

ACADEMIC SENATE MINUTES

DATE: March 12, 2020

PRESENT: Jim Barron
Kelly McCoy
Heather Thompson-Bahm
Vern Gagnon
Austin Bennett
Kurt Toenjes (ex-officio)

Scott Butterfield
Keith Edgerton
Sarah Keller
Sam Boerboom
Rachael Waller
Christine Shearer (ex-officio)

ABSENT: Suzette Nynas*
Jodi Lightner*
Melinda Arnold (ex-officio)*
Vicki Trier (ex-officio)
Kim Hayworth (ex-officio)

Cindy Dell*
Savannah Merritt (student)*
Robert Nava (ex-officio)
Susan Simmers (ex-officio)
Darlene Hert (ex-officio)

* *excused*

GUESTS: Paul Foster
Kathleen Thatcher

Paul Pope

PRESIDING: Jim Barron, Chair

Jim Barron called the meeting to order at 3:44 p.m. in the South Conference Room of the City College Health Science building.

I. ACCEPTANCE OF MINUTES

The minutes of February 20 were accepted as presented.

II. PROVOST REPORT

Christine Shearer, Associate Provost, noted that a memo came out this morning from the Commissioner of Higher Education (attached to these minutes) that we will transition all courses in the MUS system to online by March 23. We know this will be challenging. Faculty and staff are still reporting to work. The dorms will still be open, and dining services will still be available. We do have some faculty who have never taught online

and also some faculty and staff who do not have internet or a computer at home. IT is working on a group of loaner laptops that will be available, as well as a list of how-tos for things like logging in, setting up a VPN, and other resources. The eLearning director will be mobilizing his team and they will produce a list of all the courses that have D2L shells that are empty. They will be emphasizing the important components of an online course, including a syllabus, gradebook, and continued engagement with students.

Questions about internships and clinicals will be handled on a case-by-case basis. Workstudy students will not report to work. Faculty are urged to move their courses to online while still meeting the course learning outcomes. The online format does not work for many trades programs at City College. We may have to put those programs on hiatus, and we don't know how long. Faculty can consider what has already been covered in the course and what faculty can realistically accomplish online in order to meet the course learning outcomes.

Events will be postponed or cancelled. Anything on or after March 23 that can be considered a "large group" should be postponed or cancelled, unless you can provide lots of room between participants. Event planning will be considered on a weekly basis, as this situation remains unpredictable.

Please pay attention to email as this situation is very fluid. Also, make sure students are monitoring their email as well.

At this time, faculty, staff, and student workers wishing to work from home must have prior approval from Human Resources before doing so.

If it is possible and the instructor desires, courses can move online *before* March 23.

Regarding meetings like the Senate, they can be moved to a larger room to provide space for each participant, they can be postponed, or they can be convened online, such as Webex.

It is important to stay connected with what is happening on campus. The risk of apathy grows with so little in-person interaction.

Dr. Shearer also reported on the Strategic Program Alignment (SPA) committee. Several programs are on the "focused" or "comprehensive" review lists will be asked to prepare an additional report. Comprehensive reviews will look at a variety of factors, while focused reviews will look at one issue affecting a program. All of the various options that MSUB offers have now been split out (ending up with 250+ programs) and many of them are under review. SPA is likely to change what is asked for in the reports, since ultimately we are concerned with enrollment. The committee is coming to the point where we must consolidate low-enrolled programs and be OK with that solution.

Faculty are worried that they will lose jobs as a result of SPA's work. It was noted that the Provost clearly stated that is not the intent of SPA, but faculty may be doing something different than what they are currently doing. It was noted that the longer SPA takes, the more stress builds among the faculty.

It was noted that getting all the data from SPA about enrollments and graduates may not help those departments increase retention. Data doesn't automatically generate change. What should the faculty do with it?

III. OTHER REPORTS

New Program Proposal: Paul Foster, International Studies

Dr. Foster noted that his proposal (attached to these minutes) is a grant RFP for the U.S. Department of Education for a \$120,000 per year grant in association with Northwest College. This proposal will add additional world areas to our current International Studies Minor, as well as eventually creating a certificate program. Most of the funding will go to faculty to develop new courses or add global learning to existing courses. It's a three year grant for a total of about \$360,000. This proposal is a commitment to build the program if we are awarded the grant. Awarding is in September, so we could start October 1. There will be 7 faculty per year in the program developing/updating courses, so we will finish with 21 faculty who have participated. We will partner with Japan, China, and Korea, with which we have already established partnerships for the past 10 years. An advisory committee of faculty will also be formed for the program.

It was noted that the Department of Education and our accreditors have changed the rules somewhat on certificates. It will be important to consider those changes when the new certificate is put forth.

Ad Hoc Committee for Review of Administrators by Faculty: Paul Pope

Dr. Pope stated that most of the survey questions are drafted at this point. The Likert scale is almost finished. The biggest issue will be creating a survey that is short enough so as not to be overwhelming to the faculty member, but still long enough to get the detail we are after. There will be three or four sections with four to five questions per section. They plan to start with reviews of the Deans, since those administrators have the most contact with faculty. They will also review the Provost, Vice/Associate Provost, and the Chancellor.

They will have something ready to test by the end of April. They will also present recommendations to the Senate about how to deploy the survey. The Senate will decide how and when to deploy, who is involved, what happens to the data after, and what the entire process will be. The ad hoc committee does not plan to administer the survey; a new committee will need to be formed for that.

Dr. Barron noted that the Senate has promised to do this process openly, so the full procedure must be developed before the survey goes out. Administrators should be involved in all steps, including data analysis. We will work out those details in Fall 2020 and actually roll out the survey in Spring 2021.

IV. ITEM FOR SECOND READING

Item 56 Academic Senate Bylaws. Modifications due to reorganization of Colleges and additional clean up items.

⇒ Motion by Vern Gagnon, seconded by Sam Boerboom to **approve Item 56 on second reading.**

⇒ Motion carried.

V. DISCUSSION/ACTION ITEMS

A. Required Elements on Syllabi – Continued Discussion

It was noted that City College has a syllabus template available, which includes the required elements. However, faculty are not required to use the template. Students have filed grievances because certain elements were not included in the course syllabus. It was agreed that the Senate can put together a list of things that should be on a syllabus, a “best practices for syllabi.” These would include the name of the text if there is one for the course, contact information, grading scale, learning outcomes, and others. These elements do not inhibit academic freedom.

It was cited that the syllabus is a contract between the student and the University, not the student and the faculty member. If a student files a grievance, they file it against the University. With that understanding, the University should have some say in what the syllabus contains. Best practice also includes wiggle room: include a statement that the course schedule may change, or something similar. A Senate-endorsed syllabus model would be a good idea.

VI. NEW BUSINESS

At the BOR meeting last week, Dr. Barron learned the University of Montana has dual credit guidelines endorsed by their Senate, but we do not.

⇒ Motion by Keith Edgerton, seconded by Sarah Keller that **the Senate create dual enrollment guidelines.**

⇒ Motion carried.

Dr. Barron made an effort to speak with the Commissioner about dual credit and how it's not helping our students. We are losing money on dual credit courses, as are all units in the system. The Commissioner is all-in on dual credit because it benefits the state as a whole, but we are operating on a deficit because of it. How do they expect to incentivize faculty to participate in dual enrollment, when it does not help MSUB? We are also offering the most dual credit courses. Why can't we get some performance based funding for that?

It was noted that there is national data indicating that dual enrollment is contributing to enrollment decline at four-year institutions.

The meeting adjourned at 4:58 p.m.

rjrm