

2018 STATE OF THE INSTITUTION ADDRESS
to the Faculty Senate
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Prepared by the 17th University Faculty Senate's Standing Committee on Institutional Excellence
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President Krise, Senior Vice-President Enriquez, vice-presidents, distinguished guests, and members and officers of the 18th Faculty Senate...

It's a special honor to give the State of the Institution Address in this, the 50th anniversary year of the University's chartering as a university.

In 1968, it may have been difficult to imagine the University as it is today: offering 26 undergraduate degrees and 11 graduate degrees to nearly 4000 students annually. The University today is also home to 40 student organizations, eight research centers and more than 180 full-time faculty.

I've been here for slightly more than half of those 50 years, and it's been my privilege to share in the work of this institution as it has grown in stature; in its contributions to our students, our communities and to scholarship, and in physical resources. When I arrived at UOG in 1991, this building, and the buildings that are now home to CLASS, SOE and Applied Sciences, didn't exist. Offices in Building A and Building B were home to World War II surplus furniture, plastic chairs and rusting fans. There were no online courses. And there was no such thing as the Faculty Senate.

During a crisis nine years later, leadership by the faculty, together with a new Administration and a commitment to shared governance, made possible all of what we'll consider together for the next several minutes; and the fact that we are here, and we have a Senate, to consider them.

In this address, senators on the Standing Committee for Institutional Excellence and I offer a look at some of the more recent accomplishments of this rapidly maturing institution and its students — achievements in which we can all take pride — and a look at the accompanying challenges — both financial and academic — that the 18th Faculty Senate can help the University to meet.

This past academic year completed Dr. Robert Underwood's 10 years of leadership as the University's President. UOG's many accomplishments with Dr. Underwood

at the helm, in a true partnership with the faculty, include a campus-wide Good to Great initiative that challenged every program and unit to consider — and work toward — what it can do better than any other, worldwide.

UOG's recent achievements also include a strongly positive evaluation by our accrediting agency; investments of 57 million dollars in new buildings and renovations; the formal establishment of the University's School of Engineering; an approved design and initial funding for the Lucio C. Tan Student Success Center; launching a new General Education curriculum that specifically cultivates core competencies, and preserves the unique content of UOG courses; and establishing a Center for Faculty Development. Two members of the 18th Faculty Senate, among others, have completed an ambitious and rigorous program of training for faculty leaders. As we welcome Dr. Krise as the 11th President of the University of Guam, we feel certain that he is as excited as we are about these milestones in the University's growth as an institution.

This year, we also extend our gratitude to past UOG Faculty Union President Dr. Donald Platt, after 30 years of service to the University, and more than 19 years of service on the Union's Executive Board: 17 of them as Union President. We congratulate newly elected Faculty Union President Dr. Roseann Jones, and many of us had the pleasure of working with Dr. Jones during her service as President of the Faculty Senate.

The University's achievements continue, and they include innovative scholarship. To promote innovative scholarship, the Faculty Senate this year endorsed, and the Board of Regents approved, a new Intellectual Property Policy that protects individual professors' course materials, and offers greater control and greater incentives than ever before to faculty creating patent-earning intellectual property.

The University has made significant progress in student recruitment and student success. In comparison with 15 years ago, enrollment at the University has increased by 30%.

We're retaining more of these students than ever before. From a low of 61% in 2004, our freshman-to-sophomore retention rate has increased to 76%.

More and more of our students are successfully completing their degrees. From a low of 23% for the 2005 student cohort, the University's six-year graduation rate

has increased to 34%.: a rate that exceeds the national average for open-admissions universities.

UOG students preparing for careers in the professions, and their faculty, have experienced conspicuous successes.

For the past two years, UOG's Nursing graduates have earned a 100% pass rate on the NCLEX, and are now ready to become registered nurses.

Students in SBPA are earning Congressional awards, and increasingly high scores on the Chartered Financial Analyst and Certified Management Accountant exams at the Annual Inter-Collegiate Finance Competition in Manila. The School of Business secured second place in a recent Global Business Competition. And the University's Chapter of the Society for Human Resource Management this year brought home its *20th* National Award.

And among this past year's 30 teacher candidates in the School of Education, 15 scored at or above the nation's 80th percentile on the PRAXIS examinations.

Faculty, students and administrators in all three schools deserve special recognition for these achievements.

The University is adapting to changes in the market, and in the very nature of college coursework. Online and hybrid courses are increasingly an integral part of our work with students, and many UOG faculty are rising to the challenge.

It seems especially important to consider the University's financial outlook.

The Legislature has called for a reduction in UOG's appropriation for the coming fiscal year, to \$27.4 million. And we must also recognize that the pattern in recent years of holdbacks from the University's appropriation, may continue. The University's reduction in funding coincides with safety and health concerns in multiple University buildings,

Tuition revenues at their current levels cannot be taken for granted. UOG's pool of traditional potential students is not expanding, and only 17% of Guam's high school graduates attend UOG.

There are multiple positive indicators as well. Enrollment Management and Student Success is working proactively to bring more of the island's high school graduates to UOG, and its efforts include a new incentive program for early enrollment.

For the past several years, the percentage of UOG revenues from grants and contracts, at an average of 37.5% of total revenue, has nearly matched our appropriations from GovGuam. And total UOG-generated revenues averaged 59% of all revenues.

