

Faculty Senate
Meeting Minutes
for the year
2004-2005

Meeting Minutes August 17, 2004

The RSU Faculty Association held a meeting August 17, 2004, at 11:00 a.m. in the HH 146.

Jim Ford (Faculty Senate/Association Chair) presided.

All full-time faculty at RSU are members of the RSU Faculty Association. The Faculty Senate is the governing body of the Association.

ANNOUNCEMENTS

Faculty Senate Officers: Faculty Senate officers, who are officers for the Faculty Association, are elected at large in the spring. The Faculty Senate officers for 2004-05 were introduced or named: Jim Ford (Chair), Patrick Seward (Vice-Chair), Emily Dial-Driver (Secretary), Paul Hatley (Treasurer), and Phil Sample (Parliamentarian).

Faculty Association Senators: A Senator is elected as a representative from each department. Senators and Officers make up the Faculty Senate, the representative body of the Faculty Association. Each department should elect a Senator the first week of classes. That Senator will serve on the Faculty Senate from Sept. 1, 2004, to August 31, 2005.

Committee Membership: Committee membership lists have been distributed; faculty at RSU during the previous academic year should already have their assignments. New faculty will be assigned to committees in the next week or so.

FACULTY ISSUES

Faculty raised the following concerns for the Senate to consider during the 2004-05 AY.

- Increases in summer pay
- E-mail spam
- Requirements for department heads to teach in summer and work load for department heads
- Faculty retention, work load, and requirements
- Faculty development funds possibly used for faculty memberships in professional organizations or for journal subscriptions
- Faculty research funds and their disbursement
- Plagiarism policy (is the new one in effect?)
- Codes so faculty can use computers in multiple locations
- Advising center for student advisement
- Faculty involvement in tenure committees clarified
- Implementation of automated degree checks

Faculty members may raise issues at any time by speaking to their department senator.

NOTE: Dues paying is encouraged but not required. Five dollars would be helpful to the Association.

NEXT MEETING

The next scheduled meeting of the Faculty Association will be in Spring 2004. Special meetings may be called.

SUBMITTED BY Emily Dial-Driver, Secretary

APPROVED: Faculty Senate, September 24, 2004

Meeting Minutes September 10, 2004

The RSU Faculty Senate held a meeting September 10, 2004, at 1:00 p.m. in Room 203, Baird Hall.

MEMBERS present were Jim Ford (Chair), Patrick Seward (Vice-Chair), Emily Dial-Driver (Secretary), Paul Hatley (Treasurer), Phil Sample (Parliamentarian), Peter Macpherson (Senator, Applied Technology), Terry Sutton (Senator, Business), Ken Bugajski (Senator, Communications and Fine Arts), Beth VonBuchwald (Senator, Health Sciences), Kirk Voska (Senator, Math/Science), David Newcomb (Senator, Social and Behavioral Science)

APPROVAL OF MINUTES: No minutes were tendered.

BUSINESS

Honors Program: The document presented by the ad hoc Honors Task Force was discussed. Concern was expressed for the number of faculty required, the money and other resources required, etc. Specific items in the report were discussed. (See motions below.)

Faculty Search Procedures: Recommendations for changes in faculty search procedures were sent to the administration Spring 2004. Those recommendations were refused. (See attached memorandum from Dr. Boyd.)

Department Heads/Deans Evaluation Forms: The recommendations and proposed forms for evaluation of department heads and deans were forwarded to the administration Spring 2004. Dr. Boyd's reply is attached. The Chair of the Senate will discuss this issue with Dr. Boyd.

2004-05 Issues: The following issues surfaced at the Faculty Association meeting Spring 2004.

- Increases in summer pay
- E-mail spam
- Requirements for department heads to teach in summer and work load for department heads
- Faculty retention, work load, and requirements
- Faculty development funds possibly used for faculty memberships in professional organizations or for journal subscriptions
- Faculty research funds and their disbursal
- Plagiarism policy (is the new one in effect?)
- Codes so faculty can use computers in multiple locations
- Advising center for student advisement
- Faculty involvement in tenure committees clarified

Other issues to be addressed include

- Concern over increased numbers of adjunct faculty
- Giving faculty credit for independent study courses, such as X number of independent study students leads to course release
- Reduced tuition/waived fees for families of faculty and staff
- Emeritus status
- Keeping student evaluations for compressed video/broadcast video classes separate from other student evaluations
- Reinstating professional library personnel to faculty status
- Instituting turnitin.com as an anti-plagiarism tool

MOTIONS

Honors Program: It was moved, seconded, and passed to recommend that the Honors Program presented by the Honors Task Force be accepted with the following suggestions:

1. the strong recommendation that additional full-time faculty be hired;
2. the following additions/changes/corrections be made to the document
 - a. the service learning component read "25 hours per semester OR one week of immersion in community service activity and
 - b. the Director of the Honors Program be a member of the Honors Committee in place of the assessment member; and
3. the recommendation that an interview process for finalists be part of the application process if the Honors Committee deem it necessary.

NEXT MEETING

The next meeting of the Faculty Senate will be Sept. 24, 2004, at 1 p.m. in BH 203.

SUBMITTED BY Emily Dial-Driver, Secretary

APPROVED September 24, 2004

Meeting Minutes September 24, 2004

The RSU Faculty Senate held a meeting September 24, 2004, at 1:00 p.m. in the OMA Conference Room, Meyer Hall.

MEMBERS present were Jim Ford (Chair), Patrick Seward (Vice-Chair), Emily Dial-Driver (Secretary), Paul Hatley (Treasurer)

Terry Sutton (Senator, Business), Ken Bugajski (Senator, Communications and Fine Arts), Beth VonBuchwald (Senator, Health Sciences), David Newcomb (Senator, Social and Behavioral Science)

GUEST: Dr. Wiley

APPROVAL OF MINUTES

Minutes from the Sept. 10, 2004, meeting of the Faculty Senate and from the August 17, 2004, meeting of the Faculty Association were approved.

BUSINESS

Student Government Resolution: A Student Government Resolution was discussed. The matter was tabled until the next meeting.

Dr. Wiley's Remarks: Dr. Wiley spoke to the Senate. See attached.

MOTIONS

NEXT MEETING

The next meeting of the Faculty Senate will be October 8, 2004, at 1 p.m. in BH 203.

SUBMITTED BY Emily Dial-Driver, Secretary

APPROVED October 8, 2004

ATTACHMENTS TO MINUTES

Dr. Wiley made some comments on issues:

Enrollment

Enrollment is up for Fall 04 to 3800: FTE is up by 5.7%; headcount is up by 5.6%. Parking is better with the Library parking lot.

New Degrees

Two new degrees (Justice Administration and Communication with options in Radio/TV and Corporate) are now available. No new degrees are in the works that he knows of.

The HLC Visit and the new higher education bond issues are the two major issues--

HLC Self-Study

HLC will visit in mid-November (15-17). Dr. Wiley feels good about where we are except in mid-level (i.e., general education) assessment. Whether this will be an issue depends on the composition of the HLC team.

Bond Issue

The \$500 million bond issue for higher education is an issue. RSU's portion would be \$14 million, which would go for a

\$4 million classroom building (north of student apartments where the rodeo arena was located), to repair and renovate on campus, to bring buildings to ADA standards (Baird, Loshbaugh, Preparatory), to add a second story to Thunderbird, and to expand Post Hall. Department heads should be making claims on the new classroom building if their department is interested since no decision has been made as to use of the building.

