



AGENDA

Attendees: Paul Stout, Winston Kyan, Luc Vanier, Pamela Geber Handman, Melonie Murray, Nell Rollins, Rachel Luebbert, Dat Nguyen, Kevin Hanson, Craig Caldwell, Steve Pecchia-Bekum, Kyrie Burson, Miguel Chuaqui, Elizabeth Craft, Cathy Clayton, Michelle Addison, Gage Williams, Sarah Shippobotham, Xan Johnson, Margo Andrews, Cecelia Otto, Liz Petley, Sarah Projansky, Liz Leckie, Brooke Horejsi, Sydney Cheek-O'Donnell

1. Approval of Minutes:

From February 23, 2018 Meeting

Dean Scheib welcomes everyone to the meeting. There are no changes to the minutes, and they are approved.

2. Announcements & Reports:

• Dean's Staff Reports:

○ Incomplete Policy – Associate Dean Leckie & Andrew Grace

Andrew Grace says that he has been doing some tracking of students who have incompletes on their record. The numbers of incomplete grades given to CFA students over the past years:

	FA '15	SP '16	FA '16	SP '17
Total Incompletes Given:	32	40	35	39
Unchanged Incompletes:	28	24	27	35

About 75 percent of these incompletes remained unfinished, so those incomplete grades ended up turning into failing grades for the students.

In some instances, those students might have received a C or a D for the class originally, but because of the process for incompletes, they ended up failing. We want to make sure that we are setting our students up for success. The other concern about incompletes is that it makes the students' records inaccurate. If a student has an incomplete on their transcript, the system doesn't reflect on their records that they haven't met the requirement yet. In those cases, it might mean that the student won't realize that they need the course, and so they won't register for it. It also means that in the middle of the semester, the incomplete will change to a failing grade, and then their GPA will plummet without them realizing it.

This is all meant as a warning so that when we give students incompletes we do it in a way that will help them, rather than making things worse for them. Some of you have seen a sheet that Andrew has handed out in the past. It's written from the perspective of explaining incompletes to students so that they understand the policy. It also explains that incompletes are given at the discretion of the instructor. And on the back side it says that if you are going to give students incompletes, you need to be very clear

about what they need to do in order finish. If you give them the incomplete you need to give them a deadline by which they have to complete the coursework and they need to know exactly what they need to do to finish.

Really the piece that students are missing is that they don't fully understand the policy going into it. You can contact the CFA advisors when you give a student an incomplete, and then the advisors can keep that in their notes that the student needs to finish the final paper, for example. It's a way of providing additional support for the students.

An academic advisor in the room says that international students have issues with incompletes, and it can impact their visa status. In those situations, it's better to give the students whatever grade they have earned, even if it is a failing grade. It will keep them from having problems with the International Office and they won't have problems with their visas.

Andrew says that one of the reasons that you might like to give an incomplete is if the student has a reason to keep their GPA up. But if the student doesn't complete their coursework, it could make their GPA worse down the road.

A member of the Council suggests that we could do a policy within the college that says that if there is any incomplete given that there is an automatic notice to the Academic Advisor, and also that the instructors have to give a date by which the student knows that if they don't complete the coursework, they will get a failing grade.

Another member of the Council asks if you should give an E grade instead of an I grade in most cases? Andrew says that if you have a student that has only done 30-40% of the work and isn't passing, it would be better to give them a failing grade now, and then if they have an objection or problem, they can talk to you about that, and you can change the grade. Within advising it is one of the precepts that we want records to be accurate. So if they are going to fail now, it would be better that they do that now rather than later.

Several Council members ask about students not attending class. Liz Leckie clarifies that if it is an attendance-based course and they don't attend, then the student would earn an EU. If it is a coursework graded class, and they don't turn in any of their coursework, then it is an EU. If they do turn in an assignment, then the grade would be an E.