Those figures are encouraging, but it's clear that the University's financial challenges will continue for the foreseeable future, and that faculty leaders will need to work closely with the Administration to meet them.

While our faculty are even more successful than before in winning grants and contracts, we're also facing important challenges as researchers.

The Institutional Review Boards that ensure that the University's research is ethically sound and Federally fundable currently depend too heavily on the availability of faculty willing to be appointed to unlimited terms.

These Boards currently function outside the faculty's electoral system, and they also lack procedures for appeals of decisions. These are important problems that the Senate, working with the Administration, can rectify. SCIE would like to thank Senior Vice-President Enriquez; Interim Vice-President for Academic Excellence and Director of Graduate Studies Dr. Troy McVey; and Dr. Rachael Leon Guerrero, Director of Research and Sponsored Programs, for their positive response to these needs.

Our challenges as teachers haven't abated...and there is new one on the horizon.

As in prior years, substantial percentages of students entering the University lack knowledge of how to succeed in college-level coursework. They may avoid classes when frustrated by their progress; they often don't seek advisement; and many put off choosing a major. EMSS's Dare to Declare and Student Involvement Fairs are laudable steps toward redressing these challenges.

Our online courses are reaching more non-traditional students than ever before. But reviews of online courses for academic quality remain largely the work of dedicated administrators and staff at TADEO, not the teaching faculty elected to our Undergraduate and Graduate Curricula Review Committees.

Unlike many institutions nationwide, the University is addressing the challenges of increasing retention and graduation rates without relying on part-time faculty. Though many publicly funded U.S. institutions assign fewer than 50% of their undergraduate courses to full-time faculty,¹ full-time faculty at the University of Guam continue to teach more than 70% of our courses: a figure that has remained constant over the past five years.

However, at the close of AY2017, that teaching responsibility rested with 142 people. Though our enrollments have grown dramatically, the number of full-time faculty teaching those students has not.

Moreover, we must consider the question of how many of these full-time instructional faculty will be tenure-track or tenured.

In April, the Administration received a proposal calling for the creation of a new class of faculty: the Professors of Practice. These professors would be untenured faculty recruited from the professions to bring their expertise to UOG courses, in fields where starting faculty salaries can't compete with income levels available in the professions themselves.

Professors of Practice, who need not have graduate degrees, would serve on limited but renewable contracts, with minimum salaries at the level of Professor, Step 1; and with the option to continue their off-campus employment the whole time. The Administrative Council predicted that some programs at UOG will eventually be 40% composed of these limited-term Professors of Practice.

This proposal raises some important questions. If many of said faculty are on contracts that the University may *for any reason* decline to renew, how will that affect their freedom to teach what they believe is true and valuable? Another question: in programs eventually 30-40% comprised by Professors of Practice, who will do the work of the Program? Advising students, assessing learning outcomes, serving on committees, and conducting program review self-studies? Our existing, tenure-track teaching faculty are already stretched thin.

Originally, as written, this proposal would not have come to the Senate. But it did, and it should.

Leading the faculty in academic matters depends on our active and proactive engagement with important proposed changes campus-wide. That's just as true now as it was 18 years ago.

It's always tempting to assume our work is done when we review curricular proposals: which dominate Senate agendas. But it isn't.

Our curricula review committees themselves have opportunities to grow that only the Senate as a whole can realize.

Meanwhile, the Senate as a whole continues to have a unique and vital role in academic leadership. That role includes addressing the Western Association of Schools and Colleges' question to all member institutions: What does a degree from the University guarantee that the graduate can do?

More generally, the 17th SCIE would like to offer a list of 10 THINGS MEMBERS OF THE 18TH FACULTY SENATE CAN DO, to address our challenges, and to enhance the State of our Institution in the coming academic year, and in years to come.

- 1) Support efforts to ensure that elected representatives of the faculty serve on the University's Institutional Review Boards for research.
- 2) Work with your constituents to ask and answer the hard questions about a) what our graduates can do, and b) the extent to which the answers match what our communities need.
- 3) Contribute actively to decisions on how to staff our hard-to-hire faculty positions, without compromising our programs' services to students.
- 4) Stay in touch with your constituents.
- 5) When you have questions about course or program proposals, work with the faculty originators to help resolve them... and support Senate leaders' efforts to provide UCRC, GCRC and GERC with the resources they need for training and for evaluating proposals using best practices from our peer institutions.

- 6) Support efforts to have these elected representatives of the faculty centrally involved in reviews of online and hybrid courses, providing our students with the content and opportunities they signed up for.
- 7) When you hear about something underway that will affect the faculty's ability to fulfill our academic mission, make sure that the Senate is part of it.
- 8) Work with your committee and your constituents to **CREATE** opportunities to fulfill our academic mission.
- 9) With your Standing Committee Chair, identify your Committee's goals for this academic year, with timelines. Choose what you'll personally contribute to meeting those goals, and prepare to be recognized, as teams and as an individual, for your leadership.
- 10) Please add to this list!

Senator Xiao Wei, Senator Chris Garcia and I congratulate recently elected and returning senators, and look forward to great things from the 18th Faculty Senate.

BIBA UOG!!

¹<https://nces.ed.gov/fastfacts/display.asp?id=40>

Acknowledgments

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