

Faculty Senate
Minutes of November 20, 2003

Call to Order: The meeting was called to order by President William Rowe at 3:01 p.m.

FACULTY ASSOCIATION OFFICERS

		Proxy
Bill Rowe – President (Fine Arts)	P	
John Hall – Secretary / Treasurer (Education)	P	
Bob Bennett – Immediate Past-President (Science & Mathematics)	P	
Debra Walden- Vice-Chair of the Senate	P	
Bill Humphrey – Secretary of Senate	P	

AGRICULTURE (1)

Bill Humphrey	P	
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BUSINESS (3)

Dan Marburger
Jim Washam
Gauri Guha

COMMUNICATIONS (2)

Bob Franklin		
Marlin Shipman	P	

EDUCATION (5)

Cindy Albright		
Kris Biondolillo	P	David Saarnio
Dan Cline	P	
Charlotte Skinner		

ENGINEERING (1)

Tom Parsons	P	Shivan Haran
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FINE ARTS (3)

Allyson Gill		
Ken Hatch		
Bert Juhrend	P	

University College (1)

Margaret McClain	P	
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HUMANITIES & SOCIAL SCIENCES (6)

Ernesto Lombeida		
William Maynard	P	
Larry Salinger		

Joe Sartorelli	P
Richard Wang	P
Win Bridges	P

LIBRARY (1)

Myron Flugstad	P
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MILITARY SCIENCE (1)

NURSING AND HEALTH PROFESSIONS (3)

Judith Pfriemer	P
Troy Thomas	P
Debra Walden	P

SCIENCE & MATHEMATICS (4)

William Burns	P
David Gilmore	
Jie Miao	P
Jeff Jenness	

Senate called to order at 3:00.

Minutes: The minutes of the November 7, 2003 meeting were approved as distributed without corrections.

B. Humphrey reported on the status of the post office. The post office will be moved to the Reng Center, it may be the post office or it could be another postal provider. This will be determined by a bid process. If it is not the US Postal Service the State University, Ar. 72467 address will be lost. Maynard reported that the cost will go up, the reason their costs are low is that they do not have jeeps or routes. Rowe said that he was concerned that no hidden fee is passed onto students. Wang ask if the Senate should pass a resolution that supports maintaining the current PO address and zip code as it is a part of the tradition at ASU.

Rowe ask Maynard to report on faculty housing. Maynard asked Dr. McDaniel to provide information on housing and was given the following:

-policy being used was developed by a committee and adopted by the board in 1994 but was not changed in the 1996 Handbook (it was in the proposed new handbook draft that that was submitted in 2002). This policy was changed to allow for faster turnover so the houses could be used for faculty recruiting more effectively. Hoskins accepted the change but it was not implemented until spring 2000 when the need for housing increased due to an increase in hiring new faculty. Currently contracts are for three years.

Rowe talked to J. Farris about the research committee and it appears we need to wait and see what Dr. Cotton and others do before we move further on this issue. The Strategic Planning Research Subcommittee will come and report to the senate in the spring on this issue.

Discussion on online/web courses. J. Sartorelli reported that on the registrar's website it says that courses will be exclusively online, even exams. The problem is that many faculty are requiring students to come to campus for exams. This was brought to the registrar's attention and they were assured that a change would be made for the spring 2004 semester. This change has not been made, the registrar's office says they cannot add an annotation that exams will be on site. The question is why, this is a simple PDF file change. J. Pfriemer asked if a distinction between web based and web assisted courses could be made. J. Hall said that there is an integrity issue with online exams. Dr. Cooksey said that annotations are not possible due to problems with web for students, course listings are now on a dummy server. She doesn't know where the statement came from but it was apparently put in when web courses were started. She suggests we write a statement that allows for exams on campus in web assisted courses and she will try to get it in the course list web site. Also need to include language that lets students they have to officially register for a course then enroll through blackboard. Dr. Allen reported that a new committee has been formed, Instructional Technology Committee chaired by J. Jenness who might look into issues like this.

