

Faculty Senate Meeting – September 10, 2008

Chair Clower - Alright, good afternoon everybody. Thank you very much. I noticed just like in a classroom, everybody is in the back of the room. Thank you very much. Now, I'm going to ask a couple of things of you – if you, I will mention this again later, but if you don't know, we are starting a new version of communication technologies out of the faculty senate and today's meeting is being live streamed via the web. I'm going to ask for your help with a few things though. The microphones that are positioned strategically or un-strategically on the tables if you make sure you don't cover those up and that when do you speak, if you will try to use a clear voice. I won't say a loud voice because Jim Swan does quite well without that right?

Senator Swan: I think so

Chair Clower - Yes, yes. Thank you – right on cue. Alright.

First off, I would like to welcome all of you to a new semester. This is going to be a very exciting year; I think we are having a lot of fun already. Things are changing and we're moving along real well. But, I want to especially welcome our new senators. We have quite a few of them. If you would, I would ask as I call your name that you would rise and just stay standing for a few minutes, we won't applaud after each one, but we will give them group applause at the end. So, for those of you who are here:

Group II

Andrew Justice – Librarian
Ling Lu – Speech & Hearing Sciences
Shawne Miksa – School of Library and Information Sciences

Group III

William Cherry – MATH
Charles Conley – MATH
Seifollah Nasrazadani – Engineering Technology

Group IV

Patricia Kaminski – Psychology
Mark Vosvick – Psychology

Group VI

Noreen Goggin – Kinesiology, Health Promotion & Recreation

Group VIII

Deanne Bush – Music
Elvia Puccinelli – Music
Stephen Slottow – Music – filling in for Frank Heidlberger this semester

At-Large

Patricia Reese – Librarian
Francisco Guzman – Marketing
Richard White - Management

And I ask that y'all join me in welcoming our new senators. A couple of other things, we just handed out to you summaries of the 5 year strategic plan. The full version of the 5 year strategic plan is available on the website: www.unt.edu/strategicplan. If you haven't looked at it recently, I certainly encourage you to do so. I think Dr. Bataille may speak to a couple of these issues later, in just a few minutes, actually. And also, one programming note. If you'll note that under our committee reports, under the Core Curriculum Committee, Celia will be presenting at that same time, she will also bring forward to the senate, the approval of the UCC's meeting from the summer. We just didn't get that included in the agenda. But it will be added in.

I will tell you that the music that we have been enjoying as we came in is from the CD: *Gems for Bassoon* from EcoClassics. So, certainly some interesting music there. Thank you very much for that. And with that, I would like to invite President Bataille to come up and share some words with us.

Dr. Gretchen Bataille

Thank you Terry, and welcome back to all of you. I know a lot of you have been here all summer long, but those of you who got a way at least a little bit – welcome back to a new semester. I am assuming a lot of you were at the convocation yesterday and so I am not going to repeat everything I said. I'm going to make some key points and you have a handout. I think you have a hand out here for you, so you don't have to make notes, you can just pick it up later I guess, if that will work. And I am going to give you some time for questions.

A couple of things I wanted to mention –

Enrollment this Fall - We predicted a 2% enrollment growth. To be honest the 2% was based on hoping that 2% would be both number of students FTE as well as SCH's – student credit hours. We are reaching that 2 % with number of students, we've got more students coming but more of them are opting for part-time and we are not up to 2% in student credit hours. We were up this summer and that means we have to work extra especially hard in the spring because as you know, we are funded based on an enrollment formula and this is a base year. And what ever happens this year will determine our formula funding for the next two years. So, you will hear from us, we will probably be adding a lot of sections in the spring. We added a lot of sections this fall in response to enrollment growth in general. But, we will be adding probably more sections in the spring. It is really important that we get the SCH's up for two years worth of funding.

Also, Hurricane Ike is on it's way, and I just, as I was racing out signed a contract with the Red Cross because UNT has been asked once again to provide shelter for the evacuees who this time will be Texans coming from along the coast. We don't know quite yet where it is going to hit. There are about 5 different projections but you will be experiencing having some more evacuees on campus. They may start arriving as early as tomorrow and I just want to thank you. Thank the whole university community because the volunteers and the support from students have been terrific. It was wonderful Labor Day weekend when we had evacuees here. We will have fewer this time I think. And we will just be ready to do what we need to do.

Entering my third year as President, as I said yesterday, I truly am still having fun. And I am excited about what is going on and excited about what we are doing together to make a difference here. I am going to run through some of the things that I suspect, when Wendy comes, she will also talk about. So I'm not going to spend a lot of time on details. But, -

Well this does not work does it? - is that better? Someone should have told me your head was in the screen. It kept hitting me and I thought this video lighting is not going to work very well.

