

Representation of contingent faculty:

On Feb 15th I received the following e-mail regarding the changes to the bylaws that were implemented 2003-04 by a Bylaws AdHoc working group:

I've attached the tracked changes document that was circulated to show the changes to the bylaws before the main meeting at which the vote was done in late 2003. The article in question was II.2.2, which was amended to say that half the at large faculty (4 seats) should be from the professional rather than the teaching ranks. The rationale as I recall it was that because units elect their senate reps, the senators representing units tend to be teaching faculty disproportionately. When the bylaws document was circulated, there was then a request that non-voting contingent faculty have some similar representation. That was added as a rider on the original bylaws bill and I think voted on at the same meeting. My recollection is that "2" was selected as half the representation which had been explicitly reserved for professional voting faculty, thus avoiding the appearance of giving more seats to non-voting than voting faculty (since of course it was voting faculty who had to agree to this). Of course regular unit senators can be professionals as well, so there are usually more than 4. Since students aren't voting faculty either, there is no real reason to have more student senators than part time senators, but the ugrad student senators already existed before the bylaws change and it didn't make sense to disenfranchise them.

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Feb 16th: Update to the Senate website. The report on shared governance was not on a place easy to find so now it has been moved to the Committee on Assessment of Governance and Consultation's page, within the Governance Council's page. There are number of other issues with the website. Governance is charged with maintaining the website so we should be working on improving it.

On Feb 17th, Gov discussed by email the language for the proposed Bylaws amendment regarding contingent faculty. I emailed HR for the definition of part-time.

On Feb 20th, I emailed Cynthia Fox, Yenisel Gulatee , Rebekah Tolley, Holly McKenna and Jim Collins for further clarification about representation. At issue was a) the number of people that would be without representation if the amendment in consideration referred to "part-time" and b) if it is acceptable to part-time faculty the current situation, where a full time professional that is also teaching part-time is one of the part-time representatives. Jim estimated that the number of contingent faculty that would not be represented if we use the terms "part-time" would be less than 5%. Holly McKenna communicated that part-time faculty would like to be represented by truly part-time faculty.

Feb 21st: the Forum of Shared Governance was held with a distinguished panel of speakers representing the diverse facets of governance: Chair of the Senate Dr. Jim Collins; Interim Provost & VP for Academic Affairs Dr. Darrell Wheeler; Holly

McKenna, representing contingent faculty; Assistant Director of Community Relations Greta Petry, representing professionals; Associate Professor Paul Stasi, representing faculty and UUP and Jarrett Altilio, representing the Student Association. The representative for GSA was not able to attend. We had a lively discussion emphasizing that shared governance is not a one-time event, that is constructed day to day with open communication and the involvement of all parts. Keys of shared governance: Participation, presence, listening, communication, and commitment.

Feb 24th: Meetings with Presidential Search Firm to help craft a vision of who we want our next president to be.

Tentative date for Forum on Identity: April 3rd.

Feb 27th forum on the role of arts and humanities was well attended.

Feb 28th Cynthia Fox, Jim Collins and I met with CEO Bruce Szelest & Interim Provost Darrel Wheeler. We continued the conversation about assessment of administrative units, the Senate website and having support for updating it, updates on CNSE and Wadsworth, support for a as part of shared governance and topics about diversity and inclusion such as coordinating efforts and sharing of information as well as a request that on-going training needs to be an initiative embraced by faculty.