UOG 21st Faculty Senate

Standing Committee on Institutional Excellence

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Tasks set at beginning 21st FS:

* Review program descriptions in course catalog to ensure +/- grading and percentage values are in line with new standard. (Clarify if this is mandated throughout the U)√
* Continue to stay engaged in the OLL strategic plan and OLL course approval process
* Might be good to see if we can assist with a survey of our students relative to online learning (random sample from all programs over the past three years) – conducted by OIE
* Might be good to see if we can find out how many of our faculty have OLL training from here or elsewhere (check overall and recency)√
* Review participation for full-time NTT faculty – pathway for advancement and participation. √
* Seek a change in the Palulap award process with a call for nominations every 3 years.√
* Work with SCFE to potentially create training on academic and professional ethics√
* Chair will continue to serve on Regent’s Nominating Council. √
* Fulfill other requirements as outlined in the Faculty Senate Handbook and Bylaws. √

Tasks Completed 21st FS:

* The requirement of the +/- grading was included in the fanuchånan syllabi survey – it was found that only 33% of the syllabi that were randomly selected from all courses contained the +/- grading scale.
* Provided a peer review of the OLL course development applications, appointed to OLL syllabi review committee
* Reviewed faculty participation in OLL training (the actual OTC 1 and 2) and meetings with Dr. Sant about OLL certification
* Created a fun scavenger hunt on the topic of Faculty Ethics – delivered on Faculty Development Day (February)
* Amendment to the Senate Bylaws relative to the Palulap Award cycle changing it to every three years – (November 2021)
* Submitted amendments to the bylaws regarding participation in the senate and review committees for all full-time faculty. (May 2022)
* Represented faculty on Regent’s Nominating Council

Tasks in Progress and Next Steps:

* Still trying to clarify with Admissions and Records the Modes of Delivery to be included in the course schedule
* Recommend continued review of the 8-week courses, learning outcomes, faculty load, and impact on schedule
* Concerned about credit creep within programs and an increase in program offerings that may not have the faculty to support