

FACULTY SENATE MINUTES

SAM HOUSTON STATE UNIVERSITY

March 25, 2010

Members Present

Leonard Breen; Donald Bumpass; Rebecca Bustamante; Erin Cassidy; Jeff Crane; Donna Desforges; Mark Frank; Bill Jasper; Hee-jong Joo; Gerald Kohers; Paul Loeffler; Brian Loft; Melinda Miller; Sheryl Murphy-Manley; Tracy Steele; Doug Ullrich.

Members Absent

Bill Brewer; Chad Hargrave; Deborah Hatton; Darci Hill; Mack Hines; Renee James; Andrew Lopenzina; Ling Ren.

Call to Order

Chair Loeffler called the meeting to order at 3:33pm.

Approval of Minutes

The minutes of the March 4, 2009 meeting were approved with corrections.

Chair's Report

- Chair Loeffler reported from the March 8th meeting with Provost Payne:
 - The Faculty Affairs draft report on the market adjustment policy was discussed. Provost Payne overviewed the substantial increases in market adjustment amounts from President Marks to President Gaertner. The provost noted his preference for flexibility in the policy, and his reliance on a negotiation process involving department chairs, deans, and the provost. To increase transparency, Provost Payne would be willing to consider making public the recommendations from each administrative level (chair, dean, and provost).
- Chair-Elect Frank reported from the March 10th Academic Affairs Council meeting:
 - Approval of a Master of Arts Degree with a Major in Higher Education Administration
 - Approval of a Bachelor of Arts Degree with a Major in Bilingual Health Care Studies
 - Approval of a Master of Education Degree with a Major in International Literacy
 - Approval of a Master of Arts Degree with a Major in Spanish
 - Added HED 282 "Multi-Cultural Health Issues" to Component Area IV of the Core Curriculum
 - The University Curriculum Committee had a split vote recommendation based on uncertainties concerning changes to the Core Curriculum. The AAC voted to approve a one year moratorium on adding new courses to the core until a comprehensive review of the core could be conducted.
- Chair Loeffler reported from the APC meeting:

- The university will no longer be able to fund individual licenses for software packages such as SAS (a statistical software program).
- The Office of Research and Sponsored Programs received 32 grant proposals for the Faculty Research Grant (FRG; the summer grant up to \$5,000), and was able to fund 10 of these. It received 20 grant proposals for the Enhancement Research Grant (ERG; \$5,000 to \$15,000), and funded 10 of these. It was noted that the Office of Research and Sponsored Programs had to find the 50,000 to fund the 10 FRG proposals, and will need additional funding going forward.
 - It was noted by the senate that this should be a priority area given the growth in the number of faculty, as well as the increased demands for higher quality research.
 - The Faculty Senate also discussed the possibility of forming two separate committees to evaluate proposals from the two internal research grant areas (FRG and ERG).
- There was a discussion over the differences in a student's status between probation, suspension, and termination.

Special Guest: Dr. Joyce McCauley

- Dr. Joyce McCauley presented to the Faculty Senate an update on civic engagement efforts. The university is currently seeking the classification of Carnegie Community Engagement. As part of this, Dr. McCauley overviewed the efforts to develop “Academic Civic Engagement” (ACE) (see the attached handout to these minutes). Surveys are currently being given at the departmental level to assess the level of activity. (Departments must ultimately weight their own engagement values.) After completion of the surveys, breakfast sessions and afternoon tea sessions will be offered to promote these efforts. In addition, a new center is being considered to help foster student and community partnerships.

New Business:

- Senator Steele noted that some of the C.V.'s being placed online contain personal contact information of the faculty member. The senate questioned the process by which C.V.'s are updated and placed online. Several senators noted that their departmental secretaries performed these duties, though it was unclear how universal such practices are.

