

**2009-2010 Faculty Senate Meeting Minutes
Signal Mountain Room, University Center
November 19, 2009**

The minutes can also be found at <http://www.utc.edu/FacultySenate/minutes.php>
Senate meetings are open meetings to which all interested parties are welcome.

<u>Division</u>	<u>Present</u>	<u>Absent</u>
President	Pedro Campa	
Past-President	Gavin Townsend	
At-Large	Mike Bell, Rebecca Bromley, Rebecca Elliot, Clair McCullough	Jennifer Beech, Jim Tucker
Lecturer	Andrea Becksvoort	
Adjunct		
Behavioral Sciences	Vic Bumphus, Nick Honerkamp, Barbara Medley	Lorraine Evans
Business Adm.	Jim Henley, Keith Richards	Greg Thibadoux
Eng & Comp Sci	Frank Jones	Ron Goulet, Li Yang
Fine Arts	Stuart Benkert, Ron Ulen	Kenyon Wilson
CHEPS	M.A. McCoy,	Kay Lindgren, Deborah McAllister, D. R. Meece, Elizabeth O'Brien, Cheryl Robinson
Humanities	Ralph Covino,	Lynn Purkey, Vicki Steinberg
Library	Beverly Simmons	
Math & Sciences	Hill Craddock, Irene Loomis, Lucas Vandermerwe	
Ex-Officio	John Delaney, Jocelyn Sanders	Roger Brown, Theresa Liedtka, Richard Brown, Phil Oldham
SGA Liaison		

Among the guests present: Melissa Laeser and Terry Denniston.

Pedro Campa called the meeting to order at 3:15 p.m.

The minutes of the November 5:2009 meeting were approved.

Action on Curriculum Proposals

James Hiestand, who chairs the Curriculum Committee, moved approval of the following proposals, seconded by Irene Loomis, which were approved 20 yes; 1 no; 0 abstentions:

09-006 **College of Business:** Courses with BUSA prefix will change to BUS

09-007 **University Honors Program:** Revised catalog description of Classical and Medieval Historical and Political Thought

10-009 **Criminal Justice:** proposal to allow criminal justice majors to take an additional three hours of Legal Assistant Studies courses as an elective in the major

10-010 **History:** add Southern African History and Africa in the Atlantic World to list of courses that satisfy the requirements in non-Western history for majors and minors

10-011 **History:** New course: Africa in the Atlantic World

10-012 **History:** New course: Southern African History

10-013 **History:** Change catalog descriptions of the two-course survey of sub-Saharan African history to move the boundary between the two halves of the survey from 1880 to the beginning of the nineteenth century.

10-014 **Mathematics:** New courses: Introduction to Analysis I and Introduction to Analysis II

10-015 **Mathematics:** Change MATH ACT prerequisite for MATH 131, 144, and 215 from a minimum of 24 to a minimum of 22.

10-016 **Engineering:** Change the science requirement for Engineering Technology Management to include biology and geology.

Report on Employee Work Life and Diversity Study

Barbara Medley reported that in the fall of 2008, a survey was conducted with the goal of receiving responses from the entire UTC employee body; focus groups were conducted in the spring of 2009, and the report became a part of the Strategic Plan implementation process. The total number of faculty responding was 173; 119 administrators responded, and 129 staff responded. Half of the faculty respondents were tenured, 23% were lecturers, and 22% were adjuncts. There is at present no college-by-college analysis of the results; that analysis is taking place now.

The University should be able to use the survey results for several years, and employees may access the full report on the UTC home page by clicking on the Strategic Plan link. The purpose of the survey was to supply data that would support the recruitment of a diverse UTC faculty and administration and inform the Strategic Plan process. Data from the study is being used to guide the work of the Strategic Plan committees. In constructing the survey, a base survey from Mississippi State University was used that they conducted in their College of Arts and Sciences, as well as some diversity and multicultural items from a University of Rhode Island study. There were three surveys: one each for faculty, administration, and staff.

Dr. Medley reviewed the major findings and responded to questions:

Recruitment and Hiring: The Chattanooga area is a significant draw for faculty recruitment; people like Chattanooga; most incoming employees felt the hiring process was pretty good and that they got fair salaries and were able to know what their benefits were but there was a need for more fairness regarding salaries and more information about benefits. Administrators and staff did not have as many concerns as faculty. Negotiations for salaries need to be improved and there was concern about little support for research. 54% of the faculty said they had successfully negotiated for what they needed to conduct research and do their jobs.

Tenure and Promotion: Most faculty have been satisfied; however 33% of the faculty respondents did not feel supported in their progress toward tenure. 24% received no reduction in responsibilities to better meet research and publication requirements for tenure. Most faculty and administrators felt there was inadequate support for research, yet this is an evaluation requirement for faculty.