A member of the Council says that the student should have completed 80% of their classwork in order to receive an incomplete, so they shouldn't be receiving an E grade, anyway. Andrew agrees. There are a lot of students who receive a failing grade due to an incomplete, but maybe didn't need to.

An academic advisor says that if you haven't had the conversation with the student and they don't know that they have an incomplete, it is better to give them the grade that they have earned at the time, so that everyone knows upfront.

A Council member asks for clarification of E or EU, would both change to the subsequent grade if they retake the course? Liz clarifies that it is the last grade that remains on the transcript, not the best grade. So it's good

to keep that in mind, as well. The best way to counsel students about that is to ask them if they think they will do better next time.

A member of the Council says that when you put incompletes into the system, the instructor can put a note in there about what needs to be completed and what the grade was at the time. So it's helpful to put that information in the system, especially if something happens to the faculty member, and the department has to step in to help the student.

Another Council member says she cannot always remember to chase down those students who have received an incomplete in order to make sure that they are doing the work that is required. So is there any sort of system to help with that?

Andrew has been tracking down the students with incomplete grades and sends them an e-mail with instructions. Liz says that in cases where the students are fully aware of the process, she doesn't have any problem with the faculty members saying that the students have chosen this, so it is their responsibility to complete the coursework.

A Council member asks if there is any way to have an automatic system? The Library has a good system for reminders. Liz says she could bring it up with the Registrar as a possibility. What she wants to get across is that it is the instructor's decision. So you can tell the student that you are willing to give them an incomplete if they are willing to do the work in 25 days. But then it becomes their responsibility to do the work. The incomplete policy gives students a year, but you don't have to give them that much time—you can make it shorter.

Another Council member says that at Weber State, they have a system where if you give them an incomplete, it asks for the grade they would have received, and if they haven't done the work, they get the original grade. Andrew supports that idea, but it is a campus-wide problem, and it would be great if it came to the Registrar.

Dean Scheib says that this is a similar conversation that is going on at several institutions.

- Report on Grants – Associate Dean Projansky

Sarah Projansky gives a report on Grants and Curriculum (see attached slides). She asks everyone to please remind your colleagues about these opportunities. We are trying to work on getting more applications.

Two newer grants are the Research-in-Progress Grants and Make-Time-for-Research Grants. For both of those you don't have to apply to campus first. There is also a non-competitive grant for Professional Development Funds for tenure-track faculty.

We have almost doubled the number of people who are receiving funds, and we have almost 3-times as many funds coming into the college. This year, we received two University Faculty Fellowships and 3-4 URC Scholarly & Creative Grants. We have had 1 College Faculty Fellowship, 1-2 CFA Creative & Scholarly Research Grants, and 5 Make-Time-for-Research Grants.

In terms of the percentage of competitive grants awarded in 2017-18, this is not meant as a critique, it is actually to show how much the faculty are going after grants. We never have enough funds to award every application that comes in. We definitely award about half, though. And with encouraging faculty more to apply to campus, we have been able to maximize our money.

A Council member says that in his experience, if you apply, even at the University level, you're fairly likely to get it. Sarah says that campus will also do a revise and resubmit. So if you persist, you're likely to get it as well.

Sydney Cheek-O'Donnell says that for Research Incentive Seed Grants, we have submitted 5 to campus, one was resubmitted once, and we have gotten all of them. So it's worth doing, but you have to remember that you are on the hook to be seeking funds outside of campus. It's an interim step in the process of doing a larger project.

A Council member says that for the seed grants, they aren't necessarily scholarly in terms of what is funded. You shouldn't be discouraged if you are in a creative field.

- College Curriculum Committee Report – Associate Dean Projansky
Sarah reports on the new programs that have been approved or are in the pipeline. We have a new minor in Digital Photography and a BFA in Graphic Design. We also have a new emphasis in Media Arts Production and in Animation. The BA in Art History was modified, the ScreenDance certificate was revised, and Stage Management was revised, as well. Additionally, Book Arts was moved to the Library, and we won't be offering EAE after Spring '19.