Langston

Langston has filed a complaint with the Department of Education in response to 75% enrollment loss after legislation creating RSU, OSU-Tulsa, NSU-Broken Arrow. Their claim is that such legislation abrogates the 1978 agreement between the Department of Education and the State of Oklahoma of non-duplication of Langston degree offerings.

Equestrian Center

Construction dollars for the new equestrian center are ¾ available. The million dollar endowment is 10% funded. By Spring 05 construction may begin on Highway 169 property. This will allow growth on the central campus as well as growth of the equestrian program.

Bartlesville

A permanent home for RSU-Bartlesville is again possible with negotiations with ConocoPhillips, etc.

New Initiatives

By Fall 06, some new co- and extra-curricular programs will generally involve department faculty, perhaps with ½ teaching and ½ program director status, and will include musical ensemble, theatre, newspaper, athletics, debate, honors, Presidential leadership (beginning Fall 05), and Washington Centre Program (one-semester in D.C.—three students to go Spring 05).

A baseball club is going and has a full slate of games.

Two of four endowed chairs (Kuntz chair in Communications and Norman chair in Information Technology) are fully funded and have been for one year. One more chair should be fully funded by the end of December and filled Fall 06; another funded by next July and also filled by Fall 06.

Faculty/Staff Raises

Last year RSU was the only institution of higher education, except TCC (2%), to give raises (average 5%). This year several possibilities exist: raises, stipends, or benefit enhancement. Something should occur by the next Board meeting in October.

Other Issues

Summer school is not yet a priority since it is not counted toward funding FTE by the state.

All personnel need to put “best foot forward” for HLC visit.

One goal is to reduce the adjunct pool to 12-15%; that would be the first priority if state funding were restored to the 2002 level.

Dorm residents may have color-coded parking tags to discourage driving to classes.

Faculty/staff awards are under review.

Meeting Minutes October 8, 2004

The RSU Faculty Senate held a meeting October 8, 2004, at 1:00 p.m. in the 203 Baird Hall.

MEMBERS present were Jim Ford (Chair), Patrick Seward (Vice-Chair), Emily Dial-Driver (Secretary), Phil Sample (Parliamentarian)

Peter Macpherson (Senator, Applied Technology), Ken Bugajski (Senator, Communications and Fine Arts), Kirk Voska (Senator, Math/Science), David Newcomb (Senator, Social and Behavioral Science)

APPROVAL OF MINUTES

Minutes from the Sept. 24, 2004, meeting of the Faculty Senate were approved as amended.

BUSINESS

Student Government Resolution: A Student Government Resolution was discussed. (See motion below.) The Senate Chair will ask Dr. Boyd to suggest a list of university-approved events.

Issues: Issues not charged to a committee were selected by Senate members as projects:

- Increases in summer pay—Terry Sutton
- Requirements for department heads summer teaching/work load for department heads—David Newcomb
- Faculty retention, work load, and requirements—Kirk Voska
- Advising center for student advisement—Phil Sample
- Faculty involvement in tenure committees clarified—Patrick Seward
- Giving faculty credit for independent study courses, such as X number of independent study students leads to course release—Jim Ford
- Reduced tuition/waived fees for families of faculty and staff—Peter Macpherson
- Emeritus status—Paul Hatley
- Reinstating professional library personnel to faculty status—Ken Bugajski

Librarians: A report was made on progress of librarian issue. Surveys of librarian status continue.

Office Hours: Faculty have been strongly encouraged to have office hours on every week day. The Academic Policies and Procedures Manual recommends five days a week.

Spring Break: Offices being open during Spring Break were discussed. Dr. Wiley has told the Senate Chair that, of all the institutions of higher education in Oklahoma, only two were closed during Spring Break. This matter is under discussion. Classes will not meet during Spring Break; students and faculty are not required to be on campus. Offices will not necessarily be open during intercession classes.

Academic Schedule: A Senator requested that the academic calendar be set two years in advance. The Chair will discuss this matter.

Leave Pool Committee: Three faculty need to be appointed to the Leave Pool Committee. (See the Personnel Policies and Procedures for details.) Faculty will be notified of appointment.

MOTIONS

Student Government Resolution: It was moved, seconded, and passed that the Faculty Senate issue a statement to Dr. Boyd addressing the resolution and declining to support any specific policy but encouraging faculty to work with students who attend university-approved events and who have informed faculty in advance by at least one class period by allowing those students to make up work when possible, with the caveat that those students are not released from class requirements and that required work must be completed.

NEXT MEETING

The next meeting of the Faculty Senate is to be announced.

SUBMITTED BY Emily Dial-Driver, Secretary

APPROVED December 3, 2004

Meeting Minutes December 3, 2004

The RSU Faculty Senate held a meeting December 3, 2004, at 2:00 p.m. in the 203 Baird Hall.

MEMBERS present were Jim Ford (Chair), Patrick Seward (Vice-Chair), Emily Dial-Driver (Secretary), Paul Hatley (Treasurer), Phil Sample (Parliamentarian), Peter Macpherson (Senator, Applied Technology), Terry Sutton (Senator, Business), Ken Bugajski (Senator, Communications and Fine Arts), Beth VonBuchwald (Senator, Health Sciences), David Newcomb (Senator, Social and Behavioral Science)

APPROVAL OF MINUTES Minutes from the October 8, 2004, meeting of the Faculty Senate were approved as amended.

BUSINESS

Senate Representation on Academic Council: As suggested by the Higher Learning Commission site team, Faculty Senate representation on the Academic Council was discussed. (See motion below.)

Evaluation of Department Head: A sub-committee to consider the issue of evaluation form for department heads was formed. Comments should be e-mailed to the sub-committee.

Faculty Search Procedures: A sub-committee to discuss the proposed faculty search procedures proposed by Dr. Boyd was formed. Comments should be e-mailed to the sub-committee.

Tuition Stipends: A sub-committee to consider the issue of increasing faculty tuition stipends was formed. Comments should be e-mailed to the sub-committee.

Faculty Awards: The Faculty Evaluation Committee's proposal for Faculty Awards criteria was discussed. (See motions below.)

Research Grants: Status of research grants was queried. The Senate Chair will discuss this with Dr. Boyd.

Issues: Issues of each Senator (see minutes Oct. 8, 2004) will be discussed at the next Senate meeting.

MOTIONS

Senate Representation on Academic Council: It was moved, seconded, and passed that the Faculty Senate recommend the following: In order to facilitate planned, purposeful, and deliberate communication, and to improve shared governance at Rogers State University, the Faculty Senate hereby resolves that the Chair of Faculty Senate (or his/her designated representative) should be a voting member of the Academic Council.

Faculty Awards: It was moved, seconded and passed to move the criterion titled "Serves as academic advisor or mentor to students" from the teaching category to the service category. It was moved, seconded, and passed to delete the section on when awards are conferred and replace it with "as determined by each school." It was moved, seconded, and passed to change the timeline. It was moved, seconded, and passed to increase the award stipend to \$300.00. It was moved, seconded, and passed to submit the process and forms, as amended, to the administration. (See attached.)

NEXT MEETING

The next meeting of the Faculty Senate will be Jan. 14, 2005, in BH 203 at 1:00 p.m.

