

# Faculty Senate

## Minutes

4/24/2019 Regular Business Meeting 3:00-5:00 pm

### ADMINISTRATIVE PROCEDURES

#### ROLL CALL

**Present:** Ian Jeffress, Indi Bose, Niall Michelson, Matthew Rave, Roya Scales, Sharon Metcalfe, Todd Collins, Heather Mae Erickson, Mae Claxton, Cheryl Waters-Tormey Laura Wright, Sean Mulholland, Frank Lockwood, Ken Sanney, Wes Stone, Kristin Calvert, Sudhir Kaul, Rebecca Lasher, Vicki Szabo, Alison Morrison-Shetlar, Carol Burton

**Members with Proxies:** Catherine Carter, Amy Murphy-Nugen, Elizabeth Tait,

**Members Absent:** Saheed Aderinto, Ellie Blair, Charmion Rush, Brian Railsback

### APPROVAL OF MINUTES

#### **Approval of Regular Business Meeting Minutes from February 13, 2019**

Minutes brought on screen. Vote proceeded. Passed.

#### **Approval of Regular Business Meeting Minutes from March 21, 2019**

Minutes brought on screen. Vote proceeded. Passed.

### REPORTS

#### **Chair's Report: Damon Sink**

Special election for faculty chair for AY2019-20 is proceeding with two nominees, Martin Tanaka and Enrique Gomez.

#### **Chancellor's Report: Alison Morrison-Shetlar**

##### **Legislative Update**

We are in the first step of a three phase of process. Looking at a 1.5% increase or \$500 legislative raise

for this year and next year. We have secured 16.5 million for the steam plant, NC Promise, and summer funding, and 500 million for construction, with 10.9 million of that for the renovation of Moore.

We had the annual legislative meeting in Raleigh on April 2. There was good attendance and a lot of representation from WCU.

We met with legislatures and Speaker of the House, Tim Moore. We continue to look at salaries and this remains a top priority.

We also spoke to the importance and included the resolution from Staff Senate about the support for faculty increases as well as staff.

The house is working on the budget and it should be completed by the end of the month. They are hoping to address pay increases for employees. After the two bodies agree, Governor Cooper will veto or not. We hope this will move quickly.

The Board of Governors meeting was on March 21 and 22 in Boone. We had two new members appointed, and two returning members appointed to our Board of Trustees.

## **Budget Updates**

On Monday we held the university wide budget hearing, and on Tuesday we held the annual joint meeting of leadership and advisory councils. We discussed anticipated priorities for the upcoming year.

## **Construction**

- Apodaca Science Building is rising!
- Construction of the north baseball parking garage is anticipated to begin in May of 2020.
- Design work of the steam plant is complete. Once we receive other funding we can really begin work on it.
- Lavern Hamlin Allen Hall is anticipated to open in August.
- IT updates: We are on phase two in the HFR parking lot.

## **Other Items**

- We are planning and working on creating learning space and electronic environments across campus. 25% of classrooms are standardized currently.
- We are seeking a replacement for the women's basketball coach.
- On May 2, we will be announcing the final numbers for the Lead the Way Campaign. Join us from 12-2:30 pm in the Ramsey Center for a free lunch and a gift.
- On June 7, we will be inviting top donors to campus for a thank you for their contributions.
- On April 27 at 5:30pm, we will have the dedication and reception of the David Orr Belcher College of Fine and Performing Arts.
- Current changes in the Chancellors Office: Jessica Woods is picking up Claire Collins duties for the time being, and Julie Mathis is taking up Jessica's duties.
- Chancellors Search Update: the committee meeting has been posted, which will give 48 hours'

notice. If all goes according to plan, on Monday April 29, we will have a meet and greet with our newly named Chancellor-Elect.

A big thank you to Dr. Carol Burton for stepping in as Acting Provost.

Damon Sink expressed his thank you on behalf of the faculty to Interim Chancellor Alison Morrison-Shetlar for her mentorship and the great work she has done for our campus as Interim Chancellor.

