



AGENDA

Attendees: Dean Raymond Tymas-Jones, Associate Dean Sarah Projansky, Associate Dean Liz Leckie, Assistant Dean Karineh Hovsepian, Assistant Dean Kelby McIntyre-Martinez, Paul Stout, Elizabeth Peterson, Tom Hoffman, Liz Butler, Celine Downen, Jennifer Weber, Sydney Duncan, Kevin Hanson, Sarah Sinwell, Sydney Goodwill, Nathan Scoll, Stephen Koester, Juan Carlos Claudio, Michael Wall, Chelle Reay, Miguel Chuaqui, Julie Wright-Costa, Mike Cottle, Paul Hill, Claudia Restrepo, Denny Berry, Michael Horejsi, Carson Kohler, Marina Gomberg

1. **Call to Order:**
Dean Tymas-Jones calls the meeting to order at 3:01 pm
2. **Approval of Minutes:**
From November 20th Meeting
A motion is made to approve the minutes. All are in favor, and the minutes are approved.
3. **Request for New Business:**
Dean Tymas-Jones asks for any new business not previously on the agenda. There is none.
4. **Consent Calendar:**
 - N/A
Dean Tymas-Jones says that there are no changes in any of our appointments, so there is nothing to report for the Consent Calendar.
5. **Dean's Report:**
Dean Tymas-Jones wants to announce that the petition for the School of Dance was approved by the Board of Regents. That will come on-line on July 1, 2016, and we are currently searching for the founding director of the school. We had a total of 23 applications and the committee started its deliberations today. We had a pool with some very fine candidates. We're really happy about that.

Dean Tymas-Jones says that we have made significant progress in terms of the Arts, Culture, and Health Initiative and we've asked Sydney Cheek-O'Donnell to come and report to you on where we are with the development of the Initiative.
6. **Dean's Staff Report:**
Sydney Cheek-O'Donnell (Assistant-to-the-Dean)
 - **Report on Arts & Health/Wellness**
Sydney says thanks to everyone who answered her survey last December. It's been really informative and helpful as we've developed our thinking around this initiative. We feel like the best route forward is to establish a center that would encompass social justice, health, and all of those together. People are going to ask what is the need for this? Her answer is that we all believe in the power of the arts, and we need to have more than belief in an era

when we need to also have the means to measure and assess. The preliminary research says that we are right, but the scope of the benefits of the arts is not well-understood. The NEA has put forth a call to do research on what outcomes work and what are the mechanisms that underlie effective arts engagement. Also, they are looking into just what the arts do to your brain. All of this is being encouraged by the NEA, and we're starting to see more grants in this area, as well as in the NIH and NSF. We have a lot of interested partners across campus and in the community, as well. Everyone we've talked to outside of the college has been thrilled. Her argument is that arts experts need to be involved in the research on what arts do to people--because they don't know what we do. They don't really understand it. She had to actually explain to someone what rehearsal is. And if we want to be responsible for this agenda, we have to be involved in it.

Sydney says that what's in it for us is more effective arts-based interventions, funding opportunities, increased engagement in the arts long-term and a broader impact for our college—in the university, in the community and nationally as we move forward.

Also, we are trying to establish a center on how the arts strengthen individual and community health and quality of life. It is about understanding where engagement with the arts can and should happen. And also who can be an artist? So it's about access and this would be a broadly aimed center. There are a lot of areas that are included in this. For example, taking arts education out of the K-12 realm, and looking at whether arts education can happen in the bedside in a hospital room. Arts and medicine, arts and public health, and arts and social justice, and arts and sustainability are all areas that are involved. Right now we've been meeting with various constituencies across the campus—people in the health sciences, Dr. Watkins, other deans, and we have preliminary approval from Dr. Watkins to move forward with a proposal for the center. We're also developing a proposal to support faculty fellowships through the center—because funding and time are two of the largest issues facing our faculty. We're also seeking funds from foundations. Sydney says she is in the process of organizing a series of mixer events so that people from the CFA and the Entrepreneurial Faculty Scholars group, and folks from the medical school can come together to start conversations that will lead to more folks applying for arts engaged/interdisciplinary seed grants from the U. This is to begin this process of looking for more external funding in this arena.

Dean Tymas-Jones adds that in terms of the center, the center itself cannot be engaged in teaching. So the work of the center will really be on research and outreach. That is how student engagement will occur. So students interested in the intersection of arts and health, or in culture and health can be engaged in it. Also, he's instructing our executive director of development to look for patrons who might have interest in these areas to help provide seed monies to launch the center. So we're reaching out next week to the Huntsman Cancer Center to talk about the possibilities for a greater integration of the arts in treatment of patients there.

