

Faculty Senate Minutes 21 September 2012

Senators Present: Alex, Ambrose, Anwar, Atchison, Bartlett, Crandall, Dalton, Jafar, Johnson, Kuennen, Landram, Loftin, Pendleton, Pjesky, Rausch, Riney, Severn, Takacs, Vick, Vizzini, and Ward

Senators Absent: Drumheller

Guests: Gary Byrd and Emily Kinsky

Call to Order: President Ambrose called the meeting to order at 12:17 p.m. in Room 14 (Eternal Flame) of the JBK.

Approval of Minutes: Vizzini made a motion seconded by Ward to accept as written the minutes of the Faculty Senate meeting of 7 September. The motion passed unanimously by those present.

Discussion with Provost Shaffer:

Dr. Shaffer asked Senators to nominate faculty for the Minnie Stevens Piper Professor and the Chancellor's Academy of Teacher Educators honors.

Shaffer said he received from the ad hoc committee a document on how to count CIEQ scores and other teaching activities in annual evaluations of faculty teaching. The Deans have started discussing. Shaffer will send a copy of the document to Ambrose for Faculty Senate to review and obtain input from faculty. The goal is to have a document finalized by the end of November and for the criteria to be used starting in January 2013 for the faculty teaching evaluation in 2014. Shaffer said Dr. Hallmark was convinced too much emphasis was placed on CIEQ scores during the annual review of faculty instructional responsibility. The CIEQ now is to be weighted 40% of Category I – Instructional Responsibilities. Additional Measures of Learning that will count for 20% can include self evaluation, peer review, ARFP syllabus, office hours, clinical instruction, etc. Teaching load and instructional responsibilities will count for 10%. Interaction with students will count 10%. Innovation will count 10%. Collaboration, communication, and professionalism will count 10%.

Shaffer said President O'Brien and he want to implement Living-Learning Communities at WT next year. Incoming students are to take two or more courses together and live in the same wing of a residence hall. Logistics are complicated on how to set aside dorm rooms, what is the basis for a living-learning community, should a student who changes major be deleted from the community in that major or should communities be for math/science, etc. Classes are to be linked together. Freshman seminar could be used, but other courses could be linked. Eight to 10 linked courses are needed for living-learning to work. Living-learning does not necessarily require extra work for faculty to change course content but does require commitment to coordinate assignments and communicate with their linked students. If students just live together and take the same courses, the living-learning concept will not work. Shaffer said Dr. O'Brien wants 1/3 of WT students to be in a living-learning program within the next 2 years, with 200 freshmen to start in Fall 2013. Dr. Henscheid from Portland State, who wrote her dissertation on living-learning, will come to WT in the spring and give a workshop on how to start a living-learning program.

Shaffer said the course schedule for spring 2013 has been turned in, and the Monday-Wednesday-Friday schedule is moving forward. He reported that Dr. O'Brien

and the Deans Council intended for core curriculum classes to be offered on the MWF schedule. Core courses do not need to be taught on MWF, but most MWF courses will be lower level, although upper-level and other courses can use the MWF schedule, if wanted. The MWF schedule will be from 8-12:15; starting at 11 a.m. either Monday-Wednesday or Tuesday-Thursday only courses can be offered. Going to a MWF schedule will add two additional times (a total of 12 slots) more than the 10 time slots now. The extra time slots also will help with classroom utilization. The aim is for students not to leave campus on Thursday but to be on campus more and be more connected. It is not known how the MWF schedule will affect parking, but Gary Barnes thinks the MWF schedule might help alleviate the parking problem.

Rausch asked how policy is conveyed to new faculty members. Shaffer said information is distributed through the faculty handbook and the faculty mentor program. Rausch said students who miss class because they are away on university business need to be given a chance to make up the missed work. The policy might need to be changed to state that make-up work should be comparable to the coursework missed.

Vizzini asked how students might be encouraged to complete the CIEQs, especially for online courses. He asked if we are moving toward Dr. Hallmark's plan of students in all classes to complete the CIEQ online in 2013. Shaffer had hoped for students to complete the CIEQ online this spring, but this probably will not be implemented. He said IT can handle only 20% of classes now, and faculty are turning in CIEQs late each semester. Takacs asked why there is an issue with WT not keeping up with the CIEQs now. Shaffer said all forms coming in together would require a huge amount of server space and employee hours for processing, but he said WT might be able to hire more assistance. Anwar said many classes are now going hybrid and asked how much money might be saved. Shaffer said using the CIEQ costs \$5,000 per year, but the cost for Gary Kelley and personnel to process the CIEQs should be considered. Shaffer said he is called each month from vendors who volunteer to take over the evaluation processing but are too expensive. Anwar said evaluations put online should include a column for the percentage of students who completed evaluations in the course.

