

AGENDA

Attendees: Dean Tymas-Jones, Associate Dean Projansky, Assistant Dean Leckie, Assistant Dean Hovsepian, Assistant Dean McIntyre-Martinez, Brian Snapp, Justin Diggle, Monty Paret, Liz Butler, Justin Watson, Brent Schneider, Melonie Murray, Andrea Gossels, Kevin Hanson, Brian Patrick, Connie Wilkerson, Steve Pecchia-Bekkum, Karem Orrego, Stephen Koester, Eric Handman, Elle Johansen, Kelly Bruce, Miguel Chuaqui, Michael Chikinda, Nicole Robinson, Mike Cottle, Mitchell Bodily, Benjamin Gooch, Mary Ann Dresher, Gage Williams, Sarah Shippobotham, & Michael Horejsi

1. Call to Order:
Dean Tymas-Jones calls the meeting to order at 3:02 pm. He welcomes everyone and thanks them for their attendance.
2. Approval of Minutes:
From September 19, 2014 Meeting
Dean Tymas-Jones asks if there is a motion to approve the minutes. There is a motion and it is approved. All are in favor and the minutes are approved.
3. Request for New Business:
Dean Tymas-Jones asks if there is any new business for the good of the order?
There is none.
4. Consent Calendar:
N/A
5. Dean's Report:
 - Leadership Training Opportunities for Faculty
Dean Tymas-Jones says he is interested in establishing opportunities for any faculty member who might be interested in administration. The way he got interested in administration is that his dean at the time gave him a specific project to work on, and it started him on that path. He is interested in starting a similar program. He will be putting together a draft and sending it to the faculty. His cabinet and he will be putting together a project that will be the focus of the internship, and the selected person will be working with the College Cabinet and seeing how things work at the administrative levels. This might be a precursor for anyone who might not be ready to step into a leadership role immediately, but would like to get their feet wet. That's one of our major problems in Higher Ed. We're not developing new leadership, and that's a problem. Are there any questions?

A member of the Council asks if it is for tenure-track or career-line faculty?
Dean Tymas-Jones says it is for tenure-track faculty. The Council Member asks if

the person be released from teaching? Dean Tymas-Jones says that there will be a course release for this.

6. Dean's Staff Reports:

Associate Dean Projansky

- Update on Career-line Faculty Review Policy

Sarah says that she wants to give an update on the Career-line policy. It has now received provisional approval, and we can begin using it. Even though it feels like a B- version, the A+ is that they are appreciative that we went first and it is strong. The chairs & director already know this, but she has just a little bit of formatting to clean up, and then she'll get the policy to everyone on Monday. The next step is to do a vote on the issues that need to be voted on. That vote will be run by the Dean's Office. The question is: should long-term, full-time faculty vote on the appointment and promotion of other career-line, and the same for adjunct and visiting faculty? They are two separate questions that the departments can discuss and vote on. The definition for long-term, full-time faculty is 5 years at the same academic unit of the college at at least .50 FTE. So the policy will be available to everyone as soon as the formatting is fixed. She will also do a crib sheet with bullet points. Please take a look at the policy itself.

A Council member said that he didn't know that there would be two questions. It would be helpful that everyone knows that it is two questions.

Sarah says yes, it is two questions, and that is because there was a conflict in the university policy, and that is why we need to answer both questions. They should be separate because they might want to have career-line faculty vote on career-line faculty, but they might not want to have career-line faculty vote on adjunct/visiting faculty. The Dean's Office can then do the administration to make those ballots work. There are other questions that can be asked, as well—like can career-line faculty vote on curriculum issues? That can be up to the department. There might be other questions that you choose to ask.

A member of the Council asks if the faculty can vote to have non-long-term faculty vote? So if the tenure-track faculty allow them, in addition to the long-term faculty, can that happen? Sarah says that's a question for Bob Flores. The College Council created the definition of "long-term." However, since this is provisional, that is kind of nice. We could revisit it if we want to later. But for now, she would say no.

Sarah asks if there are any other questions? There are none.