D. Cline ask that all senators ask everyone in their college if they got the survey that was mailed out and if someone didn't they can get copies from himself or J. Hall to provide them. It is important that we get a good response to the survey to give it validity.

Rowe will talk to M Hoeting to get to get an email message out to all faculty informing them how to get on the f-listserve. Apparently some faculty are not on the f-listserve.

Rowe reported that annual prostate exams are covered by our health plan.

Rowe reported that B. Banta indicated that positive results are expected on getting a change in policy to allow the UHC access to PRT files in grievance cases.

NEW BUSINESS

Rowe raised the issue of tenure for library and museum professionals who have teaching responsibilities. This would help guarantee academic freedom.

Maynard said that no more than 50% of the faculty should be non-tenured, he presented a draft policy for consideration which is attached. *Draft policy attached.*

Dr Allen made the following statement about course assignments "the department is the gate keeper, they approve who teaches what course and what text will be used".

Rowe and M McClain both attended the Diversity training workshop and reported that G. Jones did a good job and that it was worthwhile.

R. Wang provided a copy of the 1st year advising model from advisement services. This is an effort to take advisement out of departments, this is not a good idea and the faculty senate should oppose it. The senate will invite J. Simons and L Cooksey to the senate to discuss this issue. *Copy attached.*

B. Bennett commended Dr. Wyatt's efforts to improve communication by having coffee & conservation meetings with small groups of faculty.

D. Saarnio asked that changes in the PRT process be delayed as his department did not get the information in time to comment. Rowe pointed out that this was really a UPRTC issue. It was recognized that some communication flow problems occurred. Additionally there were time constraints. However these points were discussed at the last Senate meeting with no real objections being raised. These are all faculty friendly changes. The faculty senate executive committee felt there was enough consensus to support moving forward with these changes.

There being no further business, the meeting was adjourned by President Rowe at 4:45 p.m.

Bill Humphrey
Secretary Faculty Senate

1st Year Advising Model Proposal

Advisement Services University College

The Need:

- ❑ **Comprehensive and Consistent Advisement**
- ❑ **Continuum of Service**
 - One-credit course
 - NSO
 - FYE
 - First-year advising center
- ❑ **Student Success**
 - EAP
 - 2.2 list results
 - SGA
- ❑ **Timing**
 - Consistent with NSO experience changes
 - Location, hours, services
 - Additional support staff

First-year Advising Model:

Advisement Services will serve as a comprehensive first-year advising center for the ASU campus by providing a home for all exploratory and first-year students' advising. Reassigned faculty from each college will serve in the center as advisors for first-year students from their respective college. This part-time reassigned time (20hrs/wk) will provide consistency in first-year advising as well as accessibility and common locale. The center will serve as a full-time location where first-year students may bring personal and academic concerns.

Advisors are to serve a one-year commitment. Interested advisors may advise during the summer for New Student Orientation and receive additional paid hours.

Location:

Advisement Services will be renamed Wilson Advising Center when relocated to the vacated Wilson Health Center Spring 2004. The renovated center will provide a central location, furnished and equipped advisor office space, as well as support personnel for outreach and appointment setting. In addition, a classroom and conference room are available to host group advising, information sessions and other activities sponsored by individual degree programs.

Training:

All advisors will be cross-trained for first-year advising across disciplines. Supplemental training will take place through out the academic year.

Advisor Job Description (draft):

- Maintain regular office hours
- Advise students during two formal check-in periods per semester
- Participate in all training sessions
- Meet with exploratory students who express interest in relevant academic program
- Serve as liaison between the Advising Center and college

Draft Policy: Contingent Appointments and the Academic Profession Excerpts

The term "contingent faculty" includes both part- and full-time faculty who are appointed off the tenure track. The term calls attention to the tenuous relationship between academic institutions -and the part- and full-time non-tenure-track faculty members who teach in them. For example, teachers hired to teach one or two courses for a semester, experts or practitioners who are brought in to share their field experience, and whole departments of full-time non-tenure-track English composition instructors are all "contingent faculty." The term includes adjuncts, who are generally compensated on a per-course or hourly basis, as well as full-time non-tenure-track faculty who receive a salary.