Committee Reports

- The Faculty Affairs Committee submitted a revised market adjustment policy recommendation (see attachment). After a discussion, it was decided that representatives from the committee and the senate will meet with Dr. Eglsaer before moving forward.
- The University Affairs Committee presented two reports:
 - Concerning the traffic safety discussion sponsored by the Faculty Senate (February 18, 2010), the University Affairs Committee discussed their findings, and their desire to continue the pursuit of improvements in campus safety. The Faculty Senate unanimously approved the committee's Traffic Safety Resolution (see attached resolution).
 - Concerning the University Bookstore, the University Affairs Committee presented a report of its findings (see attachment). After a discussion, the Faculty

Senate approved a recommendation for the establishment of a Bookstore Oversight Committee (see attached resolution).

- Due to time constraints, the remaining committee reports were delayed until the next Faculty Senate meeting.

Senate adjourned at 5:08pm

Respectfully submitted,
Mark Frank, Chair-Elect

Faculty Senate Resolution from the University Affairs Committee

Whereas the design of the campus of Sam Houston State University was based upon a smaller population of students, and the university has experienced significant growth, the Faculty Senate encourages the university administration to continue to explore possibilities to provide a design that would insure the safety of our students, faculty, and staff.

Adopted Unanimously, March 25, 2010

Paul Loeffler, Chair

Mark Frank, Chair-Elect

Faculty Senate Resolution Concerning the University Bookstore

The Faculty Senate recommends the administration establish an advisory committee composed of faculty, departmental staff (those involved in book orders), students, a representative from the Student Government Association, and two representatives from the Faculty Senate.

Adopted Unanimously, March 25, 2010

Paul Loeffler, Chair

Mark Frank, Chair-Elect

The Carnegie Community Engagement Classification

The Carnegie Foundation for the Advancement of Teaching has approved one hundred and twenty (120) institutions nationwide for the "Community Engagement Classification."

SHSU MUST RESPOND TO 30 QUESTIONS AS PART OF THE APPLICATION FOR THE COMMUNITY ENGAGEMENT CLASSIFICATION. THESE ARE SOME OF THE QUESTIONS THAT HAVE A "NO" or "SOME" AS AN ANSWER.

1. Does the institution formally recognize community engagement through campus-wide awards and celebrations?
2. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
3. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?
4. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?
5. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?
6. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community?
7. Is community engagement defined and planned for in the strategic plans of the institution?
8. Does the institution provide professional development support for faculty and/or staff who engage with community?
9. Does community have a "voice" or role in institutional or departmental planning for community engagement?
10. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?
11. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?
12. Does the institution have a definition and a process for identifying Service Learning courses?
13. Are there institutional (campus-wide) learning outcomes for students' curricular engagement?

LEVELS OF CIVIC ENGAGEMENT* IN TEACHING, SCHOLARLY ACTIVITY, AND SERVICE

LIMITED ENGAGEMENT	↑	HIGH ENGAGEMENT
<p>TEACHING</p> <p>CIVIC OUTREACH Is civic engagement* that is required in syllabus. There are <i>limited</i> hours with documentation.</p>	<p>COMMUNITY-BASED LEARNING Requires civic engagement* in the syllabus, <i>increased</i> hours with documentation, reflection, and the assessment of student outcomes. It is intended to encourage students to value civic engagement.</p>	<p>ACADEMIC CIVIC ENGAGEMENT Is a teaching method that combines civic engagement* with academic instruction. There are a significant number of documented hours of civic engagement required in syllabus, a structured written reflection that is assessed and part of the final course grade and assessment of student outcomes, and feedback and evaluation from community partner(s). It is intended to prepare students for a life long commitment to civic engagement.</p>
<p>SCHOLARLY ACTIVITY</p> <p>COMMUNITY-BASED SCHOLARSHIP Is scholarship related civic engagement* and/or community issues and is presented at professional meetings/conferences.</p>	<p>COLLABORATIVE COMMUNITY-BASED SCHOLARSHIP Is scholarship related to civic engagement* and/or community issues and is done in collaboration with community partners. Scholarship results are presented at professional meeting/conferences.</p>	<p>ENGAGED SCHOLARSHIP Is community-based scholarship or collaborative community-based scholarship that is published in <i>peer reviewed publications</i>.</p>
<p>SERVICE</p> <p>VOLUNTEERISM Is active participation and outreach in off-campus civic life that is <i>not connected</i> to a specific academic discipline.</p>	<p>ENGAGED SERVICE Is faculty engagement in off-campus civic life that is <i>linked</i> to their professions. This activity may or may not include student involvement.</p>	<p>CIVIC LEADERSHIP Is the faculty <i>coordination of student participation</i> in off-campus civic life and/or community service. Feedback and/or evaluation from community partner(s) is given. Civic Leadership is not necessarily connected to a specific academic discipline.</p>

