approved. (CAS to submit for AMW approval, 1 cr)
 - 10. JOUR 401: Special Topics in Journalism, 3 cr, approved.
 - 11. MATH 305: Mathematics as a Profession, (CAS to submit for AMW approval, 1 cr.)
 - 12. MUPR 101: Private Voice 1 cr, no public performance, approved.
 - 13. MUPR 105: Private Piano 1 cr, no public performance, approved.
 - 14. MUPR 109: Private Harp, 1 cr, no public performance, approved.
 - 15. MUPR 110: Private Organ, 1 cr, no public performance, approved.
 - 16. MUPR 111: Private Flute 1 cr, no public performance, approved.
 - 17. MUPR 112: Private Oboe, 1 cr, no public performance, approved.
 - 18. MUPR 113: Private Clarinet 1 cr, no public performance, approved.

19. MUPR 114: Private Bassoon, 1 cr, no public performance, approved.
20. MUPR 115: Private Saxophone, 1 cr, no public performance, approved.
21. MUPR 121: Private French Horn, 1 cr, no public performance, approved.
22. MUPR 122: Private Trumpet, 1 cr, no public performance, approved.
23. MUPR 123: Private Trombone, 1 cr, no public performance, approved.
24. MUPR 124: Private Tuba/Euphonium, 1 cr, no public performance, approved.
25. MUPR 125: Private Percussion, 1 cr, no public performance, approved.
26. MUPR 131: Private Violin, 1 cr, no public performance, approved.
27. MUPR 132: Private Viola, 1 cr, no public performance, approved.
28. MUPR 133: Private Cello, 1 cr, no public performance, approved.
29. MUPR 134: Private Contrabass, 1 cr, no public performance, approved.
30. MUPR 135: Private Guitar, 1 cr, no public performance, approved.
31. MUPR 137: Special Applied Study, 1 cr, no public performance, approved.
32. MUPR 272: Chamber Ensemble, 1 cr, new course, approved.
33. MUPR 318: Private Bagpipe, 1 cr, approved.
34. MUPR 418: Private Bagpipe, 2 cr, approved.
35. MUSC 000: Music Forum, 0 credit, approved.
36. MUSC 273: Special Studies in Music (1-4 cr), approved.
37. PHYD 451: Team Sports, Men's Rugby, 1 cr, approved.
38. PHYD 452: Team Sports, Women's Rugby 1 cr, approved.
39. PHYD 453: Team Sports, Esports, 1 cr, approved.
40. No comments/discussion, other than Rachel's clarification that most were music courses, which required a separate course for each instrument.
41. These action items are approved with 16 yes votes and 0 abstentions.

iii. Program Change Proposals

1. American Studies Major - add electives, approved
2. Cybersecurity Major - change required course (no longer have a choice because need WI in major), proposal approved
3. Elementary Education Major -, proposal approved
4. Environmental Geology Major - add electives, approved
5. Geology Major - add required course, approved

6. Leadership & Management Studies (BLS only) - replaced required course for one that is no longer taught (CIST 301 replaced with MIST 201) approved
 7. International Business Major - revise/add electives, approved
 8. Neuroscience Minor - allow greater choice in electives, approved
 9. Philosophy Major - add elective to track, approved
 10. Philosophy Major: Pre-Law Concentration - added elective, approved
 11. Psychology Major - numerous changes (requirements, electives, credits, descriptions) approved
 12. Biology Major: add electives, change credits, approved.
 13. Biomedical Sciences Major: remove elective, add electives, change credits, approve.
 14. Communication and Digital Studies Major: add electives, approved.
 15. Conservation Biology Major: add course options to UL ecology, delete electives, and change credits, approved.
 16. Journalism Minor: reduces electives to choose from, approved.
 17. Latin American Studies Minor: eliminate required HIST course, approved.
 18. Ed. Instructional Improvement: change admissions requirement to be licensed teacher or permission of program director, approved.
 19. Pre-Conservation in Fine Art Minor: change ARTS requirements, approved.
 20. No comments/discussion.
 21. These action items are approved with 16 yes votes and 0 abstentions.
- iv. New Program Proposals
1. Certificate in Data Science, approved (also requires Provost and SCHEV approval).
 2. Law and Philosophy, minor, approved.
 3. No comments/discussion.
 4. These action items are approved with 16 yes votes and 0 abstentions.
- b. University General Education Committee Action Items
- i. Arts and Literature – Action item: The Committee approved MUSC 250: Fredericksburg Singers
 - ii. Arts and Literature – Action item: The Committee approved MUSC 252: University Chorus
 - iii. After Mary Washington – Action item: ANTH 480: Senior Research
 - iv. Beyond the Classroom – Action item: SOCG 365: Qualitative Research Methods
 - v. No comments/discussion.
 - vi. These action items are approved with 16 yes votes and 0 abstentions.