Are there any questions or comments? There are none.

Sarah says that for the General Education Project, campus has asked everyone to consider dropping as many GenEd designations from their courses as make sense. The Chairs/Directors and Dean's Cabinet took a deep look at all of our courses, and ended up dropping the FF (Fine Arts) designation for 25% of the courses. The idea is to narrow the choices down for the students. In total, we offer about 95% of the Gen Ed-designated Fine Arts classes. So we can be systematic about this. Overall the chairs/directors are happy with this, and we are hopeful it will work out for the students, as well. This was a request that came from campus that all of the colleges are working on.

Now we are looking at other Gen Ed designations that are serving our students. The DV, CW, and IR designations for courses are meant to be in the major to help our students, but historically we have been lacking in some of these areas. We now have several new courses with the Gen Ed designations to help our students. So we are encouraging everyone to do this. Working the CW designation into the major will help our students get out more quickly and will make a real difference.

A Council member asks if you can get a designation for a special topics course? Unfortunately no. Sarah says that it's not always easy to get a

designation, and she volunteers herself and James Gardner (who is on the committee currently) who can help guide the process.

- Dean's Report

Dean Scheib thanks Sarah and Liz and her crew for their work on all of this. It all helps with the student experience.

For his report, he wants to make everyone aware that we had our Dean's Tour this morning. We invited patrons, benefactors, and supporters to give them a behind-the-scenes tour. We changed it up this year by making it shorter and highlighting 3 of our units. In the Fall we will highlight Film and Art & Art History. It was really successful. Thanks to everyone who was involved in it. He thoroughly enjoyed the experience with the students, faculty, and chairs/directors. It was a great experience, and we had about 2-dozen donors. They really enjoyed the experience and one even cut a check at the end of the day.

The Dean gives an update on strategic planning: We sent out surveys to faculty, staff, and students to get feedback on the four main goals. It closed last week, and we met on Wednesday to look at some of the emerging themes. There was interesting data from that. The subcommittees will meet to dig into the weeds on that. We will meet back again in the Fall and set our course where we will be constructing our Strategic Plan, and a majority of our Leadership Retreat in the Fall will be focused on that.

The lowest response rate was Dance, but overall it was a really great survey and we got a lot of great information. Don't be surprised if we reach out again with additional surveys to get more information.

Finally, the Dean wants to give everyone a final faculty and staff search update. April is an incredibly busy month. He invites the chairs and directors to give an update as to where we are.

Theatre: Gage Williams says that they have two direct searches in the department, and one indirect search (for a chair). The two direct searches are a new Directing Tenure-track position and a Musical Theatre position. MTP brought 3 candidates to campus, and only one was a good fit for the department, and they offered the position to that individual and they accepted another position. The search is ongoing, and they have now found two additional candidates. They have just submitted the paperwork to get that approved to bring those candidates to campus. It has a unique research requirement that has made it a challenging search for them. The second search is for Directing, and they will bring in the last candidate for that search next week. He is very encouraged from what he's seen of the strength of the candidates. They are hopeful to bring some strong finalists.

Art & Art History: Paul Stout says that they are doing two searches—one in Illustration and one in Photography. Illustration had a small pool of 24 applications, so they have decided to do the search again next year. The Photography search had a deep pool, and they have had three candidates that they are bringing to campus.

Music: Miguel Chuaqui says that in the School of Music they had 5 searches this year. They have completed the Percussion search. It was a good pool. Two candidates came to campus and they offered the job to Dr.

Mike Sammons in percussion. In piano, they had 3 candidates interviewed on campus, and the committee recommended the position be offered to Viktor Valkov, and he has accepted the position. In Music Theory, there are three candidates who came to campus, and they are excited about all three. For Music Education, they had three candidates come to campus, and they are in the middle of that search. And they also had a position open for Composition and Music Theory. There was a mixed vote and enough questions that they decided to hold that search for next year. And as for the Theatre Chair Search, the Search Committee has been a real pleasure to work with. There are four great candidates, and two have been to campus already and two yet to come. We will get a great person for that position.