## **Provost's Report: Carol Burton**

We will realize a record number of students graduating this spring (1,826). On the heels of our largest enrollment in WCU's 130-year history (11,639), these accomplishments underscore our commitment to our core mission of educating students and serving our region by providing an educated citizenry. Our students are fortunate to learn from and be supported by, exemplary faculty and staff, regardless of field of study, instructional modality, degree level, or home location. Thank you for the privilege of working alongside you to make our students' success a reality.

Our annual spring awards ceremony will be held this Friday, April 26 at 3:30pm in the UC Grand Room and I hope you will join us to recognize and celebrate the honorees.

### **Taskforce on Faculty Salaries**

The Taskforce on Faculty Salaries, chaired by Dean Richard Starnes, has concluded its work and submitted the report, including recommendations, to the Provost. Faculty senators will receive a copy of the report for review by the Faculty Senate Overflow meeting on May 1, 2019.

### **Enrollment Growth Funding Follow Up**

The annual budget proposal process for 2019-2020 is underway and public presentations for each division were held on April 22, 2019. Please visit [budgetprocess.wcu.edu](http://budgetprocess.wcu.edu) for the presentation slides.

The following slides are shared in response to earlier Faculty Senate requests for information on Academic Affairs' 2018-19 allocations.

## Results from FY2018-19 Process



- **Recurring \$1.4M (To Date)**

- New Faculty: \$990,000
    - Statistics, Business Law, Mechanical Engineering, Acting and Directing, Interior Design, Physical Therapy, Sociology, Computer Aided Design, Integrated Health Sciences
  - New Staff \$365,000
    - Math Tutoring Center, Advising, Accessibility Resources, Writing and Learning Commons, Biltmore Park, Degree Plus, Diversity and Inclusion/Community and Economic Engagement
  - Non-personnel Operating: \$29,000
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## Results from FY2018-19 Process



- **Non-Recurring \$1.0+M (To Date)**

- Lab and Studio Equipment: \$841,000
    - Anthropology & Sociology, Biology, Chemistry and Physics, Communication, Criminology and Criminal Justice, Geosciences and Natural Resources, History, Physical Therapy, School of Music, School of Nursing, School of Stage and Screen, Service Learning
  - Space Improvements: \$105,000
    - Advising Center, Highlands Biological Station, General Classroom Space, School of Art and Design
  - Educational and Technology Initiatives \$73,000
    - History, Accessibility Resources, Criminology and Criminal Justice, Undergraduate Research
- 

### **Summer Enrollment 2019**

We continue to monitor summer term enrollment closely. While it is still too early to say for certain, our year-to-year point-in-time comparisons are looking promising. As of mid-April, 52.2% of available summer seats have filled, while in 2018, 50.7% of available seats had been filled at the comparable date. Additionally, the currently-built summer sections offer 445 more available seats than were being offered at this same point in 2018.

Deans and department heads have invested significant time and effort into thoughtful curation of our summer course offerings as we have prepared for the upcoming summer term, and it is their hard work that has ensured promising numbers at this early phase. The Office of the Provost will continue to monitor enrollments and work closely with college leadership on this issue.

### **Enrollment Fall 2019**

Overall WCU enrollment for Fall 2019 is currently **8,407** students compared to **7,619** students, point-in-time, for Fall 2018. The freshman-sophomore retention rate is currently **82.9%** (compared with 83.9% PIT last year). We anticipate a first-time full-time freshman enrollment of 2,150-2,200. New transfer student applications are trending up from last fall, which was a record increase of approximately 39% at 1,105 over the previous fall. Anticipated headcount will likely exceed **12,000**.

The graduate enrollment report as well as the overall WCU enrollment report 134 days prior to census on 30 August 2019 are depicted below. There is an increase of 36 graduate students enrolled compared to Fall 2018, point-in-time. Graduate student credit hours are up 452 SCHs compared to Fall 2018, point-in-time.

As a result of academic year registration, 214 graduate students are already enrolled for Spring 2020 (compared to 80 students, point-in-time, for Spring 2019). Fifty-two graduate students enrolled in graduate programs this week and 45 new graduate students were fully admitted for Fall 2019 who were recommended for admission by Graduate Program Directors.

For May 2019 Commencement, **385** graduate students have cleared graduation checks compared to **357** students who graduated in May 2018.