A Council Member asks if there is someone who is the point person for writing the grants and bringing in the funds for the projects? Sydney says that would be her at this point. Moving forward we would propose a structure for the center, and that person would primarily be looking at the grant writing.

Dean Tymas-Jones says that it would follow the CIDAT example. So the director would be responsible in finding out what projects the people engaged in the center were interested in and then working with agencies to help support that.

Sydney says she has been working with the Development team on writing grants, as well.

A student on the Council asks what Sydney envisions student involvement in this is? Sydney says that we would love to see student involvement through undergrads and grads. Right now we're not allowed to offer degrees under a center heading. But in the future if there was interest and need in a certificate, then we could start a program. But a center isn't allowed to do such a thing. Right now we don't have the faculty power to offer formal instruction in this—but we do have several courses throughout the college that touch on these things. We would work with UROP, and encourage faculty researchers to partner

with students. So it will depend on how we get the thing off the ground. Student involvement is key.

Dean Tymas-Jones says that in terms of process, our most immediate task is to get the proposal done for the center. We will need to get a letter of endorsement from Dr. Watkins. She is very excited that we are moving in this direction, and she encouraged us to get a memo to her outlining what the center will be about, and then once she's approved it, the Graduate Council will give necessary approval to get it established. Then that begins the impetus to set up the structure.

7. Special Reports:

- Fulbright Program – Howard Lehman (Director of the Fulbright Program)

Howard introduces himself. He's received three Fulbright scholar awards in his time here, and three years ago he was asked to direct the program. Fulbright was a senator from AK and found some money to start an international exchange program. It's sponsored by the state department and administered overseas. It is the largest international exchange program sponsored by the US government. Eligibility requirements: you have to be a US citizen (grads and undergrads). You have to be a student at the time of application. You also must have a proficiency in a foreign language. You don't have to be fluent. It does vary from country to country. The grant benefits include that you get a living stipend in the local economy. You can also get healthcare and other benefits.

A Council member asks if you have to be a graduate student to apply? Howard indicates that this is for graduating students or graduate students. Even if they have graduated a few years ago, they can apply as a graduating student.

There are two categories for students: research and teaching. Both awards are for 9 months. This is for independent research and arts projects. They look for high level of academic achievement. They also look for leadership ability and experiences—because essentially, the student would be an independent researcher having to adapt to the culture for a year. There is a philosophy of Fulbright—to go overseas to do research or teach, but it is also a philosophy of understanding. So it is important that students can connect with others and adapt to the environment. They look for cultural diversity and foreign language. The other major award is the English Teaching Assistantship—for those who want to go overseas and gain experience. This is particularly for graduating students who might not have a full idea of a research project. For PhD students, the research project is the way to go for them. Typically they are placed in a classroom in a foreign country. They would typically work 20-30 hrs a week. While the research component is small, you are supposed to learn more about that society and learn the language.

Howard says that what might be more of interest to your college is Digital Storytelling. This is in combination with the National Geographic Society. It can be a creative venue for videographers or storytelling. Grant applications include 2 short essays—a personal statement and a statement of purpose of 1 page.

There is a separate online software program through Fulbright for creative and performing arts applicants. But there is a way to upload samples and it requires an abstract of a proposal, as well.

The application cycle begins about now for faculty and students. March is when the Fulbright program uploads the requirements. The deadline on campus is September and there is an interview process for students.

If you would like to contact him, his e-mail is: lehman@poli-sci.utah.edu. Last year we had 16 applications and received 14 awards. They are looking for additional applicants.

Dean Tymas-Jones asks if there is any significant difference for faculty applications?

Howard says that faculty have the same initial cycle. The essay is 3-5 pages long and you also need letters of recommendation. The large majority of awards are research/teaching. So typically you look for the countries and institutions that want the kind of classes that you are able to teach and then tie it in to a relevant research project. It is for all disciplines.

Howard asks if there are any questions? There are none.

- Faculty Time Assistant Tool – Amy Wildermuth (AVP for Faculty)

Amy Wildermuth says that she is here to tell everyone about the new faculty time assistant tool. This is a project that was started about a year ago. We had two issues that had come up. One was an issue about consulting time. We have received more frequent tips on the hotline about people who have “two jobs.” It is perfectly permissible for you to do consulting. You get one day per workweek to do it. We had a high-profile incident reporting an individual who was running a company and teaching. But he had carefully kept track of his time, and he could confirm that he had done all of his work within the guidelines. The second reason that we thought this was important was because we have had many faculty members who need sick time off. And most faculty members don't know that they have that. You get one day per month, depending on their contract. We have loaded all of people's sick time in the system. There is a maximum number that you can have for sick time. But what this means is that for all faculty members earning sick time if you ever have a major illness, you have time at the university. It also allows us to have the kinds of exchanges that are possible with staff. Right now, staff can do vacation for sick exchanges. But we have thought about doing sick for sick exchanges for faculty. Also, this is a good time for you to think about your short and long-term disability. If you don't have it, contact Amy Tolman and ask about it.

