

**Faculty Senate Meeting  
April 1, 2005**

Present: Jonathan Anderson, Brian Blitz, Jennifer Brown, Nina Chordas, Seon Chun, Chuck Craig, Eve Dillingham, Joe Liddle, Ginny Mulle (President), Priscilla Schulte, Lynn Shepherd, Sherry Tamone, Provost Robbie Stell

Guests: Vice-Provost Vicki Orazem, Administrative Services Director Tom O'Brien

The minutes for March 4, 2005 and agenda for this meeting were approved.

**1. President's report:**

A. Departmental reports

- 1) Nominations from academic units for UAS Senate President-Elect for AY05-06: Mark Speece and Chuck Craig. Ginny will initiate the balloting process per by-laws.
- 2) Candidates for the positions of Co-Coordinator Faculty Development Seminar will notify Ginny before April 15<sup>th</sup>
- 3) Academic units have no nominees for the position of Curriculum Committee Chair AY05-06. Ginny will communicate with Robbie and AY06 members of the committee to find volunteers.

B. Faculty Alliance report:

- 1) BOR policies/regulations, which were approved by Senators on March 4<sup>th</sup>, were also approved by the Faculty Alliance at its March meeting
  - a) Transfer of Credit R10.04.06
  - b) Academic Policy – Residency Requirements P10.05.03
  - c) Academic Program Review P10.06.01
  - d) Appointment of Distinction for Faculty
- 2) Responding to a request from UA Chancellors, Craig Dorman, Interim VP for Academic Affairs proposed forming a statewide committee of faculty and Provosts to “review faculty promotion and tenure policies, standards, and practices across the system.” Initially, the Provost and faculty members at each MAU will form a committee to clarify such issues as “differential expectations of productivity for faculty with different long-term balances of workload (including significance of activities in the service component), consistency of such expectations throughout the system, accommodation of family and life issues, encouragement of entrepreneurial activity, and consistency of process with regulation and the CBAs.” Then, each MAU will share a report with Faculty Alliance, which will make recommendations to Statewide.
  - Senators will ask for volunteers to sit on this Ad Hoc Committee in AY06
- 3) Common start dates for MAUs. There are so many stakeholders that implementation of common start dates for MAUs will probably take longer than the August 2006 date originally planned. The Senate recommends that the Provost consider scheduling UAS campus Spring Breaks concurrently with local school district Spring Breaks.
- 4) Alliance members will be contacting the unions to discuss faculty ownership of copyright, particularly for instructional materials that involve use of course management systems or other educational technologies. Current collective bargaining agreements prevail in discussing copyright issues and need to be renegotiated to allow use of educational

technologies without giving up all rights. Existing agreements are an impediment to full faculty involvement in distance education.

5) There is a proposal to amend BOR Policy 10.04.03 to allow the award of Post-baccalaureate Certificates. (attachment #1) These certificates would be for completion of programs approved at the undergraduate level for those who have already completed a Baccalaureate degree. There were some objections from UAA that will be brought back to the Alliance at the next meeting.

- Senators will solicit feedback on this policy revision and its possible utility at UAS.

6) Another performance-based budgeting (PBB) measure has been put forward by Statewide Institutional Research. Faculty Senates have until May 15<sup>th</sup> to comment on the PBB for Strategic Enrollment Management Planning. Other PBBs have been put on hold.

- Senators will solicit feedback.

7) Three candidates for the position of Vice President for Academic Affairs are visiting campus. Faculty members should give their comments on interviews with the candidates to Tim Powers.

#### 4. Committee reports

a) Ad Hoc Committee on online student evaluations (attachment #2)

The Committee submitted recommendations for 1) Possible steps to inform students and faculty about evaluations 2) Suggestions on implementation and access to output 3) Suggestions for the evaluation form itself. The University of Idaho has implemented online evaluations in conjunction with Banner and their website provides policies and options for customization <http://www.webs.uidaho.edu/studentevals/>  
Discussion: each instructor needs to be able to customize the evaluation form so that it's appropriate for the course being offered. Data for an academic unit may be publicly available, but information on an individual faculty member's performance should only be available to him/her, his/her Dean or Director, and the Provost. Robbie will follow up with ITS staff to ensure that this degree of privacy is guaranteed.