- c. FSEM Committee Action Items
 - i. The committee approved the following instructors to teach existing first-year seminar courses:
 1. Claudine Ferrell, The History of American Disasters
 2. Kalpesh Bhatt, Race and Revolutions
 3. Susan Fernsebner, Toys as History
 - ii. Discussion: Kristin Marsh asked when the courses were approved, as she had not heard about her course. Ian Finlayson said he believed her FSEM proposal was approved in an earlier batch.
 - iii. These action items are approved with 16 yes votes and 0 abstentions.
 - iv. Later in meeting, Ian Finlayson realized Kristin Marsh's FSEM proposal was mistakenly left off. The action items were appended to add a fourth FSEM:
 1. Kristin Marsh, Race and Revolution
 - v. This updated action item is approved with 16 yes votes and 0 abstentions.
- 6. Unfinished Business
 - a. UFOC Update: Part 1 of UFOC Report
 - i. Melissa Wells (Co-Chair, UFOC) summarized findings from the [UFOC Report Part 1](#), which explains the context, methods, summary of findings, and recommendations specifically focused on two areas: communication and the curriculum approval process. For the purpose of UFC minutes, those recommendations are briefly summarized below.
 1. Communication Recommendation 1: A renewed commitment to having all materials available for review and discussion amongst UFC members as well as their constituents *at least a week prior* to UFC meetings would be beneficial.
 2. Communication Recommendation 2: In addition to maintaining a digital archive on the UFC website, the UFC Secretary could directly email draft minutes to the entire campus community within one week of a UFC meeting.
 3. Communication Recommendation 3: UFOC recommends that CAS Faculty Council devise a plan for communication (i.e., could each representative communicate with specific departments before/after each UFC meeting?). UFOC maintains an email list by division for distributing ballots that could be shared with CAS UFC members to facilitate communication with their specific constituents. In addition, reminders about communication expectations could be added to the UFC Organizational meeting in August.
 4. Communication Recommendation 4: Additional feedback on methods to streamline communication should be solicited from members of the campus community.

5. Curriculum Approval Process Recommendation: UFOC recommends that UFC ask the Provost and Registrars, possibly in partnership with UCC, to investigate a process that preserves the integrity of UMW's curricular approval process while reducing redundancies in the process. Particular attention should be given to the role of CAS Faculty Council in approving curriculum proposals.
- ii. Following the review of the report, Melissa Wells also shared results of asking Chat GPT, "What is the most equitable way to structure faculty governance?" Chat GPT's response is appended to the end of the minutes for entertainment/enlightenment purposes.
 - iii. Discussion:
 1. Provost O'Donnell commended UFOC's work and spoke to the importance of intentionally scheduling meetings. His goal is to have a schedule of meetings (i.e., UFC, departments) before conclusion of this academic year. He welcomed help completing that work by the end of this semester.
 2. Kristin Marsh also expressed appreciation for the thorough report and suggested that scheduling be added to the next UFC Executive Committee meeting, which could then be brought to the next UFC meeting.
 3. Davis Oldham asked if there were any distinctions between UMW's curriculum approval process (voting to approve minutes of curriculum committee meetings vs. items themselves?), noting that minutes often don't include details about why certain decisions were made. Melissa Wells responded that she was not sure about the exact answer to that question, but that minutes were the records of decisions, and therefore it was likely that approving minutes also approved the items themselves
 4. Rachel Graefe-Anderson offered to send the draft UFC agenda two weeks in advance.
 - a. Mara Scanlon noted the challenge was not in access to the agenda, but in its completeness. Sending it two weeks earlier does not help if materials are not uploaded. Mara suggested a minimum of 7-10 days to review materials, and that reports and materials submitted after the deadline should be tabled for a subsequent meeting.
 - b. Rachel clarified that the UFC agenda tends to hold two types of items: business that UFC reviews and reports back on to its constituents, and things that need constituents' feedback prior to a meeting so that decisions can be made during the UFC meeting.

