

**Faculty Senate Minutes**  
**October 2016 #342**

**Senators present were:** Boren, Sharma, Verble, Zugay, Zook, Brittsan, Cargile Cook, Couch, Forbis, Grair, Held, Ireland, Lavigne, Legacey, Mayer, McCheney, Ramkumar, Rider, Singh, Still, Thacker, Wilde, Arnett, Dass, Fleischman, Richman, Siwatu, Fedler, Ghebrab, Hernandez, Morse, Nejat, Zuo, Hodes, Blum, Gilliam, Ivey, Kalenkoski, Whiting, Cassidy, Hidalgo, Litsey, McEniry, Bucy, Gring, Langford, Ankrum, Brookes, Meek, CM Smith and Stetson.

**Senators absent were:** Cox, Adams, Barenberg, Calkins, Canas, Kaye, Morales, Rice, Surluiga, Crews, Matteson, Williams, Henry, Metze, Keene and Hays-Wascoe.

**Guests were:** Interim Provost, Michael Galyean, Senior Vice- Provost Rob Stewart, Ombudsperson Jean Scott, Staff Senate Chrissy Rosson, Jan Thompson from Chemistry and Parliamentarian Gary Elbow.

- **Call to order – Dr. Gene Wilde, Faculty Senate President – 3:15pm**
- **Approval of minutes, Meeting #351, September 14, 2016.**
  - Motion to Approve – Senator Arnett
  - Second – Senator Ankrum
  - **Minutes approved with the following corrections – 3:20 pm**
    - P.1 – add the phrase will be emailed...
    - P.2 – “devoted ot” – changed to “devoted to”
- **Introduction of Guests:**
  - **Guests were:** Interim Provost, Michael Galyean, Senior Vice- Provost Rob Stewart, Ombudsperson Jean Scott, Staff Senate Chrissy Rosson, Jan Thompson from Chemistry and Parliamentarian Gary Elbow.
- **Speakers:**
  - Dr. Michael Galyean, Interim Provost – 3:32 pm
    - Appreciate the opportunity to follow the president’s comments from the previous meeting
    - Things to focus on:
      - Balance the goals with the university in research and an emphasis on teaching
        - Teaching is the core mission of the university
        - Hope we have not forgotten the importance of teaching
        - Teaching supplies the vast majority of the operating funds
        - Teaching is the most impactful activity we do
        - The relationship between the faculty member and the student is very special
        - Has life changing and economic effects
        - Attain a degree and go one being successful in the world
        - Foundational to our research and scholarly activities
        - Teaching is the primary way we distribute new knowledge

- Teaching will be a major part of the strategic planning process
- Quality teaching is a key component to graduate students and the research
- Cannot overstate the essentiality of faculty members in student's success
- Create a culture that recognizes and rewards great teaching
  - The idea of presidential professorships
  - Funded initially from internal monies
  - Ultimate goal to have them funded from institutional advancement funds
  - Provide the kind of recognition we should provide to teachers in the classroom
  - Support current teaching awards
- Grow faculty student interaction and mentoring activities
  - The undergraduate mentoring program
  - Pi2 is the acronym
  - Already some key faculty members to serve as a cohort
  - 100 students in five cohorts
    - Create a vibe between student and faculty member
- Badges
  - Some kind of form to allow students to demonstrate their marketable skills
  - Or skills in certain areas
  - In order to verify levels of proficiency faculty will need to be involved
- Generally
  - Do the best job we can developing quality teaching methods and classroom instruction
  - Teaching excellence forums will continue – try to have one at least once a semester
  - TLPDC has terrific programs to help faculty with teaching
  - Vision about how we can be better at teaching
  - Exchange ideas with faculty groups and faculty senate to get input as to how to move forward to improve teaching and mentorship
  - Teaching is critical to us becoming a tier 1 research institution