- Senators will review the list of recommendations with their units and report back at the next Senate meeting

b) Ad Hoc Committee on the Scholarship of Teaching and Learning (SOTL) (attachment #3)

A draft proposal for evaluating the scholarship of teaching and learning includes a matrix of activities in the categories Pedagogy, Mentoring, Program Contribution, and Scholarly Work. Activities listed under Proficiency would be required of all faculty members. Under the proposal, promotion and post-tenure reviews would require activities in each of the four categories to be selected from those listed in the Growth and Leadership columns.

Discussion: There is no institutional award for excellence in teaching other than the annual one given by student government. Robbie indicated that there has been no agreement on criteria for such an award in the past. Student- and peer-based awards should be instituted and will require faculty development efforts over time. Statewide chose not to award merit bonuses last year.

- Senators will discuss the SOTL draft proposal with their units and provide feedback at the May Senate meeting.

c) Distance Education Committee

Katy Spangler, Susie Feero, Cathy Lecompte, Robbie Stell, and Jason Ohler represented UAS at the DE Summit in Anchorage on March 29-30. Three copies of the Summit documents are available in Juneau. An official report is forthcoming, and there are several working papers underway, including a glossary of definitions for DE and one about faculty workload. A pilot DE gateway is under development. UAS was seen as a leader in DE.

d) Committee on the Learning Center, Advising, and Tutoring (Committee G)

Three candidates for the position of Learning Center Director were interviewed last week, and the search committee will make a decision next week.

e) There were no reports from the Curriculum, Academic Information Services, Plagiarism, Graduate Committees or the working group revising Curriculum Committee forms and processes.

5. Caps on course enrollments

The Provost's statement about course cap policies (attachment #4) indicates that Deans are responsible for setting course caps. A performance-based budgeting measure to increase headcount is one factor driving increased course caps, but deployment of faculty, a unit's total enrollment and course sequencing, numbers of non-degree-seeking vs full-time students are other factors. Robbie has asked Deans to monitor enrollment data over time and use it to determine caps.

Discussion: Decision-making with regard to course caps appears to have been made without consultation or warning after term has started. The timing of such decisions affects pedagogy – lab materials have been prepared and sent out to DE students, textbooks may not be available in a timely manner, syllabi and assignments have been created with lower enrollments in mind, audioconferences may become unwieldy and unproductive, etc. If changes are being made so that Deans can make budgets balance, then faculty need to be consulted and their concerns about pedagogical issues heard. Increasing headcount could change the delivery format, and a faculty member needs some warning to adjust.

The Provost agreed that Deans will not raise enrollment caps without consulting the instructor. Timely consultation by Deans regarding proposed course enrollment increases will allow a faculty member's pedagogical concerns to be heard. Otherwise, appropriate adjustments cannot be made. The quality of teaching and learning suffers along with program recruitment and retention.

6. UAS Advising Task Force "Recommended Standards of Care" (attachments #5 & 6)

The Advising Task Force put forward some recommendations that the Senate Committee on Learning Center, Tutoring, and Advising was going to review and bring to the Senate, but their representative is not present at this meeting to provide an update.

- Senators will solicit their unit's feedback on the Task Force recommendations

Vicki Orazem, Co-Chair of the Advising Task Force, provided an overview of the recommendations. Different populations of students should be treated differently, depending on their entering academic status and selection of degree program.

The Task Force is particularly interested in faculty input on the "critical junctures" mentioned (third paragraph from the end of memo): a) first entry, b) during their first year, c) at the attainment of 60 credits and d) 90 credits (or the year before the student graduates). Does this statement need strengthening? Is time elapsed as critical as credit hours completed?