- Academic Analytics

Sarah says that her second topic is Academic Analytics. If you were on College Council last year, you're familiar with this. But for those that weren't, Academic Analytics is a company that mines data to give the U information about the scholarly output of its faculty. Last year we showed charts that compare as individual departments to the national average of journal articles, books, and grants. For us, the only one that is fully relevant is grants. The other questions, while they are relevant to our scholars, the way the data is represented either under- or over-represents the work that we do. If you compare the Department of Art & Art History to other visual & performing arts departments, we look great. If you compare to art history programs, we look horrible because only 26% of our faculty are publishers. So Academic Analytics is not that useful for us--even for our scholars. So what we did last year, because we were required to use Academic Analytics in our budget narratives, was this. Sarah used FAR and

pulled data about how many creative activities we have done. And from there she tried to mirror Academic Analytics. Academic Analytics counts peer-reviewed journals, so we counted invited or jouried exhibits/performances. Academic Analytics counts citations, so we counted reviews. So basically we chose to mirror Academic Analytics to provide a budget narrative. And it was received extremely well from Upper Administration. So then she went to the ICFAD conference and did a roundtable with a representative from a2ru. There she talked with other deans from around the country about what they are doing for Academic Analytics. And what she realized is that perhaps it is better not to mirror Academic Analytics, but to come up with our own criteria. We still need to count ourselves, but we should set our own criteria & measures. One idea that came out at ICFAD was to how to think about the local. There is a difference between showing at SunDance and showing at a friend's showcase. Playing at the Utah Symphony vs playing in friend's garage band. The other issue is the commercial imperative in the Arts. Some of us are linked to a commercial imperative. In the arts it doesn't work the same way to compare scholars to artists. And the other thing she wrote down is "getting to the top." How many of our artists get to the top? The scholars are proud of the presses where they publish, but it's harder to get to the top of the art world. So she wants to spend some time brainstorming with the group to start conversations, and then she'll ask a small group of faculty to work with her to determine what to use to determine who we are.

Dean Tymas-Jones says that for our new provost, data is very important, and she brought up in the CAD meeting how Academic Analytics will be used. He once again spoke up and talked about the inappropriateness of using that measurement for the Arts. It is understood by her office that it doesn't fit us, but they are still going to use it. So this conversation is important. The importance is in identifying how we measure our work, and putting forward to the administration what should be measured rather than administration telling us how it should be measured. So it's an important assignment. This will help us begin to deal with this issue and give him materials to take back to Ruth and advocate from our perspective what is important to measure in terms of our research activities.

A member of the Council thinks it would be nice to hear from the students why they choose to come to Utah, because that would tell what we need to quantify for the administration.

Another Council member says it would have been nice if the students had a head's up about that request.

One of the things that brought a student on the Council was scholarship, and the quality of the adjunct faculty. Lori White is in the Utah symphony, and that quality of teaching is what brought him.

A student from Ballet says she looked at where faculty came from, where they performed and graduated from—including full-time, part-time, and visiting. Anything she could find out about the faculty was helpful.

Dean Tymas-Jones recommends that there would be a call that would be sent out from Sarah's desk requesting volunteers to serve on an ad-hoc committee. He encourages everyone to go back and make sure that you have someone who will represent your unit.

A Council Member asks why is the Met the greatest opera? Their operating budget. These are the top of the top. Broadway is even greater because their budget is even greater. How would you measure the Grande Theatre, or Salt Lake

Acting Company, etc. Their budgets reflect that. What makes the presses prestigious? Do they have a higher operating budget? When you have a great operating budget, you can pick who you want to work for you. But you do fall into gaps where, say you're a playwright and writing new works. So to have a work performed at SLAC is prestigious because most companies aren't producing new works. So just the operating budget sums it up, but then going into it with a fine tooth gives a flip to that. Jeff Daniels runs the Blue Rose in Michigan, but if you had the opportunity to work there, it's high quality work. So it's complicated.

A student says that if you want student input, a survey could be sent out to the students in general to get their thoughts.