5. Kristen Marsh expressed concern that committees are not fully populated by the end of the year, which sometimes slows decision-making processes.
 - a. Melissa Wells clarified that UFOC strives to complete all elections and appointments no later than April, and that rosters typically are complete at the end of an academic year. The exceptions involve student members and faculty members who are unable to fulfill their service roles (i.e., scheduled or unscheduled leave). Melissa Wells explained that a new plan is in place to work with SGA in May instead of August to name student members to committees.
6. Melissa Wells noted that access to the webpage that houses the UFC agenda is an issue because any users with editing access can update the page at any point in time; therefore, a deadline for materials would be difficult to impose. However, it is also unacceptable to expect UFC representatives to continuously check the webpage in the window between when materials are due and the actual meeting to see if there are any late materials that need to be reviewed. Mindy Erchull recalled that UFC used to use an agenda book with a hard deadline in the past. Davis Oldham suggested posting a PDF of the UFC agenda 7-10 days in advance because a PDF is not editable. Rachel Graefe-Anderson agreed to try the PDF approach for the next UFC meeting. Mara Scanlon also asked how the website redesign will change how pages are maintained and updated, and no answer was available.
7. Melissa Wells emphasized the issues UMW is facing with faculty governance is an issue everywhere. At a recent meeting with Faculty Senate representatives across the country, many of the same concerns we are addressing at UMW were also be addressed in other places.
8. Rachel Graefe-Anderson asked if UFOC wanted UCC to pick up the conversation about the curriculum approval process. Melissa Wells clarified: not necessarily. They could start the conversation since they are the ones who have the most oversight of curriculum university-wide, but the Registrar and Provost need to be actively involved due to their expertise.
9. Melissa Wells asked for feedback on UFOC's suggestion that CAS division representatives be assigned to specific departments within their divisions. She stated that these assignments would likely change each year, based on which representatives were elected. Mindy Erchull noted this would be helpful, adding it is harder to communicate with departments a representative is not personally a member of because there aren't physical places to do

that (i.e., walking past each other in the hallway). Melissa Wells also emphasized the challenge of resources: for example, two of the three Social Sciences representatives are currently members of the Department of Psychology because they have more faculty members who are able to take on the service load than a department with fewer members; therefore, additional efforts must be made to include smaller departments who do not have direct representation on UFC.

10. Kristin Marsh questioned how best to be an at-large representative, noting that sending an all-faculty email to solicit feedback for upcoming UFC meetings might not be the most effective. Melissa Wells suggested adding a reminder to the email Rachel Graefe-Anderson sends with the UFC agenda prior to each meeting that named the at-large representatives and explained when it is useful to contact them (i.e., there is an issue a constituent would like to be addressed but for some reason does not feel comfortable approaching their appointed division's UFC representative).
 11. Eric Gable reflected that prior to more meetings being on Zoom, departments saw the agenda for the UFC agenda and were able to discuss it with their representatives if needed. He stated it would be more efficient for departments to reach out to their representatives rather than representatives reaching out to departments.
 12. Kate Haffey added assigning specific departments to each CAS division representative on UFC to the next CASFC agenda.
- iv. Summary of action items:
1. UFC Executive Committee: Determine next steps on UFOC recommendations in an upcoming meeting.
 2. Rachel Graefe-Anderson: Try sharing UFC agenda as a PDF 7-10 days prior to next UFC meeting. In the email to the campus community that contains the agenda, include reminders about discussing topics with constituents/UFC representatives, as well as the identities and roles of the at-large UFC members.
 3. Kate Haffey/CAS FC: Determine which CAS UFC representatives are assigned to communicate with which specific departments within their divisions.

7. New Business

- a. UFC meeting modality for Feb/March/April
 - i. Rachel Graefe-Anderson made the suggestion that the UFC meetings in February and April be in person, while the March meeting remain on Zoom. She solicited feedback from UFC representatives.
 - ii. Kristin Marsh identified herself as a local and wished to hear opinions from commuters.

- iii. Jennifer Barry said she would no longer be able to attend if meetings were held in person. Since meetings moved to Zoom, she has been able to be present virtually, allowing her to learn more about and be active in faculty governance.
- iv. Mindy Erchull commented on Zoom providing greater flexibility for a large group of individuals with complex schedules. She never attended in-person UFC meetings, but did attend some on Zoom prior to being a UFC representative.
- v. Eric Gable noted an advantage to having some meetings in person. Could some things be done asynchronously, like voting on courses? Informal lunches? He acknowledged it is difficult to “read the room” on Zoom when discussing controversial issues.
- vi. Rachel Graefe-Anderson: Could we meet in person but have Zoom available (similar a hyflex model)?
- vii. Melissa Wells shared similar experiences to Jennifer Barry’s: being able to attend UFC meetings on Zoom gave her an interest in being a UFC representative, which she may not have done without the Zoom experiences. She has scheduled flights to conferences twice this year around UFC meetings, knowing she would be able to attend via Zoom during the conference. As UFC co-chair, she shared that some individuals have said they would only be willing to be nominated for a UFC position if meetings are on Zoom. As UFC secretary, she shared concerns about the hyflex meeting model from her own experiences as a secretary in the COE Faculty Council. When COE has had meetings with hybrid attendance, it has been challenging to keep both in-person and online attendees involved in the same conversations (for example, online attendees may be using chat, but attendees in the room can’t see the chat if other things are on the screen), which also makes taking minutes very challenging.
- viii. Kristin Marsh echoed concerns about the manageability of a hyflex meeting modality, noting it is harder to participate on Zoom if meeting is in person (i.e., the people in the room have more conversational power).
- ix. Mara Scanlon noted she despises Zoom because it is hard to have conversations, and believed hyflex would be disastrous. She suggested UFC could allow people to watch the meeting via Zoom, but participation is a challenge. However, Mara focused on accessibility as a key issue: if some people aren’t willing to participate in UFC unless it is on Zoom, is preferred modality even a conversation to continue?
- x. Rachel Graefe-Anderson believed UFC, as the top faculty governance body, should be able to meet face-to-face, unless there is a compelling reason not to. She proposed the final meeting be held in-person, allowing people to call into Zoom to listen but not participate.