Professional Growth and Performance: Concerns were expressed about the long work week for faculty and administrators. Faculty work an average of 50 hours per week and administrators work an average of 49 hours per week (both self-reported). Only 34.8% of faculty felt they had sufficient teaching support. Less than one-third felt that the current evaluation system is fair and equitable. Less than 50% of faculty felt they had the needed equipment and supplies to do their jobs. Concerns were expressed about the insufficient number of support staff.

Community Service and Engagement: Many faculty have a three-pronged evaluation (teaching, research, service): how do we meet these requirements in the current evaluation

system? Faculty raised questions about how to effectively carry out engagement under the existing work load. Concerns were expressed about the lack of recognition and reward system for service and engagement, since these endeavors are part of our mission. Support for service learning was mixed. 57% of administrators and 37% of faculty supported increased support for service learning. Faculty are ambivalent about how service learning would be implemented and how they would be affected by it.

Work Satisfaction: Most people like their jobs and enjoy their work, especially the positive relationships with co-workers. However, concerns were expressed about low salaries, lack of reward and recognition, the lack of promotion and advancement opportunities, the lack of professional development opportunities. 60% do not feel they are paid fairly.

Communication and Decision-making: There is a lack of communication about what is going on at the University level; people don't feel like they're in the loop. There is a need for greater involvement in communication at the departmental level. UTC is not as open and transparent as it needs to be. Some people were reticent about being vocal and disagreeing for fear of repercussions.

Compensation: Only 30% of faculty, 35% of administrators, and 39% of staff felt fairly compensated. People do not feel their salaries are competitive with the market place. The best way to improve pay equity is a combination of merit and cost-of-living. People were unclear about what compression is. Most people were satisfied with their benefits.

Programs and Services: UTC needs a more effective Affirmative Action Office (we've hired a Diversity Officer for the campus since the survey was administered, and the office has been strengthened considerably). UTC needs more efforts to train employees on sexual harassment and sex discrimination; many employees aren't aware of the options they have for addressing problems with respect to sexual harassment, affirmative action or other areas of employee life.

Diversity: UTC has made good gender diversity progress and less progress in racial and ethnic diversity. There is insufficient support for diversity departmentally and at the University level. Student diversity has improved.

UTC Mission: Concerns were expressed about whether employees are familiar with the mission statement. But most said they were familiar, understood it and agreed with it. Most felt teaching needs to be prioritized to accomplish the mission. However, they also emphasized the need for support for research as a second major priority. Service learning was seen as a viable approach for engagement that needs to be structured appropriately. Most felt UTC is on track with what other colleges and universities are doing.

Recurring Themes: Lack of trust because of lack of openness in communication; concern about space allocations for labs and other resources for research; concern about lack of employee recognition, valuation and reward.

Student Survey Retention and Diversity Study: Student retention is a priority. How do we keep students and move them toward graduation?

Question and Response Period

Gavin Townsend noted that we need a breakdown between part-time faculty and full-time faculty responses to interpret the results accurately. Marcia Noe noted that we need a similar breakdown for the results on gender diversity progress, not only college by college, but department by department. Melissa Laeser, a Mathematics faculty member who is a statistician, expressed concerns about the methodology used in the Student Study and the

way that the results were reported in a recent newspaper article, which included disparaging remarks about members of the Department of Mathematics that were drawn from pool of four focus groups, each comprising four students. She offered her services to Dr. Medley. She stated that as the study is written, there are some problems with it that are reported in the executive summary. If you're trying to study retention, the executive summary indicates that the Department of Mathematics has something do with retention. But for the question about whether a student would leave UTC, none of the answers had to do with the Department of Mathematics.

Dr. Medley responded that The comments in the newspaper article were from a 16-student pool and not from the survey and we would not have wanted that to be done.

Dr. Laeser asked why, then, was this concern about the Department of Mathematics included in the executive summary.?

Dr. Medley responded that it's there because it was an area of concern to the students in the focus groups. These data were not intended for the general public, but they were taken out of context and presented to the general public. In doing the study, to get sufficient student input, we did use multiple methods that compromised the validity of the study. Susan Faye Ritz, Dr. Medley's assistant responded that in the executive summary it is stated that these were focus group data and not survey data and the journalist represented them as survey data.

Steven Kuhn noted that in the executive summary, twice as much space was devoted to the 16 students and their comments than to the quantitative results from the survey. There should have been a caveat saying that none of these comments is generalizable. He asked if Dr. Medley was going to respond to the inaccuracies in the newspaper report.

Dr. Medley replied that they had talked about that; one possibility is a letter to the editor making a clarification and expressing concern about the way the information was presented. She said she didn't know what other options were available. Dr. Kuhn noted that in the student comments there is at least one that is an error of fact and shouldn't she be correcting errors of fact?

