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March 24, 2014 AASU Faculty Senate Minutes

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Armstrong Atlantic State University
Faculty Senate Meeting
Minutes of March 24, 2014
Student Union, Ballroom A, 3:00 pm

I. Senate President Baird called the meeting to order at 3:01 pm (see Appendix A)
II. Senate Action
    A. Approval of the Minutes from February 17, 2014 Faculty Senate Meeting
    B. Remarks from Dr. Linda Bleicken, President
        1. Updates from the Board of Regents meeting
            i. Business Economics degree approved
            ii. A.S. to B..S in Criminal Justice articulation agreement between Savannah Tech and Armstrong was approved
            iii. Positive signals received on the request to change our name to Armstrong
            iv. Green Zone military initiative was positively acknowledged
            v. New project pending approval: $2.7 million ARC renovation into academic space. Current pool structure has a persistent water leak.
        2. Dr. Jane Wong is heading a pilot leadership program at Armstrong to develop future leadership within the current faculty ranks.
        3. Enrollment Management (EM)
            i. Identified issues with EM
                a. Lack of data
                b. Underutilization of technology
                c. Lack of interunit communication (e.g., Bursar, Registrar, Financial Aid,etc)
                d. No coordinated plan for student retention
                e. Low morale
            ii. Actions
                a. Improve data integrity through better coordination
                b. Evaluating effectiveness of current EM processes
                c. Enrollment Management Team developed to examine issues
                d. Hired external consultant to assist in implementation of changes
                e. Automation of processes currently being done manually
                f. Ongoing review of organizational structure
    C. Old Business
        1. N/A
    D. New Business
        1. Committee Reports
            i. University Curriculum Committee Minutes
                a. Discussion regarding Item II.1. Prior Learning Documentation Course
                    i. Concern expressed about having students take a course to learn how to prepare documentation to exempt the student from taking a course. Rather should not students take the actual course to develop the competency vs. taking a course to learn how to not have to take the course?
                    ii. Responses:
                        1. Many former and current military students have the

competencies but need help in documenting their experiences.
2. Also, this type of course is needed for LLP to participate in the E-major in Languages program.
3. The course will bring standardization to the portfolios developed.
4. This course is one of several prior learning assessment options. CLEP is currently being used. Also, faculty will make the decisions about which courses are eligible for the portfolio option and the learning outcomes. The Prior Learning Assessment (PLA) course will result in students obtaining 2 credit hours for the PLA course in addition to the course being "exempted". Faculty will decide if student passes the course. PLA course does not supplant CLEP option. PLA credits from other universities will be accepted just like any other transfer credit from other courses.

iii. Question: Regarding the GAC attachment on credit for courses completed prior to 7 years ago, should we accept a claim of competency from a decade ago when we do not accept courses completed 7 years ago?
1. Responses:
a. The GAC has different requirements compared to UCC
b. We are doing a disservice to our students if we do accept this since other universities will accept PLA.
c. The PLA option will not impact that many courses/students

iv. APPROVED without modification

b. All other items APPROVED without modification

ii. Graduate Affairs Committee

2. Enrollment update from Ms. Mariea Noblitt, Interim Associate Vice President of Enrollment Management
i. Came to Armstrong in July 2013 to perform an operations audit
a. See II.3.B.i above for findings.
b. Actions
i. Streamlined admissions processes
ii. Improved communication through increased meetings across units
iii. Newly admitted students awarded financial aid in March vs. May (in previous years)
c. Process improvements developed to persist even after her departure
3. Update on Student Affairs Restructuring by Dr. Georj Lewis, Vice President of Student Affairs (Appendix B)
i. Key issue was to address staff vacancies (11/31 positions vacant). Goal

is to fill all positions by July 1, 2014

ii. Changes to reporting structure based on new responsibilities and relationships with VPSA. No additional funds requested for restructured positions.

iii. Question: What was missing from Sally Watkins' role besides serving on the Student Honor Court? Response: The role was more reactive vs. proactive. Need to develop an expectation of student civility: rights, responsibility and integrity

iv. Question: Was there a concern about increases in violations? Response: Unsure of history, but did receive some complaints about communication with faculty and staff. Wants better relationship with faculty with regard to awareness of services available.

4. FSR-2014-03-24-01: Deferred Action Status for Undocumented Students (Appendix C)
    i. Discussion: President Bleicken stated support for the issue, hence the effort to obtain private funding through the LUMINA Foundation, for example. She also noted that it is the state legislature, not BOR that controls this policy. Approval of the resolution would not necessarily be harmful to Armstrong.
    ii. Friendly amendment: add "Georgia State Legislature and Governor" to the first sentence of the resolution. Amendment APPROVED.
    iii. Resolution APPROVED
5. FSB-2014-03-24-03: Part-Time Faculty Compensation Taskforce Bill (Appendix D)
    i. Discussion: Gratitude expressed to the Faculty Welfare Committee for their leadership on this issue.
    ii. Bill APPROVED
6. FSB-2014-03-24-04: Creation of the Student Research and Scholarship Council (Appendix E)
    i. Discussion: Question: Why are just two colleges represented in the bill? Response: Because only CST and COLA have coordinators of undergraduate research. Question: Is the committee membership aware of these new responsibilities? Response: Yes the Provost's office and SGA have been informed about membership expectations.
    ii. Bill APPROVED
7. FSB-2014-03-24-05: Creation of the Faculty Research, Scholarship, and Awards Committee (Appendix F)
    i. Discussion: Question: Why are deans and not department heads responsible for selecting members? Response: Best to use deans since membership is based on colleges vs. departments.
    ii. Bill APPROVED
8. FSB-2014-03-24-06: Salary Inversion (Appendix G)
    i. Discussion: President Bleicken indicated there is already a process for ongoing salary studies. This bill would undermine the role of deans and department heads to select faculty for raises. Response: The intent of the bill is to ensure that action is taken since the salary study may not necessarily accomplish that.

ii. Bill APPROVED

9. FSB: Space and Payment Schedule for Part-Time Faculty (Appendix H)
    i. Discussion: President Baird noted that the use of ADP will terminate in the near future. President Bleicken asked if paragraph one of the bill is actually true. Should this not be handled at a college or department level? Response: Gamble Hall does have space for part-time faculty, so this is not true across the board. However, this issue was presented by part-time faculty to the Faculty Senate Part-Time Faculty Liaison. The library does not have any extra space to support this effort.
    ii. Dean Barrett noted that this should be done on a building by building basis given this is not a uniform issue across colleges.
    iii. Motion to table the first paragraph of the bill APPROVED
    iv. Friendly amendment to remove "Also, currently" and "consequently also" from second paragraph of bill APPROVED
    v. Bill APPROVED
10. Faculty Budget Priorities Report by Dr. Erik Nordenhaug (Appendix I)
    i. Email will be sent requesting comments on survey until April 8, 2014
    ii. A FS resolution will be created based on the survey and comments received
    iii. President Baird commended the PBF committee on this work
11. eFACE Committee Update by Drs. Alex Collier and Angeles Eames (Appendix J)
    i. Script for faculty to encourage students to complete eFACE has been developed and will be shared with all faculty.
    ii. Please let Dr. Eames know if you have experience with any of the listed vendors
    iii. Pilot test of new systems in Summer 2014 and full implementation in Fall 2014.

