

**2021 STATE OF THE INSTITUTION ADDRESS
to the Faculty Senate
May 13, 2021**

Prepared by the 20th Faculty Senate Standing Committee on Institutional Excellence
Senator, Michelle Santos, Chair Senator Katharine Lofdahl
Senator Carlos Madrid

Hafa Adai,

President Krise, Senior Vice-President & Provost Enriquez, vice-provosts,
distinguished guests, and members and officers of the 20th Faculty Senate and
thank you for the opportunity to present to you the State of the Institution report.

Congratulations and job well done to the outgoing members of the 20th Faculty
Senate and thank you to our incoming senators for accepting the responsibility in
the shared governance of academic matters at the University.

One responsibility of SCIE is to make recommendations on issues pertaining to
institutional integrity and academic freedom. An outcome of this responsibility
includes the “State of the Institution” report which evaluates the status of
institutional and individual autonomy, institutional integrity, academic freedom and
professional ethics. This report, submitted to the Senate and Administration,
includes documentation of specific problems that have been identified in those
areas during the past year, actions taken, and recommendations for further
addressing them as required. While we don’t have specific problems documented,
these issues need to be at the forefront of our decision making.

With a full academic year of online meetings, classes, workshops, office hours, and
more this strange predicament has actually led us on the fast path to meeting a
portion of a goal within the Para Hulu’. While not perfect, this move to online
learning has brought quality and integrity to the forefront and UOG has invested in
that quality with cohorts of faculty lining up for online training and certification. It is
important, as pointed out in the training, that we all understand that there is a
difference between Emergency Remote Teaching and Optimal Online Learning.
While being forced into Emergency Remote Teaching, with training and vision, we
can begin to see how some of our courses may lend themselves to online delivery
and this may expand our partnerships and potential to offer 4-year degree
opportunities to students in our region who can’t physically come to Guam.

Relative to Quality and Integrity, our regional accreditation with the WASC Senior
Commission of Universities and Colleges holds us accountable with the USDOE
where our federal money for financial aid comes from. We have a self-study report
due in 2023 and while we’ve recently received permission to continue with online
instruction for now for a third semester without seeking substantive change

approval through the WSCUC; it is still UOG's intent to bring as many of our courses back to face-to-face and possibly through hyflex options. Hyflex refers to hybrid or High Flexibility – where face-to-face and online instruction can happen simultaneously. We need to remember, that online instruction will be evaluated. If we continue with online learning, we need to respect the process through the Senate and through the substantive change process with the WSCUC. We also need to continue to monitor the needs and desires of our students as they have chosen to pursue higher education here, on Guam, with us. Retention of our students is a concern. There were 457 students, between Fanuchånan '20 and Fañomnåkan '21 and more since then, who have chosen not to return to or continue with school. We need to make sure that we are providing multiple means for our students to meet their educational goals and one way is by offering a HY-Flex model as an option. We will definitely need to be monitoring our numbers over the coming semesters.

Over the past year, we've detected the need to strengthen the wording of Appendix H. Appendix H in the Faculty Senate Handbook is the Code of Faculty Ethics. The ethical mission of our faculty is: honesty and integrity in instruction, truth in discovery, trustworthiness and dedication in service, and professionalism within the academy. Under the section, Honesty Integrity in Instruction, the Appendix was revised to reflect changes in Board Policy relative to the relations of faculty with students. Now that it is updated, Appendix H emphasizes the prohibition for faculty to enter into any sort of relationship with any undergraduate students and any graduate students under their supervision.

Additionally, the Senate endorsed a policy to formally affirm Principles of Academic Freedom based upon the American Association of University Professors or AAUP Statement (1940) of Principles on Academic Freedom and seeks for it to be a part of UOG's Policy Manual. This endorsement has been forwarded to the UOG Board of Regents, and as an institution, we look forward to the affirmation of the freedom and responsibilities associated with the academy. This policy will become a part of the University Policy Manual (UPM), which may be finished this summer. Citing the AAUP Statement:

We must remember that institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

(AAUP, N.D.)

Finally, while we wrap up this year and plan for the next, former Senator and Chair of the SCIE, Dr. Kyle Smith and his committee from the 17th Faculty Senate, had some amazing advice for future senators and I'd like to share a condensed version of that advice

- 1) 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.
- 2) Contribute actively to decisions on how to staff our hard-to-hire faculty positions, without compromising our programs' services to students.
- 3) Stay in touch with your constituents.
- 4) 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.
- 5) 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.
- 6) 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.
- 7) Work with your committee and your constituents to CREATE opportunities to fulfill our academic mission.
- 8) With your Standing Committee Chair, identify your Committee's goals for this next academic year, with timelines. Choose what you'll personally contribute to [relative to] meeting those goals, and prepare to be recognized, as teams and as an individual, for your leadership.

Thank you for your time and commitment to the academic leadership of our university.

Si Yu'us Ma'ase

Acknowledgement

The 20th Faculty Senate's Standing Committee on Institutional Excellence (SCIE) gratefully acknowledges the support of the Senior Vice President and Provost, Dr. Anita Borja-Enriquez, the Vice Provost for Academic Excellence, Graduate Studies & Online Learning, Dr. Troy McVey, and the Vice Provost for Institutional Effectiveness, Dee Leon Guerrero, for their time and willingness to provide information. Responsibility for any errors rests with SCIE.

Resources:

American Association of University Professors (n.d.) Reports and Publications
<https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure> (accessed Jan. 2021)

Smith, K. (2018). State of the institution report of the faculty senate. Log #5989
University of Guam.