Whether these faculty members teach one class or five, the common characteristic among them is that their institutions make little or no long-term commitment to them or to their academic work. The fact that many non-tenure-track faculty are personally committed to academic careers, even while putting together a patchwork of teaching opportunities in one or more institutions in order to sustain themselves, has become all but irrelevant in institutional practice.

The relative emphasis placed on teaching, scholarship, and service by a faculty member varies according to the terms of his or her appointment and academic discipline and the type of institution at which he or she works. But although emphases vary, these functions are not completely divisible. Faculty work cannot be sliced cleanly into component parts without losing the important connections that make up the whole.

To support the essential mission of higher education, faculty appointments, including contingent appointments, should incorporate all aspects of university life: active engagement with an academic discipline, teaching or mentoring of undergraduate or graduate students, participation in academic decision making, and service on campus and to the surrounding community. Faculty who are appointed to less-than-full-time positions should participate at least to some extent in the full range of faculty responsibilities. Academic freedom rests on a solid base of peer review and as such is the responsibility of the entire profession. The profession protects academic freedom through a system of peer review that results in institutional commitment to faculty members. Faculty peers make careful judgments in the appointment process, conduct ongoing reviews that may lead to reappointments, and make evaluations that may determine the completion of the - - probationary period and the beginning of continuous tenure. Individual faculty members can exercise their professional inquiry and judgment freely because peer review affirms their competence and accomplishment in their fields.

To secure academic freedom for the entire profession, and to ensure the highest quality in teaching and research, the responsibilities of faculty peers in the appointment and evaluation of colleagues for contingent faculty positions should resemble those for appointments on the tenure track. Faculty members appointed and reappointed to contingent positions should receive conscientious and thorough peer reviews in which

they can demonstrate their effectiveness; their successive reappointments would then validate their record of competence and accomplishments in their respective fields. Finally, it is important to note that tenure can be granted at any professional rank (or without rank); the Association does not link tenure with a particular faculty status. The professor in a research university, whose appointment includes a significant responsibility for original research, should not be the sole or primary model for tenurable academic work. A faculty member whose position focuses primarily on teaching, supported by sufficient opportunity for scholarship and service, is also engaged in tenurable academic work. Just as there are different emphases in the range of faculty appointments in research universities, comprehensive universities, liberal arts colleges, and community colleges, all of which define tenurable faculty work, so too there may be different models for tenurable faculty work within a single institution.

Teaching, scholarship, and service must be protected by academic freedom and due process and, after a reasonable probationary period, by tenure. All faculty with full-time appointments, regardless of their titles, should be eligible for tenure after a probationary period not to exceed seven years. In addition, all part-time faculty, after an appropriate opportunity for successive reviews and reappointments, should have assurance of continuing employment. Such assurance can be provided through a variety of measures, some of which were recommended by the Association in 1993. Examples include longer terms of appointment, opportunities for advancement through ranks, due process protections (described below), recognition of seniority (such as first opportunities for reappointment and course selection), conscientious peer evaluation, earlier notices of reappointment, and opportunities to appeal non-reappointment.

All faculty work should be compensated fairly. Positions that require comparable work, responsibilities, and qualifications should be comparably compensated, taking into account variations by discipline, seniority, and departmental priorities. As the Association recommended in 1993, compensation for part-time appointments, including those in which faculty are currently paid on a per-course or per-hour basis, should be the applicable fraction of the compensation (including benefits) for a comparable full-time position.²⁶ Although the variety of responsibilities and qualifications required of each position may make comparability difficult to determine, it is the responsibility of duly constituted faculty bodies to meet this challenge.

Transitions happen gradually. The professoriate's transition from a body composed mainly of full-time tenure-line faculty to a body composed mainly of contingent faculty occurred over several decades. Now, some institutions seek to recover the stability and quality of instruction lost in that transition. Some simply seek to improve the ratio of tenure-line faculty in one or more departments. Such changes do not have to be precipitate and jarring to institutions, to students, or to faculty members who were hired on a contingent basis and have, nonetheless, tried to build an academic career. Both faculty and administrators participated in the decisions that have resulted in heavy reliance on contingent faculty, especially for undergraduate teaching. Both faculty and administrators now share the responsibility for reducing such reliance while minimizing the costs of change to current contingent faculty.