E. Senate Information
    1. Enrollment Management Project Team update by David Bringman
        i. Has observed improvements accountability and efficiency in EM
        ii. Goal is to transform Victor Hall into "one-stop-shop" for student services
        iii. New ideas from staff now encouraged and acted on
        iv. Summer 2015 fees for less than 4 credit hours will be reduced by 67%
        v. Please send any ideas you have to david.bringman@armstrong.edu

III. Meeting adjourned at 5:14pm.

Yours faithfully,
Wayne Johnson
Faculty Senate Secretary

Faculty Senators and Alternates Attendance (Updated: 01/20/14)

Department	College	# of seats	Senator(s) and Term Year as of 2013/2014		Alternate(s)	
Adolescent and Adult Education	COE	2	Regina Rahimi (3)	x	~~Rona Tyger~~ (Kathleen Fabrikant)	
	COE		~~Ed Strauser (3)~~		ElaKaye Eley	x
Art, Music, Theatre	CLA	3	Angela Horne (3)	x	Karl Michel	
	CLA		Deborah Jamieson (1)	x	Emily Grundstad-Hall	
	CLA		Elizabeth Desnoyers-Colas (1)	x	Megan Baptiste-Field	
Biology	CST	3	Traci Ness (2)		Sara Gremillion	x
	CST		Brett Larson (1)	x	Jennifer Brofft-Bailey	
	CST		Kathryn Craven (1)	x	Aaron Schrey	
Chemistry, Physics	CST	3	Brent Feske (2)	x	Brandon Quillian	
	CST		William Baird (3)	x	Jeff Secrest	
	CST		Catherine MacGowan (3)	x	Will Lynch	
Childhood & Exceptional Student Education	COE	2	Barbara Hubbard (2)	x	Patricia Norris-Parsons	
	COE		Anne Katz (1)	x	Glenda Ogletree	
Criminal Justice, Social, & Pol Science	CLA	2	Katherine Bennett (2)	x	Daniel Skidmore-Hess	
	CLA		Michael Donohue (3)	x	Dennis Murphy	
Communication Science & Disorders	CHP	1	Maya Clark (3)	x	April Garrity	
Computer Science & Info. Technology	CST	1	Ashraf Saad (2)	x	Frank Katz	
Economics	CLA	1	Nick Mangee (1)	x	Yassi Saadatmand	
Engineering	CST	1	Wayne Johnson (3)	x	Priya Goeser	
Health Sciences	CHP	2	Leigh Rich (2)	x	Joey Crosby	
	CHP		Janet Buelow (1)	x	Rod McAdams	
History	CLA	2	Chris Hendricks (2)	x	Michael Benjamin	
	CLA		Jason Tatlock (3)	x	Allison Belzer	
Library	CLA	1	Melissa Jackson (2)	x	Ann Fuller	
Languages, Literature, Philosophy	CLA	4	Bill Deaver (1)	x	Nancy Remler	
	CLA		Dorothee Mertz-Weigel (3)	x	Chris Baker	
	CLA		Beth Howells (3)	x	Tony Morris	
	CLA		Erik Nordenhaug (2)	x	Richard Bryan	
Mathematics	CST	3	Michael Tiemeyer (2)		Greg Knofczynski	
	CST		Paul Hadavas (1)	x	Tim Ellis	
	CST		Joshua Lambert. (1)	x	Jared Schlieper	
Medical Laboratory Science	CHP	1	Denene Lofland (1)	x	Chad Guilliams	
Nursing	CHP	4	Deb Hagerty (2)	x	Carole Massey	
	CHP		Jane Blackwell (2)	x	Luz Quirimit	
	CHP		Jeff Harris (1)		Jill Beckworth	
	CHP		Amber Derksen (1)		Cherie McCann	
Physical Therapy	CHP	1	David Bringman (2)	x	Nancy Wofford	
Psychology	CST	1	Wendy Wolfe (3)	x	Mirari Elcoro	
Radiologic Sciences	CHP	1	Shaunell McGee (1)	x	Rochelle Lee	
Respiratory Therapy	CHP	1	Christine Moore (3)	x	Rhonda Bevis	

Division of Student Affairs

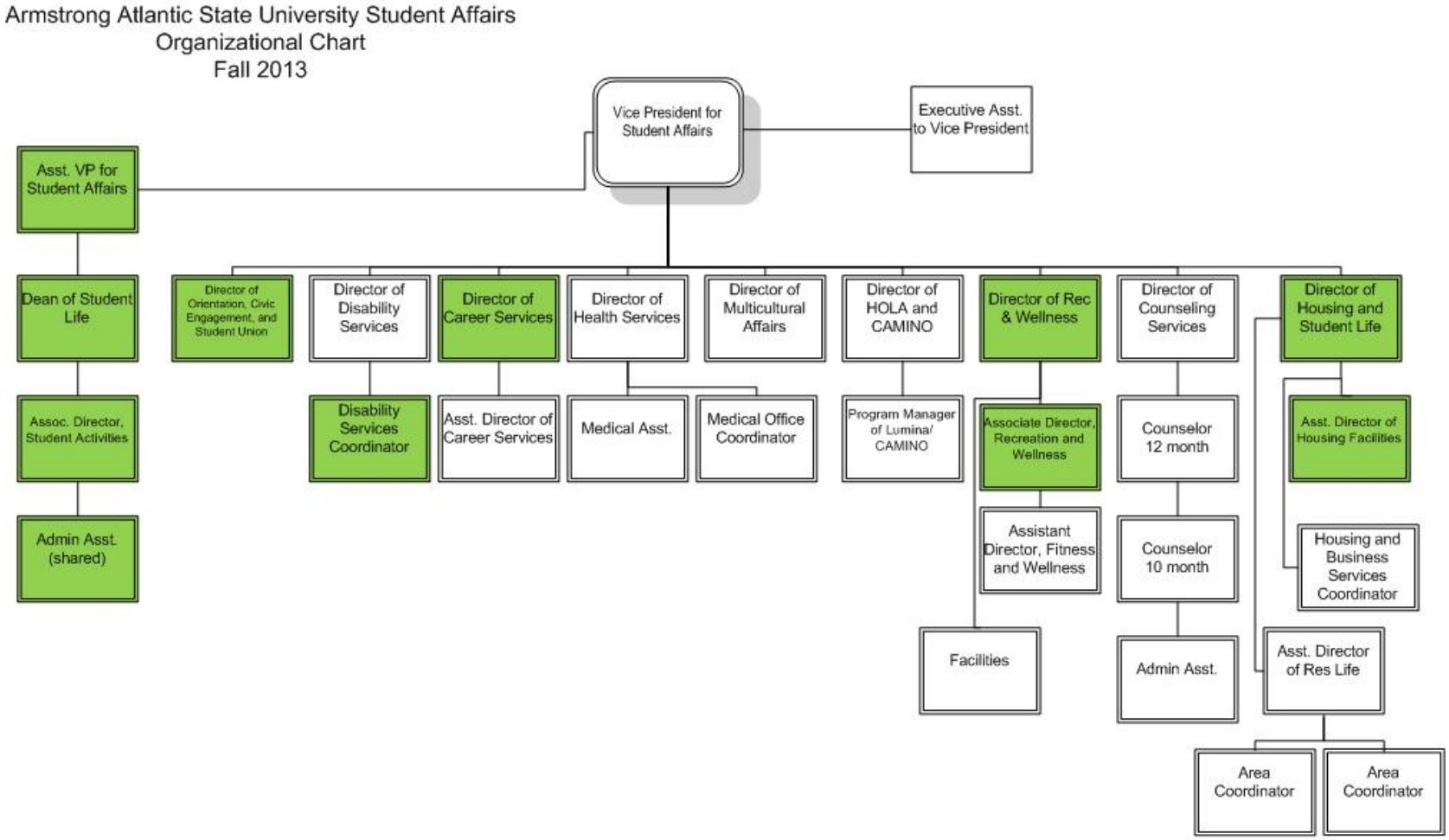
September 2013- March 2014

September 2013 to July 2014

- Address Immediate Concerns
  - Hiring Staff-
    - September 2013- 31 full time positions (11 vacant or interim)
  - Assistance with recruitment and retention efforts

