

Minutes from Faculty Senate
October 3, 2014
3:00 p.m.

Approval of September 19, 2014 minutes

Guests:

Old Business:

14 FA-01 Smoke Free Campus Proposal (Expedited) - ready for vote

John Hall: Some members of his constituency were not against electronic cigarettes.

Shivan Haran: Report similar to that of John Hall.

Richard Segall: Two from his constituency were neither for nor against.

Gretchen Hill: Some members of her constituency were against banning smokeless tobacco.

Vote (for-against-abstentions): 20-8-0

14 FA-02 PRT Procedural Changes (Expedited) - ready for vote

Vote was unanimous in the affirmative

14 FA-03 Selection of Academic Administrators (Full) - vote vs. continued discussion

Fabricio Medina Bolivar: Expressed concern that the decision on whether or not to conduct an external search (as opposed to internal) is not spelled out.

Vote was unanimous in the affirmative

New Business:

Nine-month faculty contract language – presentation by Jollean Sinclair followed by discussion.

Concern was expressed over the summer that the nine month contract letters do not correspond to August 16 – May 15.

Win Bridges: Expressed concern that a 9-month temporary employee may have to pay two deductibles for health benefits over their single 9-month period of employment.

Judy Pfriemer: As representative of the Fringe Benefits Committee, explained the current policy and indicated that she will pass along the recommended change to the A-State system-level employee over fringe benefits.

Julie Isaacson: Today's presentation and discussion is to help the senate understand why there is a mismatch in starting and ending dates.

Greg Phillips: Expressed concern that the summer break has been shortened which cuts into research salary and summer vacation plans.

Bill Rowe: There is something about telling me anything...

Pradeep Mishra: Academic calendar committee already voted on this and chose a longer Thanksgiving break.

Judy Pfriemer: This year was the worst where May graduation was the latest and we were required to be back to school the earliest in August.

Julie Isaacson: I will get with the registrar and get official dates for the academic calendar and report back.

Determining if a class makes in the summer: Mitchell Holifield, John Beineke, Shivan Haran, and Rejoice Addae will look into the matter and make a recommendation.

Shared Governance -

Presentation by Mitchell Holifield

This presentation is on behalf of all six Senators from the College of Education and Behavioral Science. To ensure fidelity to what we the senators wish to convey, I will not be speaking extemporaneously. Instead I will read the document.

Issue

During the past two years, four major decisions coming through Academic Affairs at Arkansas State University-Jonesboro involving the College of Education and Behavioral Science have caused some constituents within the college to question the compatibility of **how** these decisions were made with the spirit and intent of shared governance principles. As reflected in the *Arkansas State University Faculty Handbook (AFH)*, constituent groups at Arkansas State University have **agreed** to operate "on the basis of a shared governance system in which administrators, faculty, staff, and students participate in the governance of the institution." (*AFH*, section 1.b.3, p. 5) Crucial to implementing and nurturing shared governance are the following principles noted throughout section I of the handbook:

1. All parties acting in the spirit of collegiality, good faith, and mutual respect,
2. Real participation in decisions , especially by each group most affected by a decision,
3. Development of a cohesive campus community,
4. Administrative officers having the authority to make decisions regarding the day-to-day operation of the university, and
5. Faculty primacy regarding matters of intellectual development, research, instruction, and maintenance of a learning environment consistent with the highest standards of the profession.

The four decisions pertain to (1) merging the Department of Teacher Education and the Department of Educational Leadership, Curriculum, and Special Education, (2) merging the Department of Psychology

and Counseling and the Department of Health, Physical Education, and Sport Science, (3) moving the Ed.D. in Educational Leadership to an online delivery system, and (4) dismantling of the College of Education and Behavioral Science.

Decision 1: Merging the Department of Teacher Education and the Department of Educational Leadership, Curriculum, and Special Education

In fall 2012, it was announced that the Department of Educational Leadership, Curriculum, and Special Education (ELSE) and the Department of Teacher Education (TE) would merge to form the School of Teacher Education and Leadership (STEAL). Faculty reaction clearly revealed that the plan for this merger was not fully vetted in a transparent manner with the entire faculty in these two departments **prior** to the making of the decision. An example of the lack of faculty inclusion is that the chairs of these two departments were not notified about nor engaged in any discussion concerning a merger **prior** to the decision being announced.

Due to faculty reaction, the provost directed Dr. Gina Hogue to conduct a listening tour in which the overwhelming majority of the remarks were in opposition to the merger. An overwhelming majority in each department also voted against this merger. Yet it still occurred and was implemented **prior** to the announcement noting approval by the Board of Trustees.