SUBMITTED BY Emily Dial-Driver, Secretary

APPROVED

ATTACHMENTS TO MINUTES

Rogers State University

Faculty Awards in Teaching, Scholarship/Research, and Service

GENERAL AWARD PROCEDURE

The RSU Foundation has endowments to provide funding for Rogers State University faculty awards. These will be awarded on a yearly basis in the areas of Teaching, Scholarly Activities (Research), and Service. Each School will have separate awards in Teaching, Scholarship, and Service. Faculty, Department Heads, and Deans in each School will nominate faculty in each of these areas by completing a short Nomination Form. Forms will be submitted to the Dean of each school. Nominees will be notified of their nominations, and will be asked to sign an Acceptance Form releasing personal/confidential documents for review by the Awards Committee. Nominees may decline a nomination if desired.

The Awards Committee will consist of three members, with a minimum of one member per department, to be selected from non-nominated faculty by the Dean of each school. More experienced and/or tenured faculty should be selected whenever possible. This committee will determine the individual recipients of the Excellence in Teaching, Excellence in Scholarship, and Excellence in Service Awards. The recipients' list and portfolios will be forwarded to the Vice-President for Academic Affairs. Awards will be conferred at each individual school's awards ceremony.

A \$300 cash stipend will accompany each award, along with a certificate. Further, each award recipient will be considered for the "Pixley Faculty Excellence Award," given to one faculty member who best exemplifies excellence in all three categories. A \$500 cash stipend will accompany the Pixley award. The Pixley Faculty Excellence Award Committee will consist of six members, with a minimum of one representative per department, to be selected from non-nominated faculty by the Vice-President for Academic Affairs. More experienced and/or tenured faculty should be selected whenever possible. The Pixley Faculty Excellence Award Committee will determine the recipient, and the award will be conferred at the spring graduation exercises.

TIMELINES

The proposed timeline for the Awards procedure starting in Academic Year 3005-3006 is as follows:

February 1st – Nomination Deadline. Completed nomination forms from Faculty, Department Heads, or Deans should be submitted to the Dean of each school. Nominees are to be notified and provided with an Acceptance Form within one week.

February 15th – Acceptance Deadline/School Selection Committee Deadline. Nominees must respond using provided form. The Dean of each school will select an Awards Committee consisting of three (3) members, with a minimum of one member per department, from non-nominated faculty. More experienced and/or tenured faculty should be selected whenever possible.

March 1st – School Awards Recipient Deadline. The Awards Committee will determine the individual recipients of the Excellence in Teaching, Excellence in Scholarship, and Excellence in Service Awards. The recipients' list and portfolios will be forwarded to the Vice-President for Academic Affairs. Each school will determine the appropriate time and manner for conferring its awards.

March 15th – Pixley Faculty Excellence Award Committee Deadline. The Vice-President for Academic Affairs will select the Pixley Faculty Excellence Award Committee consisting of six (6) members, with a minimum of one representative per department, from non-nominated faculty. More experienced and/or tenured faculty should be selected whenever possible.

April 15th - Pixley Faculty Excellence Award Recipient Deadline. The Pixley Faculty Excellence Award Committee will determine the recipient. Award will be conferred at the spring graduation exercises.

AWARDS CRITERIA

The criteria that the awards committees will use to help them determine awards recipients are adapted from Ernest L. Boyer's Scholarship Reconsidered: Priorities of the Professoriate, and the American Association of State Colleges and Universities' The Core of Academe: Teaching, Scholarly Activity, and Service

Effective Teaching

For the purposes of this award, "Effective Teaching" is assessed using five criteria that revolve around the core areas of teaching: instruction, assessment and evaluation of that instruction. Examples and definitions of the criteria are not all inclusive. Criteria examples are generalized to multiple instructional delivery modes and styles.

The Awards Committee determining the Teaching Award recipient should evaluate all criteria in reference to course evaluations and syllabi from each class taught over the previous semester, as well as the previous academic year's department evaluation. Evidence of criteria will not necessarily include documentation of all examples listed.

Criterion 1: Demonstrates subject matter mastery.

Examples

- Disseminates appropriate scholarly information to students.
- Supplements textbook content with recent and relevant information.
- Makes appropriate and timely changes in the course to reflect current information.
- Chooses appropriate textbook and/or instructional materials for the course.
- Reinforces appropriate cognitive, affective, and/or psychomotor skills in students.

Criterion 2: Designs course within a scheme of the overall curriculum and program objectives.

Examples

- Distributes a course syllabus with clearly stated objectives, content, and requirements.
- Includes relevant and meaningful learning activities.
- Plans for delivery of content relative to specific course and overall program objectives.
- Recognizes diversity and varying learning styles in students.
- Reviews course content as well as instructional and assessment strategies on a regular basis so that courses are current and maintain relevancy.
- Uses and plans for innovative teaching methods when applicable.

Criterion 3: Delivers instruction effectively.

Examples

- Motivates students to achieve their best.
- Demonstrates appropriate and timely use of teaching strategies, i.e., higher order questioning, inquiry method, group discussions, simulation, independent study, analogies, and parables.
- Promotes learning approaches suitable to the course objectives, i.e., memorization, analysis, synthesis, application.
- Shows how the present topic is related to those topics that have been or will be taught.
- Changes instruction based on the results of formative assessment and student feedback.
- Provides closure by summarizing and fitting into context what has been taught.
- Designs courses so that student learning time for instructional and learning activities is appropriate.
- Uses audio-visual and technological teaching aids effectively and appropriately.
- Makes available opportunities for students to learn from primary sources of information associated with a particular discipline or area of study. I.e. labs, guest speakers, documents, and databases
- Minimizes obfuscatory sesquipedalian rhetoric.

Criterion 4: Evaluates student achievement on identified criteria.

Examples

- Explains grading system in course syllabus.
- Inform students of any modification of grading system as the course progresses.
- Uses a variety of assessment techniques (peer reviews, projects, papers, essay examinations, objective examinations, oral reports, etc.).
- Evaluates student learning in practical, laboratory, field-based activities which are based upon communicated observational criteria when appropriate.
- Provides feedback to students on tests, papers, oral reports and observations.
- Keeps students informed of current grade in course.
- Posts and/or returns graded tests and papers promptly either in person or electronically in a safe, secure manner.

Criterion 5: Fulfills instructional administrative responsibilities related to the particular mode of instructional delivery employed.

Examples

- Meets all traditional face-to-face classes as scheduled at their designated time, as well as arriving promptly and holding

- class for the duration of the scheduled time.
- Conducts final examinations as scheduled.
- Files enrollment, attendance, and grade reports in accordance with university practice.
- Submits textbook orders on a timely basis.
- Is responsible for instructional laboratory materials, supplies, and equipment. Maintains adequate posted office hours whether by electronic or face-to-face means.
- Is available by appointment in addition to posted office hours.
- Consistently responds to and frequently interacts with students according to their needs for feedback.

Scholarship/Research

Scholarship/Research is essential to the well-rounded faculty member. Faculty display their professional credentials by “[demonstrating their] capacity to do original research, study a serious intellectual problem, and present to colleagues the results” (Boyer, 27). In addition, scholarship enables faculty to remain current with developments in their academic disciplines. Through scholarship and research, a faculty member contributes to specific academic disciplines, the university community, and the professional community.

The Awards Committee determining who will receive the Scholarship/Research Award should give appropriate weight to each individual contribution as they see fit. Award recipients should not be selected based upon the quantity of scholarship produced, but, for example, on its quality, originality, contribution to an academic discipline, the institution, education and/or the general public.

