

## Faculty Senate Strategic Planning Forum (09 September 21) Recap

The Pre-Meeting Forum for Strategic Planning on September 21<sup>st</sup> was a useful start to the dialogue that needs to continue throughout the faculty. In addition to focusing Senate attention on priority actions, as described below in the compiled results of the weighting exercise, we started an important discussion about crafting an intentional role for the Senate in University affairs. Senators focused on issues of:

- Faculty *empowerment* within the larger system of University governance,
- Faculty *engagement* in issues and process that determine their future, and
- *Coordination with the UFF* in key issues upon which Senate deems there is correspondence between the two organizations.

As we move forward in this semester, the Senate Executive team asks the college delegations to carry forward the work that was started in this meeting. Specifically, we would like the delegations to focus on describing two “levels” of strategic priority:

1. **Outcomes and results:** What should Senate be responsible to achieve, both in the near term-, and more strategically, in the long-term growth of the University? This is not limited to such temporal issues as the response to legislation regarding General Education, for example, but also in terms of the ideal relationships between faculty, faculty governance and University structures and processes. At this level we encourage you to engage your faculty about the principles like advocacy, communication, empowerment and engagement, and talk about the relative priority and structure of the four broad categories of issues and actions described in the following tables.
2. **Actions and Priorities:** What are the two or three most important actions for this academic year, from each of the four categories of actions/issues below? If your faculty want to reconfigure the structure of the action/issue categories, what are your proposed groupings of actions, what is the rationale for the change, and what are the priorities of actions within those groupings?

Two key dates on the calendar will be the next meeting, October 5<sup>th</sup>, when there will be time reserved after the Senate session for the College delegations to meet and discuss their approach to these questions, and the following meeting, October 29<sup>th</sup>, where we will hold another pre-Session forum to consider and deliberate on your dialogues within the Colleges.

## **Overarching Principles for Senate Identity**

### **Advocacy**

Identifying Senate as the faculty's "voice"; notions of input and impact both reactively and proactively

Identifying Senate goals and actions and work plans; prioritizing Senate work, engaging in strategic planning

Representing faculty concerns about campus culture and climate

Pressing the need for wider participation of the faculty in decisions.

Improving issues related to equity and diversity related to gender and sexuality in campus climate and benefits

### **Communication**

Carrying faculty decisions and concerns forward in two way system of communication internally and externally

Communicating back to faculty of what is happening across the campus on a regular basis

Identifying and communicating Senate goals and actions, and work plans

Communicating roles and responsibilities of Senate (including its Teams, Councils and Committees), administration at various levels, UFF, distinctions between or among college and University governance on a regular basis

## **Categories of actions/issues**

### **Governance/ Overarching University Issues**

Continue Chair and Dean evaluations with modifications as needed to improve participation/review. (13)

Evaluation of supervisors/administrators, up to and including the President (5)

Faculty role in and process for selection and roles of chairs (2)

Need for more faculty participation in the decision making to select Deans. (1)

Address concerns about and confidence in University administrative leadership, improve meaningful shared governance, strengthen and clarify effective college governance. (12)

In cooperation with the administration, fully define “shared governance” as appropriate to the culture of FGCU. (6)

Shared governance at the University and College levels (2)

Engage faculty in discussing and participating in decisions. (2)

Defining stakeholder roles at university and college level in terms of shared governance (0)

Faculty self-governance for the University and in the units. (0)

## **Planning and Budgeting**

Represent faculty perspective and concern over budget cuts and resource allocation. (7)

Have more discussions in the Senate meetings on University budget issues seeking and asking for more participation of the faculty in budget decisions. (6)

Increased class sizes are pretty much assured in the near future. Faculty Senate could lead the way to ensure that appropriate facilities and resources are available to support these growing classes. (14)

Addressing adequacy of teaching, research, and office space, as well as campus facilities (i.e. smoking on campus, parking access, transportation links etc.) (6)

Address faculty office space allocation needs and concern and adequacy/quality of teaching space. (6)

Continue discussing and pressing on the need for wider participation of the faculty in decisions regarding distribution of space and utilization of classrooms and laboratory facilities. (0)

Addressing impact of class size and enrollment growth. (1)

Technology on campus. (3)

In cooperation with SGA and SAC, continue to pursue a non-smoking campus. (2)

## **Academic Quality**

Bring to the attention of the administration the growing faculty concerns with student writing ability. Resources must be available to the English Department to ensure rigorous composition/writing courses at FGCU. (12)

Ensuring quality of curriculum and instruction and integration of learning outcome changes and assessment practices. (9)

Assessment and faculty role in assessment initiatives and activities (1)

Consider developing outcome measures to determine the impact of participating in service-learning (course-based and hour-based experiences) at the undergraduate and graduate level on our graduates' future leadership and participation in civic and community engagement. (0)

As the numbers of students grow, continue working on forms [processes] to ensure University degree quality including raising admission standards. (7)

Identify opportunities for improved student learning and threats to teaching and learning excellence (i.e. university learning outcomes, enrollment growth) (2)

Enhancing interactions between general education advisors and colleges (1)

Define challenges/opportunities in the reduction of gen-ed hours from 36 to 30 effective in 2014 or 2015. (7)

Leading faculty response to curricular impact of growth and legislation (2)

## **Faculty Resources and Support**

Focus attention on Salary and Benefits issues, competitive salaries, compression/inversion problems, faculty retention, uncompensated teaching. (18)

Fair compensation for faculty. Other groups have been talking about compensation issues but there are still people taking on additional courses, mentoring theses, etc. without other work releases or monetary compensation. How can the problems be solved? (3)

Addressing uncompensated workloads (0)

Faculty workload and recognition (0)

Address opportunities for improved faculty experience in professional development, scholarship/research, service and assessment load, and peer review. (15)

Increased class sizes are pretty much assured in the near future. Faculty Senate could lead the way in preparing faculty to deal with larger classes (training and development). (2)

Study abroad support similar to professional development. (1)

Continuing reduction of faculty benefits (state contribution to retirement). (4)

Role of adjuncts, and role of faculty in relation to adjuncts. (1)