Discussion: Faculty and students need tools to assist with advising. How can advisors check to see whether a student has taken necessary pre-requisites? Banner has not been enabled to check on pre-requisites and put blocks in place. According to the Registrar, Banner has this functionality but it has not been implemented. Even if transfer students' prerequisites wouldn't be captured, regular enrollees could be dealt with through Banner. Should it be the student's responsibility to provide evidence? It does not seem practical for adjuncts to have to make judgments based on evidence that students present. Should a slip from the department be required before registration for a course takes place? For students on probation, a PIN should be required before they're able to register for any course. CAP is close to being implemented, and all catalogs have been entered in Banner for previous years.

Senate Committee G needs to scrutinize the details of the Task Force recommendations. Feedback is needed as soon as possible in order to make the necessary budget re-allocations to put revised advising procedures in place. Lori Klein has consulted with units' Administrative Assistants about procedures and paperwork that will make it possible for them to facilitate advising. Their requests have already been submitted to Student Resources Center.

- Senators will solicit feedback from their units and report back on May 6<sup>th</sup>

As soon as information from staff and faculty has been consolidated, the Task Force will forward recommendations to the Provost's Council asking for resources to implement a plan.

The Provost announced that UAS has been awarded a federal TRIO grant for outreach programs that are designed to motivate and support students from disadvantaged backgrounds. It has 5-year approval and is administered in academic units rather than by Student Services. Such grants generally stay at the institution, and UAS has a good chance of maintaining this funding source for academic intervention and support because 70% of enrollees are 1<sup>st</sup>-generation students, which by definition are those whose parents did not receive a higher-ed degree.

#### 7. Bookstore/textbook proposal

Tom O'Brien is consulting faculty about a possible solution to the escalating cost of textbooks. Mike Boyer's article in a recent issue of the Whalesong drew attention to studies conducted by AKPIRG and CALPIRG in 2004 and 2005 which showed that charges for textbooks are 5-8% per year in addition to inflation. Publishers are selling bundles of items and issuing new editions with only minor changes. This is a problem for both students and the bookstore. Tom has sales statistics for the past seven years and revenues have been constant. There has been a 40% decline in the volume of textbooks sold by the bookstore, as students are finding other places to buy them. When used texts are bought back at the end of term, UAS is acting as agent for wholesaler who buys them back for nominal amount. Then, UAS buys used texts from the same wholesaler at inflated prices. UAS bookstore operations are small and thinly capitalized, and the bookstore cannot speculate on which texts to buy back without having an assured market for them.

Faculty opinions needed: For courses where the material doesn't change dramatically from year to year, can UAS offer an in-house used book program and still make the 25% + small margin needed in order to meet the fixed costs of the bookstore? In order to offer students more for the textbooks at end of term and maintain inventory between terms, Tom would need commitments from a faculty member that a particular book would be used for a given time period.

Mike Boyer has volunteered to chair an Ad Hoc Committee of faculty and Business Office personnel to decide on parameters for a buy-back program, at least for on-campus students. How long to buy additional copies? How to predict class sizes? How to deal with availability of editions as new ones are issued? Space to store and manage? Use course packs instead of anthologies? Need to achieve a win-win situation for faculty, bookstore, and student. Books for distance education is a separate issue, but it's possible that distance students could have incentives to buy from bookstore if it could provide equivalent or better service than MBS.

- Ad Hoc Committee members: Boyer, Schulte, Hagen. Need volunteers from math and humanities.

#### 8. Affirmative Action hiring guidelines

There is a concern about who is ultimately responsible for adhering to Affirmative Action guidelines. Recently, the guidelines given to a faculty search committee were observed in its deliberations but seem to have been disregarded in subsequent hiring processes. Search committees need to know more about how hiring paperwork is handled and who signs regarding affirmative action compliance.

- Ginny will ask Director of Personnel, Tom Dienst to attend the May 6<sup>th</sup> Senate meeting to explain procedures.