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Gulf Coast Faculty Council Minutes

Fall 10-16-2020

Gulf Coast Faculty Council Minutes - October 16, 2020

USM Gulf Coast Faculty Council

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USM Gulf Coast Faculty Council
October 16, 2020
9 A.M. Zoom

1.0 Call to order

Present: Casey Maugh Funderburk, Rebecca Powell, Justin Easterday, Jamie Stanfield, Jerry Bass, Vincenzo Mistretta, Ken Zantow, Bridgette Davis, Xiaodong Zhang, Damon Franke, David Holt (with proxy Mary Holt), Kalyn Lamey, Lin Agler, Robert Leaf, Tom Rishel, Bret Blackmon, Christopher Foley, Karen Aderer, Mary Ellen Askew, Sarah Jordon, Shiao Wang, Denis Wiesnburg, Joyce Shaw, Allona Murry, Whitney Martin, Lee Follett, Jerome Kolbo, Hannah McDonald, Keith Annuis, Marlene Naquin, Joe Griffitt, “Deanne’s iPhone” (Zoom ID), “Aradge” (Zoom ID), “Auxiliadora” (Zoom ID), “208/3**/4**2” (Zoom ID)

2.0 Approval of the agenda

- Approved by: Tom Rishel and Kayln Lamey

3.0 Program: Vice Provost Casey Maugh Funderburk

Due to the discussion topic, the minutes provide a general summary of the questions and Dr. Funderburk’s answers/comments. Do not consider any wording in this section as a direct quote.

4.0 Officer reports

4.1 Secretary (Justin Easterday) [Minutes](#)

- Approved by: Kalyn Lamey and Bridgette Davis

5.0 Old business

5.1 Council goals and objectives for the year

Since GCFC is a unique body and has no “official” standing, our main goals should be 1) determine how we can correctly direct concern to the correct bodies that do have an official standing. We also need to 2) make sure that all faculty on the Gulf Coast campuses are all invited to attend our meetings (Note: all future meeting are open to all faculty) and to make sure the faculty know who is their representative. We also need to 3) make sure we retain our four-year identity. Additional discussions are planned to happen in the next (November 20, 2020) meeting.

6.0 New business

6.1 Officer elections update

These elections usually take place in May, but it was delayed due to the coronavirus (COVID-19) and other events. From a miscommunication we have three (3) at Large members, at a later time we will discuss updating the bylaws.

New Representatives:

- Ken Zantow – College of Business and Economic Development
- Bridgette Davis – College of Education and Human Sciences
- Jamie Stanfield – University Libraries (Gulf Coast Library)
- Vincenzo Mistretta – College of Arts and Sciences
- Damon Franke – At Large
- David Holt – At Large

6.1.1 President-elect discussion

Current nomination: Bridget Davis and David Holt

There was a tie, unless it is against the bylaws we will have co-presidents

6.1.2 Secretary elect discussion

Nominated and approved: Jamie Stanfield

7.0 Next meeting: Friday, November 20, 2020, 9:00 am – 10:30 am Microsoft Teams

7.1 Requested Visitors:

Provost Moser and/or the school Deans (as a group or individuals)

7.2 Requested Actions:

Ask for independent data from IR, that we can see in addition to the data that will be shared with us. Invite the Deans to discuss (with just GCFC) the concerns about the timeline, their understanding of the re-org plan, and another topic.

7.3 Requested Discussion:

1) Determine if we want to request our data, 2) discuss do we want specific queries, and what are we wanting specifically. 3) Discuss how to ask that all immediate decisions and moving people around be halted (Note: Faculty Senate has asked, but it will help with GCFC also asked).

8.0 Announcements

The Faculty Senate/Senators have done an amazing job responding to the presented reorganization, it shows how united and supportive they are of the Gulf Coast.

As requested, the official minutes will show on record (for eternity) that GCFC President, Rebecca Powell has expressed she has “a complete and total girl crush on her [Dr. Lilian Hill] and she has good hair.” So, “we, the members of the Gulf Coast Faculty Council declare our affections for her [great hair].”