Some activities indicative of scholarly activity include:

- Produces, exhibits, or performs creative works that are recognized locally, regionally, nationally, or internationally.
- Delivers invited or competitive lectures, papers, speeches, or presentations at colleges or universities, professional meetings, conventions, and conferences, through face-to-face or virtual attendance.
- Submits products of scholarship for peer review, or reviews/edits products of scholarship.
- Collaborates with colleagues at the local and other campuses in activities oriented toward making a contribution to the advancement of knowledge, methodology, or development of a discipline.
- Applies for and receives grants and awards.
- Obtains local, state, regional, national or international recognition for recent, as well as past contributions, to a particular field of study by a variety of means (requests for reprints, invitations to read papers, citations of research, invitations to exhibit, requests for interviews as expert in the field, etc.).
- Participates in conferences, institutes, short courses, seminars, and workshops that are related to the faculty member’s discipline, through face-to-face or virtual attendance.
- Publishes the results of research, scholarship, and creative endeavors through vehicles such as monographs, textbooks, papers, abstracts, book reviews, poems, plays, musical compositions, final reports for grants, web-sites, computer software or hardware systems, accounting systems, etc.
- Holds membership in professional societies relevant to a specific discipline.
- Obtains copyrights or patents on works produced.
- Engages in specific self-study or a professional growth plan to enhance professional competency.
- Edits or evaluates scholarly activity such as journals, papers for journal publication, grant proposals for awards, chapters for books, proposals for conference papers, or other scholarly activity with respect to a field of study.
- Creates and/or reviews teaching materials (textbooks, teacher’s manuals that accompany textbooks, pedagogical procedures, etc.)

Service

Service is an integral component to the well-rounded faculty member. It allows for contributions to the university community, the professional community, and the community at large. Individual or personal service improves the functioning of the university, strengthens the effectiveness of professional organizations and provides a presence for the university in the community. It should be noted that simple membership or a position “in name only” does not constitute service. Rather, one must contribute to the committee or position in a substantive way.

For the purposes of this award, Service will be divided into three equally important areas. The areas and a non-inclusive list of representative examples of each area are listed below. The Awards Committee determining who will receive the Service Award should give appropriate weight to each individual contribution as they see fit (e.g. a faculty member could sit on only one university committee, however, could contribute so much to said committee that his/her service would be considered exceptional/superior). Further, a faculty member need not excel in each of the three categories; however, consideration should also be given to those who contribute in several different capacities.

Institutional Service: encompasses those areas which serve the *university community*.

- Serving on departmental, school, and university standing and ad-hoc committees
- Serving in a university organization (e.g. Faculty Senate)
- Completing special projects or studies for the university (e.g. contributing to a hiring process, a Higher Learning Commission visit, or an impact study; planning a university activity, event or function)
- Serving as a Faculty advisor to a student club, organization, or society
- Being a facilitator for a non-credit workshop (e.g. grant writing, promotion/tenure portfolio)
- Serving as a mentor or a contact person for new faculty
- Serves as an academic advisor and/or mentor
- Advises, consults, and or directs student research and/or capstone projects
- Assists students in making informed and relevant academic decisions as an academic advisor

Professional Service: encompasses those areas which serve the *professional community*.

- Functions as an officer of a local, regional, national, or international professional organization or society
- Establishes relationships with any government agencies, business, or industry
- Consults with or serves as requested in government, business, and/or industry to provide service in any capacity from the faculty member's area of expertise

Community Service: encompasses those areas which serve the *community at large*.

- Service to or membership in various outside local, city, county, state, regional, federal, or international groups and organizations
- Volunteer work for various outside local, city, county, state, regional, federal, or international groups and organizations
- Any miscellaneous community activities that are not considered to be part of Institutional or Professional Service.

PIXLEY AWARD

Each of the nine school award recipients will be eligible for the "Pixley Faculty Excellence Award," given to one faculty member who best exemplifies excellence in all three categories. The Pixley Faculty Excellence Award Committee will consist of six members, with a minimum of one representative per department, to be selected from non-nominated faculty by the Vice-President for Academic Affairs. More experienced and/or tenured faculty should be selected whenever possible. The Pixley Faculty Excellence Award Committee will use the same criteria and the same nomination materials to determine the recipient.

CONCLUSION

The Awards procedures and process shall be reviewed yearly by the Faculty Development Committee. The Faculty Development Committee will submit any necessary amendments to the Faculty Senate.

Meeting Minutes January 14, 2004

The RSU Faculty Senate held a meeting January 14, 2005, at 1:00 p.m. in the 203 Baird Hall.

MEMBERS present were

Jim Ford (Chair)	Peter Macpherson (Senator, Applied Technology)
Patrick Seward (Vice-Chair) Emily Dial-Driver (Secretary)	Terry Sutton (Senator, Business)
Paul Hatley (Treasurer) Phil Sample (Parliamentarian)	Ken Bugajski (Senator, Communications and Fine Arts)
	Kurt Voska (Senator, Math/Science)
	David Newcomb (Senator, Social and Behavioral Science)

APPROVAL OF MINUTES

Minutes from the Dec. 3, 2004, meeting of the Faculty Senate were approved.

BUSINESS

Faculty Awards: The Faculty Development Committee's proposal for Faculty Awards criteria, amended by the Senate, has been approved, with revisions, and has been instituted. Changes to the document include reducing the award amounts to the amount suggested by the Faculty Development Committee, taking out obfuscating terms, and changing the names of the award to reflect the name of the donor. Awards will be tendered this academic year.

Senate Representation on Academic Council: The Faculty Senate had forwarded a suggestion to Dr. Boyd, that, as suggested by the Higher Learning Commission site team, Faculty Senate should be represented on the Academic Council was discussed. Dr. Boyd's reply was that Senate should not be represented at this time but allow the Strategic Planning Committee to make suggestions about communication.

Faculty Search Procedures: The sub-committee to discuss the proposed faculty search procedures proposed by Dr. Boyd reported. (See attached document.) (See motion below.)

Evaluation of Department Head and Dean: The sub-committee to consider the issue of evaluation form for department heads and deans reported. (See attached documents.) (See motion below.)

Tuition Stipends: The sub-committee to consider the issue of increasing faculty tuition stipends asked for a continuation. Comments should be e-mailed to the sub-committee.

Honors Committee: A new standing university Honors Committee was formed: Quentin Taylor (SBS), Sally Emmons-Featherston (CFA), Doug Grenier (M/S), Tom Carment (Business), Roy Gardner (AT), Pam Fowler (Nursing). The committee will work with the head of the Honors Program, Jim Ford. The Academic Policies and Procedures Manual needs to be revised to include the committee, with an appropriate description. (See attached document.)

Resignation of Faculty Senate Chair: Since he will be the new head of the Honors Program, Jim Ford will resign as Faculty Senate Chair as of Monday, January 17, 2005. A special election will be held. (See attached document.)

Faculty Development Evaluations: Faculty have commented that they do not received copies of faculty evaluation documents that are signed by their respective deans. Those signed copies, however, do go into their personnel files. The Chair will query Dr. Boyd about this issue.

Spam Filter: Faculty continue with concerns about the status of spam filters, which were requested by the Senate

and by the Technology Committee. The Chair will query Dr. Boyd about the status of the issue.

MOTIONS

Faculty Search Procedures: It was moved, seconded, and passed to forward the suggested changes to the Faculty Search Procedures to Dr. Boyd.