Film & Media Arts: Kevin Hanson says that they had two searches this year. The first one concluded earlier in the year and they hired Ha Na Lee. She will be in the Media Arts Production emphasis. They had another search that wasn't as successful, and they just concluded it by failing the search. Two of the three candidates for that position took jobs just as the department was arranging airplane tickets for them. So they will start the search again early in the fall.

Dance: Luc Vanier turns it over to Melonie Murray to report. They are searching for a Visiting Assistant Professor in Ballet, and there are two candidates coming for campus visits in the next weeks.

Dean Scheib says that the takeaways from all of this are that we need to do these searches earlier, but that we are good at picking finalists, since they are being selected as finalists for other searches, as well.

Dean Scheib mentions that we have a new staff member in the Dean's Office in Development: Blake Bratcher. And for the Associate Dean for Faculty & Academic Affairs search, we hope to be able to announce that at the end of the semester.

Other searches and things of note on campus. Sarah Projansky will give an update on the SVPA search later in this meeting. We will have a new Athletic Director, and a new AVP for Faculty, and we have a new AVP for Equity and Diversity, who is Nicole Robinson. There will be a new Executive Director of Pioneer Theatre Company. Chris Lino is retiring in January in 2019, and that search is underway. Also, Dean Emeritus Raymond Tymas-Jones has taken a position as President of Cornish College. The position of AVP for the Arts falls under the jurisdiction of the President's Office, so Ruth Watkins will be deciding that.

Gage Williams mentions that Liz Petley is new in their office, and comes from SUNY NewPulse. She is the new Administrative Coordinator in Theatre and they are excited to have her here.

Are there any questions for the Dean? There are none.

- Special Reports:
 - Introduction of Research Development Office – Gay Cookson
 - Gay says that they are a new office on Campus. They work with Andy Weyrich in the Research Office. It's a big investment from the University to hire 4 new people. They want to support the faculty in their research

efforts. She introduces her team: Melanie Steiner Sherwood, Jesse Morris, and another member of her team that couldn't be here today.

Gay says that the great thing about being a new office is that they can do anything they want. For instance the political science department called them, and they were able to facilitate the chance for the faculty to sit together and talk about their research, so they could then find grant resources to help them. They are really trying to get interdisciplinary groups together because that is where the money is.

Melanie says that she works with a team that is applying for a very large grant that has 21 PIs across the country, so her role is to make sure everyone does what they need to for that.

Gay says that they will be happy if they can help you get more grant proposals in and be more competitive. They really want to support faculty in their research. Melanie says that they really want to connect people in different areas. Anything where you are getting stuck, they want to help.

Are there any questions? There are none.

- SVPA Search Update – Associate Dean Projansky

Sarah says that there are three candidates coming to campus. Candidate A is coming Monday the 9th, and their public forum is 1-2 pm in Gould Auditorium. Candidate B is coming Wednesday the 11th from 8:30 – 9:30 am. And Candidate C is the 16th from 2:00 – 3:00 pm. The names of the candidates and the CVs will be sent out immediately prior to the Open Forums. There will be an anonymous survey for feedback sent out. She will serve as the representative of the College, so if you want to give her feedback, she will represent you.

A Council member asks about the process. Sarah says that like any search, it is all a recommendation to the hiring official. Ruth Watkins has met with the search committee twice, and she will take input from CAD, and from the anonymous surveys before making her decision.

Another Council member asks if Sarah can share any demographic information about the candidates. Sarah isn't able to do so because there are more than three people who are potentially viable; they might theoretically lose one of them, so she won't share that at this point--nor if there are any internal candidates. Sarah encourages everyone to go to the Open Forums.

3. Action Items: N/A

4. New Business:

Dean Scheib mentions that this is our final College Council Meeting for the year. For all of you, thank you for your participation on this Council. For those of you who are cycling off, thank you for your service, and for those who are continuing, we will see you next year. The meeting is adjourned.