The following 5 graduate programs are currently enrolled for the Fall 2019 semester at the same or higher level compared to Census Day in Fall 2018:

**Arts and Sciences:**

Chemistry:	17 students, +3
Public Affairs:	37 students, even

**Education and Allied Professions:**

School Counseling:	22 students, even
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**Health and Human Sciences:**

Nursing Anesthesia DNP:	32 students, +16
Social Work Advanced Standing:	22 students, +2

Headcount and Student Credit Hour Summary: up 36 students (1097 vs. 1061), up 452 SCHs (8,699 vs. 8,247)

College Point in Time and Comparison to Fall 2018 Census Enrollment:

Arts and Sciences: (n=106) up 14 Census}	{19 students needed to equal 2018 Fall
Business: (n=168) down 11	{100 students needed “ “}
Education and Allied Professions: (n= 417) up 20	{187 students needed “ “}
Engineering and Technology: (n=60) up 21	{15 students needed “ “}
Fine and Performing Arts: (n=8) up 1	{3 students needed “ “}
Health and Human Sciences: (n=333) down 8	{179 students needed “ “}

2017 Fall Census: 1,628 students enrolled; 13,295 student credit hours

2018 Fall Census: 1,612 students enrolled; 13,120 student credit hours

2019 Fall Census Enrollment Goal: 1,612 + 25 = 1,637 students enrolled

18 April 2019: 1097 graduate students enrolled (67.0 % of our Fall 2019 enrollment goal) with 8,699 SCHs enrolled (66.3 % of our Fall 2018 Census)

### **Administrative Searches**

- Interviews for the Director of Office of Research Administration will take place the last week in April through the first week in May. For additional information regarding the job description, search committee composition and candidate materials, please see <https://www.wcu.edu/learn/office-of-the-provost/administrativesearches.aspx>.
- The search for a new Dean of Health and Human Sciences will continue into the next academic year. The search committee, under Dean George Brown's leadership, did an admirable job of reviewing and interviewing candidates for the position. However, based on the collective feedback received, analysis of the options, and further review of candidates in the pool, we are suspending the search temporarily. Dr. Doug Keskula, current dean, will continue in this role for the next academic year.

### **New Advanced Placement Credit**

The Board of Governors passed a new policy on the awarding of credit based on Advanced Placement (AP) exam scores. The policy requests institutions grant appropriate course credit to students scoring a three or higher on any AP exams that the institution accepts for credit. Universities with a compelling reason why a score higher than three must be required can petition for an exception to this policy from their Boards of Trustees. Compelling reasons must be based on analyses of academic outcomes as discussed in the regulation 700.10.1[R].

- [Addendum #1](#)

*Question: Does GA have plans to follow the results of the new AP?*

*Response: Yes*

*Question: Will departments receive the information when you follow the students?*

*Response: Yes, and if it requires an adjustment then the departments will be the ones to address.*

*Carol Burton will do follow up on this.*

*Comment: We have a lot of students coming in from early college, others, etc.... it doesn't seem like there is a lot of consistency in the scores.*

*Further discussion proceeded.*

***The full Provost Report is available on SharePoint.***

### **Staff Senate Chair: Natalie Broom**

- The March UCLub fundraiser goal was \$5,000; we surpassed that goal and raised \$6,033. Thank you

for all of your support.

- We have 100% staff senator participation in community service, and are one senator away from obtaining 100% in giving.
- We are currently planning a 100K celebration for our staff senate student scholarship. With the funds, we were able to support two incoming freshmen and two continuing students with a \$1000 scholarship each.
- We are currently working on initiatives for the next AY.

### **SGA Report: Matthew Opinsky**

- This past Monday SGA had their last senate meeting for the year, and passed a resolution encouraging WCU administration to provide free menstrual products.
- We are working on the implementation of gender inclusive restrooms, and working on improve campus visibility and safety.
- In summary, we passed 51 resolutions in AY2018-19.
- The *Whee Talk* program received a UNC system award.

### **Faculty Assembly Report: Rebecca Lasher**

The last faculty assembly meeting was on April 12.