Amy says that this is basically Engineering's tool, and we've tried to make it fit for everyone. She gets vacation time because she has a 12-month contract. If you are not in that category, you will not have vacation show up on the tool. You also get two use-it-or-lose-it personal preference days.

Amy says that Trina Rich will show you the system. It is located in CIS under the employee reports tab. It will show all the balances that you currently have. If you have question about it, contact her. The policies are also located on the system—including the benefits eligibility chart. To add time, you would click the “record time slot.” You can enter your time in hours or days. Then you click record, and it will track your time. You can edit or delete the items that you have input.

Amy put everyone in for 8 hours a day. She says we can adjust that, but this is the default setting. We do think that if you understand that 8 hours is proxy for the usual work-day, that is what it is supposed to be.

Trina says that there is a reports function, as well. Department/College Admins can pull a report for the whole unit. You can also download it into an Excel report.

Amy says that we are letting the colleges set the expectations for when you begin using it. The Sr. VP has asked that it begin being used this year. Another popular question is what constitutes “sick.” If you have a longer-term illness, you should be counting that. Many units have determined that if you are out for one full day, that is how you should track it. That's how grants track it. Again, that is left to the college to determine and there are options here. If there is a longer span of illness, it should be tracked.

Question from a member of the Council—in musicianship it is a complicated business. So what constitutes a business and what constitutes consulting? Amy says that we would have to think about what is the difference between the work you do that is part of your academic profile, and something that is outside of that. When she writes on the Supreme Court, that kind of work is in the academic work she does. The minute someone says that

we want you to write this brief to the Supreme Court, that is consulting. We know that there are differences in your college—so we'll leave it to you to determine.

Sarah says for example, if someone says “Miguel, come help us, we're working on your composition”—that is academic. If they say “Miguel come and look over our department and give us advice on how to run it,” then that would be consulting.

Dean Tymas-Jones says that it is also about what your letter of appointment indicates. If you are a lecturer, then consulting wouldn't necessarily come into play. But if you are a researcher, then it determines whether you are at your school teaching/researching and the time out that you consider. Your activity is also based on your letter of appointment.

Question from a member of the Council—if I go to learn a piece of software that I am going to teach my class, then that would be teaching? Dean Tymas-Jones says yes, because you are expected to be current in your area of expertise. Amy says if you are invited to conferences, that doesn't matter in this equation. All of the things that further your academic aspirations don't count as consulting. Sometimes people are thinking about it in terms of paid vs not paid, and that's not the best way to think about it.

A member of the Council asks if he spends the day reviewing a file for RPT at another institution that is consulting? Amy says no—that would count as not consulting. Dean Tymas-Jones says it would be considered professional service.

A Council member asks if 2016 means calendar year? Amy says yes.

Amy clarifies—you get four days of consulting time per month, and you can accumulate up to 12 days. So in any time you are talking about this, you start with the max and then you deduct from that. It's a rolling total for sick and for consulting. Personal Preference and Vacation are on a calendar year.

A Council member asks about people who are specifically employed at two places. Amy says if they are teaching at two places, they have to have permission. If you are talking about a job with a business, then it will depend on the FTE for the individual. If you are 1.0 then you have a full-time obligation to be here. The Council member asks—so if you have a person who is at a .50 FTE, then they have a half-time that they can use otherwise. But if they are not providing the time that they are obligated to provide, then that would have to be looked at.

Amy says that we've talked a lot about consulting and about conferences. Remember that your first priority is to the institution. You have to fulfill your teaching and service obligations. But consulting can't interfere with research, teaching or service obligations.

Dean Tymas-Jones asks who the record keeper is? Amy says that it is self-reported. There are also department admins who can enter. And chairs/deans should review every so often.

A Council member asks what if there is someone who is teaching at other institutions? Amy says we care more if they are teaching than if they are working at another business. So that would have to be a question that we talk about.

A member of the Council says that it is not unusual for people at 1.0 FTE to have other jobs. Amy says that they should probably talk about it.

A Council member says that she has heard a lot of panic about this that it is big-brotherly. One colleague of hers said she was going to go to a conference, and someone told her that that was considered personal preference. The Council member says she's saying it to Amy because other colleges are taking it in that direction. Amy says that in Health Sciences there is a different approach, because they have clinical faculty and have to track it differently. We have never said that about this. This is about your consulting and your sick time. That is it. And again, she wants to do this because she doesn't want any of you to have an anonymous call to the tip line.