- Review and Adjust Organizational Structure

Fall 2013 Student Affairs



31 Positions
11 Interim or Vacant

Position and Title Changes

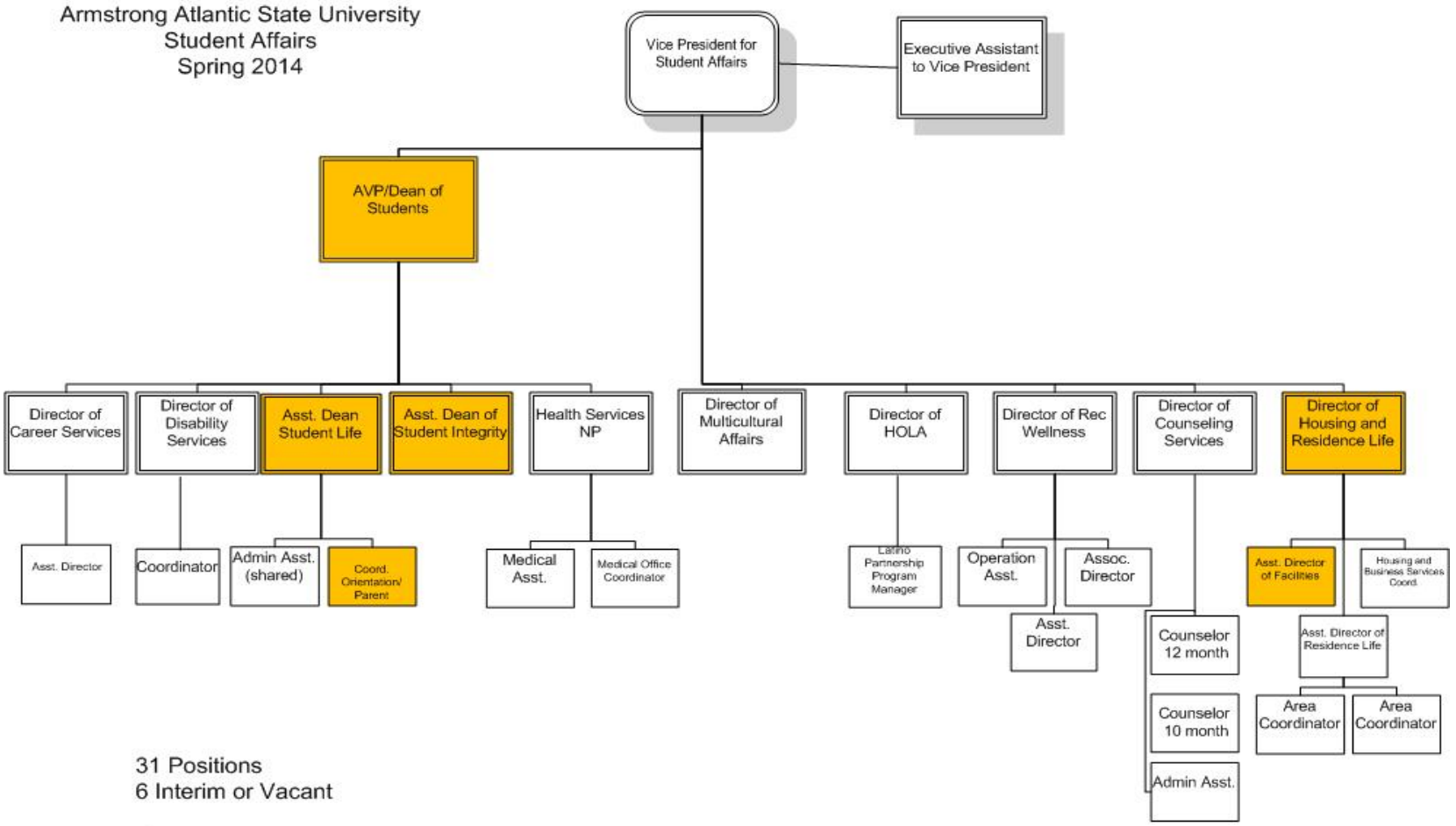
Fall 2013

- Assistant Vice President and Dean of Students
- Associate Director of Student Life
- Dean of Student Life
- Director of Orientation, Civic Engagement, and Student Union

Spring 2014

- Associate Vice President and Dean of Students
- Assistant Dean for Student Integrity
- Assistant Dean for Student Life
- Coordinator of New Student Orientation and Parent Programs

Spring 2014 Student Affairs



31 Positions
6 Interim or Vacant

Changes:

- Assistant VP and Dean of Students→ Associate VP and Dean of Students
- Dean of Student Life → Asst. Dean for Student Life
- Assoc Director of Student Activities → Assistant Dean for Student Integrity
- Director of Student Orientation, Student Union, and Civic Engagement →Coordinator of Orientation and Parent Programs

Strategic Planning Expectations May 2014

- Mission, Values, and Vision
- Communication Plan with students and faculty
- Intentional Efforts on Student Advocacy
- Orientation and Parent Programs
- Revision of the student conduct code
- Increase student (traditional and commuter) engagement
- Professional Development with staff
- Increased collaboration with Academic Affairs on Student Leadership Programming
- Increased and earlier student engagement with Career Services
- Improved retention and graduation of residential students
- Maximize efforts with underrepresented population

Questions

Faculty Senate Resolution: Deferred Action Status for Undocumented Students

Be it resolved that the Faculty Senate recommends that Armstrong Atlantic State University and the Georgia State Legislature grant undocumented students with Deferred Action in-state tuition in accordance with Georgia Regents Policy Manual 4.3.4 (Verification of Lawful Presence).

> *Policy 4.3.4:*
> *Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status, as defined in Section 7.3 of this Policy Manual, and of every person admitted to an institution referenced in Section 4.1.6 of this Policy Manual.*

> *Section 7.3.1.1:*
> *In-State Tuition shall be defined as the rate paid by students who meet the residency status requirements as provided in Section 4.3 of this Policy Manual."*

Rationale:

According to the Department of Homeland Security: As of January 18, 2013
"An individual who has received deferred action is authorized by the Department of Homeland Security (DHS) to be present in the United States, and is therefore considered by DHS to be lawfully present during the period deferred action is in effect;" thus, the requirements for lawful presence put forth under Policy 4.3.4 by the Board of Regents, Verification of Lawful Presence, are met. Undocumented students, with Deferred Action, should then, be allowed to pay in-state tuition at Armstrong Atlantic State University in accordance with Board of Regents Policy.

The Board of Regents states that "any student requesting to be classified as an in-state student for tuition purposes will be required to provide verification of their lawful presence in the United States in order to be classified as an in-state student." In order to verify lawful presence, the Board of Regents, on its website under its FREQUENTLY ASKED QUESTIONS section states that:

"There are a number of ways for a student's lawful presence in the United States to be verified. In some instances, the student will not need to submit any additional documentation. For example, if the student completes the Free Application for Federal Student Aid (FAFSA), and the U.S. Department of Education determines that the student is eligible to receive federal student aid, then the student may not need to submit additional documentation as the U.S. Department of Education verifies lawful presence before awarding aid."

In other situations, a student may need to provide documentation of lawful presence, such as a copy of their U.S. birth certificate (certified copy), Georgia driver's license (issued after January 1, 2008), United States passport, or Permanent Resident Card, as proof of lawful presence. Students should contact their college or university to learn more about what documentation they may need to submit." Thus, by Board of Regents policy, undocumented students with Deferred Action are entitled to receive in-state tuition at Armstrong Atlantic State University.

Additional reference points:

http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process/frequently-asked-questions
http://www.usg.edu/student_affairs/students/verification_of_lawful_presence

Georgia Board of Regents Policy Manual Section 4.3

4.3 Student Residency
4.3.1 Out-of-State Enrollment

Each USG institution is required to file an annual report detailing the number of out-of-state students enrolled during the previous academic year (BoR Minutes, April, 1995, p. 21

4.3.2 Classification of Students for Tuition Purposes

4.3.2.1 Description of Terms Used in the Policy
Terms used in the Tuition Classification Policy not found below can be found in the Glossary of Terms for Classification of Students for Tuition Purposes.