Decision 2: Merging the Department of Psychology and Counseling and the Department of Health, Physical Education, and Sport Science

In February 2014, the administration of the College of Education and Behavioral Science **announced** the formation of the School of Human Behavior and Performance comprised of the existing Department of Health, Physical Education and Sports Sciences (HPSS) and the Department of Psychology and Counseling, which would be split into two separate departments. For the Department of Psychology and Counseling faculty, the announcement was made at a called meeting purportedly to update faculty on a search for a replacement department chair. Immediately puzzling was that the school would have two departments with similar disciplines (psychology and counseling) and with significantly dissimilar disciplines contained in HPSS. Many faculty in all three departments raised serious concerns about this imposed merger. Due to these concerns, some faculty recommended to the administration that the plan to restructure/merge be postponed until the next academic year.

Questions. Does the process by which the merger decisions were made (1) demonstrate a spirit of collegiality, (2) demonstrate a good-faith effort to afford **real** participation of the groups impacted most by the decision, (3) confirm an institutional priority of developing a cohesive campus community based on excellent communication and mutual respect? Is the magnitude of these decisions greater than the day-to-day operation of the university?

Decision 3—Moving the Ed.D. in Educational Leadership to Online Delivery

The central administration **directed** the Ed.D. faculty to shift the degree from the current viable face-to-face delivery program to a large-scale online format. Weekly meetings were held from mid-February to mid-June this year between the faculty of the Center for Excellence in Education and the college's dean and associate dean. The shift to large-scale online format for the program came as a mandate without good-faith dialogue. The meetings were held to **direct** the faculty to implement the new delivery mode. The administration conducted no discussion of feasibility. Faculty repeatedly raised concerns with the dean and associate dean, and the Graduate Council unanimously voted in May against moving the degree to the large-scale online format.

However, these actions did not halt the attempt. A truncated version of the doctoral program with major curricular changes was sent to the doctoral faculty in late August, along with a class rotation created by Academic Partnerships of Dallas, TX. The Ed.D. program that was created two decades ago to serve the K-12 **and** higher education communities of northeast Arkansas. Nevertheless, the higher education component of the degree had been eliminated. The faculty was also informed that an agreement between Arkansas State University and Academic Partnerships for placing the Ed.D. online **had been signed**. The faculty was unaware that such discussions had been taking place. The Center for Excellence in Education's Curriculum Committee voted "no" to the truncated version of the program; yet communication was sent in September that classes were still to be placed online beginning with the spring semester of 2015. Details such as the use of adjuncts and the coverage of dissertations were still not discussed or explained. No reference was made regarding the truncated version of the program or to the impact such a move would have on the program. As of today, this is the status of the situation.

This directive to deliver the Ed.D. online in an agreement with Academic Partnerships is ironic. In a fall 2012 meeting with the Department of Educational Leadership, Curriculum and Special Education, the University's provost stated that, due to the Academic Partnership programs, ASU was becoming known as a "diploma mill." The provost indicated that this problem would be addressed by moving away from our association with Academic Partnerships and by reducing the number of students that we enroll in our large-scale online programs. The faculty had no problems with either strategy. However, during the months since this meeting, the faculty has heard nothing else about this plan. **Now**, rather than moving away from Academic Partnerships, ASU and Academic Partnerships are in contractual agreement regarding the delivery of the Ed.D. The cause of this "about-face" regarding the University's involvement with Academic Partnerships has not been articulated by the administration.

Questions. Does the process by which it was decided to move the Ed.D. to an online format adhere to shared governance principles? Were the stakeholders most affected by this decision afforded **collegiality** in a good faith effort to participate in this **decision**? Is the magnitude of this decision greater than the day-to-day operation of the university? Did the Ed.D. faculty have **primacy** regarding the maintenance of a learning environment consistent with the highest standards of the profession?

Decision 4: Dismantling the College of Education and Behavioral Science

On September 22, 2014, faculty and staff of the College of Education and Behavioral Science (COEBS) were notified (1) that the college will be **dismantled**, (2) that the Department of Teacher Education and the Department of Educational Leadership, Curriculum, and Special Education will be consolidated into the School of Teacher Education and Leadership and that a search for a **dean** of the school would soon be conducted, and (3) that the Department of Health, Physical Education, and Sport Sciences and the Department of Psychology and Counseling would be absorbed by other colleges. Without any consultation with stakeholders within and outside the college, there was a declaration to **disassemble** a college with a legacy reaching back more than 50 years, to **disassemble** the college that produces the greatest number of student credit hours (almost 100,000 hours in 2013-2014) in the University: No faculty consulted, no staff consulted, no students consulted, no alumni consulted, no agencies served by the graduates from the college consulted.