There was an Equivalencies Presentation. *The presentation materials are available on SharePoint.*

We resolved sanctions that the Board of Governors had considered for late grades. They will continue to allow each institution to administer as they have always done.

Assembly is no longer going to look at ways to get involved on campus with regard to student conduct; student conduct will continue to be addressed at the institution level.

The system is looking at possible remedies for the changing demographics that will come in the future. This conversation is in response to a question asked about shifting demographics in the next ten years. Nothing has been decided, nor part of talking points. Items discussed: raising out of state caps, allowing border states in-state tuition, more scrutiny of new degree programs, enrollment funding models, etc....

***The full report is available on the Faculty Senate SharePoint site.***

### **Academic Integrity Task Force report and recommendations: Debra Burke**

The Student Government Association (SGA) passed a resolution in 2017, which acknowledged that cheating occurs during online assignments and in-class proctored exams, that faculty used easily available test-bank questions, and that a system permitting cheating undermines the academic process and creates unfair burdens on some students while unfairly helping others. The resolution requested that professors exercise a higher standard of care to ensure that cheating does not occur during online and in-class exams, and that students are tested on their comprehension of course material and not their ability to memorize test-bank questions. Suggested steps included ensuring that professors adequately observe students during testing and refrain from using test-bank questions on quizzes and

exams. These concerns identified by the SGA were shared by the University's Faculty Senate's Academic Policy and Review Council.

As part of the periodic revision of the university's strategic plan, in 2018 the goal of promoting "a culture of student academic honesty, expanding educational programming around academic integrity and truth seeking" was added to the strategic direction centering on enriching the student experience. Additionally, the Provost appointed a 13-member task force of administrators, faculty, and students, and charged them with reviewing the institution's current policies and processes on academic integrity and recommending meaningful changes with strategies to improve the culture, processes, and procedures concerning academic integrity.

The task force divided the members into four sub-groups to organize a framework for analysis.

- \* Procedure & Process Issues: to review the current model for addressing academic integrity violations and propose drafts for modifications;

- \* Culture Issues: to review honor codes of other institutions, along with their policies on academic integrity;

- \* Education & Resources: to ascertain the extent of the problem, how students cheat, and what resources are available both to cheat and to stop cheating; and

- \* Technology Issues: to focus primarily on the unique dimension that technology adds to assist students in committing academic dishonesty as well as to help impede those efforts.

Opportunities and examples abound for the student predisposed to shortcuts. It is probably not a leap to conclude that every student will be tempted to cheat on an assignment in his or her lifetime. The student survey on academic dishonesty conducted by Drs. Alvin Malesky and Cathy Grist in association with the Task Force asked respondents, "How often do you think that a typical student violates the Academic Integrity Policy?" Ninety-five percent (95%) of students surveyed responded that at some point the typical student commits academic dishonesty. In general responses from the survey conducted (Appendix A) were consistent with what the literature suggests about cheating in higher education, although limitations and anomalies in the data set counsel against specific conclusions based upon the responses.

The three components of the fraud triangle for financial crimes, such as embezzlement, are: 1) financial need, 2) opportunity, and 3) rationalization (The Fraud Triangle, 2017).

Key Recommendations:

- \* Provide regular programming on the emerging academic dishonesty trends so that faculty are aware of current issues and techniques for cheating. Programming should be made available to full-time and part-time faculty. The Coulter Faculty Commons is the recommended provider.

- \* Provide instruction on the Academic Integrity policy and procedures to follow when a student violates the policy at New Faculty Orientation. Provide an overview of best practices and resources for minimizing academic dishonesty, as well. The Coulter Faculty Commons is the recommended provider.