Dr. Medley replied she had had that conversation already, and that the survey cannot be seen as a definitive statement about the Department of Mathematics. because the department has had no opportunity to respond. There is a lot of space given to the focus groups, but those concerns were expressed in the focus groups.

Boris Belinsky asked that if we all agree that the methodology is flawed, and you agree, are you going to inform the Senate and the faculty about what you're going to do about it.

Dr. Medley said that she became aware of the article only the previous day and have had conversations about it today, and that we do have to have a response that is going to be helpful. She is not sure what the options are but she is open to suggestion.

Dr. Belinsky replied that the recommendation to offer math tutorials at the University level and not the math departmental level is unprofessional and harmful to students. This report is potentially harmful because it is inaccurate.

Dr. Ritz replied that the facts were misconstrued.

Dr. Belinsky replied that that's not true. This information doesn't make any sense. The Dr.

Dr. Ritz replied that the qualitative perspective is also important, not just the quantitative perspective.

Dr. Belinsky replied that the report was Bo incorrect and was informed by; a misuse of statistics. He invited Dr. Medley and Dr. Ritz to meet with the departmental statistician.

Dr. Ritz replied that she had taken several statistics courses and that there is a qualitative as well as a quantitative perspective to be considered. The newspaper misconstrued the data and it should be corrected.

Dr. Medley stated that the survey data is generalizable but the focus group data is not. The newspaper presented focus group data as generalizable and this is wrong. This information should not have ended up outside the University and that we may have set ourselves up for this.

Chuck Cantrell (University Relations) noted that with the Freedom of Information Act, Sunshine laws, and Internet postings of university documents, there is no such thing as an internal document any more, and Dr. Medley noted that there is an Open Records law in Tennessee and the media can request a document from public institutions if they go through the appropriate process, and the University then has to release it.

Claire McCullough asked if all of the recommendations in the study were based on survey data. Why does the service learning recommendation exist when only one-third of the faculty agreed that service learning was important? Why was the focus group data used at all.

Dr. Medley replied that faculty focus groups felt that service learning was important.

Kay Lindgren noted that in the School of Nursing they have to give math tutorials because the students cannot do the math they need to do in their Nursing coursework.

Report from the Academic Discontinuance Committee and Subcommittees

Jocelyn Sanders reported that this committee has been charged to offer recommendations by mid-January that would cover three options: a low-producing course or program could be recommended to be continued, revised, or cut. This committee comprises Dr. Campa, Verbie Prevost, Jeremy Burgoin from SGA Stephanie Bellar, Paul Watson, Cecelia Wigal, Rich Allen, and Valerie Rutledge. The entire group met once and talked about process and major issues. It was then divided into two subcommittees: 1) education 2) other programs. These subcommittees are looking at a given department or program's accreditation reviews, recent program reviews, departmental profiles, impact on other programs, employment of graduates, impact of graduates on community, resource issues. The committee will reconvene next week with subcommittees bringing what they've discovered. The hope is that the committee recommendations will go to the provost and chancellor by mid-January.

Report from the Executive Committee of the Faculty Senate

Dr. Campa reported that the Executive Committee met with the chancellor and provost and talked about postretirement service and better levels of communication. The UT Council (a group comprising faculty representatives from each UT campus) meets on January 25 in Nashville. The head of Council met with President Jan Simek. Salary increases may not be on the table. Dr. Simek says UT is in regular communication with the governor and is sensitive to the fact that UT employees have not had a cost-of-living raise in three years. No decision has been made but Dr. Simek seems to think compression raises are doable. Another item of concern is the tenure review process. The head of the UT Council expressed concern that the integrity of tenure review is undermined under the present economic conditions because if someone doesn't get tenure in a given department, it might undermine that department because the person won't be replaced. Dr. Simek did not regard this as a systemwide issue.

Dr. Townsend noted that he and Dr. Campa will meet with the chancellor about re-opening the faculty dining room in the University Center because faculty need a place to meet for lunch, have a quick committee meeting, etc. The chancellor will work on that. Dr. Campa noted that the compression plan has passed muster with Dr. Simek and is still tied up in the UT system.

Faculty Concerns

John Delaney noted that he has discussed faculty membership in the Aquatic Center and will report at the next meeting. There is no consistency across the state about how schools include faculty in their health centers.

Dr. Noe noted that since the spring 2010 semester begins on a Wednesday, faculty who teach once a week on Monday afternoon or evening or on Tuesday afternoon or evening will have only a 13-week semester instead of the 14-week semester that everyone else will have. She wondered if the Senate could make sure that this situation doesn't happen again.

Dr. Covino moved to adjourn.

Recorded by Marcia Noe