**Question Senator Held:**

One aspect of teaching aside from the excellence of the instructor is departmental curriculum. The notion of curriculum makes an organize whole. The problem at least in how our department has been managed lately by the dean is that when there is a hole in the group and a hire is requested to fill the hole. The department is asked to make sure that whoever is hired is brining research grant money. Just lost a great statistician and there is no one to fill the void. Dean said that if there is someone who has a

big grant then the hire would be considered. This is for lack of a better word meddling in the affairs of the department. The department should have some autonomy in how to teach their students

**Answer Galyean:**

I agree with you; the department should have some autonomy to build a curriculum. The point about the issue of the need for grants. All of the deans feel a degree of pressure to increase research expenditures, particularly in arts and sciences. I can appreciate the desire of the dean to do that. Up to the department to look and see that the instructional needs are met. Starting to have conversations about balancing the needs of the department. There has to be a balance between what we do in the classroom with what we want to do research wise.

**Question Senator Dass:**

There is not much support to develop quality curriculum and lectures for online class. As you are thinking of ways to help teaching, is to think about ways to help the development of online courses.

**Answer Galyean:**

We recognize that there is a lack there. We have hired some staff but the support is lacking. Dr. Hart struggles with it and would like to do more. Right now the online is somewhat fragmented and we need to increase opportunities to do better.

**Question Senator Ireland:**

Potential for hiring tenure track lecturers or teaching professors?

**Answer Galyean:**

Some colleges have made a choice to move more in the direction of teaching and lecture. Some discussion about the professor of practice title and what the intent was. As a dean what worked really well was hiring people who played in all fields. There were variations in how much someone taught. Balance and let people work in the areas they are comfortable in. How do you balance that is making sure that they are rewarded for the excellent work they do? The issue is recognized and they are looking for ways to provide a sense of permanency and stability to those positions.

**Question Senator Lavigne:**

What your sense of excellent teaching is, what is excellent teaching and how would we evaluate it?

**Answer Galyean:**

That is the \$64,000 questions. As a dean I would look at student evaluations, peer evaluations, those are really the two principle methods. Analytics vs. faculty performance. At the end fo the day there is not anything that replaces reasoned judgement. A good administrator sitting down with somebody and assessing their performance. Using maybe student exit interviews. Build in a culture that allows us to do that in the best possible way. Departments can work on developing methods to do that in a fair and equitable way.

- Dr. Rob Stewart, Vice Provost-Text books ordering – 3:45pm
  - Handout on the table about the book orders
  - Teaching and segue into making sure the students are properly outfitted for their courses and making sure the materials they need are timely and accurate
  - In 2011 the legislature stipulated a new law that requires the state’s universities make books and materials available in advance of the semester in which it is for

- Must be available 30 days prior to the first day of class
- TTU has not been particularly pressuring about that law
- Last year managers of area bookstore approached TTU about the concerns and timing/accuracy of the book orders getting to stores
- Background of the 2011 law
  - For each semester Texas Tech will produce based on the published course schedule a list of materials for each course
  - The list is to be published on behalf of TTU by the book store on the bookstore website
  - Texas Tech will disseminate course schedule and textbook list 30 days prior to the start of classes
  - Campus bookstore has contract with B&N campus bookstore to be the list of these materials
  - The campus bookstore responsibility is to make the list known to other bookstores
- The bookstores have described a chaotic situation as the semester begins
- Three objectives for this situation
  - Students serviced in a timely manner
  - Comply with statute
  - Better stewards of our institutional activity that we are engaged with
- Status quo seen in attachment
- Effects on students due to lack of availability
- Has scholarship implications
- Effects on faculty and impressions of preparedness
- Biggest risk is non-compliance with state statute
- Strategies for improvement – faculty play a role in the success
  - Post the semester due date for textbook order to be complete
  - This year it is 12/19/16 for Spring 2017
  - Working with registrar and Banner solutions
  - List for bookstore provided by registrar
  - Revision to OP 32.06 on faculty responsibility
    - Stating in the OP the timely ordering of course materials
  - Ask B&N be the bookstore of order for consolidation of information
  - Bookstore committed to help as needed
  - Use the B&N system to place orders
    - Bookstore recognizes the order system has issues and they are working on it
  - Increase avoidance of major changes in the 11<sup>th</sup> hour
  - Not intended to be a burden placed on faculty
  - Open to all kinds of feedback and input
  - Collected many point of issue with this process