**Civic engagement means working to make a difference in communities (local, regional/state, national, global) through individual or collective actions designed to improve the quality of life. Civic engagement can take many forms from individual volunteerism to academic civic engagement.*

ACADEMIC CIVIC ENGAGEMENT (ACE) COURSE DESIGNATION

Definition:

Academic Civic Engagement (ACE) is a teaching method that combines civic engagement* with academic instruction. This includes:

- (1) A significant number of *documented hours* of civic engagement required in the syllabus;
- (2) A structured written *reflection* that is assessed and part of the final course grade;
- (3) An *assessment* of student outcomes;
- (4) *Feedback* and *evaluation* from community partner(s).

ACE designated courses are intended to prepare students for a “life-long” commitment to civic engagement.

Criteria:

- For every one-hour of course credit, a minimum of three *documented hours* of service (outside of class hours) per student is expected. For example, a 3-credit course would require a minimum of 9 hours of service per semester.
- The faculty member identifies one or more course *objectives* that students will address through their service experiences.
- The faculty member structures written *reflection* about the service experiences
- Criteria and *evaluative/graded* measures of the reflections are included in the syllabus in the final course grade.
- *Community partners* are identified who are active partners in the establishment of the service activities and outcome measures. If this is not possible (to set up before the course is approved), the faculty member must include a thoughtful description of the type of public service activities in which students will participate and/or the process by which the community partner will provide feedback on the learning outcomes.
- *Assessment* must be done prior to the end of the semester to determine the level of understanding the student has achieved with regard to civic engagement.

Process:

A faculty member submits an application for an ACE course to the Professional Academic Center for Excellence (PACE) via his/her Department Chair. A subcommittee (*Engaged Scholars*) reviews the application.

1. The Instructor and Chair will be notified of the subcommittee’s decision.
2. If the course is approved, the Chair of the appropriate department will send a memo to the Registrar requesting the course be listed as an ACE course on the schedule of classes. (Note: Other courses with the same number may or may not have the ACE designation.)
3. A faculty member teaching ACE courses is eligible to apply for additional funding (if needed) to support extra expenses or materials. Funds may come through Faculty Enrichment Funds or other specifically designated funds.
4. Once the designation is approved and the course is taught, the faculty member must have the ACE course reviewed for subsequent semesters. This would require the faculty member to show evidence of reflection and partner collaboration.

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ACE Course Designation APPLICATION

Instructor's Name: _____ Course# _____

Department _____ College _____

Course Title: _____ #Credit Hours _____

Course offered by this instructor (please circle): Fall Spring Summer 1 Summer 2

Please check appropriate response.

	YES*	NO*
1) <i>For every 1 credit hour, will each student complete at least 3 hours of civic engagement? (In other words, for a 3-credit course, will students complete a minimum of 9 hours of service in the community?)</i>	<input type="checkbox"/>	<input type="checkbox"/>
2) <i>Is civic engagement linked (specific or implied) to one or more course objectives and/or learning outcomes?</i>	<input type="checkbox"/>	<input type="checkbox"/>
3) <i>Are students required to turn in a written reflection (project, report, journal, etc.) about the civic engagement experience?</i>	<input type="checkbox"/>	<input type="checkbox"/>
4) <i>Is the civic engagement experience a part of the student's overall grade?</i>	<input type="checkbox"/>	<input type="checkbox"/>
5) <i>Does the syllabus include a statement on the impact of civic engagement experience?</i>	<input type="checkbox"/>	<input type="checkbox"/>
6) <i>Are possible community partners identified?</i>	<input type="checkbox"/>	<input type="checkbox"/>
7) <i>Will you solicit written feedback from your community partner(s)?</i>	<input type="checkbox"/>	<input type="checkbox"/>