Evaluation of Department Heads: It was moved, seconded, and passed to forward the suggested Department Head and Dean evaluation forms, as amended, to Dr. Boyd.

NEXT MEETING

The next meeting of the Faculty Senate will be February 4, 2005, in BH 203 at 1:00 p.m.

SUBMITTED BY Emily Dial-Driver, Secretary

APPROVED March 4, 2005

ATTACHMENTS TO MINUTES

ROGERS STATE UNIVERSITY
GUIDELINES AND PROCEDURES
FOR FACULTY SEARCH COMMITTEES
Draft Revision (1/14/05)

1. To initiate the process, the department head and dean will gain approval in coordination with the Office of Academic Affairs for posting the position. The announcement of the vacancy will be published through appropriate channels (the university subscribes to both HigherEdjobs.com and the Chronicle of Higher Education website). The positions will also be posted under Employment Opportunities on the RSU site. The announcement will list the Department Head's name, address and phone number for contact information but all applications must be sent to the Employment and Benefits Office at RSU.
2. When a copy of each applicant's letter of application, vita with listing of names, addresses, and phone numbers of five references, and unofficial transcripts is received, the file will be sent to the chair of the search committee. The committee will not begin review of the complete applications until the date identified as date when review of applications will begin. This date will be identified in the position announcement and selected by the Office of Academic Affairs. Original application packets will be received by and retained by the Employment and Benefits Coordinator, Markham Hall, Room 102.
3. A search committee is appointed for each position advertised. The dean and the department head will jointly appoint the committee. It is recommended that a member from outside the school be appointed to the committee. All applications are screened based on job related qualifications as outlined in the position posting. During the screening process the committee must record the reasons for recommending successful applicants on the recruitment record cover page provided by the Employment and Benefits Office. With any preliminary candidates selected from the application pool, the committee may wish to require letters of recommendation, make phone calls to references, or in some instances, the committee may wish to use short phone interviews with all preliminary candidates (semi-finalists) to assist in narrowing the list to no more than three. Committee members should review all application packets and come together for determination of finalists. Using the stated qualifications for the position, the search committee will review the semi-finalists and narrow that group to not more than three finalists. All finalists will have been thoroughly reviewed both from materials submitted and reference checking by the committee. Once those finalists (not more than 3) have been identified, their names and files will be submitted by the Dept. Head to the Dean. If the Dean concurs, he/she will forward the packet to the Vice President for review and concurrence. If agreement is reached, the Dean will instruct the Dept. Head to invite the finalists to campus for interviews.

4. Depending on qualifications and availability of candidates, up to three candidates will be invited to campus for personal interviews. The university will reimburse candidates for travel expenses up to \$450 (a higher amount may be authorized under certain circumstances upon approval by the dean). A one-page agenda Must be forwarded to the candidate well in advance of the visit as well as a packet of materials containing information on the community, the university, the school and department, etc. As part of the campus visitation, each candidate will be expected to make a thirty-minute classroom presentation. Candidates will be interviewed by members of the search committee; members of related units/departments; the dean; the associate vice president for academic affairs and the vice president for academic affairs; and, when possible or if requested, the president. A standard set of interview questions should be used, based on job-related criteria for use with candidates to ensure consistency. Candidates will need to meet with the Coordinator of Employment and Benefits and also be provided with tours of the campus and the community of Claremore. Remember that, in accordance with University and Board policy, questions cannot be asked on the basis of race, color, national origin, sex, marital status, age, religion, disability or status as a veteran.
5. The search committee will forward an evaluation of the strengths of the candidates who were interviewed to the department head and dean. As part of the evaluation, the committee will also make a final recommendation in writing to the department head and dean. The evaluations may include rank ordering of the candidates.
6. Following the completion of the interviews, the department head will submit a recommendation for employment to the dean. The Dean will then consult with the Vice President for Academic Affairs. The Dean in consultation with the Vice President for Academic Affairs will make the offer. Following acceptance of the offer and receipt of the signed appointment letter, the Dean will submit the employment transaction form, complete transcripts, vita, and a copy of the department head's recommendation to the dean for approval and action. Routing for the employment transaction form is designated on the form. Following final approval by the president, the recommendation, along with the necessary documentation, is submitted to the Board of Regents for final approval.
7. It is the responsibility of the department head to notify the selected applicant as soon as the department head's copy of the recommendation form is returned. It is also the department head's responsibility to direct a new employee to the Employment and Benefits Office for completion of any final paperwork. The Department Head will also ensure that the new employee is made aware of the need for official transcripts on all degrees conferred.
8. The department head will forward all application packets back to the Employment and Benefits Office and note the applicant hired. The Employment and Benefits Office will then notify each unsuccessful applicant.

Evaluating the Department Head

Draft Copy (1/14/05)

The Faculty Senate has developed a process for the faculty members of each academic department to evaluate and provide useful feedback to the administration of Rogers State University.

Rogers State University believes *every* University employee deserves regular evaluation of his or her professional duties. This process should be honest, open, and forthright, including an acknowledgement of the employee's achievements, as well as an assessment of his or her ability to match the University's expectations, and a determination of areas that may require improvement.

A constructive yearly evaluation of the Department Head allows faculty members to have input into the shared governance of the department, and provides documentation of the achievements and progress of the department's leader.

The faculty at Rogers State University feel that their annual review of the performance of the Department Heads will ensure timely feedback for the Dean's evaluation of the Department Head in preparing the annual Faculty Development and Evaluation Summary on the Department Head. Additionally, this annual review from the faculty will ensure the Dept. Head is aware of faculty perceptions regarding his/her annual performance of specific identified administrative criteria. To this end the faculty of each department of Rogers State University are asked to review the performance of their Department Head by focusing on 1) Instructional Program Management 2) Personnel Management 3) Financial and Facilities Management 4) Department and Program Development 5) Academic Leadership and 6) Communication. Even though the Department Head's primary responsibility is teaching and scholarship (which will be evaluated by the Dean), this evaluation is designed only to measure the areas listed above.

The Evaluation Form will be distributed to each of the department's faculty members. The completed questionnaire will be sent from each faculty member to the Dean of the appropriate school in an envelope provided by the Dean.

The most important element is full participation by all faculty members. Your careful and objective response to all questionnaire items is extremely important.

This questionnaire is one means for you and your colleagues to provide regular and systematic feedback on your Department Head to the administration. A tabulation of responses will be provided to the Vice President for Academic Affairs. Should the results warrant an evaluation summary response of "Critical" or "Needs Improvement" the Dean will call a meeting of the faculty within the Department to discuss identified plans for improvement or issues of reappointment. Your voluntary and anonymous participation in the evaluation is requested.