Dependent Student
An individual under the age of 24 who receives financial support from a parent or United States court appointed legal guardian.

Emancipated
A minor who, under certain circumstances, may be treated by the law as an adult. A student reaching the age of 18 shall not qualify for consideration of reclassification by virtue of having become emancipated unless he/she can demonstrate financial independence and domicile independent of his/her parents.

Independent Student
An individual who is not claimed as a dependent on the federal or state income tax returns of a parent or United States court appointed legal guardian, and whose parent or guardian has ceased to provide support and rights to that individual's care, custody, and earnings.

4.3.2.2 United States Citizens
Independent Students
An independent student who has established and maintained a domicile in the State of Georgia for a period of at least twelve (12) consecutive months immediately preceding the first day of classes for the term shall be classified as in-state for tuition purposes.

No student shall gain or acquire in-state classification while attending any postsecondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a postsecondary educational institution in this state.

If an independent student classified as in-state for tuition purposes relocates out of state temporarily but returns to the State of Georgia within twelve (12) months of the relocation, such student shall be entitled to retain his/her in-state tuition classification.

Dependent Students
A dependent student shall be classified as in-state for tuition purposes if such dependent student's parent has established and maintained domicile in the State of Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term and:

1. *The student has graduated from a Georgia high school; or,*
2. *The parent claimed the student as a dependent on the parent's most recent federal or state income tax return.*

A dependent student shall be classified as in-state for tuition purposes if such student's United States court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term, provided that:

1. *Such appointment was not made to avoid payment of out-of-state tuition; and,*
2. *The United States court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least twelve (12) consecutive months immediately preceding the first day of classes for the term.*

If the parent or United States court-appointed legal guardian of a dependent student currently classified as in-state for tuition purposes establishes domicile outside of the State of Georgia after having established and maintained domicile in the State of Georgia, such student may retain his/her in-state tuition classification so long as such student remains continuously enrolled in a public postsecondary educational institution in this state, regardless of the domicile of such student's parent or United States court-appointed legal guardian.

4.3.2.3 Non-Citizens
A non-citizen student shall not be classified as in-state for tuition purposes unless the student is legally in this state and there is evidence to warrant consideration of in-state classification as determined by the Board of Regents. Lawful permanent residents, refugees, asylees, or other eligible noncitizens as defined by federal Title IV regulations may be extended the same consideration as citizens of the United States in determining whether they qualify for in-state classification.

International students who reside in the United States under non-immigrant status conditioned at least in part upon intent not to abandon a foreign domicile shall not be eligible for in-state classification.

4.3.3 Tuition Differential Waivers

See Section 7.3.4 of this Policy Manual for instances in which an institution may waive the differential between in-state and out-of-state tuition.

4.3.4 Verification of Lawful Presence

Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status, as defined in Section 7.3 of this Policy Manual, and of every person admitted to an institution referenced in Section 4.1.6 of this Policy Manual.

Faculty Senate Bill to create a taskforce on Part Time Faculty Compensation

Background

During November 2013 the President of the Faculty Senate William Baird, in response to general concern over the issue, asked the Faculty Welfare Committee review with a view to revisiting it as a Bill the *Faculty Senate Resolution 017.10/11: The Part time Salary Study*, approved by the Faculty Senate on May 2, 2011. http://www.armstrong.edu/images/FSR%20017.pdf?AASUSTID=e0604e8dc512181c4550d6b8a18f47f5

After consulting the Office of Institutional Research and reviewing previous salary studies for full time faculty, the Faculty Welfare Committee found that no study of part time faculty salaries has been made since 2011.

Part time salaries at Armstrong have not changed since 2010, except that in 2014 part time instructors who teach fully online courses are compensated at a rate higher than all others, $3,600 per course.

Georgia Southern University continues to offer $1,000 per credit hour as their mode for part time faculty, according to Virginia Samiratedu, Academic Fiscal Affairs Officer at Georgia Southern (personal communication, February 2014.) . At University of South Carolina at Beaufort, $2,000 per course is advertised as their minimum for all positions (Website). Armstrong's top pay rate, for faculty with 29-36 years of experience, is $2,800 per course at present.

The Committee conducted an informal survey of Department Heads in Biology, Mathematics, Languages, Literature and Philosophy, History, and Fine Arts during February 2014. All Department Heads surveyed stated that they believed the compensation rate for part time faculty is too low. Department Heads in Mathematics and Biology responded "Yes" to the question, "In your experience/opinion has Armstrong's salary for part time faculty has caused your department difficulty recruiting part time faculty?" Specialists in the humanities are more available. Dept Head David Wheeler added, "Hiring them in foreign languages or philosophy, however, is much more difficult. Other universities pay better, and so do private high schools. Retaining part-timers in all fields is difficult. When they get something better, they jump ship here." (e-mail, 2/25/2014).

Bill

Based on the persistence of compensation problems discussed in the 2011 resolution and the difficulty Armstrong Department Heads face recruiting and retaining part time faculty

in some disciplines, the Faculty Welfare Committee recommends the following to the Faculty Senate:

It is the belief of this faculty, in fairness to our colleagues and to better recruit faculty to teach part time at Armstrong, that the salary rate for part time faculty should be increased and competitive with that of peer institutions. To that end, the Office of the Provost will form a taskforce comprised of appropriate administrators, representatives from the Faculty Senate and representatives from Armstrong's part time faculty. Their charge, to recommend a competitive and fair rate of compensation for part time faculty and to make any other recommendations necessary in order to achieve that rate of compensation for Armstrong's part time faculty.

Faculty Senate Bill: Creation of the Student Research and Scholarship Council

Each year, the Associate Provost for Student Engagement and Success and the coordinators of undergraduate research from the College of Science and Technology and the College of Liberal Arts will call for faculty volunteers from all four colleges to serve on the Student Research and Scholarship Council which will be responsible for running the Student Scholars Symposium and distributing undergraduate research grants to students. If possible, the committee shall be comprised of an equal number of faculty members from each college. Student members from SGA and GSCC will also be encouraged to join. The Associate Provost for Student Engagement and Success will serve as an ex-officio, non-voting member of the committee.

Senate Bill: Creation of the Faculty Research, Scholarship, and Awards Committee

This committee will replace the functions of the Faculty Development Committee

Name: Faculty Research, Scholarship, and Awards Committee

Membership:
Membership to consist of the following ex-officio, non-voting members: Director of Faculty Development and the Director of Grants & Sponsored Programs.

Voting Members shall be made up of 2 members from each college, selected by the Deans of each college. It is recommended that the Deans select one faculty with a distinguished record of scholarship and one faculty with a distinguished record in teaching.

Additional members will include the appointed Teaching Fellows for the current and previous year.

Terms: Terms shall be 2 consecutive years (with option for one renewal)

Meetings: The committee shall meet no less than 2 times each academic year.

Reporting: The Faculty Research, Scholarship, and Awards Committee will send all reports and recommendations to the Provost

Duties of the Director of Faculty Development (DFD) Relative to the Committee:
i. No later than one month prior to the start of each Fall term, the DFD shall send out a call to all Deans for appointments, as needed to fulfill the membership requirements set forth above.
ii. The DFD shall be responsible for calling the initial meeting within the first two months of each Fall term.
iii. At the first meeting of the Fall term, the DFD will initiate a call for nominees and election of a chair and vice chair to serve through the academic year.
iv. In the event that a College should fail to send forward two members, the DFD shall send out a call for volunteers from the college lacking full membership.

