

## **Annual Report**

### **Submitted to the University Faculty Senate By the Faculty Affairs Committee**

On May 3, 2012

Senators on the Faculty Affairs Committee:

Paul Loeffler, Chair  
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In the fall of 2011 the committee addressed various issues related to summer school.

- 1) The twelve-hour issue: What is the appropriate maximum number of SCH allowed in one summer term.
- 2) The fee issue: Should the fee structure for long-term semesters be the same as total-summer or summer-terms?
- 3) The class size issue: Should there be a “standardized” minimum number of students for a class to “make”?
- 4) The faculty compensation issue: Should faculty compensation for summer instruction differ from long-term instruction?

During the fall we also were given the charge to amend and formalize the current award committee’s guidelines for the Faculty Excellence in Teaching Award. The committee examined the following components in its recommended revision.

- 1) Eligibility: To which group of faculty should the award be available?
- 2) Process: Should the selection committee retain the same open nominations process and what should be the steps in the evaluation?
- 3) Procedure: What latitude should the committee have in defining the criteria, the scale and the narrowing process?
- 4) Schedule of sequential events: What offices or committees are involved and when should tasks be completed?
- 5) General recommendations and comments:

In the spring of 2012 the committee was tasked with the “selection” of a Learning Management System (LMS). To address this task the committee decided to augment the committee by inviting several faculty who had extensive experience with LMS systems (our “heavy users”) as well as faculty who had significant experience with on-line courses. Our recommendation was developed after the committee:

- 1) attended each LMS product demonstration,
- 2) Developed and evaluated the findings of an online faculty survey,
- 3) Obtained accounts for each product for hands-on evaluation, and
- 4) Engaged in considerable debate.

Blackboard 9 was recommended as our preferred LMS.

The spring also included preliminary discussion of another important issue, online instruction at SHSU. Various issues were discussed but the LMS assignment interrupted this work. Issues to be addressed in 2012-13 include:

- 1) The “business model” for online instruction and its relationship with traditional on-ground instruction.
- 2) The number of students in online courses correlated with course design: graduate and undergraduate, writing intensive and web-based assessment, synchronous and asynchronous.
- 3) Comparable level-of-effort and time demands for on-line vs. traditional lecture courses.
- 4) Assignment procedure for online instruction, mandated or voluntary.
- 5) Quality control of online instruction, even a campus definition of best practices.
- 6) Student preferences and student options for modes of learning/instructions.
- 7) Use of IDEA, distribution procedures, separate IDEA specifically for online courses.
- 8) Relationship between DELTA and faculty, support opportunities and training requirements
- 9) Distribution of online fees
- 10) Multiple other issues that relate to a “business model” that is ill defined and poorly communicated by the administration and one that lacks buy-in by the general faculty.