Survey of the Faculty of Department of _____ Year: _____

(Draft Copy 1/14/05)

Department Head Evaluation Questions	Cannot Determine	Critical	Needs Improvement	Proficient	Commendable	Outstanding
3.7.4.1 Instructional Program Management						
1. coordinates the advisement of students within the specific majors	<input type="radio"/>					
2. involves the faculty in preparation of the course schedule	<input type="radio"/>					
3. plans the Department course offerings to serve the majors	<input type="radio"/>					
4. works to solve problems and conflicts between students and faculty	<input type="radio"/>					
5. coordinates the ordering of texts and necessary supplies for the department	<input type="radio"/>					
3.7.4.2 Personnel Management						

6. coordinates the recruitment of faculty	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. assists in the promotion and tenure review process as appropriate	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. fosters faculty development by providing timely feedback and assistance	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. insures good communication between department faculty and administration	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10. treats all faculty fairly and appropriately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11. exhibits high ethical standards	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12. helps to maintain good morale in the department	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3.7.4.3 Financial and Facilities Management	
29. assists the faculty in planning and assessment responsibilities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
14. assists the department in its budget and capital equipment requests and allocations	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
15. insures faculty are kept informed on reports and studies appropriate to the Dept.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3.7.4.4. Department and Program Development	
16. coordinates Program Reviews	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
17. works with the Department in curricular reviews and necessary submissions	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
18. provides feedback to faculty from instructional course evaluations	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3.7.4.5. Academic Leadership	
19. stimulates scholarships/research activities among the faculty	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
20. communicates Department needs within the University	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
21. attends to administrative matters in a timely fashion	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
22. assists the Department in seeking external funds	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Communication	
23. the Department Head's leadership style promotes effective communication with faculty	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

24. the Department Head accurately communicates to the faculty in a timely manner	○ ○ ○ ○ ○ ○
29. the Department Head has established appropriate methods for informing the faculty of important decisions	○ ○ ○ ○ ○ ○
26. OVERALL PERFORMANCE	○ ○ ○ ○ ○ ○

27. What do you consider to be the Department Head’s assets or strengths?

28. Address any areas in which you rated the item “needs improvement” or “critical.” (Please be as specific as possible.)

29. Please present any other comments you think would be helpful to the Department Head in carrying out the academic mission of the Department, School, and University.

Evaluating the Dean Draft Copy (1/14/05)

The Faculty Senate has developed a process for the faculty members of each academic School to evaluate and provide useful feedback to the administration of Rogers State University.

Rogers State University believes *every* University employee deserves regular evaluation of his or her professional duties. This process should be honest, open, and forthright, including an acknowledgement of the employee’s achievements, as well as an assessment of his or her ability to match the University’s expectations, and a determination of areas that may require improvement.

A constructive yearly evaluation of the Dean allows faculty members to have input into the shared governance of the School, and provides documentation of the achievements and progress of the School’s leader.

The faculty at Rogers State University feel that their annual review of the performance of the Deans will ensure timely feedback for the Dean’s evaluation of the Dean in preparing the annual Faculty Development and Evaluation Summary on the Dean. Additionally, this annual review from the faculty will ensure the Dean is aware of faculty perceptions regarding his/her annual performance of specific identified administrative criteria. To this end the faculty of each School of Rogers State University are asked to review the performance of their Dean by focusing on 1) Instructional Program Management 2) Personnel Management 3) Financial and Facilities Management 4) Program Development 5) Academic Leadership and 6) Communication.

The Evaluation Form will be distributed to each of the School’s faculty members. The completed questionnaire will be sent from each faculty member to the Dean of the appropriate school in an envelope provided by the Dean.

The most important element is full participation by all faculty members. Your careful and objective response to all questionnaire items is extremely important.

14. assists the School in its budget and capital equipment requests and allocations	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
15. insures faculty are kept informed on reports and studies appropriate to the School	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3.7.4.4. Program Development	
16. coordinates Program Reviews	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
17. works with the School in curricular reviews and necessary submissions	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
18. provides feedback to faculty from instructional course evaluations	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3.7.4.5. Academic Leadership	
19. stimulates scholarships/research activities among the faculty	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
20. communicates School needs within the University	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
21. attends to administrative matters in a timely fashion	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
22. assists the School in seeking external funds	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Communication	
23. the Dean's leadership style promotes effective communication with faculty.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
24. the Dean accurately communicates to the faculty in a timely manner.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
25. the Dean has established appropriate methods for informing the faculty of important decisions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
26. OVERALL PERFORMANCE	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

27. What do you consider to be the Dean's assets or strengths?

29. Address any areas in which you rated the item "needs improvement" or "critical."
(Please be as specific as possible.)

29. Please present any other comments you think would be helpful to the Dean in carrying out the academic mission of the School and University.

FROM: Jim Ford

TO: All Faculty and Staff

Good afternoon, RSU Faculty and Staff. As you know, the Faculty Senate plays an important role in the process of shared governance at Rogers State University. The Senate represents the faculty on a number of key issues. The Senate consists of one senator from each academic department and five officers elected from the faculty as a whole. For the past two years, I have been privileged to serve as the Chair of the Faculty Senate. At this time, however, I am resigning as chair so that I can focus my time and energies on my new position as Director of the Honors Program. I wanted to thank all of you, faculty and staff alike, for the support you have given me as chair. I am very proud of the ways in which the Faculty Senate has been able to work with the administration to continue improving the quality of education at RSU. In order to continue that good work, it is time for someone else to step forward as Chair of the Senate. I encourage all full-time faculty members to consider running for this position. While it involves a good deal of time and hard work, it is a rewarding job, and it provides a real opportunity to make a difference in the life of the university.

If you would like to run for the office of Chair, please notify your **senator** of your interest in the position by **Friday, January 21st**. The following week each senator will distribute ballots to the faculty in each department, so that the special election can be concluded by **Friday, January 28th**. The new Chair will serve the remainder of my term, which ends May 31st, 2005. Regular elections for all senate offices will be held in April (for the following academic year's officers).

Fortunately for the new chair, we still have an excellent group of officers in the senate. Patrick Seward is Vice Chair, and will serve as acting Chair until the new Chair is elected. Emily Dial-Driver is Secretary, Paul Hatley is Treasurer, and Phil Sample is our Parliamentarian.

Please let your senator know if you are interested in running for chair, or if you have any questions about this special election or the Senate in general. Those senators are:

AT Peter Macpherson

B Terry Sutton

CFA Ken Bugajski

HS Elizabeth vonBuchwald

MS Kirk Voska

SBS David Newcomb

A full description of this position and of the Faculty Senate is available in the Constitution, which is on the intranet at the following link:

Once again, thanks to everyone for their support, encouragement, and hard work the past few years. I have genuinely enjoyed serving on the Faculty Senate, and I will do whatever I can to help their work in the future.

Sincerely,

Jim Ford

Honors Committee Description

The principal governing body for the Honors Program will consist of a Permanent University Honors Committee. The Honors Committee will serve as a ten-member standing committee composed of the Director of Honors; one faculty member from each of the academic departments; and one member each from the Foundation,

Student Activities, and Recruitment. The academic members of the Committee will be appointed by the Faculty Senate. The Committee's responsibilities will include program oversight, review of applicants, curriculum development, modification, and implementation.

Meeting Minutes March 25, 2004

The RSU Faculty Senate held a meeting March 25, 2005, at 1:00 p.m. in basement of the Auditorium.

MEMBERS present were Paul Hatley (Chair), Emily Peter Macpherson (Senator, Applied Technology), Terry Dial-Driver (Secretary), Ken Bugajski (Treasurer), Phil Sutton (Senator, Business), Mary Mackie (Senator, Communications and Fine Arts), David Newcomb (Senator, Social and Behavioral Science), Phil Sample (Parliamentarian)

APPROVAL OF MINUTES Minutes from the March 4, 2005, meeting of the Faculty Senate were approved.

BUSINESS

Faculty Evaluation System: The Faculty Development Committee submitted and proposed a change to the Faculty Evaluation system. (See attached memo.) (See motion below.)