Shaffer said universities with online evaluation completion rates of 50-60% are being studied. Participation in the CIEQ online at WT is poor, but Shaffer thinks WT can be more intrusive, such as reminders coming up on students' computer screens. Ward asked why WT cannot require each student to complete the CIEQ, but Shaffer said this might be coercion. WT requires administering but cannot force students to complete the evaluation.

Shaffer said some faculty have great returns online, but students need to be sent regularly to WTClass during the semester or few will complete the CIEQ online. If the CIEQ was online, students could complete the evaluation any time and faculty could obtain immediate feedback from the class. Atchison said students need to have a motive to access the evaluation online. Students who log on to complete the CIEQ usually either really hate or love the instructor and/or course.

Shaffer said ways to improve completion of CIEQs by students in online courses are needed. Rausch said he moves the survey square to the top of the computer page to remind the students. Kinsky said at Pepperdine University, pop-ups were used for online courses and extra credit given for completion of the evaluation, but she lost trust

in the handling system because more evaluations were turned in than the number of students enrolled in the class. Jafar said he had 3 of 27 students in his online course complete the CIEQ. He said a different form is needed because some questions on the CIEQ do not apply to online courses.

Shaffer said he thinks it is unfair to faculty in the tenure process to have to use CIEQ evaluations from online instead of paper. He thinks online courses should use a different form than is used in face-to-face classes, but when the first online courses were started at WT, they were required to be evaluated the same way as face-to-face classes. Shaffer said differences between online and face-to-face courses make it more difficult for department heads to evaluate faculty. He said faculty can check boxes on a statewide form for what they do (structure, etc.) in online courses. Jafar said some departments have a committee visit and evaluate online course content. Rausch said some department heads look at only the CIEQ scores for evaluating teaching. He suggested department heads need to have taught online courses to be able to evaluate CIEQs from online courses. Shaffer said department heads should not use just CIEQ scores to evaluate faculty instruction.

Alex suggested for face-to-face classes that the CIEQ should be completed in class. Shaffer said the system works now.

Severn asked if departmental faculty are informed when the 3-year appointments as department heads are ending. Shaffer said the policy to review department heads has been in place since 2007 or 2008, but he said some department heads do not know when they were appointed and when their terms end. He said he can provide Faculty Senate a list of when department heads are to be reviewed. Anwar asked if faculty would have input when department heads are reviewed. Ambrose asked if faculty have input into whether department heads are reappointed. Shaffer said the decision ultimately rests with the Dean. Anwar suggested formalizing and said most faculty are not included in the feedback/input process and never have a chance to send feedback except in the Evaluation of Administrators once a year. Shaffer will check if Associate Deans are evaluated every 3 years. He said Deans are reviewed every year by the President and Provost.

Anwar asked about the College of Business not having department heads. Shaffer said the College of Business not having department heads is an experiment but it probably will not work without department heads in Colleges with widely differing subjects. Jafar said he was told he will be evaluated by both Associate Deans, but there still are departmental tenure and promotion committees in the Business College.

Anwar asked about composition of tenure and promotion committees. Shaffer said the Deans Council discussed prohibiting Associate Deans from serving on tenure and promotion committees. He said Associate Deans are willing to remove themselves from College tenure and promotion committees and would be prohibited from university committees. Shaffer asked if Associate Deans and administrators with other kinds of half-time appointments should be considered faculty or department heads or just administrators. He said Associate Deans now are classified with their home departments and considered departmental faculty.

Vizzini asked if the target criteria for low-performing programs might be moved higher in the future. Shaffer said WT was hurt by his inexperience with the Coordinating Board because Hallmark could form partnerships. Shaffer senses a shift for graduate

programs to be primarily at Tier I schools. The Coordinating Board said Texas was out of line with the rest of the U.S. in terms of standards of what constitutes a small program. The change to be in effect in 2018 will bring Texas in line with where surrounding states now are, and 40-50% of some programs in Texas could be shut down.

Vizzini said in 2013 Fine Arts and Humanities will start counting students graduated. He asked about offering funding to graduate students to increase numbers. Shaffer said Fine Arts and Humanities reallocated money because they had a deficit of \$500,000 per year in expenditures for part-time instructors. He said WT needs both more part-time instructors and graduate students. Severn said degreed instructors are not necessarily better qualified or up to date than graduate students. He said graduate students might be used as part-time instructors at WT as is done at other universities. Shaffer said he shares part of Severn's view and thinks Dr. O'Brien might accept only small sections or exercises/reviews to be taught by graduate students, if appropriate by discipline, but requires large classes be taught by instructors. Byrd said he visited with Dr. O'Brien about the sudden removal of TAs and Dr. O'Brien said he did not want to tell parents that graduate students were teaching undergraduates. Shaffer said Dr. O'Brien is a data guy and needs hard data.