A significant implication of this reorganization is that the University will have the same number of deans but will now have a school, a configuration not mentioned in the *Faculty Handbook*. Some faculty of this impending school feel that they are being demoted to a standing within the University community that

is less than the standing of faculty housed in colleges. The connotations of the word *school* and the word *college* are very different in the ASU environment

Questions. Does the process by which the **dismantling** of the College of Education and Behavioral Science adherence to shared governance principles? Were the stakeholders most affected by this decision afforded collegiality in a good faith effort to participate in this decision? Is the magnitude of this decision greater than the day-to-day operation of the university? Does this decision perpetuate a cohesive campus community based on strong shared governance, excellent communication, and mutual respect?

Conclusion

We, the senators from the College of Education and Behavioral Science, believe that the process by which these decisions have been made appears to be incongruent with the spirit and intent of shared governance.

We, the senators from the College of Education and Behavioral Science, reaffirm our dedication to the principles of shared governance and, on behalf our constituencies, wish to participate with the ASU administration in good-faith discussions regarding issues pertaining to our college.

Finally, please know that the remarks in this presentation do not pertain to **any** administrator currently serving in the College of Education and Behavioral Science.

Thank you.

John Beineke: I move that Chair Julie Isaacson charge the Faculty Senate to begin deliberations to identify strategies and venues to be recommended to administration by which and through which the faculty and the administration can collaborate to resolve the administration's issues with current academic organizational structures and programs.

Question: Should this be done as the entire senate or a subcommittee? It was recommended that nominations should come from within the faculty senate. It was also recommended that each college nominate a senator to represent their college. Only senators with tenure should be nominated.

Vote: unanimous in the affirmative

John Beineke: I move that the Arkansas State University Faculty Senate requests that the administration declare a moratorium on current organizational restructuring and on making major changes in current academic programs except those curriculum changes that are approved through the shared governance process as articulated in the Faculty Handbook.

Vote: unanimous in the affirmative

New business:

Richard Segall, Ryan Peterson, and Bill Rowe of the Finance committee request that three more members be added to their committee.

Julie Isaacson will invite Len Frey to give a presentation (Finance 101) on how money is managed at A-State.

Employee Benefits Committee: Julie Isaacson will seek a fourth faculty representative from the list of interested faculty members for that committee.

Chairs report from the executive council meeting. We are ahead of the game in student retention. We all need to be cognizant of recruitment.

Online academic integrity course: 3500 students have completed the course so far. Started with first year and international students. Every semester (usually in the fall) students complete the course within the first couple of months. Faculty may take the course but should not take the exam at the end since it would skew the data. Questions? sleslie@astate.edu

Senators should invite colleagues to pay their Faculty Association dues. Could possibly fund travel for faculty

Respectfully Submitted,

Bruce Johnson

		9/19/2014		
		Present	Absent	Proxy
Chair	Julie Isaacson	x		
Agriculture	Greg Phillips	x		
Business	Sam Pae	x		
	Richard Segall	x		
	Jollean Sinclair	x		
Education	John Beineke	x		
	Julie Grady	x		
	John Hall	x		
	Mitch Holifield	x		
	Ryan Kelly	x		
	Andy Mooneyhan	x		
Engineering	Shivan Haran	x		
Fine Arts	Kyle Chandler	x		
	Claire Abernathy	x		
	Bill Rowe			x

Humanities & SS	Win Bridges	x	
	Hans Hacker	x	
	Gretchen Hill	x	
	Warren Johnson	x	
	Cherisse Jones-Branch	x	
Library	Wendy Crist	x	
Media & Comm.	Pradeep Mishra	x	
	Larz Roberts		x
Military Science	Cecil Clark		x
Nursing & HP	Brenda Anderson	x	
	Rejoice Addae	x	
	Donna Caldwell	x	
	Larry Morton	x	
	Judy Pfriemer	x	
	Debbie Shelton	x	
Science & Math	Jeff Jenness	x	
	Bruce Johnson	x	
	Fabricio Medina-Bolivar	x	
	Suzanne Melescue	x	
University College	Nikesha Nesbitt	x	