Duties of the Committee:
1. Development of strategies to support faculty scholarship
2. Development of strategies to bring innovation to classroom instruction

3. Support events or programs that encourage interaction among all Armstrong faculty
4. Review all internal grants under the Provost's Office and make recommendation to the Provost
5. Review applications for Advanced Academic Leave and make recommendation to the Provost
6. Review nomination materials for Faculty Awards and make recommendations to the Provost. These Faculty Awards under the purview of this Committee are: Distinguished Service to the Discipline and Distinguished Service by a Part-Time Faculty Member.

Faculty Senate Bill: Salary Inversion

Statement:

We, the faculty of Armstrong Atlantic State University, wish to address the problem of salary inversion. We petition the administration of the university to attend to salary inversion and make corrections when new faculty members are appointed to faculty positions. When salaries are raised for newly hired faculty, we believe that the salaries for existing faculty should be raised commensurately.

Rationale:

While we applaud the increase of salaries for new faculty as a means of inviting the best candidates to our campus and completing successful faculty searches, we do not feel that it is appropriate to ignore the plight of existing faculty whose salaries are not being raised commensurately. New and inexperienced faculty members should not be compensated at rates that are equal to or greater than existing faculty who have demonstrated and continue to demonstrate excellent teaching, scholarship, service, and commitment to Armstrong. The practice of salary inversion is demoralizing and unfair to the teaching faculty work-force of the university.

Faculty Senate Bill: Payment Schedule for Part-Time Faculty

Part-Time Faculty do not receive a paycheck until the end of the second month of the semester. This situation makes it extremely difficult to make ends meet when they do not receive a paycheck for eight weeks. We request the President to allow for a change in the payment schedule for Part-Time faculty, so they are paid at the end of the first month of the semester.

Faculty Budget Priorities Survey

416 faculty were emailed the survey (including part-time, full-time, and faculty ranked administrators who teach)

284 of those emailed completed the survey (68% General Response Rate)

139 of the 416 emailed are Part-time Instructors

59 Part-Timers completed the survey (42% PART-TIME Response rate)

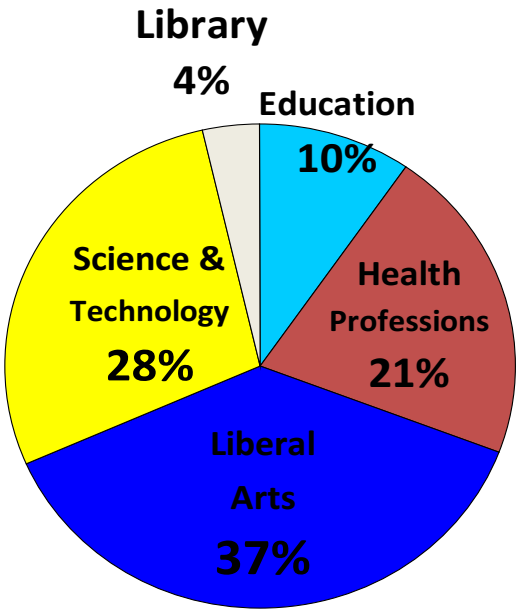
277 of the 416 emailed are Full-Time faculty (tenured and non-tenured ranks)

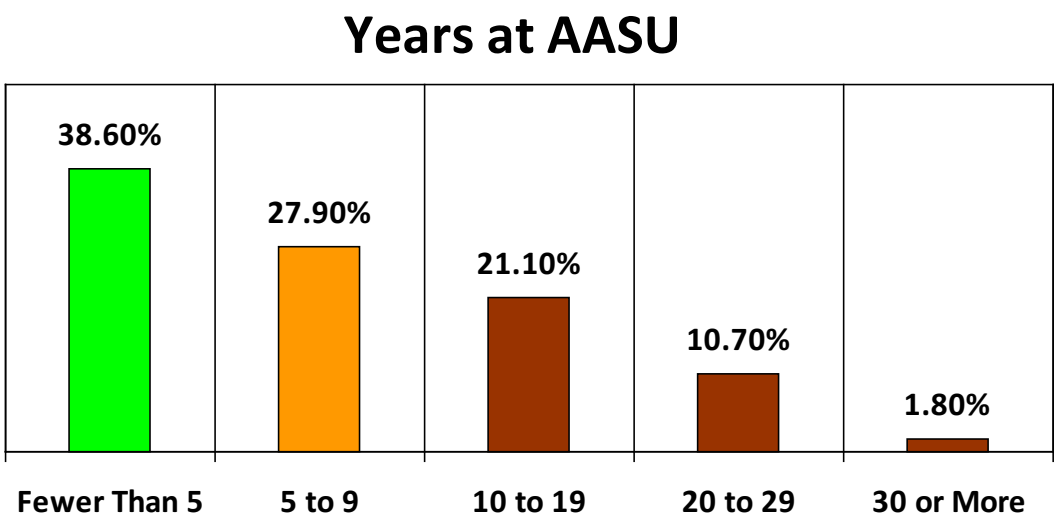
225 Full-Time Faculty completed the survey (81% FULL-TIME Response rate)

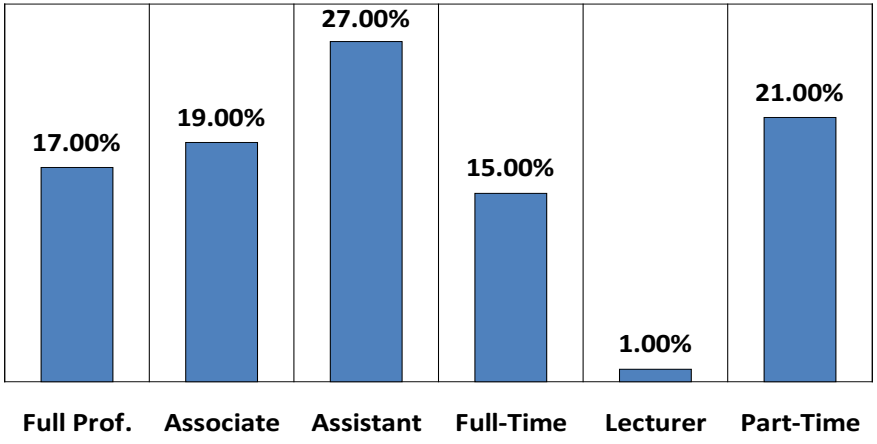
284 of 416 Completed Survey

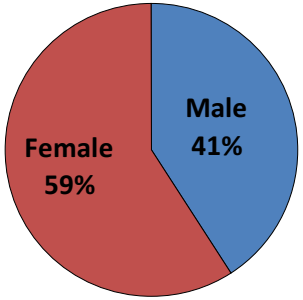
68% Response Rate

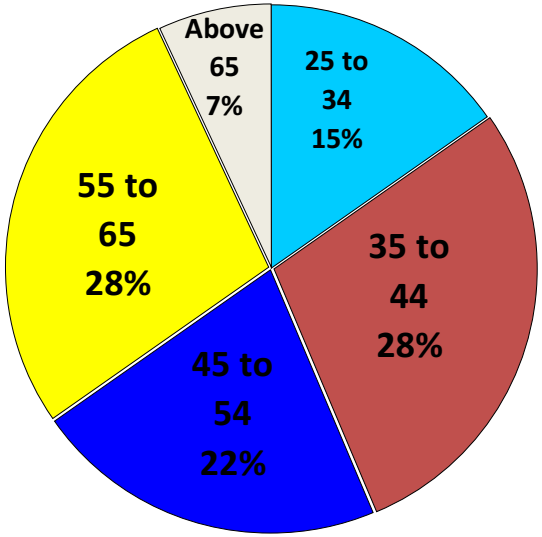
Who Are We, The AASU Faculty Respondents?