Shaffer encouraged everyone to obtain student numbers from the department head and graduate enough students not to be low performing. He said the current standards are two graduates per year for doctoral programs, three per year for masters programs, and five per year for undergraduate programs. The Coordinating Board has proposed changing the numbers to three graduates with doctoral, five with masters, and eight with bachelors degrees, starting in 2018. But, a rolling five-year average is looked at, so the new standards could be 15 doctoral, 25 masters, and 40 bachelors graduates every 5 years. Programs are classified on "okay", "caution", or "out-of-compliance" lists. Programs need to be justified. Courses will not be lost, but programs could be. The WT Physics Department was lost but not undergraduate courses; not having a Physics Department could make it more difficult to find new faculty to hire in the future. Pjesky asked if the effort was to eliminate low-performing programs to save money or to push students into programs having more students at other universities. Eliminating programs does not seem to save money, but it might be better for students to graduate from a larger program. Shaffer said the Coordinating Board asks if a program really is needed if no one is interested in it. Jafar asked if STEM programs are sacred. Shaffer said Prairie View University cannot keep its science program now, but legislators might eventually view this differently. He said no program or faculty member is safe. Severn asked if WT would benefit by being Hispanic serving. Shaffer said WT now has slightly more than 21% Hispanics but could increase to 25% within a few years, which could increase funding from federal agencies.

Crandall asked Shaffer's view on the Coordinating Board's authority over universities. Shaffer said legislators need to tell the Coordinating Board that revenue to universities is much less than it was in past years. He said the Coordinating Board down-sized, and Texas A&M University System offices have eliminated many positions. He thinks Texas A&M University and University of Texas are afraid of the Coordinating Board. WT now is coordinating with other universities for help retaining programs. Anwar said pressure from communities needs to be put on the legislature or WT and the

Panhandle will be left behind. Shaffer said the WT dance program went to the musical "Texas" and Lone Star Ballet for help obtaining a reprieve from eliminating the dance program. Anwar suggested using the Amarillo Center more and showcasing WT programs to the community. Shaffer said every College now has an Advisory Board.

Jafar said it is difficult to give exams in classrooms too small for the number of students enrolled in the course. Shaffer said Dr. O'Brien talks about space utilization efficiency. WT now has only 38% space utilization, which is reported to the Coordinating Board. The State minimum is 75% utilization before additional space can be requested. Landram said he had to make six different versions of a test, and when a student was called on for cheating, the student dropped the class.

Severn asked about post-tenure review and said he served on a committee 4 years ago to review the procedures. Shaffer said each year a report must be sent to The Texas A&M University System and for each of the past years, WT has had 0% post-tenure faculty being reviewed. Shaffer said most other universities do not have yearly evaluations of faculty, but WT does.

Shaffer told Senators to call and make an appointment to visit him any time.

Old Business:

Ambrose announced that President O'Brien has been rescheduled to attend Faculty Senate on 16 November. Senators are to let Ambrose know when outside visitors are wanted to address various topics during Senate meetings. Ambrose will discuss post-tenure review when he meets with Dr. O'Brien on 26 September.

Commencement speaker. Landram reported that he submitted a list of potential speakers to Dr. O'Brien but has not heard back.

Parking issue: Crandall said Landram sent a message to all Parking Committee members who will meet at 3:30 p.m. on 5 October. Senator Anwar is a member of the Parking Committee and will keep Faculty Senate informed. The universal response of faculty is that there is an issue with WT not having enough parking spaces. Landram said resident students are being catered to and commuter students and visitors are being ignored. Landram asked Ambrose to invite Gary Barnes and the rest of the Parking Committee to address Faculty Senate.

Senators to do for next Faculty Senate meeting:

Ombuds Officer: Ambrose asked Faculty Senators to be thinking of three nominees from which Dr. O'Brien will select the Ombuds Officer. A faculty member is needed who is willing to do the job and can be trusted by faculty. Requirements are that the WT Ombuds Officer is a tenured faculty member, knowledgeable of rules, and objective and has good communication and conflict-resolution skills.

Minnie Stevens Piper Professor: The award that has a big stipend is for faculty in Texas. Faculty Senate will select the WT finalist.

Chancellor's Academy of Teacher Educators: After nomination by Faculty Senate, the WT teacher education committee will select the recipient.

The meeting adjourned at 2:03 p.m.

Respectfully submitted,


Bonnie B. Pendleton, Secretary

These minutes as amended by Wade Shaffer were approved on 5 October 2012.