- \* Establish programming to inform faculty of best practices for designing and executing a course that lessens an anxiety-induced propensity to commit academic fraud, such as those strategies previously enumerated. The Coulter Faculty Commons is the recommended provider.
- \* Deliver and strengthen modules on time management skills at orientation, USI 130 and first year seminars to combat tendencies to commit acts of dishonesty because of insufficient time to complete, procrastination and forgetting about assigned work.
- \* Require an online proctor, such as HonorLock (Appendix B) for online assessments:  
file:///C:/Users/burke/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/36J8OE1R/The%20Honorlock%20Difference%20(6)%20(002).pdf.
- \* Reward vigilant faculty by considering faculty efforts to educate themselves about academic dishonesty issues and to employ strategies to minimize opportunities for cheating in their courses by adding this critical part of their responsibilities to the Annual Faculty Evaluation. Expectations should be addressed by Faculty Senate and Office of the Provost.
- \* Provide ongoing programming and support for faculty to limit the opportunity for violations, such as through test question writing workshops, instruction on using anti-plagiarism software, and best practices share sessions. The Coulter Faculty Commons is the recommended provider.
- \* Adopt a revised Academic Integrity policy that is neutral, streamlined, mandatory, and user-friendly. Appendix C illustrates the Task Force's recommendation.
- \* Make the Academic Integrity Policy more visible on WCU's website. State WCU's expectations for our community of learners, and provide a visible link to the process for alleged violations.
- \* Display the Academic Integrity Policy prominently in classrooms and class buildings, as well as continue to include in the syllabus template.
- \* Include an academic integrity module in USI 130 and encourage first year seminars to discuss ethics as part of their content.
- \* Maintain institutional membership in the International Center for Academic Integrity.

*Comment: Before we changed academic policy out of a centralized place, if you had a second offense it was a required hearing. We should go back to that model.*

*Response: That is a good point. It would be a good addition.*

*Comment: The CFC is awesome and we need to make sure they are supported as we ask them to do more.*

*Comment: A recommendation could be to stress an in-class exam.*

*Response: Resident students would be no issues really. This is an easy solution.*

*Comment: On the flipside, I get dinged by not doing more things on blackboard, but then it shows up in the student evaluations. We get penalized. It's concerning.*

*Comment: Adjunct pay may hinder someone from really putting the effort in.*

*Response: The proctoring service would really impact this.*

*Eli Collins-Brown, CFC Director, added that she appreciated the accolades for the CFC. She also shared that they are more than happy to help faculty and have the know-how, research, and ability to assist.*

*Further discussion proceeded.*

***The full report is available on the Faculty Senate SharePoint site.***

## **Student Assessment of Instruction Task Force report and recommendations: Dale Carpenter**

*The report was sent out to senate for review prior to the meeting.*

The Faculty Senate charged the SAI taskforce as follows:

- Collect a wide range of research-based evidence and faculty input about best practices in SAI processes at WCU and at other institutions.
- Using this research and faculty input, review guidelines for making information from SAIs appropriately available to faculty and administrators.
- Evaluate relevant models and potential vendors.
- Develop a timeline and process for implementation and subsequent ongoing reviews.

The taskforce has ten recommendations as follows:

1. Students should have the opportunity to provide input on the learning experience including individual courses.
2. Student assessment of courses should include data to be used formatively and summatively.
3. Student assessment instruments should collect data primarily for formative purposes.
4. Departments should remove reference to specific SAI scores from their DCRDs and should not assign decision-rules for evaluation to specific SAI scores for AFE, T&P or PTR by 2020 – 2021 for applicants for 2021-2022.
5. The Provost's office should remove the "SAI table" from the Guidelines for the preparations of dossiers 2019– 2020.
6. The current instrument for collecting student assessment information should be revised to focus primarily on the learning experience.
7. Student assessment instruments should allow for the addition of a limited number of questions by programs or departments based on relevant factors such as level of course, content, delivery, length, and others that are specified and approved in the program CRD for formative use by the

instructor and the program.

8. The Task Force recommends the establishment of a structure and process to review the SAI process including how the data are used on a regular schedule. The first review should occur no later than 2023-2024.
9. Department Heads should participate in mandatory professional development and guidance about how best to assess and incorporate student evaluation data in the annual review processes, including in Collegial Review Committee deliberations and peer review of teaching.
10. The Task Force makes no recommendation regarding a vendor or product to employ to collect student assessment information.

Task force participated in four leading software provider vendor demonstrations, and found that all of the vendors provided the same services. There is no recommendation pertaining to a particular vendor.