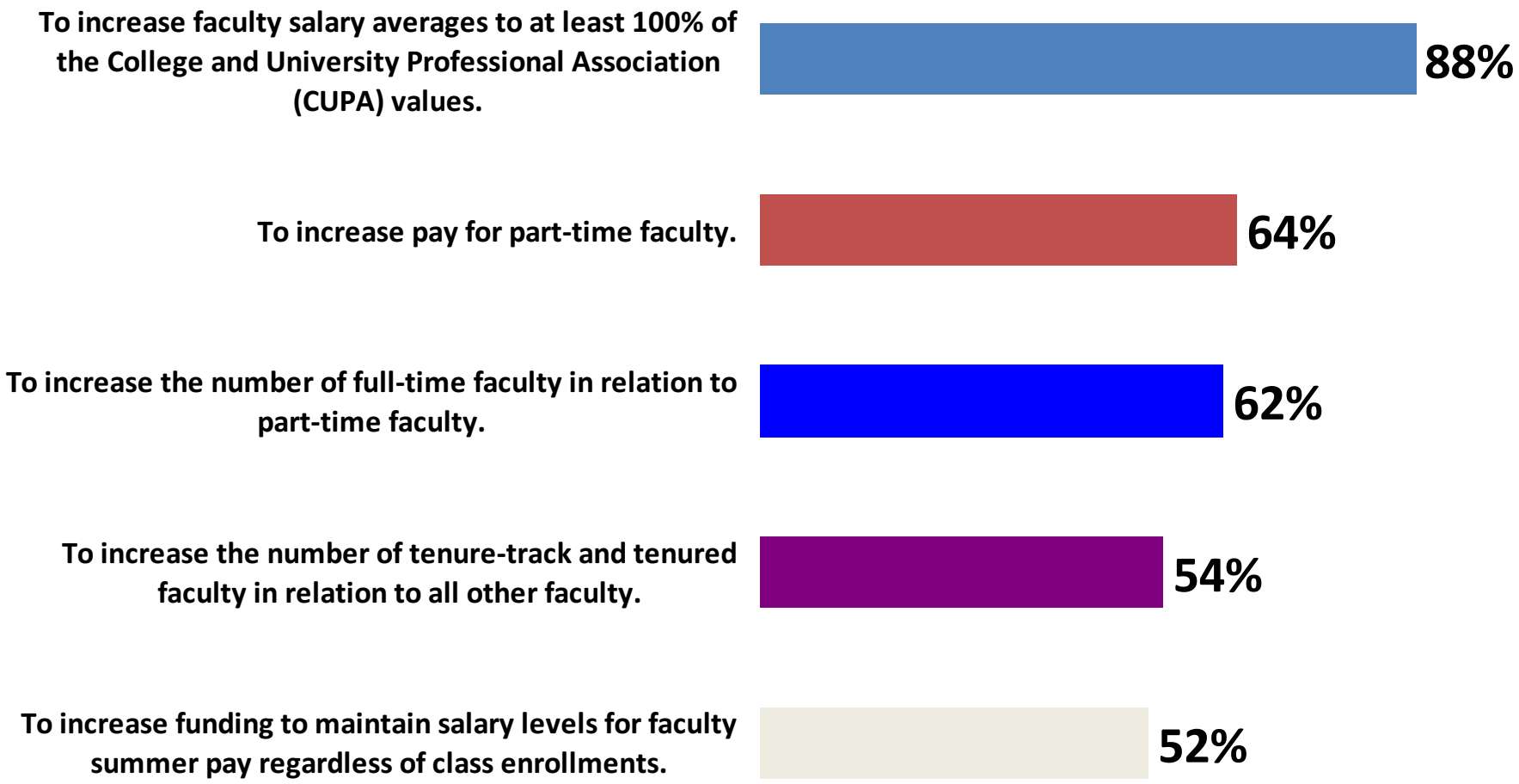




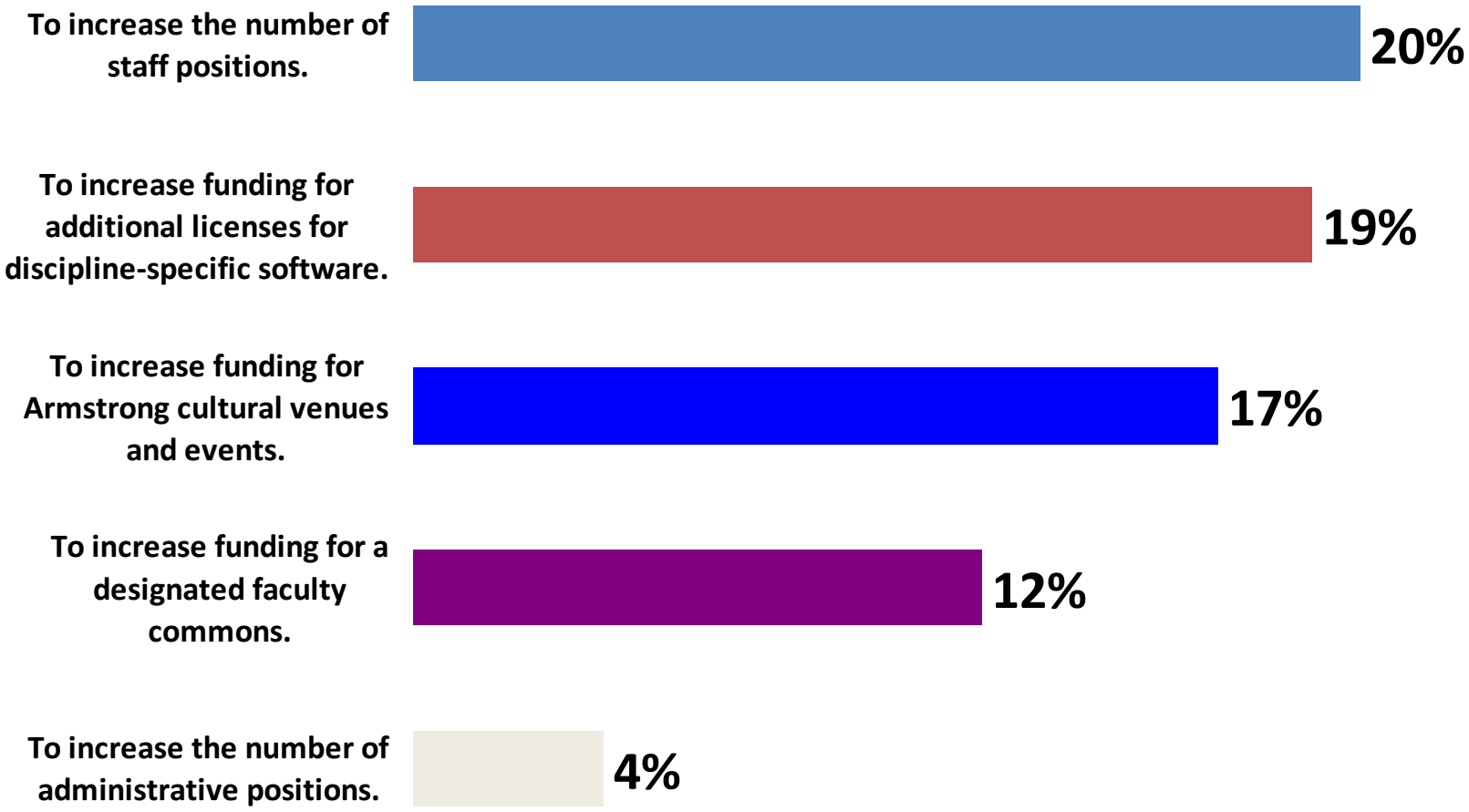




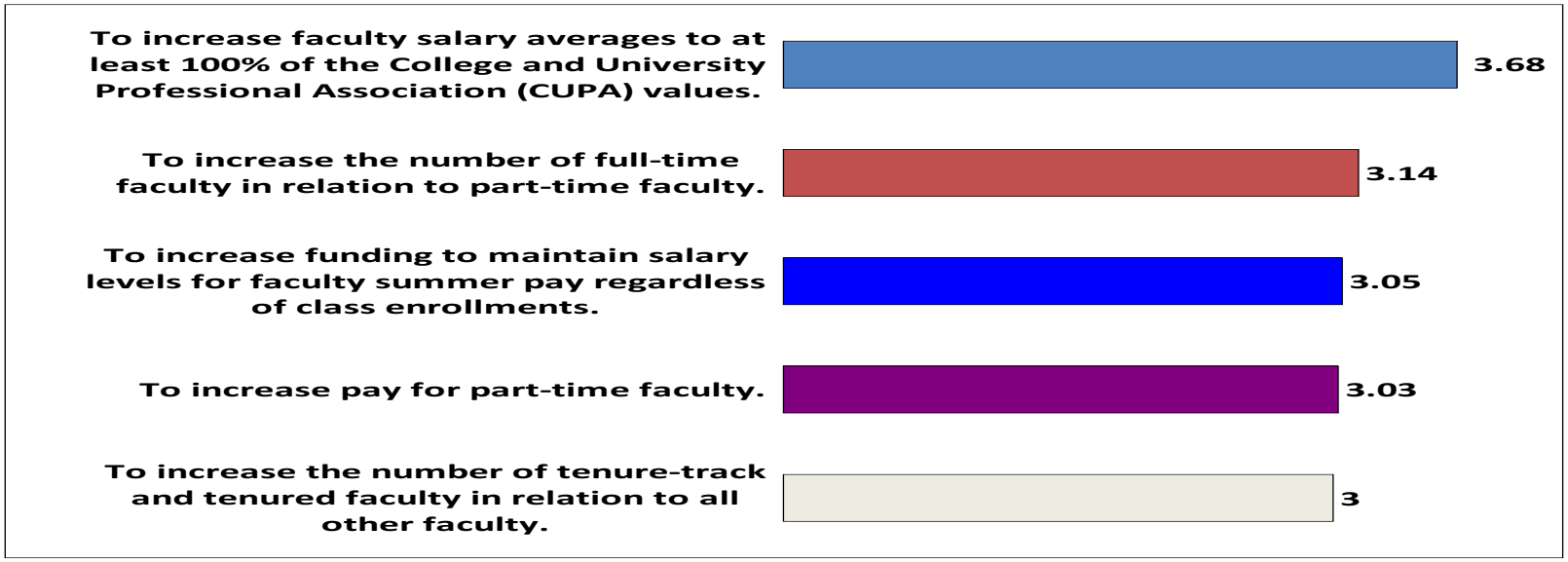
The Top 5 Budget Priorities
Ranked by Percentages of All Faculty Responses

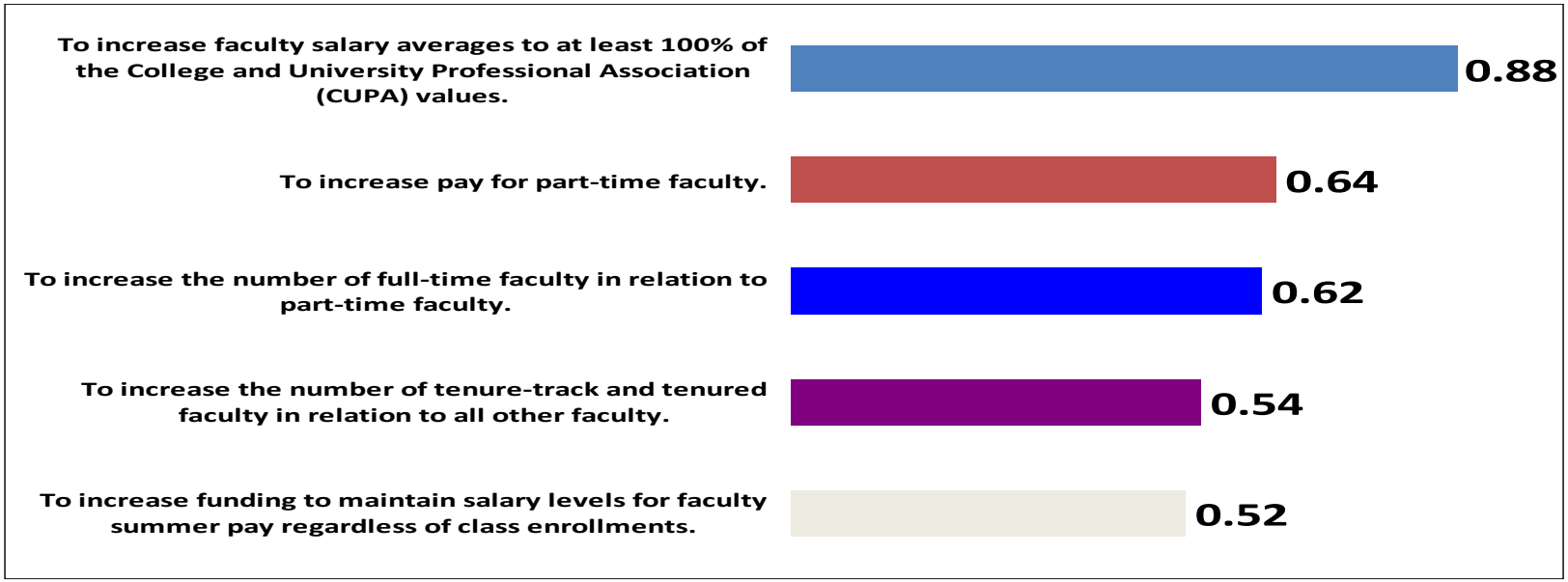


The Bottom 5
Ranked by Percentages of All Faculty Responses



Top 5 Increase Funding Items Compared To Top 5 Budget Priorities From All Faculty





All 24 Budget Priorities Ranked From Highest (#1) to Lowest (#24) by All Faculty

(Percentages indicate the proportion of respondents affirming the item as a top priority)

1. 88% To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.
2. 64% To increase pay for part-time faculty.
3. 62% To increase the number of full-time faculty in relation to part-time faculty.
4. 54% To increase the number of tenure-track and tenured faculty in relation to all other faculty.
5. 52% To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments.
6. 51% To increase funding for high impact academic practices to retain students.
7. 49% To increase funding to maintain, repair, upgrade, and/or replace educational technologies (excluding software) and equipment.
8. 49% To increase funding to achieve small class sizes.
9. 46% To increase funding for Lane Library to develop/maintain a core collection of books, periodicals, and electronic resources.
10. 44% To increase funding for renewable student scholarships.
11. 44% To increase funding for faculty development.
12. 40% To increase funding for research activities (excluding travel).
13. 37% To increase funding for summer fellowships and grants.
14. 36% To increase funding for additional compensation to faculty members who direct graduate or undergraduate research.
15. 34% To increase funding for research related travel.
16. 33% To increase the number of ten month contracted positions in relation to twelve month contracted positions.
17. 33% To increase funding for building maintenance.
18. 30% To expand the tuition waiver benefits to dependents of faculty.
19. 29% To increase funding for domestic partner health benefits.
20. 20% To increase the number of staff positions.
21. 19% To increase funding for additional licenses for discipline-specific software.
22. 17% To increase funding for Armstrong cultural venues and events.
23. 12% To increase funding for a designated faculty commons.
24. 4% To increase the number of administrative positions.