A Council Member says that its an important voice, that if we don't have it, we're missing. Students in disciplines choose schools based on the Academic Analytics model. So having the students' ideas about why they chose to come here will have different answers than other disciplines. But particularly ask them what were the qualifiers when you were deciding to come here rather than somewhere else? And if we don't have the student voice, we're missing what we can measure to say how good we are.

A member of the Council says as students come here to study the arts, we make a decision about the students that other colleges don't make.

Another Council member says it's tough to put it into that Analytic Data chart. Does it actually rank publications? Sarah says that was a topic of conversation at ICFAD. Academic Analytics doesn't differentiate in terms of quality. As long as it's peer-reviewed, it's counted. The acceptance rate could be 50% or 2%. That's how we did it last time, but we might make the argument that in the arts we want to do it a different way.

A Council member says that once you land that contract, you've been peer-reviewed. So we are being peer-reviewed when we're contracted that way. But when you're peer-reviewed for a journal is it more than one person? Sarah says yes, two and blind reviewed. Gage says in his area it's peer-reviewed by one person, and just looks different. And in that system, if you publish for the NY Press 15 times in a row it's fine, too. And that analytics doesn't have anything to say about that. He asks Sarah if ICFAD had any ideas about it? Sarah says that there is a version of FAR that is available and a number of Universities use it and they can edit it to put in their own categories. So they talked about maybe using that in the future. Academic Analytics compares the entire nation, but what we did last year wasn't comparative at all. So the conversation at ICFAD and a2ru talked about making a tool that can do that. So that's something that will kept being talked about in that context. We still don't have any way to compare ourselves, and no matter what we come out of this saying, we will have to produce data.

Assistant Dean Leckie

- FAF Grants Report

Liz says that she would usually have one of the students present this, but timing got the better of her, so she's going to do it. And she asks the students in the room to jump in if they would like. With the help of Matt Castillo, we have looked at the number and amount of FAF grants that have been given in the past 5 years. This gives you an idea of what the students have been doing. We have seen an increase in the amount of money asked for. We're kind of back at that place were

we have money to give. In the last couple of years we decided any leftover money we would roll over into the next year.

Dean Tymas-Jones says it's important to say that we are prohibited by ASUU to give more than \$95K in any one year unless we have carry forward. We can't say that we can increase it, even though we have more requests. That year's appropriation can only be \$95k.

Liz says that ASUU is now open to allowing us to revisit that if we can demonstrate that we can spend that money. And looking at this it shows that our students are not quite spending all that money. Last year we had 42 grants that were submitted, and we awarded \$103,671 and not all of that was spent. About 35% of the money that is requested is going to student travel, and 34% is bringing guest artists to campus, and the rest is going to performances/exhibits in the college. In Fall we had 30 grants and \$112K requested. Every year the students really struggle given the fact that we have two cycles. This year we awarded in the Fall cycle \$79,703, which leaves us \$30,297 for the Spring.

A member of the Council asks if all the grants were awarded? No. Liz says that all of the grants that were happening in the Fall received money, and a few of the ones happening in the Spring were asked to return in the Spring with a more thoughtful grant. The deadline for the Spring grants is Feb. 6th. The other thing that we implemented this year is that any grants that were written in the Fall for a project in the spring will need to have an assessment. They will need to write a report about where they are with the timeline and how much they have spent. So student groups that aren't in line with where they should be, the FAF Grants Committee will determine if they need to take that money back. It's important information for the committee to have. If you are a faculty advisor, you will be copied on that, and the information needs to go back to the committee.

Dean Tymas-Jones asks why we are not spending the amount of money allocated? Liz says she has her hypothesis.

A member of the Council says they might not spend all the money because when they are going, there is a certain amount that has to go upfront, and then sometimes they have people who end up not being able to go.

A student on the Council says also, that it's all estimations. We went through every single item on that list to see if it was a reasonable estimate. And there were a few requests this year that were \$6K that fell through, and that adds up. Liz says also this is a learning process. And figuring out how to do that is difficult. That's why we thought a mid-point check-in would be helpful. Giving a deadline helps them to keep it on their radar.