**Question Senator Ankrum:**

One quick question, add/drop is within a certain time period. Is the bookstore notified of the number of enrolled to have enough textbooks on hand?

**Answer Senior Vice- Provost:**

The get updates on those rosters supposedly weekly. This is something we need to make sure we are checking with them about. They will make those reports available to the other stores. If you order 20 they will not order directly 20 since other stores may carry that copy. They make adjustments as the roster changes

**Comment Senator Ankrum:**

So they are aware of it, that after the semester starts the number of textbooks for a course may change. The second part of this is an education of the students. When you went to the bookstore and you saw the card and bought the book. Then you go to class and it was on the syllabus. I have been teaching the same course for about 6-7 years now and students will inevitably come to class and students say they did not buy the book. Students are choosing to not buy the book, for whatever reason. Student need to be educated to plan to purchase them.

**Answer Senior Vice- Provost:**

That is something we can talk with the Freshman Orientation group about. It is an interesting dichotomy. We are under law to make sure the books are available, but no law to make them buy them

**Question Senator Siwatu:**

Has there been any discussion about an online submission system? Currently it is done in our college by excel spreadsheet. IUs there a check box for using the same book again?

**Answer Senior Vice- Provost:**

The online system we are talking about is called faculty inline and is managed by the bookstore. It is setup for an individual in a certain department to be the official order person. The other way is specific faculty order for themselves.

**Comment President Wilde:**

In my experience in dealing with Rob and Galyean they do listen to faculty input so please share it with them if you have some. Next couple of weeks please think of different offices that the senate would like to hear from across campus. Please tell Patty about Faculty Senate speakers you would like to see

- Old Business: Review of Committees
  - Third Year Review-Update-Academic Programs-Ramkumar – 4:05pm
    - Where did we start we did not know?
    - The AAUP also wanted to look at the third year review
      - Had a forum to discuss the third year review
      - Lead to the formulation of the document handed out in the meeting
      - Waited to hear from the forum for the formulation of the document
      - Couple of paragraphs to examine
      - Office of Provost has been very cooperative
        - They believe in communications

- This matter needs buy in from all stakeholders
- We all understand there are some problems there
- Start with this
  - OP 32.01 basic faculty related operating policy
    - Formal third year evaluation is required
    - When a faculty member is hired the department chair or unit will give in advance the college/department procedure for third year review
      - Looks like this may not be being followed
- Academic affairs have been charged to look into is with the possibility for
  - A standalone OP
  - Additional procedural language added to OP
  - Committee looking into it using 32.01
  - The committee will endeavor to structure the process to be an enabler to lead to a separate OP
- How did this begin
  - The previous provost mandates a third year review
  - Galyean the third year is a mentoring opportunity not a terminal issue
    - Understood there are some problems with third year
      - Lack of consistency among units
      - Variation in procedures
      - The wish is to have a campus wide overarching guideline
- Why?
  - There have been some cases demonstrating inconsistencies
  - Clear need for an understanding of process and procedures
  - More importantly what to do with the third year review
    - Use as a guide to mentor
- What is the objective of the committee?
  - That third year not serve as a point of termination but to serve as a constructive process toward tenure and promotion
  - If it gets to the point there needs to be an OP it will be put to this body

**Comment President Wilde:**

A lot of the concerns the faculty have are shared by the administration, now is the time to see what we can do. Gave a copy of the report prepared by Senator Blum to Senator Held and the FS&W committee