Top 5 Budget Priorities by Ranks

(Blue indicates a divergence from the Top 5 list as ranked by ALL FACULTY RESPONDENTS)

Full and Associate Professor (Tenured) Top 5 - 99 responses

1. **To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values. 92%**
2. **To increase the number of tenure-track and tenured faculty in relation to all other faculty. 65%**
3. **To increase the number of full-time faculty in relation to part-time faculty. 65%**
4. **To increase pay for part-time faculty. 61%**
5. **To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments. 52%**

Full Timers, Lecturers, & Part-Timers (Non-tenured) Top 5 – 103 responses

1. **To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values. 78%**
2. **To increase pay for part-time faculty. 77%**
3. **To increase funding to achieve small class sizes. 64%**
4. **To increase the number of full-time faculty in relation to part-time faculty. 63%**
5. **To increase funding for Lane Library to develop and maintain a core collection of books, periodicals, and electronic resources. 50%**

Top 5 Budget Priorities by Ranks (cont)

Assistant Professors Top 5 – (74 responses)

1. To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values. 95%
2. To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments. 60%
3. To increase funding to maintain, repair, upgrade, and/or replace educational technologies (excluding software) and equipment. 59%
4. To increase funding for high impact academic practices to retain students. 58%
5. To increase funding for Lane Library to develop and maintain a core collection of books, periodicals, and electronic resources. 55%

Part-Time Instructors Top 5- (59 Responses)

1. To increase pay for part-time faculty. 85%
2. To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values. 62%
3. To increase funding to achieve small class sizes. 62%
4. To increase the number of full-time faculty in relation to part-time faculty. 60%
5. To increase funding for Lane Library to develop and maintain a core collection of books, periodicals, and electronic resources. 52%

Top 5 Budget Priorities Compared Between Those working at AASU <10 years and >10 years

186 Responses from those here FEWER THAN 10 YEARS

1. To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values. 88%
2. To increase pay for part-time faculty. 65%
3. To increase the number of full-time faculty in relation to part-time faculty. 60%
4. To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments. 55%
5. To increase funding to maintain, repair, upgrade, and/or replace educational technologies (excluding software) and equipment. 52%

94 Responses from those here MORE THAN 10 YEARS

1. To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values. 88%
2. To increase the number of tenure-track and tenured faculty in relation to all other faculty. 65%
3. To increase the number of full-time faculty in relation to part-time faculty. 65%
4. To increase pay for part-time faculty. 62%
5. To increase funding to achieve small class sizes. 56%

Open Comments Results

"Great Survey" or "Exercise in Futility"?

RANKED LIST OF CONCERN-CATEGORIES AS EXPRESSED IN THE COMMENTS

(rank, number of responses out of 94 total, category of concern)

1. 20 responses - Concerns about Full-Time Faculty
2. 17 - Concerns about Administrative Expenditures
3. 13 - Concerns about Students
4. 11 - Comments/Feedback about the survey itself
5. 10 - Concerns about the Physical Capital/Facilities
6. 7 - Concerns about Part-time Faculty
7. 7 -Concerns about Specific Program Needs/General Instruction Allocation
8. 5 - Concerns about Staff
9. 3 - Concerns about the Relationship between Faculty and Administration
10. 1 - Praise for Armstrong

The most numerous comments pertain to the salary/workload of full-time faculty and the proliferation of administrators who are highly paid.

The last stages of this process

- The PBF committee will share all the data collected from the Faculty Budget Priorities Survey with faculty and administration.

- For the next couple of weeks as the PBF committee forms its conclusions and recommendations for the final report, it invites comments and observations from the faculty regarding what those conclusions and recommendations should be.

- At the next and last Senate meeting of the semester, the PBF committee will propose a Faculty Senate Resolution based on the recommendations of the final Faculty Budget Priorities Report. If approved by the Senate, the Resolution and the Report would then be submitted to the President.

eFACE Update

Report from Ad-hoc eFACE Review Committee to Faculty Senate (3.24.14)

Committee Membership

- Alex Collier – Associate Professor, Biology (co-chair)
- Angeles Eames – Director of Assessment (co-chair)
- Chris Curtis – Head of the History Department
- Mirari Elcoro – Assistant Professor, Psychology
- Hans-Georg Erney – Associate Professor, English
- Catherine Gilbert – Head of Nursing
- Brenda Logan – Associate Professor, Middle and Secondary Education
- Laura Mills – Interim Director, Institutional Research
- Andi Beth Mincer – Associate Professor, Physical Therapy
- Vann Scott – Professor, Psychology
- Gregory Topp – Associate Chief Information Officer
- Teresa Winterhalter – Director of Faculty Development
- Wendy Wolfe – Associate Professor, Psychology

Committee Charge

- Committee formed by Dr. Carey Adams
- Charge: To improve teaching and learning through improvements in the eFACE survey and methodology.
- Background for charge: Course evaluations are a problem at our institution due to (1) low completion rates and (2) the content of the evaluations. The items currently contained in the survey are not informative; many consider them useless.

Historical Information

- eFACE was implemented at Armstrong in 2009
- Response rates have ranged from 16.3% (Fall, 2010) to 28.1% (Fall, 2009). They are generally around 22%.
- Based on work by the Faculty Welfare Committee, the Faculty Senate passed a resolution and a bill in January 2012 to suggest improvements.

Historical Information: Senate Resolution (Recommendations)

- Improve marketing of eFACE to students
- Involve SGA
- Establish an eFACE raffle
- Purchase Class Climate software license
- Improve the eFACE questionnaire
- Provide survey access through SHIP/Banner or Vista instead of Pirates' Cove
- Eliminate restrictions that limit student comments
- Develop an eFACE mobile application
- Ensure all courses are accessible for eFACE

Historical Information: Senate Bill

- Be it resolved that the University adopt and implement a required popup in SHIP, in which the students must either complete eFACE or opt-out of eFACE before entering SHIP

Information Gathering

- Student Survey
- Student Focus Group
- SGA Presentation
- Literature Review
- Additional articles provided by committee re: task discussions
- Contacting Peer Institutions
- Review of External Vendors

Goal 1: Improve Student Response Rates

- Pop-up message implemented for first Flex Term in Spring, 2014
- Standard message regarding the importance of student feedback drafted for electronic or in-person communication by instructors to students
- Flex Term response rate went from 5.6% (Spring, 2013) to 25.3% (Spring, 2014)

Goal 1: Improve Student Response Rates

- Direct link from pop-up to survey (to be implemented by final assessment period in Spring, 2014)
- Updates on Additional Strategies Considered:
  - Return to paper surveys (significant re-tooling required)
  - Raffle (minimally successful in Fall, 2013)

Goal 2: Improve Survey Content

- Internal Revision vs. External Vendor
  - Internal management of survey contains hidden costs
  - External vendor could help address content issues and response rate issues
    - Response rates may be improved through mobile app, QR codes, single sign-on access, email reminders, email thank-you for completion.
    - Content may be improved through item pool with established reliability/validity, item customizability to instructors or programs to assess target areas, standard items may allow comparisons across universities and disciplines.

External Vendor Evaluation Criteria

- Robust Security
- Intuitive Interface
- Sends e-mail confirmation upon receipt of survey
- Provides ability to customize questions
- Data Control (ownership, Armstrong preferred)
- Provides a standard set of questions
- Ability to attach questions for a group (i.e. only for majors or those taking FYE)
- Mobile versions
- Hosted solution (survey on their server)
- Single Sign-0n
- Roll-up reports (reporting at several levels)
- Ability to compare instructors rating with those of the department, college, and university
- Automated reminders
- Provides test bank
- Length of time data can be kept (max is preferred)
- Provides national comparisons (with institutions that also administer this survey)
- Allows students to modify a response
- Export data in multiple formats
- Real-time tracking
- Provides for dropped classes
- Searchable data base
- Including/excluding signed student comments
- Time to access report AND report availability
- Save progress, can complete survey in more than one sitting
- Allows for branching or skipping question

Vendors Under Consideration

- Smart Evals
- College Net: What do You Think?
- EvalKit
- IDEA Center: Faculty and Student Survey
- Digital Measures
- Scantron: Campus Climate
- College Survey Services

Final Notes

- Timeline
- Questions?