Spam and RSU E-Mail: Jan Carroll, Chief Technology Officer, reported on the client-based Spam filter in MS Outlook. Her previous e-mail read

All,

This is just a reminder that Academic Computing Services maintains a list of FAQs at online. The FAQs include instructions for configuring the "Junk E-mail" filter that is available with the Exchange upgrade that we recently completed. The filter redirects the "spam" to a "Junk E-mail" folder in Outlook. (The "Junk E-mail" folder appears in your list of Outlook folders.) To prevent your inbox from becoming full, it is very important that you delete the "spam" from your "Junk E-mail" folder, frequently. Hopefully, this will help everyone manage unwanted emails. If you have any questions concerning configuring your "Junk E-mail" filter, please call the Helpdesk.

Jan

Having a server-based Spam filter is difficult since words that might be filtered for one department should not be filtered for another. Senators will report this information to their constituents.

Students' SSN as Identifier: The technology to give each student a discrete student number in place of and linked to his/her SSN is available. Since the Senate sees use of a student's SSN as an RSU identifier as a possible problem in identity theft, the Senate Chair will inquire as to status of implementation.

RSU Paycheck Stubs: Current pay stubs do not have a professional appearance and do not state the issuing entity. The Senate Chair will inquire as to possible changes in the stubs.

Summer School Pay Increase: A document of information on RSU's summer and adjunct pay as compared to other institutions was discussed. (See motion below.)

Tenure Process: The administration has stated that it will hold workshops on tenure and promotion portfolio development for next year's "class." The Senate Chair will suggest that such workshops should begin soon.

Faculty Senate Minutes Distribution: Distributing Senate minutes in hard copy was discussed. The Association will be queried as to the advisability of this distribution.

Status of RSU Plagiarism Policy: The new plagiarism policy will be discussed at the next Faculty Association meeting so faculty will be informed about changes to the Student Handbook in the fall.

April Faculty Association Elections: The Faculty Association elections will be held Wednesday, April 20, 2005, at 3 p.m. All permanent full-time faculty who do not supervise and evaluate other faculty are members of the Association and eligible to vote. The Rogers State University Faculty Senate is the governing body of the Association and represents the membership of the Association. The Senate is composed of five officers, whose terms run from June 1 to the subsequent May 31, and six Senators, one from each academic department, whose terms run from Sept. 1 to the subsequent Aug. 31. Elections for officers of the Faculty Association/Senate are held in April. As the Faculty Association/Faculty Senate Constitution tasks, the department Senators on the Faculty Senate have proposed a slate for the election of officers for June 2005-May 2006. That slate follows.

Faculty Association/Senate Chair: Paul Hatley
Vice-Chair: Patrick Seward
Secretary: Ken Bugajski
Treasurer: David Newcomb
Parliamentarian: Phil Sample

At the Faculty Association meeting on April 20, 2005, elections will be held. Nominations may come from the floor. Absentee ballots may be available from the department Senator. A quorum must vote/attend or the Senate cannot continue to exist. A university without faculty representation, without participating members of the Association, is not a true university.

MOTIONS

Faculty Evaluation System: It was moved, seconded, and passed to send a memorandum to Dr. Boyd supporting the Faculty Development Committee's proposed change to the Faculty Evaluation System. (See attached memo.)

Summer School Pay: It was moved, seconded, and passed to forward the attached information about comparative summer school pay to Dr. Boyd. (See attached memo.)

NEXT MEETING

The next meeting of the Faculty Senate will be April 15, 2005, in Stratton Taylor Library Conference Room at 1:00 p.m. The next meeting of the Faculty Association will be April 20, 2005.

SUBMITTED BY Emily Dial-Driver, Secretary

APPROVED 29 April 2005

ATTACHMENTS TO MINUTES

TO: Dr. Boyd
Vice President for Academic Affairs

FROM: Paul Hatley
Chair, Faculty Senate

DATE: March 28, 2005

SUBJECT: Proposed Change to Faculty Evaluation System

The Faculty Senate submits the attached proposed change to the Faculty Evaluation System, approved and submitted by the Faculty Evaluation Committee. The Faculty Senate supports the proposed change.

MEMO

Date: March 25, 2005
From: Faculty Development Committee
To: Faculty Senate

Subject: Faculty Evaluation Methodology

The FDC are presently working on revising the Faculty Evaluation System. At this time, we have a recommendation to improve the functioning of the current system. In the last paragraph of section 3.5.3 of the Academic Policies and Procedures manual, the last step in the evaluation system, after the dean of the school reviews an evaluation, provides his comments, and signs the instrument, he is to send a copy to the department head and a copy to the faculty member. This apparently is not being done in all cases across the university. We believe this is due to an inconsistency in the instructions. In section 3.5.6 sub paragraph 7, of the same manual, it states that the dean should write his comments about the evaluation and return the evaluation to the department head by October 31. No mention is made of the faculty member.

Therefore, we recommend:

1. Section 3.5.6 sub paragraph 7 be amended to state that a copy should be sent to the department head and to the faculty member.
2. The date for the above action be changed to October 15. This is chosen to allow the evaluation to be used in promotion and tenure applications.
3. This date be placed on the Academic Calendar.

Further recommendations will be forthcoming as we continue our diligent efforts to improve this important process.

TO: Dr. Boyd, Vice President for Academic Affairs

FROM: Paul Hatley, Chair, Faculty Senate

DATE: March 28, 2005

SUBJECT: Summer School Pay Comparison

The Faculty Senate recommends that summer compensation be raised, based on the attached rationale, to a competitive level.

RATIONALE TO INCREASE SUMMER FACULTY COMPENSATION AT RSU

Rogers State University currently provides a relatively low, noncompetitive level of faculty compensation for teaching a summer class—instructors earn \$550 per credit hour or \$1,650 for a three credit hour class, assistant professors earn \$600 per credit hour or \$1,800 for a three credit hour class, associate professors earn \$650 per credit hour or \$1,950 for a three credit hour class, and full professors earn \$700 per credit hour or \$2,100 for a three credit hour class.

This is a fixed schedule with four steps linked to a faculty member's professorial rank. In the past, more than three decades ago, such a system was commonly used throughout the U.S. but was gradually replaced with a flexible salary system. RSU uses a flexible salary system to determine academic year compensation. Consequently, RSU's academic year and summer compensation systems are different and linked only superficially.

Northeastern State University in Tahlequah also uses a step system linked to a faculty member's rank. At NSUOK, instructors earn \$900 per credit hour or \$2,700 for a three credit hour summer class, assistant professors—\$1,000 per credit or 1 of \$3,000 per class, associate professors—\$1,100 per credit hour or \$3,300 per class, and full professors—\$1,300 per credit hour or \$3,900 per class. Instructors earn \$600 more to teach a three hour summer class at Northeastern than full professors do at RSU.

Most state supported institutions in Oklahoma determine summer session compensation by linking it to academic year salary level—they typically pay a monthly summer salary equal to academic year monthly salary if a full summer load is taught. Cameron University in Lawton, Southeastern Oklahoma State University in Durant, the University of Oklahoma in Tulsa compensate faculty summer teaching in this manner. A full summer load is defined as seven credit hours and this is used in a formula where $\text{summer salary} = (\text{number of summer hours taught}/7) * (0.20)(\text{annual salary})$. (Because summer sessions last two months and regular academic years last ten months, $2/10 = 0.20$ yielding the 0.20 expression in the equation.) The number of summer hours taught is determined by counting an undergraduate three hour course as 3 and a graduate three hour course as 4. So a faculty member teaching one undergraduate course is counted as teaching $3/7$ or 0.428 of a full summer load. Teaching one undergraduate course plus one graduate course would count as a full summer load while teaching two undergraduate courses counts as $6/7$ or 0.857 of a full summer load. Cameron, Southeastern, and the University of Oklahoma offer graduate course offerings in the summer. Rogers State University currently does not have a graduate program so this system is not completely applicable to RSU.