9.0 Adjourn

Approved by: Kalyn Lamey and Li Agler

3.0 Program: Vice Provost Casey Maugh Funderburk

Chat Question: What studies or surveys of current and potential students were used in the planning process for the reorganization? Please provided that data.

Dr. Casey Maugh Funderburk: During this process, they did look at job postings and job descriptions and also did a specifically deeper dive on jobs like the Marine science type jobs. For the surveys, some were completed by COLT because when COLT was formed one of the tasks was to talk to top industry leaders. But before this meeting, Dr. Funderburk did confirm with Provost Dr. Steven Moser that the majority of the external conversations happened through Dr. Monty Graham, who spent a lot of time on that task and we are happy to share the responses that they have on record. For “specifically about official sharing with officials, I had the understanding that President Dr. Rodney Bennett did spend time over the past few months (exact timeframe unknown) talking to the state senators, our (USM) state representatives, and local officials. However, that question is better to ask President Bennett because it has not been Provost Dr. Moser’s or my purview, it is something that Dr. Bennett has said he has done.

Follow-up Question: What exactly has been your purview during this process? Part of our confusion is you’re (Dr. Funderburk) our representative and that we keep being told to ask other people about this process.

Dr. Casey Maugh Funderburk: Co-lead COLT and the main result was the three pillars as well as the Request for Ideas (RFI) process. My hope at that time, I believe that the RFIs that were created will be the next steps. So we will be going back to those once we have our school configurations and we will have conversations around those ideas and how they will emerge and we can get into that when we get into implication.

Clarification Question: Can you define RFIs for us?

Dr. Casey Maugh Funderburk: RFIs is Request for Ideas process, which is what we went through when all the faculty and staff were asked to participate in that process. We received lots of great responses from that and I think that was our effort to engage the faculty. It was a short time frame but to start a conversation around the possibilities and innovation and what we could be doing on the coast and what we're not currently doing. So those will take some more digging into, but that's that process. So, this summer (2020) we submitted our work from COLT, which was just the three pillars and the RFI work that was what the COLT recommendations. We were never asked for a structural recommendation, so there was no organizational recommendation made in COLT. This summer we re-engaged (sort of) and continued to ask where we were with that with the reorganization because I understood that in the spring, we were set to make an announcement. This summer, Dr. Heather Annulus, Dr. Jacob Breland, Dr. Jennifer Walker, Dr. Joe Griffith, and I, as the (sort of) new leadership team/group after what happened in July. We came together with the Provost and talked about can we start talking about organizational structure because we think the next steps need to have some sense of organization. The top level of the structure (senior associate vice president and the associate vice president) is the structure that the President, Provost, and the Vice-President in Research believe is the right structure, that is not the recommendation we gave. We worked this summer to not get rid of any programs (or anything like that), it was how to reconfigure. We argued that the schools give us the best opportunity for local control, which is what we believe is the right thing that needs to happen and the schools ("because of the way the structure at the University currently exists") needed to be equal to all other schools. We see that with the School of Ocean Science and Engineering and School of Interdisciplinary Studies and Professional Development having that level of local control and autonomy in their schools was working well for them. They are that is a successful model and it seems to be working with other schools at the institution. So based on that, our foundational recommendation was that schools are where the magic happens and where the faculty can create programming and all of those kinds of things.

Question: Did your recommendation include what folded in under those schools?

Dr. Casey Maugh Funderburk: So, we were giving cost and costing data and there were some programs that we were just told weren't on the table any longer that they would have to be reimaged to see...

Clarifying Question: Who's the actor in that sentence?

Dr. Casey Maugh Funderburk: The Provost, he said that they would be reimagined, not that those programs, in their current configuration, nothing about faculty. This program has this many numbers of people in it and so, as a result, it's not working in its current configuration. One of the things I think that is I'll just say regrettable, I'm not sure the right word but regrettable is that that there was even a list of all that was presented in the stuff that's on the provost office because those are just imagined ideas.

Follow up Question: How was that list created from those imaged idea?