- Summer Compensation-FS&W Committee-Lewis Held-2013 report attached
  - FS&W decided not to reinvent the wheel so they tinkered with the wording a little bit from the Blum report
  - Submit to the Senate for our consideration

- See attached email
- Senator Bum gave an overview of the previous proposal
  - Charged with the best way to manage summer teaching and mentor
  - To properly compensate faculty for summer work with students
  - Seek fairness across campus
  - Some departments will compensate other do not
  - Purpose was to develop consistency
- Gather all 6000,7000, and 8000 level courses taught in the summer and add that up to 9 would count as one summer course
- If the total came to 9 then the faculty member would be paid the equivalent of one summer course
- Payment then is department equivalent of one summer course depending on department
- What if the number is 8, if the total hours are less than 9 the faculty will be paid per credit, that way they receive some compensation for working with students
- No specific dollar amount for per credit hours
- Who it applies to
  - Does not apply to already existing full time summer instructors
    - Paid by grants would be exempt
      - Not exceeding full time
    - Only faculty on nine month contracts
- Find a direct link between credit hours and compensation

**Question Senator Kalenkoski:**

I have a lot of graduate students what if the number is 18? Is it still the one course?

**Answer Senator Blum:**

The way we wrote it is it. The nine came from lengthy discussion where some departments have a lot of students and some have none. Trying to find a way to reward the most without making the number unattainable. In this model yes, it would still be the nine

**Question Senator Brooks:**

Could the number be 12 instead of nine?

**Answer Senator Blum:**

Oh yes it could be. We tried to crunch numbers and we came up with this, and we never got further than this. It could be 12 as well. We talked about it and it was something we planned to talk to provost and find a number that would be fair to everyone

**Comment Senator Busy:**

I just want to voice support for this, I think this is really equitable and kind of where we need to head to motivate faculty to get involved in helping grad students. What I have noticed in unevenness across different institutions. Some people have a tendency to leave for the summer and they are gone, they may do it as a distance but not as much as those who are on campus. I found myself working on different graduate programs to help students graduate from around the world, while I am all for service, but there needs to be something to recognize the work being put in.

**Comment Senator Siwatu:**

In my college there would be some faculty who would appreciate this. Some of the faculty have prior advising loads in the summer, but also summer intensive courses which may disqualify them from reaping the benefits of this compensation plan. I am wondering how they will react to this plan since they have previous engagements.

**Comment Senator Kalenkoski:**

I might stop at nine and say sorry I can't see the rest of you?

**Comment Senator Blum:**

Are you compensated now?

**Comment Senator Kalenkoski:**

Yes

**Comment Senator Blum:**

See other people aren't

**Comment Senator Kalenkoski:**

Right, but if we go to this I will get less

**Comment Senator Blum:**

Since there is no university policy currently

**Comment Senator Kalenkoski:**

Well my thought is rather than nine or more you get paid per credit hour

**Comment Senator Richman:**

Well we are being treated as a business model. Work with a business model we request to be compensated within a business model. So I am in support of the senator wanting to be compensated for the work that she does

**Comment Senator Blum:**

You could do that by credit hour, but we were trying to get to a number the represented a class

**Comment Senator Kalenkoski:**

Right, so I guess what I am saying is if I have 18 that would be like two classes

**Comment Senator Blum:**

Right



**Comment Senator Blum:**

Informal poll of how many faculty are currently compensated for summer work. So there are two that get compensated currently, how many of us do work in the summer?

**Comment Senator Kalenkoski:**

I am just saying if you do nine you get a course if you do another nine you get a second course

**[Miscellaneous comments]**

**Comment Senator Blum:**

You could say that since less than nine you get a compensation, then after nine you get compensation that goes on top of the nine

**Question Senator Cargile Cook:**

The graduate school allows students to take 1-3 hours of 8000 per semester, some may get three per student and some may get one

**Comment Senator Blum:**

We had that discussion too, in some departments all 8000 go to the chair and some get split up between the committee.