Tulsa Community College is a junior college with no graduate courses and uses a formula that takes a faculty member's academic year compensation, divides it by 30 and multiplies the quotient by 0.7 per credit hour. For example a TCC faculty member earning \$40,000 in annual compensation would receive $(\$40,000/30)(0.7)(3)$ credit hours or \$2,799.99 or approximately \$2,800 per three credit hour course in the summer; between \$1,150 to \$700 more than the same faculty member would earn at RSU.

The low summer faculty compensation retards the long term growth of RSU because:

–The low number of both regular and online classes being offered in the summer is a disincentive for both beginning and transfer students to enroll at RSU. Students realize that tuition and fee costs of higher education will continue to rise in the future so it makes financial sense for them to enroll at a university with a large summer course offering to enable graduation in the shortest possible time.

–The low summer offering at RSU forces enrolled students interested in taking summer classes to enroll at some other institution which could lead them to transfer to that institution.

–It increases the difficulty in hiring qualified beginning faculty who need year round compensation to support a family.

–It causes faculty to seek employment outside the university for the summer and may cause them to seek a permanent position elsewhere.

–Rogers State has a beautiful campus with well maintained buildings and is planning to expand and improve campus buildings. These buildings are not closed during the summer with department offices open with administrative staff present. Since most buildings are air conditioned, for a large part of each classroom building, the air conditioning is being wasted with low summer course offerings. This represents an unrecovered cost and underutilized resources. Efficiency dictates that during the summer, classrooms should be filled as much as possible with students to more efficiently utilize the State's resources.

All state supported institutions of higher education in Oklahoma are provided funding based on regular academic year enrollment which does not include any summer enrollment. Consequently, summer programs have to be supported with academic year funding. Until the State Legislature changes this funding formula, there is a way to provide adequate faculty compensation for summer classes—just make sure any summer classes are fully self-supported. This is the way other states have funded summer programs. Doing this requires RSU to do the following:

Determine what the typical range of faculty compensation for a summer course would be using a formula like that of TCC (the most applicable formula at this time). This would involve

using the median and the highest ten month faculty compensation at RSU as the beginning and ending range values to determine how many students at the current tuition and fee costs per summer class would be required to fully fund a faculty member's summer class at a salary that is consistent with the market. Vice-President Boyd graciously provided the median and the largest faculty ten-month compensation at RSU: the median compensation is \$43,920 while the highest is \$87,610 for ten months.

Currently, the 2005 tuition and fees at RSU is \$89.20 per credit hour. For a three hour class the total tuition and fees would be \$276.60 per course. A median compensated faculty member teaching a three hour class during the summer with the TCC summer compensation formula would earn $(\$43,920/30)(0.7)(30) = \$3,074.40$. Dividing this by \$276.60 for a traditional course leads to 11.1 students enrolled during in the class during the summer to "make" or cover the median faculty member's compensation. The faculty member with the highest compensation teaching a three hour class during the summer would earn $(\$87,610/30)(0.7)(3) = \$6,132.70$. Dividing this by \$276.60 for a traditional course leads to 22.2 students enrolled during in the class during the summer to "make" or cover the highest earning faculty member's compensation. Consequently, a range of between 11 and 22 students would generate enough tuition and fees to cover the labor costs of providing the class—as a general rule, if RSU required 15 students for a class to "make" the University would be able to competitively compensate its faculty teaching in the summer and likely generate extra funding to spend on campus projects.

Typically, universities use general building overhead (fixed or sunk costs that exist whether or not the campus is open) to determine how much tuition and fees to charge enrolling students. In considering offering more summer

classes, campus overhead should not be included in determining the minimum number of students in a summer class. The only costs that should be considered are the extra costs incurred by offering the class—faculty compensation and any extra utilities expense. Likely, by expanding the summer course offering, the University will generate extra revenue over and above compensating faculty that can be applied to sunk costs throughout the year.

Other factors relevant to this suggestion:

–Faculty should not be forced to teach during the summer.

–Faculty should clearly understand that a course they would like to teach in the summer may not enroll enough students to actually hold the class.

–Students who plan to enroll in a summer class should clearly understand that the class may not be held.

–To avoid canceling classes and angering students, Chairs should carefully schedule general education classes or upper level classes that typically have a large enrollment in regular academic year classes.

Meeting Minutes April 6, 2005

6 April, 2005

Dr. Paul Hatley, Chair
Faculty Association and Faculty Senate
Rogers State University

Dr. Hatley,

As Faculty Senate Chair, the members of the Marketing Committee thought you might be the appropriate individual to address the following questions to.

The Marketing Committee consists of faculty from selected academic departments and staff from various related areas of interest. Since the onset of the 2004-5 academic year, we have lost members due to resignation from the University and/or discontinuation of position. Among these members was our chair. From the University point of view, is it necessary to select a new chair from the faculty ranks only, or is it acceptable to elect a staff member as chair? The committee as a whole supports the selection of Brett Ortolani as chair, since the mission of this group is directly related to his area of expertise. Also, Mr. Ortolani has graciously been serving as acting chair since the resignation of Jan Jones Nolan.

The second question relates to the goals and actions of this committee, and how best to support ongoing activities or enact change. Could you clarify to whom University Committees in general report, and whether the advisory function of these committees should be directed to the specific offices involved (in the case of the Marketing Committee, such offices as Recruitment, Admissions, Development, TV-Radio), or through a central auspice.

Finally, when committees lose members during the year, is the expectation that these individuals must be replaced, or will that be addressed only for the following academic year? This committee is now down to six people, one of whom can not meet at the times possible for the other members, and there was concern about the number of people at a meeting required for a quorum.

Thank you so much for taking time to address these questions.

Sincerely,

Adele Register

Secretary - Marketing Committee

Dr. Adele M. Register

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Meeting Minutes April 29, 2005

TO: Dr. Adele Register
Marketing Committee

FROM: Dr. Paul Hatley
Chair
Rogers State University Faculty Association and Faculty Senate

DATE: April 29, 2005

SUBJECT: Marketing Committee

You have asked if it is acceptable for the Marketing Committee to elect a staff member as chair of the committee. Since the committee is a faculty committee, the committee should elect a faculty member as chair.

As the Rogers State University Policies and Procedures Manual states, University committees report to different entities. However, "Each committee will forward minutes to the library archives, to the Secretary of the Faculty Senate, and to the Academic Support Coordinator in the Office of Academic Affairs." As far as the Marketing Committee in particular, "The Marketing Committee makes recommendations regarding the promotion of the University through various internal and external efforts. The Director of Public Information and the Director of Distance Education will be voting members of the committee. The committee will submit recommendations to the President." Therefore, the Committee should submit all recommendations directly to the President, rather than approaching specific offices on its own behalf.

The Senate will not necessarily be aware that members of a committee resign, etc. It is the duty of the committee to notify a Senator or an officer of the Faculty Senate when its membership is changed so that the committee membership may be amended. In addition, it is also necessary for the committee to either notify the Senate when members are excessively absent so that the Senate may replace that member and notify the appropriate department head or, to prevent that situation, to find another time upon which all members can mutually agree.