- xi. Melissa Wells asked how guest participation was handled during in-person meetings. Mindy Erchull confirmed anyone could attend and could speak if the chair recognized them first.
 - xii. Jennifer Barry suggested doing a poll. Rachel Graefe-Anderson agreed a poll of UFC representatives could be useful.
 - xiii. Melissa Wells said for UFOC, long-term decisions about the modality of UFC meetings would be helpful. When nominations are opened in March each year, UFOC sometimes receives questions about the modality of UFC meetings from individuals considering running for a UFC position. A pattern—such as the first and last meetings of each semester being in person—could be helpful for individuals determining their availability to run for UFC.
 - xiv. Rachel Graefe-Anderson confirmed her plan to poll UFC members about modality preferences and bring results to the February UFC meeting.
- b. Academic Calendar
- i. Rachel Graefe-Anderson is reaching out to the ad hoc committee on alternative semesters to obtain a report in advance of the February UFC meeting. If UMW wishes to offer a J-term in AY 24-25, we need to have a decision made by the end of Spring 2023.
 - ii. Mara Scanlon observed that many people would want to have time to talk about the J-term report prior to the next UFC meeting. MW suggested 2-week window for review prior to the February UFC meeting.
- c. UFAC Survey
- i. While not originally on the agenda, some UFC representatives had questions about the draft survey circulated from the University Faculty Affairs Committee to UFC representatives prior to whole-campus circulation.
 - ii. Eric Gable had trouble accessing the survey, and Rachel Graefe-Anderson suggested it be an issue from where you are logging in. He suggested some information in the survey could be acquired with a different method. For example, there is public information about salaries. UFAC members could interview veteran employees to learn how salaries and salary discrepancies came to be. With only a few hundred people answering it, it may be difficult to differentiate experiences (tenured vs. not, male vs. female, etc.). Focus group may yield better results.
 - iii. Kristin Marsh: What prompted the survey?
 1. Provost O'Donnell clarified that the survey is separate from the equity study, which is ongoing. They are meeting with the firm next Monday and continue to push for useful information.
 2. Mara Scanlon questioned if faculty morale prompted the survey.
 3. Jennifer Barry explained burnout prompted the survey. WGST did informal poll of morale issues with good response rates. Caitie Finlayson (Chair, UFAC) looked at other morale surveys from other institutions to draft the version circulated for feedback. The

survey is mostly motivated by feedback from other faculty members who are feeling overwhelmed, in addition to not having collected data about morale in a while. UFAC is trying to get a sense of where burnout is happening and what can the committee do to respond directly to faculty concerns.

8. Announcements

a. Next year's UFC officers

- i. The normal "progression" will not be in play next year, as the current Vice-Chair Suzanne Sumner is in her third and final year on UFC. We need to start having discussions about next year's leadership early but finalize it after new UFC members are elected.
- ii. Next meeting Wednesday, Feb. 15 at 3:30 PM (correction from mistake on original agenda that stated it was Feb. 20).

9. The meeting adjourned at 5:12 PM.

Respectfully submitted by Melissa Wells

Appended Resource: Chat GPT Response to "What is the most equitable way to structure faculty governance?"

The most equitable way to structure faculty governance is to ensure that all faculty members have an equal voice and opportunity to participate in decision-making. This can be achieved through a number of different strategies, including:

- Establishing a system of shared governance, in which faculty members have equal representation on decision-making bodies, such as committees, task forces, and boards.
- Providing training and support to faculty members to help them develop the knowledge and skills needed to participate effectively in decision-making processes.
- Ensuring that faculty governance structures and processes are transparent, accountable, and responsive to the needs and concerns of all faculty members.
- Providing opportunities for faculty members to engage in dialogue and collaboration with one another, and to share their perspectives and ideas on important issues.
- Establishing clear procedures and guidelines for making decisions, and ensuring that all faculty members are aware of and have access to these procedures.

Overall, equitable faculty governance is essential for promoting a positive and inclusive academic environment, and for ensuring that all faculty members have a say in the decisions that affect their work and their students. By adopting a collaborative, inclusive, and transparent approach to decision-making, schools and universities can support the development of strong and effective faculty governance structures that benefit all members of the academic community.