Dr. Casey Maugh Funderburk: I don't know. I talked to the Provost again about this and I talked about it several times since Friday because I wanted to make sure that he felt comfortable with my saying the next step should be name directors of schools and let the faculty work to create the programs that make the most sense, given their expertise, given the student body, given the coastal economy. That's exactly what our next step should be, I do not think there's a disagreement about that and so I would urge you not to read too closely into the labels in boxes below the level of the school. The school level is set, it's the framework makes the most sense but I wouldn't I know

Follow up: The school leveling being set and some programs being off the table. Are you going to share the list of those programs that are off the table?

Dr. Casey Maugh Funderburk: I'm trying to remember what we saw they were. Geography was one that was not performing particularly well, political science was particularly well. There's a separate thing about licensure and licensure as a whole, I think there was a recommendation to reimagine licensure so that it was more effective. Math I think...

Follow up: I think when you go to share the rest of the data that has been asked for we would want that list to be included.

Dr. Casey Maugh Funderburk: Yes.

Question: In that list of, I guess underperforming disciplines, Casey, was there any opportunity and this might not be something you can answer right now but was there any opportunity for advocacy to change minds and to advocate for keeping these programs on the coast and to think about the growth of those programs rather than moving the programs? I'm having a difficult time understanding the timeline when these things happened and when it became this final document and that these programs are going to be moved. When you know, this is one of the issues I'm having, and was just wondering if at some point it could be addressed.

Dr. Casey Maugh Funderburk: Yes, I think that's fair. I don't know that I have a good answer for you but Kayln go ahead do you want to say something?

Kalyn Lamey: I just wanted to say that in like in math in particular. I don't know what data is being talked about but in mass, we have majors and Hattiesburg and majors in Gulf Park and we work over IVM. They could not teach all their majors without us and we could not teach ours without them and so it literally costs no extra money for us to have IVM on the coast. None because John or Karen might have to teach that class anyway and just IVM it to Hattiesburg where there are students, and John has literally taught classes where his entire class was in Hattiesburg.

Dr. Casey Maugh Funderburk: Yeah, I'm aware of that.

Kalyn Lamey: Yeah and so like it's no skin off our backs to have a few extra students down here in a class so

Dr. Casey Maugh Funderburk: I appreciate that Kayln, It was not my data, but my understanding is that it's being worked on

Clarification Question: what is the noun there the reference for that is being worked on?

Dr. Casey Maugh Funderburk: Just my understanding Provost said that they were working on pulling data that that's all I know.

Kalyn Lamey: Could they also talk to them, humans?

Dr. Casey Maugh Funderburk: Kayln, I don't know.

Dr. David Holt: Yeah, I am shocked/surprised geographies not doing well. Because I'm confused by that I have more majors on the coast than Hattiesburg and maintain in the 20s from the very beginning. So that this kind of information is kind of out of nowhere.

Dr. Casey Maugh Funderburk: It was in the costing, so that's available on HelioCampus. So, any of the directors or deans have access to that data and that's the data that's being used to look at costing.

Question: This one of the questions returns to the idea of the timeline, how can this be a final proposal, and yet there is more digging. We have this influx kind of language and that will return to the RFIs. So why did this announcement came now and with so little prep for faculty, and what was the rush there with the administration?

Dr. Casey Maugh Funderburk: That great question, I do not know the answer. The President the Provost worked on the draft at my understanding is the Dean saw at a couple of weeks, I saw it a couple of weeks before as well and we made recommendations and modifications. But it was set and I as I said, we made our recommendations.

Follow-up Question: Those verbs still confusing, it was set and then everything is also in flux

and negotiable and we should make proposals. We're exactly are we in this process how set our things and what is negotiable and influx?

Dr. Casey Maugh Funderburk: My understanding is that the concept of duplicative programs is as I understand the critique, I was on the call with Dr. Jacob Winstead and know that there are four programs in business that still have names on them that exist there. My understanding is they will also be working to change to modify those. I'm not sure why those stayed the way they were and why the other ones were different. So, I don't know the answer.

Dr. Jacob Winstead: Yes, that was my understanding for the regarding the business programs too, that everything would be, other than the College of Business, would be on the coastal would be pivoted/reimagined/ aligned with the pillars specifically related to the blue economy. So even though the name now is the same, the intent long-term is to modify that accordingly.