**Question Senator Cargile Cook:**

So it would really be up to the program to determine how those hours would be split or assigned

**Comment Senator Blum:**

Yes, we felt that in some departments there was already a culture, however, if there is a policy that culture may change. If this happens, then a lot of university policies would change

**Comment Senator Held:**

Before we head to the vote since we have the Interim-Provost and Senior Vice Provost, can we at least get a sense from the administration about whether or not we are whistling in the wind. Can we expect some kind of money to come forth?

**Interim Provost Galyean:**

We suggested this activity if I recall. We would like you to look into summer compensation, because we think that is appropriate. There is a lot of problems to deal with. There is a set pool of dollars and we will have to work within that pool. if you take the, but beyond that I don't know... The other issue Rob and I talked about is it would need to be based on a per credit hour, but yes we are interested in doing something.

**Answer Senior Vice- Provost Stewart:**

Our office is currently doing a salary analysis, process for the last three summers. What proportions of summer salaries amount to this type of activity? I think we can respond to this proposal with here what we need to know to make it work. We are going to see different possible funding models; they are all going to have a ceiling. At some point the number 18 or beyond is going to hit a ceiling in terms of what we can pay for.

**Comment President Wilde:**

The intent with this proposal is to not throw anyone under the bus, so Senator Kalenkoski I will invite you when we meet with the Provost office down the road so you can represent that group

**Comment Senator Still:**

Our department has received the same base summer budget for the last several years. Extra money needs come from the Provost office. It would be great to have a policy in place but there is an unfunded mandate. One of the irony is that we do compensate our faculty with course releases. One of the ironies is that is something like his was put in place and faculty had to receive compensation for supporting graduate students. We might not be able to hire grad students to teach classes in the summer.

**Comment President Wilde:**

The money on hand comes from the Provost Office, this would be an addition

**Comment Senator Still:**

We max out our summer budget every year

**Interim Provost Galyean:**

We are just going to have to look at the budget. Once we get all the numbers...

**Comment President Wilde:**

Discussion closed – vote taken unanimous approval – 4:30

**Comment President Wilde:**

Jorge Morales is working on the faculty administrator's evaluation. I discussed this with Provost Galyean and he will work with us to get these out as fast as possible

- New Business: OP 64.10 Graduate Faculty-Faculty Status and Welfare Committee – 4:31pm
  - Draft attached
  - Assigned to FS&W committee
  - September 2016 Federal Demonstration Partnership (FDP) Meeting-a forward from Alice Young-Report attached
    - Only informational and questions addressed to Alice Young

**Comment Vice – President Ramkumar:**

A requirement for federally funded institutions. If an institution received federal funding there needs to be some representation, which goes to the OVPR. She is required to report to the administration.

**Comment President Wilde:**

Yesterday afternoon I received two revisions to the OP with a request to act on them. Will be sent to the appropriate committees. One is on Holidays and the other is on employee training and development 70.41.

- Liaison Reports:
  - Academic Council Report, S. Ramkumar – 4:33pm

- Adding value to how they engage with the community as engaged scholars. called Raiders Engaged program. Deadline is December 31, 2016.
- Work to make students a global scholar, represented by the office of QEP with Pare new director

**Comment President Wilde:**

Thanks to those who worked on the summer compensation report

- Announcements:
  - Senator Litsey:
    - The new Document Delivery program to fabricate and deliver 3d objects for faculty to use in the course of teaching. Please contact [libraries.shapes@ttu.edu](mailto:libraries.shapes@ttu.edu) to request an item
  - Senator Lavigne:
    - Humanities center is hosting alumni college where faculty members will give short TED like talks on their work before the game
  - President Wilde:
    - Asked to serve on provost search committee and we have had a series of quora to talk with the committee and hear from the university community of what they would like to see in a provost. If you have qualities you would like to see, please email me with Provost search as a subject
- Adjournment – 4:38pm