**Please Note: You may have a combination of "YES" and "NO" responses.*

Please attach tentative syllabus. (For Spring 2011, Summer 2011, or Fall 2011)

Other comments or further questions:

Instructor's Signature: _____ Date: _____

Department Chair Signature: _____ Date: _____

Engaged Scholars Committee

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Faculty Affairs Committee

Suggested Changes to Academic Policy Statement *Market Advances in Salary*

March 25, 2010

The Academic Policy Statement entitled *Market Advances in Salary* dated January 13, 2010 does not include policies regarding the apportionment of funds allocated for market adjustments. It also does not contain a description of the procedures to be taken in the selection of faculty deserving of these adjustments in salary.

It is the opinion of the Faculty Affairs committee of the SHSU Faculty Senate that for the purposes of increased transparency and accountability, the following issues be addressed in this Academic Policy Statement:

1. If the responsibility for requesting such an adjustment in salary lies with an individual faculty member, what form should this request take? Suggestions include a brief but formal letter of application including documents and data supporting the justification for the salary increase.
2. If the responsibility lies with the chair of the department in which the faculty member works, information should be provided from the chair as to how each recipient was determined.
3. If the responsibility lies with the dean of the college to determine the recipients of market adjustments in salary, information should be provided as to how each recipient was determined.
4. Which faculty members are able to be considered for an increase in salary due to market changes? Tenure track faculty? Only tenured faculty? Full-time faculty?
5. These or any statements regarding the procedures of applying for or deciding upon the recipients of market adjustments to faculty salaries should be included in the revised policy statement.
6. The revised policy statement should be made available to the Faculty Senate for review.

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Paul Loeffler, Chair

Mark Frank, Chair-Elect

SHSU Faculty Senate – University Affairs Committee

March 3, 2010

1. The University Affairs Committee has received the following concerns from faculty.

- In August of 2009, one faculty member from Language, Literacy and Special Populations reported that she went to the campus bookstore and requested a desk copy of the text she was going to use in her course. According to this faculty member, “They said I could not borrow a desk copy, and they were very rude to me.” She further reported that she went to another bookstore and asked for a desk copy. That bookstore gave her the desk copy and did not take her name. They said to bring it back when her copy came in from the publisher.
- In August 2009, six sections of Literacy Methods (RDG 370/380/390) (about 30 students each) ordered a certain textbook (*Literacy for the 21st Century*). Only a very few copies were available at any bookstore (about seven at University Bookstore). The Literacy Methods professors had to change their course schedules and delay lectures on certain topics. Some professors put a chapter at a time on electronic reserve at the library. It was 2-3 weeks before all students in Literacy Methods had textbooks. Several of the professors reported that the semester did not go smoothly because of the lack of books at the beginning.
- A professor in Physics reported this semester that his textbooks were not available at the bookstore at the beginning of the semester. His students were able to order books online, and some were able to purchase books from the bookstore after the first week. Some of his assignments were delayed, however.

2. The University Affairs Committee has received the following comments from faculty members concerning the bookstore.

- In the Spring 2010 semester, one faculty member from Language, Literacy and Special Populations reported that the bookstore personnel are very polite and courteous to her.
- In Spring of 2010, two faculty members from Language, Literacy and Special Populations reported that they had received e-mails from the University bookstore stating that there were extra copies of their textbooks on the shelves (they were told the number of books) in case they had students who needed them.

Faculty Senate Resolution Concerning the University Bookstore

The Faculty Senate recommends the administration establish an advisory committee composed of faculty, departmental staff (those involved in book orders), students, a representative from the Student Government Association, and two representatives from the Faculty Senate.

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