Re-affirming Association values and standards

- **The purpose of the work of the profession is the public good; higher education is a public trust.**
- The work of the profession requires academic freedom and faculty participation in governance: to challenge and evaluate students and to ensure that decisions with academic implications have free academic input.
- Tenure and academic freedom/due process are not a prize or a marker of status but necessary as a function of the civic work.
- The viability of the profession as an attractive form of life is threatened by the extent and conditions of contingency: inadequate, inappropriate compensation; ineffective, academically inappropriate working conditions; and little opportunity for professional security and advancement. Collegiality and equity are undercut. Academic freedom and governance are continuously jeopardized, both for the contingent faculty member and the profession as a whole.
- Education suffers; students suffer.
- Compensation should be "the applicable fraction of the compensation (including benefits) for a comparable full-time position."
- The statement reaffirms the Association's long-standing numerical benchmarks: no more than 15 % of instruction in an institution and 25 % within a department should be by contingent faculty.

Describing trends

- **To some extent the trend toward part-time appointments seems to have slowed.**
- By contrast the proportion of full-time appointments 'that are non-tenure track has exploded, particularly in the 1990's

Coining "contingent"

- **A plethora of titles and circumstances, but the fundamental fact of contingency: whatever the commitment of individual contingent faculty members as teachers, scholars, and academic citizens, institutions and the academy do not make concrete commitments to their careers**

Articulating a contemporary response

- Faculty in contingent appointments should have academic freedom and governance participation.
- **Contingent appointments should be structured to enhance the integrity of faculty work: emphases may vary, but all faculty should participate in teaching, scholarship, and service. All work of contingent faculty should be recognized and compensated.**
- **Faculty in contingent appointments should have the opportunities for professional development and evaluation by which they demonstrate their effectiveness and earn job security and assurances of continued employment.**

- **"Tenure/tenure track or chaos/indifference" is a false choice. Tenure is not the only mechanism to work toward securing academic freedom and due process. With regard to contingent appointments, longstanding Association policy calls for timely notice of appointment and reappointment and due process protections. Also recommended are recognition of seniority, longer terms of appointment, opportunities for advancement, and conscientious peer review. Campuses should work to develop mechanisms to secure the professional conditions of contingent faculty work.**

Reversing the trend; reclaiming the profession

- Faculty who hold contingent appointments should not bear the burden of stabilizing the profession.
- Long-term trends in the erosion of the profession should be reversed with deliberate, long-term processes.
- Reduction in the proportion of contingent appointments should be accomplished as much as possible through retirement and attrition and through conversion of positions.
- Models for conversion:
- Existing positions can be made tenurable. (The experience and accomplishments of contingent faculty should be credited in determining an appropriate probationary period.)
- Creation of new, tenurable positions. (Positions widely advertised, continuity in programs considered as a desirable criterion; discrimination avoided.)

Identifying faculty responsibilities

- **Administrations and legislatures aren't the only ones with responsibilities: faculty responsibilities to colleagues, to 'the profession, and to higher education.**
- **Faculty responsibility to work with colleagues in contingent appointments to secure adequate and equitable compensation, professional opportunities and job security, and mechanisms for academic due process. (Statement encourages imaginative development of possible mechanisms, based on sound principles.)**
- **Faculty responsibility to integrate colleagues with contingent appointments into academic and governance processes.**
- ***Peer Review: Faculty responsibility to participate deliberately in hiring and evaluating contingent faculty, who can then establish the record that justifies their reappointment and assurances of continued employment. (The entire edifice of academic freedom and tenure, for all faculty, is based on the vitality of reflective and deliberate peer review.)***
- **In conversions, faculty responsibility to reflect on the work to be done and to consider the experience and accomplishments of contingent faculty who have been doing the work**
- **Faculty responsibility to include colleagues with contingent appointments in the decisions that will re-stabilize the profession.**