Future College Council Meetings: TBD in 2018-19

Future Faculty Counsel Committee (FCC) Meetings: TBD in 2018-19

Campus & College Grants

Available Grants Overview

- Campus Grants
 - VPR, Vice President for Research
 - **Research Incentive Seed Grant** (up to \$35,000, tenure-line)
 - URC, University Research Committee
 - **Faculty Fellowship** (1 semester of teaching release, tenure-track)
 - **Faculty Scholarly & Creative Grants** (up to \$6,000, tenure-line/career-line)
- College Grants
 - Must apply to URC first
 - **Faculty Fellowship** (1 semester of teaching release, tenure-line)
 - **Creative & Scholarly Research Grants** (up to \$6,000, tenure-line/career-line)
 - Apply directly to CFA
 - **Research-in-Progress Grant** (group workshop/retreat or other group proposal, up to \$1,000 per eligible participant, tenure-line/career-line)
 - **Make-Time-for-Research Grant** (up to \$2,000, tenure-line/career-line)
 - Non-competitive grants
 - **Professional Development Funds** (\$700/annually until tenure review year, tenure-line)

Please be sure the faculty colleagues you represent know about these grant opportunities!

Campus & College Grants Successful Grant Application Report

- Since 2013-2014, URC and CFA research funds combined:
 - **94% increase** in number of CFA faculty members receiving research funds
 - **174% increase** in amount of funds received by CFA Faculty members



- **2017-18 Campus Grants Awarded**
 - 0 Research Incentive Seed Grants
 - 2 Faculty Fellowships
 - 3-4 Faculty Scholarly & Creative Grants
- **2017-18 College Grants Awarded**
 - 1 Faculty Fellowship
 - 1-2 Creative & Scholarly Research Grants
 - 5 Make-Time-for-Research Grants
 - 0 Research-in-Progress Grants
- **Percent of Competitive Grants Awarded in 2017-18**
 - 61% Music
 - 34% of eligible CFA Faculty
 - 23% Art & Art History
 - 24% of eligible CFA Faculty
 - 8% Dance
 - 17% of eligible CFA Faculty
 - 8% Film & Media Arts
 - 9% of eligible CFA Faculty
 - 0% Theatre
 - 16% of eligible CFA Faculty

College Curriculum Committee Report

- New Programs
 - Art & Art History
 - Minor: **Digital Photography** (Fall 2018)
 - BFA: **Graphic Design** (Fall 2019, tentative)
 - Film & Media Arts
 - BA: **Media Arts Production (MAP)** Emphasis (Fall 2018)
 - BFA: **Animation** Emphasis (Fall 2019, tentative)
- Major Revisions of Programs
 - Art & Art History
 - BA: **Art History**
 - Dance
 - **Screendance** Certificate
 - Theatre
 - BFA: **Stage Management** Emphasis
- Discontinued Programs
 - Art & Art History
 - Minor & Certificate: **Book Arts** (moving to Library)
 - Film & Media Arts
 - BA: **Entertainment Arts & Engineering (EAE)** Emphasis (Closed as of Spring 2019)
 - Alternative options: MAP Emphasis, BS in Games, Minor in Games
- General Education Project
 - Serving Campus
 - Dropped 25% of FF Designations
 - Serving CFA Students
 - Gen ED designations on new and existing courses
 - New Courses with Designations
 - **BF & DV:** FILM 2235 **Celebrity**
 - **CW:** FILM 3340 **Media Franchises**
 - New Designations on Existing Courses
 - **CW:** FILM 4350 **Film & Media Theory & Criticism**
 - Additional new designations under consideration
 - Art & Art History: CW, DV, IR
 - Dance (Ballet): CW, SF
 - Film & Media Arts: CW, DV, IR
 - Music: CW
 - Theatre: CW



Tell students!



Don't delay!