Question: Is how is that language being applied? And why is that such a focus of this plan with what is the motivation behind not having duplicate programs when we're on adult campus? And what model or research is that based on?

Dr. Casey Maugh Funderburk: I do not know the answer to those questions, that something the Provost has talked about for probably any couple of years. He wants/would like to have a coastal campus group that has its programming that has its way of situating itself in the blue economy and that was his directive.

Follow up Question: Just to be distinctive, we follow the directive but not based on anything for the programs or students

Dr. Casey Maugh Funderburk: Not that I'm aware of.

Question: Casey you have you had mentioned that in the summer the Provost, you, and the four new associate deans have met to look at the data that you had available and decided that some programs could not assist anymore without reconfiguration. So those programs that are assuming moving up to Hattiesburg, did you consider asking those programs to or give them a chance to reconfigure their programs, whatever way your data was based? So right now, based on the new structure, there are no human sciences, social science, and education. So for a university to operate on the entire coast, it's a whole market, it's hard to believe that we are serving the community without all those programs.

Dr. Casey Maugh Funderburk: I agree and I think that my understanding is, psychology as an example. I just asked the Provost about that directly this morning. My understanding is with the psychology faculty will have the opportunity to create a program that makes sense for our context. I think that that's definitely on the table is to construct that. I am not sure why the turn away from the term the same program part, but I think there's a lot of flexibility in figuring out what that program it looks like because it does meet the Resilience pillar

and should be considered as part of that. It would just have to be as part of the new school, as opposed to in its current configuration.

Follow-up Question: So, we have the opportunity to restructure our programs including psychology, social work, and other programs? That that does not seem to be what the information we were given.

Dr. Casey Maugh Funderburk: I understand that, I think you're Dean made not have said it that way, but that is the conversation I had with the Provost. So I also understand that with programs like social work, who have accreditation responsibilities at certain levels that those may remain tied to the college and Hattiesburg those particular programs and delivered in different ways. I talked to the Provost again this morning about the flexibility with licensure, the GEC and we created the concept of a university college. One of the reasons that I believe a university college a good space to have is because I think we can house instructional faculty to support the GEC. So, I'm trying to create spaces in which we can leverage and the Provost is very open to that and very supportive. So, the leverage spaces where we may not have the same configuration we currently have, but the faculty that support those areas could be housed in something like a university college and still deliver the GEC.

Question: There are actions being done with deans that will move faculty immediately and what is the timeline, and will those faculty be able to come back, and how will they be able to be part of proposals if they are moved in January?

Dr. Casey Maugh Funderburk: I did I don't know of those conversations. That my understanding is they're not so that's not supposed to be what's happening so I don't know what the deans and/or directors are telling their faculty. I do know that regardless, we have teach-out obligations of a program if it leaving and so we would have two years of teach-out, we need the faculty to be involved to make that happen. I think the creation of new schools is a big deal and it's going to take a lot of time. [*teach-out was used as an example]

Follow up Question: If faculty are moved up to Hattiesburg, what's the opportunity there for them to create a new program? This one of the questions that we need you to have an answer for as our advocate on this coast.

Dr. Casey Maugh Funderburk: That is a great question and I agreed, I am asking the same questions. I'm re-inserting these questions every day to say we need to create a structure by which faculty can be involved in the conversations to create these programs. The most impressive thing is to have a way to do that, if we have already decided all the structure, then the next most pressing thing is to have an...

Follow-up Question/Comment: But the structure does not allow for the thing that you just said.

Dr. Casey Maugh Funderburk: I understand that the way that it's being presented and by some folks that that's the case and I am advocating on this.

Follow up Question: How is it being presented differently than what it is?

Dr. Casey Maugh Funderburk: Well, for example, I do understand that the dean in education and human sciences is maybe being more black and white about this than I might be thinking about it.

Follow-up Question: Can you get on that calendar to speak with him?

Dr. Casey Maugh Funderburk: I have spoken to Dr. Trenton Gould and do speak to him regularly. I will continue those conversations. I asked the Provost again yesterday and today about things that I had heard that were said in those meetings and I'm circling back around asking why are faculty being told they may not have an office. We never said that, that's not a thing and so I have asked those questions and I will continue.

