

**THE MEETING GOAL:                   WHAT IS THE BEST DATA TO PRESENT TO BOT**

What Needs to be Conveyed

- We need to include Fall 2010 data in the bean counting. It can easily be found via catlink.
- Convey to our colleagues that this information can be legally obtained by the faculty senate. It's not the senate kowtowing to the BOT.
  - o In response to this concern, we need to let the faculty know exactly what our motion was and what criteria we add to their accounting method.
  - o The original motion: If the board of trustees pursues this data in an attempt to address inequality in faculty responsibility and workload, we can agree to it if we add criteria to the assessment process.
- Add an addendum to what we send to the BOT: For the sake of transparency, report back to us if they note significant discrepancies or concerns so that the faculty senate has the opportunity to provide clarification.

Discussion

The only data that isn't publicly available is salary and benefits. What are they trying to determine? Is it that some people have better benefits? Is it that some people teach less and get paid more or equal to others that teach more?

David Schroeder's Email about Self-Reporting

A number of the faculty senate are convinced that his idea about self-reporting is correct. Let's not provide them more information than what is publicly available. In other words, allow Dr. Oxendine to speak to additional faculty responsibilities...

Independent Studies/Thesis Advising

A number of these sorts of courses aren't showing up on catlink. We need to make sure they're accounted for. In addition, we need to convey to the BOT what those assignments mean in terms of workload. That information should be gathered.

It's true that many people in theatre spend lots of hours with students that are not documented in anyway.

In music, there are three semester hour courses where someone is the "instructor of record," but many faculty are involved in the course.

It's similar in advising... a number of department chairs are attributed advisees that they don't actually advise...

Several theater people have course releases but it's because of the vast amount of work they put in outside their classes. For example, if a professor manages the scene shop and she's only teaching two classes a semester... then it's not reflected anywhere in the technology.

What are the options to rectify this? Contact the departments and ask them to account for their courses that aren't reflected in catlink...

#### Idea in Response to these Contact Hour Concerns

We could request that Dr. Oxendine footnote his spreadsheet. The issues that we've raised through footnotes would alert the BOT that the spreadsheet isn't the whole story.

Are we thinking we'll ask for minimal changes but be very assertive about what we're going to change? Yes.

The two things that keep cropping up are 1) contact hours and 2) the ratio-idea (class size is this but it's how full your classes are each semester).

The problem is who's going to gather that data and how?

Carla Eastis could do that, but will the President ask her to do that?

It's the President's responsibility to collect this information by early January.

All the faculty senate can really do is to discuss it and tell the powers that be what we think...

BUT... If the BOT does something nefarious with this data, then there will be a formative protest.

#### Actionable Items: What are we going to ask to be considered in the spreadsheet?

Question: Can we distinguish releases for student based reasons as opposed to being a dean, a chair, etc.?

Discussion: Well, what chairs and deans do is work for the students.

That may be the case in some departments and not all...

Question: Who decides which release is worthy?

Discussion: We're talking about course equivalency not course release...

Coaching is equivalency, for example...

Question: Wait... In theatre, if you direct a show it doesn't show up in catlink? Right. Are

there similar instances in science?

Discussion: No.

Question: Are we talking about including a column that includes what a faculty members course load is expected to be?

As in, one professors load is normally 12... and this semester he has six... Are those gaps explained in other columns?

Answer: No, that doesn't exist.

Clarification: The argument would be that every position has a standard. So, when you look at the spreadsheet that standard should be reflected?

Response: No, we're talking about contact hours. That needs to be reflected. And any deviation from that standard should be noted.

Discussion: There is some worry that the definition of contact hours from department to department. We need to contact the department chairs and ask if they're any oddities.

#### What to do about committee work, etc.?

While it can be recognized that we have administrative relief... we aren't going to note committee work, task forces, etc.

If we get too complex and complicated, it could work against us.

#### **WHAT WE'RE ASKING TO BE INCLUDED**

- Contact Hours
- Ratios (in terms of class size and if it's full or not in terms of enrollment limit)
- Course equivalencies
- Request that the President contact department chairs to understand the differences between departments and what faculty are asked to do.

#### **QUESTION ON PROCEDURE**

The executive committee will draft this and send it to the president as a suggestion. It will be bulleted by priority, and we'll wait to see what happens.