A Council Member says that for some grants last year they spent over the amount, and then the School put in the money to cover that. Is there a way to give that money back? It has to be done in a way that people can't take advantage of it. Liz says that the committee would have to decide what that process would look like and how that would happen. So if you're interested in that, have a conversation with your representatives and see what they think. The students are making the decisions—so if the students want to talk about that as an option and what it would look like, it's up to them. Sitting in the room and watching them determine how to award it, that is a difficult thing to determine. It would be even more difficult to determine if it's the students' fault that it wasn't spent.

Karineh says that there really isn't extra money. We just roll it over to next year.

Liz says that the students award the money, and that is the money they can spend. A Council Member says that there's a limit on the grant money, as well. You can't go over \$6K, anyway. Liz says that she doesn't know what it would look like to do that.

A student on Council says that the only way to do that would be to have all the reports in and then have a meeting in the summer, because the reports aren't due until June 30th. And that's a lot of work.

A Council Member asks if ASUU funds it? No, this comes from student fees. Liz says that every student pays a Fine Arts Fee, and this is money from that. The Council Member asks if they were overseeing the ASUU fee? Yes, but they don't contribute any funds for this. Dean Tymas-Jones says that we got 36 cents per student before. Now we get \$12 per student. Karineh says that the history is that the CFA students were part of the ASUU process, and it was problematic because ASUU didn't see the value of the CFA projects. So there was a move to separate them so that CFA could value the projects.

Another member of Council asks if the total Fine Arts Fee exceed \$95K? Yes. She asks what do they do with that money? Karineh says that we get all that money. A portion goes to production costs. Liz says that Cindy Chen is the ASUU senator, and it is on her plate to report out to the student leaders about what is happening with these funds. So Cindy has a report that she can share.

Cindy says that at ASUU there is one senator per College. Every student pays \$23.22 and that goes to ASUU. About \$100K goes to ASUU senate, and they allocate funds for student conferences and projects. But every other student from other colleges goes to that body for funding. The students on ASUU vote and decide how much money to give them. That body meets once a month, and she'll be meeting with them and reporting out what the funding mechanisms are in our college. She doesn't have anything prepared yet, but CFA students don't have access ASUU senate fees, but they do have access to Fine Arts Fee money. Liz says we don't let students from other colleges get Fine Arts Fees, even if they think it is an art project. If its not originating from our College, it can't come from FAF Grant.

A member of Council says that the increase in the Fine Arts Fees came in tandem with the U & the Arts Pass. So the lions' share of the money goes to that. So all the other Colleges only have \$100K.

7. Special Committee Reports:

N/A

8. Notice of Intent:

- Revised CFA Absence Policy & Ad Hoc Committee

Dean Tymas-Jones says that there is a discussion at the CAD looking at the accounting process of determining faculty presence or absence. In other words, all of the staff, when they take a day of leave, it is charged to some accounting process. On the faculty side, generally speaking, there has been no accounting—it is just assumed that faculty come to work every day, and at the end of the academic year they have accumulated 9 sick days. This past year we had a colleague who has worked here for over 34 years, and there has never been any accounting as to whether he had any sick days, and this summer he had open

heart surgery, and elected to take a full year off at full pay, because he accumulated 9 days of sick leave for 34 years. So the U is saying that we need to keep better track—for both sides of the ledger. If a faculty member takes the time, we want them to take it because they have earned it, but we also need to keep track of it. We do have an absence policy in place that we need to review within the context of this new process that is now working its way through. The College of Engineering already has a system in place that the other deans have looked at, and we all like it. It is supposed to be facilitated by Amy Wildermuth's office, but hasn't come down from there yet. The Dean would like to put together an ad hoc committee to review the policy, and he would bring the draft back to the College Council for any changes. This is just to inform you that we will be doing that. He intends to have that draft in your hand before that meeting so that it can be moved to the debate calendar.

9. Debate Calendar:

10. Information Calendar:

11. Adjournment:

Dean Tymas-Jones asks if there is a motion to adjourn. It is seconded, and the meeting adjourns at 3:54 pm.

Future Meetings: February 20th, April 17th