*Question: Why are recommendations #4 and #5 not in sync?*

*Response: Number 5 is easier to do because committees and departments will need to meet. The data still exists. We are asking that the table be removed.*

*After talking to Departments Heads and Provost Council, the students expect that open-ended responses will be reviewed. We, instead of removing the question, suggest that the department heads rather receive training on how to decipher and read those types of responses.*

We suggest some changes in the instrument.

Possible Questions for SAI: My Efforts

1. I attended class.
  - a. Most classes – three or less absences.
  - b. Missed more than three classes.
2. I completed:
  - a. All assignments
  - b. Most assignments
  - c. Few or no assignments
3. The grade I expect in this course is:
  - a. A    b. B    c. C    d. D or F
4. My effort has been:
  - a. Great    b. Good    c. Average/Okay    d. Not good

Possible Questions for SAI: My Ratings

1. This course meets my expectations.
2. I learned most or all the learning outcomes for this course.
3. The instructor communicates goals, objectives, and/or learning outcomes.
4. The instructor communicates expected assignments and due dates.
5. The instructor fosters a class environment of inclusion, respect and dignity for all students.
6. The instructor regularly meets the class when scheduled.
7. The instructor starts class on time and uses most of the scheduled class period.
8. The instructor is prepared and organized for class meetings.
9. The instructor provides a syllabus for the class online or in paper copy.
10. The instructor returns graded assignments in a reasonable timeline.

#### Possible Questions for SAI: Open-Ended

1. Do you have any specific recommendations for improving this course?
2. What are one to three specific things about the course or instructor that especially helped to support student learning?

*We reviewed data on CourseEval over the last 10 years and it was about 70% overall. OIPE looked at whether there were differences in ratings with regard to race, gender, etc., and the only sizable difference is that female instructors under 40 had higher ratings than male instructors over 55. This was the only significant difference we could see.*

*Further discussion proceeded.*

***The full report is available on the Faculty Senate SharePoint site.***

### **Informational Reports:**

#### **Updated Policy 56 on Ethics in Research: David McCord**

This is an update to an existing policy. Major federal changes triggered a mandatory revision. The flow chart and revised policy was sent out to Senate prior to this meeting, and it will go to Provost Council and Executive Council for approval.

#### **Academic Assessment Review Advisory Council Report: Amy Strickland, Director of Assessment**

*The report was distributed to senate prior to the meeting and a presentation was shown on screen.*

Purpose of the Council:

The AARAC provides leadership across academic outcome assessment and academic program review activities. The group provides feedback and serves in an advisory capacity for assessment and evaluation processes and procedures.

Actions Taken as of April 5, 2019:

Using guidance from the November 2018 resolution, the council established the following list of tasks that seek to enhance and organize institutional effectiveness processes and information dissemination.

A workflow of roles and responsibilities of the Office of Institutional Planning and Effectiveness (OIPE), program assessment representatives, and members of the AARAC was drafted and reviewed by the council at the April 4, 2019 meeting.

Plans to utilize the Continuous Improvement Resource SharePoint site for dissemination of password protected information were also discussed at the April meeting. This SharePoint site will be the University's source for templates, best practices, and assessment oversight materials.

The Office of Institutional Planning and Effectiveness provided to the council a ten-year timeline of SACSCOC activities and deadlines from which longer-term planning for assessment and evaluation will be based.

***The full report is available on the Faculty Senate SharePoint site.***

## COUNCIL and COMMITTEE REPORTS

### **FAC Report: Amy Murphy-Nugen**

We will have action items on next week's agenda.

### **APRC Report: Ken Sanney Non-curricular (curriculum) Task Force report (tentative)**

We will have action items on next week's agenda.

### **CRC Report: Wes Stone**

#### **NTTF Implementation**

We are working on updates to the faculty handbook; there are two documents on SharePoint that show

tracked changes. We have added Section 4.09, and additional changes are in Sections 4.01-4.09. We will be voting on this next week and will be generating a resolution to put those changes into place. This will be an implementation resolution as a follow-up.

**Working on Academic Advising**

We are working on recommendations for the next year.

**Tenure Track Faculty in Admin Roles**

We are compiling observations and will send recommendations as a memo to Provost Council.

*All Faculty Senate meeting recordings are available on the share drive.*

**MEETING ADJOURNED**