Question: Is there a date certain for when the GEC would no longer be offered and are the Provost and President are aware that we have a very specific and place-bound student population that may not stay in their relationship with the university should some of these reorganizations occur?

Dr. Casey Maugh Funderburk: I believe they are aware and I also understand that we have competitors who offer programs locally. I think the goal is we create competitive programs for the local context.

Follow up Question: Maybe you can't or maybe you might not even feel comfortable disclosing this but it sounds like based on everything that I've heard this morning that perhaps you've been left out of something conversations either intentionally or unintentionally has that been your experience, as if your "teeth" were removed in your role as vice provost?

Dr. Casey Maugh Funderburk: Yeah, it's a great question. I don't feel comfortable answering the way you asked it. I will say that once we made our recommendation this summer and we did the work that we were asked to do that was handed over and like the other proposals and I don't know what the process was after that point, so I can't to the process after that point. As I said, Dr. Heather Annulus, Dr. Jacob Breland, Dr. Jennifer Walker, Dr. Joe Griffith, and I did say our peace on it we did. Right now, I'm doing my best to answer the questions with the information.

Comment: So, Casey you're saying that this is an opening, an opportunity for discussion and reshaping but that is informed and in content, not the way that the announcement was presented. It was presented as a directive, it was announced to the media as this is the way forward, this is a reflection of how this entire process has come by that there are decisions made unilaterally and autocratically. Then, there is an opening for discussion and then that discussion is set aside because it doesn't correspond with what was already decided. That is

not the way to be open, the Provost, himself set the goal of being open and for this to be a bottom-up process. This has been everything but that, there has been a fig leaf of openness but it hasn't worked that way. What I see is that in that respect is the lack of openness and transparency and, also in the way in which the three pillars that again were handed down top down, you know, not bottom-up but top-down they're not being consistent. They shoehorn disciplines and schools into pillars that do not correspond with them and they exclude areas, so the whole thing lacks consistency. They set the rules, the agenda, and they set the shape of the matter and they're not being consistent with what they decided unilaterally. Now you say that this is the opportunity for discussion, it's too late, everything seems to be constantly in flux and yet decisions are being made without any input and intervention from faculty.

Question from Student Government Association: Why the students have not been included in any of these discussions? I have not seen anything in the form of student polls or surveys to collect data from a student perspective. I can guarantee that students will not support this plan as it is written.

Dr. Casey Maugh Funderburk: I don't know the answer to that. I don't know.

Question: People have questions about if this university college are you saying that we will still be offering this? Why has it been communicated to deans that we will not be offering GEC on this coast campus and are those face-to-face classes or online classes?

Dr. Casey Maugh Funderburk: I did here Dean Winstead say that I don't know how he said it but like returning over those classes to the community college, I think that was regrettable. I'm not sure that that's the way that we should be orienting ourselves. Like I said one of the things that we've been looking at is if you're creating as we create schools which will give faculty disciplinary homes and relationship with one another, with a director who would then work with the dean, then what do you what does happen? For example, a program as an actual degree-granting program that does not exist, but you have support faculty who support delivering Math 100, Math 101, or basic chemistry. We have to support faculty who deliver chemistry and physics at the upper level, for example for ocean engineering and marine science. We have to have those faculty who deliver those level programs. So the conceptually could that happen differently and that's what I'm advocating for is looking at that differently, looking at that as an opportunity to house instructional faculty. I've spent a lot of time looking at university college models during this process because we did want to create a university college and house it at the Gulf Park Campus. In many of those university college structures, they house non-degree granting units who do things like support general education core. I'm advocating for a space in which those particular things that we do call the general education core and those upper-division support staff faculty can be to have a place and have a home and those can still be delivered in person. I've presented and has gotten some traction and so. I would like to see that happen.

Follow-up Question: What's the value-added from what you just described? How is that better than what we're doing right now with the GEC for our students who are here?

Dr. Casey Maugh Funderburk: If the programs that currently house those faculty groups shift in some way, I'm just trying to think of another option of retaining that support network. It's in response to trying to figure out how we still do those things that matter and serve students.