A member of the Council asks for someone who is 9/12, then the summer months don't count. Correct? Amy says yes, those are yours.

A Council member says that the goal is to get you off the hook for example if he shoots a commercial for a week and someone says "where were you?" Amy says that is correct.

A member of the Council asks if Amy knows why there is a noticeable difference in terms of Staff vs Faculty. Amy says we are following what is in university policy for faculty. There isn't a requirement to track otherwise. But what is driving this is our own university policy that set up this structure for faculty reporting.

A Council member asks if this is for tenure-line and career-line? Trina says for .5 FTE and higher they should be in the system.

Dean Tymas-Jones thanks Amy and Trina for coming.

8. Notice of Intent:

- Revisions to College Charter to include "School of Dance"

Dean Tymas-Jones says that at our next meeting we will be revising the College Charter to include the School of Dance. We will just need to revise the wording so when the new academic year takes place, we will be in line with the College Charter.

9. Debate Calendar:

- Standards & Criteria for Promotion of Career-line Faculty – Revision of the "University of Utah – College of Fine Arts Statement of Appointment, Review, Reappointment and Promotion of Career-line, Adjunct, and Visiting Faculty"

Sarah Projansky says that today we will be looking at the "Career-line Policy." She gives a brief explanation of why we are revising the document and all the steps that lead to this draft. All of the new changes are indicated by track changes. We defined the standards for appointment and promotion. We inserted language for clinical faculty. We removed the requirement for FAR to be in the file and instead included only the CV. There were also a few typos and grammatical changes. When this body votes to approve it, the Dean will then approve it, and then the Academic Senate will vote, and then the Sr. VP. Our goal is to get it approved so we can begin using it by July 1.

Dean Tymas-Jones says that we should entertain a motion for approval and then open it for discussion.

There is a motion to approve and a second. It is opened up for discussion.

A Council member asks what has happened since the last time we talked about this? Sarah says that we added the things that we discussed, and all of that is in here with track changes. The area in black has already been approved, and the parts in grey are what we have added.

Sarah reiterates that a multi-year appointment is not the same as a multi-year contract. An appointment means that you have been vetted. If we can't say that after 5-years, why are we reappointing them? Multi-year appointments can be up to 5 years, but can start with 2 years. There are units that still don't give multi-year appointments even for people who have been there for 20 years.

A member of the Council asks if multi-year contracts are possible? Sarah says yes, and it would be in consultation with the Dean.

A Council member asks what is changing if you say that someone has a multi-year appointment? Sarah says what changes is the type of review that has to be done. On a one-year appointment, every year the faculty must vote. On a multi-year appointment, the chair looks at the file and determines if the person is doing well until the end of the appointment. You can't have more than a 5-year appointment.

Sarah says that first the document defines excellent, effective, and not effective. Then it defines requirements for each rank. It will be a useful reference for whether or not a candidate is ready for promotion.

A Council member asks about the word "innovative." Sarah said at the Town Hall there was discussion about the word innovative—some people liked it and some didn't. So the "and/or" phrasing will allow for more flexibility.

A member of the Council asks about including the "RPT statement" in the document. Sarah said that we talked about different possibilities, and if the RPT statement changed, then we would have to revise this document simultaneously. She and the Dean talked about this extensively and most of our career-line and adjunct faculty do not have research obligations. So we tried to list service before research because we are more likely to have service responsibilities and then de-emphasize research as much as possible. And for almost everybody this part isn't relevant.

A Council member asks about service—why was it left vague? Sarah says that if it is not in your contract, you are not expected to do it. But a few hours are left for faculty meetings, etc. And then in Film, there is a faculty member who has a large service obligation—and that would result in a teaching reduction. But coming to faculty meetings isn't written in. The language about valued was to emphasize that we do value our career-line, visiting and adjunct faculty, and when they do service we appreciate it, but it is not required.

Dean Tymas-Jones calls for the question. 24 in favor. None opposed, and no abstentions. It passes.

Dean Tymas-Jones wants to thank Sarah for all her hard work on it. And thank you and your colleagues who came to the town hall meeting. We certainly appreciate it. Our next College Council meeting is April 22nd and there is a FCC meeting on March 25th.

There is a motion to dismiss and it is seconded. The meeting adjourns at 4:19 pm.

10. Information Calendar:
N/A

11. Adjournment:
Future College Council Meetings: April 22nd
Future Faculty Counsel Committee (FCC) Meetings: March 25th