Question: If the university college and the agreement with MGCC and the college to compete time, are those part of the IHL's plan for Southern Miss to be the transfer institution and not rely on GEC anymore?

Dr. Casey Maugh Funderburk: No, not that I know of.

Question: How are faculty supposed to live as this goes forth, one question is about the extension of time for tenure promotion?

Dr. Casey Maugh Funderburk: I did talk to the Provost about this one and he just consisted that flexibility is going to be needed to move forward through this, and we have processes for that we grant people extension for all variety of reasons.

Question: If faculty were moved to Hattiesburg will they have offices?

Dr. Casey Maugh Funderburk: Yes, if a coast faculty member chose to relocate to Hattiesburg they would have collegial workspaces with their colleagues?

Question: You mentioned the choice that they choose to go to Hattiesburg, but yet people are hearing from deans that they are going to Hattiesburg. How is that choice going to be implemented and operated and is it an actual choice?

Dr. Casey Maugh Funderburk: My understanding is it is a choice. I don't know about implementation or how that's going to be operationalized but my understanding is that is a choice.

Faculty Comment: I think every dean every director interpreted what they were told differently. Some started making decisions right when they got this plan on September 21st, but some have been told their faculty that have to go to Hattiesburg because the offices are going to be needed for all these other programs that there won't be space for people here and they will have to share offices and Hattiesburg because there's already not enough space. Everybody's hearing something different.

Dr. Joe Griffith Replying to Comment: I will say that I was a member of the COLT Team and I was a member of the team this summer and I understand there a lot of these questions coming at Casey right now from my experience Casey has been and was the entirety of the time and active and forceful advocate for the coast operations and the coast faculty. I understand all the concerns and questions that people have but I do think it's important you know that in every

meeting I was in, Casey was a very forceful advocate for the programs, students, and faculty on the coast.

Question: Will there be compensation for travel?

Dr. Casey Maugh Funderburk: I don't know that would be in my purview.

Question: We would like some direction who should we be looking to for the next step. Should we be looking to our deans and directors, or should we be looking for an announcement from the Provost and President or should we be looking for you? What are the next steps for faculty and who should we be looking to?

Dr. Casey Maugh Funderburk: I believe those next steps are in the academic perdue of the new schools that would be created and the deans and directors who fall under colleges. I have spoken with the deans who will be naming directors and asked to please hurry up and name those positions to have some way to structure the conversation. because right now there isn't a process. I am pushing hard to create a process with the power that I have to do that.

Question: For education and human sciences, we have a sense of urgency here because our dean wants us to integrate back to Harrisburg right away. The dean told us we have to decide with we leave USM or go to Hattiesburg. It's very in addition to frustration, we are very lost.

Dr. Casey Maugh Funderburk: I went back to the Provost again this morning, specifically about your college [CoEHS] because I understand that what you're being told is not the way he's envisioning it. So I'm urging him better communicate there and a clearer path forward.

Question: So, we are to look for a school director to be announced by the deans, for people who are in programs, that will not be under that school they are to look to their dean? For example, psychology.

Dr. Casey Maugh Funderburk: I don't know the answer to that. My understanding is that there is flexibility there but it's not being presented that way and so I've asked again and urged clarification around making sure we're all saying the same thing. I'm pushing for some clarification specifically for that group [CoEHS].

GCFC Ending Comment: Thank you for joining us and for reviewing these questions with the Provost and trying to answer what you could. We would appreciate it if you could share the list of programs and the data that was asked for.

Last Comment from Dr. Casey Maugh Funderburk: I think it's important to focus on the framework as it exists, meaning the top level of that framework the schools, and what will work

toward which programs. I know it's very unsettling to not know the answer to that question but my firm belief is that if we can come together as faculty to have those conversations and to do what we do well; which is be thoughtful about what the student needs are that we're going to get to a really good place. It does need to include fair representation from faculty and students.

- Submitted for approval: November 8th, 2020
- Received approval: November 20th, 2020

Justin Easterday
GCFC Secretary 2020-2021