Okay, we are starting a big push for research clusters. There were 37 proposals. There were literally 100's of faculty engaged in this process along the way. And the 6 clusters then that were chosen are listed here. So, again, I am not going to read through this. These are all facts that you have gotten in various ways. I have to say, I thought the NT Daily did a great job this morning in summarizing the information about the research clusters. There are two other areas of research focus that will get some seed funding. Two areas that we are very interested in, in terms of materials and then in sustainable environment and a lot of what we are doing I will talk about later in the sustainability area. Also, we have a new multi-institutional research center focusing on immigrant studies. Part of that is because of Barbara King Solvers book, *The Bean Trees*, which was used for the One Book, One Community reading. So much in there deals with immigrants and immigrant issues even though it was a different era and different time some of the issues remain constant. Discovery Park and connected with what we are doing in research – just a list there – some of the things we have done. We have done this very systematically. Those of you who know me, know that I work with data and I work with process. Because I don't think we should just be running off doing things with out thinking them through. As a result, we have reorganized and we hired Vish Prasad. He has reorganized the office of research. We have hired a director, Harold Strong, for Discovery Park. We are just finalizing a Director of Research Development. Have already hired, Richard Nader from NSF as the Associate Director for Research Development and the City of Denton is very, very engaged in what we are doing and very supportive. It's a great partnership and also as you know the School of Library and Information Sciences moved to Discovery Park earlier this fall. So there is just a lot of energy out there. How many of you have offices out there? I can feel it, from 2 years ago when I came and when I go out there now. I would see, it was like empty, like hollow sounds there. Now, there's the cafeteria and there is a coffee shop and I understand some of our students actually take the bus out there to eat because some of them like the food out there better than what they have in their residence halls. And so we are seeing that become a real part of our campus.

We have received a number of new grants and we have listed some of them. There's just a lot going on and a lot of our grants really are focused on what are we doing with students, how are we assuring student success, what are we doing with communities and again you can read them yourselves, I'm not going to read them for you.

The Strategic Plan you just received the brochure. There are basically, I guess I would say 4 versions of the strategic plan, not that they are different, they are just – you have the smallest version, the little brochure. The next version is a larger pamphlet that spells this all out. Then there is a version that has all the appendixes and all the data attached. That version we gave to the Board because they are very interested in the data. And I would say the 4th version with all of that, is online. So if you go online, you can print all of the appendixes and you can look at the data that we are tracking over time. This year, we will begin the process of reviewing both the strategic plan and the academic plan together. Last year, we just did some tweaking to the strategic plan. But, this year, Wendy Wilkins is going to lead the process of looking at both of those to be sure both are consistent with one another and consistent with what we think we are.

This is a legislative year, and as some of you know, I arrived in August 2006 and I was sort of handed the legislative plan. I didn't have anything to do with it. I had to just sort of show up and defend a plan I didn't help write. This year, I got to be part of that and many of you were a part of that and administrators were a part of that and we looked at what is it we really need to be requesting? And this

year, we are looking for \$10 million dollars a year, recurring -to support faculty and hiring, to reduce the faculty/student ratio and to support research – a sort of faculty initiative. Another initiative we have is the Nexgen courses and that is 2.5 million dollars a year so that we can continue this process of redesigning courses for large classes. And the 3rd request is money to build a new building for the College of Visual Art and Design and those are tuition revenue bonds. So we are going in to this session with a very clear picture of where we are going here at UNT - courses that support our students and then support, frankly, our size. Money that will support both the teaching and research missions of the institution and continuing we get – every 2 years we get the opportunity to ask for one building. And so, as you know the Life Science Complex is going up. The next building is a business leadership building. Then, we are turning to the arts – the College of Visual Arts and Design and 2 years from now, we will have another opportunity for yet another building. And so we are very clear on making sure that we are in the queue at all times. Requesting what we believe we need.

Kim Reasoner has recently been hired as our internal person for external and government affairs. Government affairs is run out of the system office and so Jack Morton and Ray Rodriguez work out of Austin. I felt it was really important. Oh that was the door, I kept thinking is that a phone? Strange sound. I kept thinking it is important to have someone here, that can be our person. Kim Reasoner used to work for Mike Burgess, she has a law degree from Texas Tech, she is incredible and she is really helping us keep on task as we think about where we are going legislatively. We have two upcoming events. On the 22nd of this month, we meet with the legislative budget board to go over our requests. The 24th there is a meeting that is dealing with the concept of national research universities and all 7 of the emerging research universities have been asked to come and speak. I am working very closely with David Daniel at UTD and Jim Spaniola at UTA. Because there are those 3 emerging research universities here in the metroplex and unless we work together, and I have said this publicly and I have said this to other folks, unless we work together – the University of Houston or Tech will just eat our lunch. Because they are the only game in town where they are and we keep fighting one another instead of saying “this region.” You know this is the fastest growing region in the country practically. Needs really, national research status and our three universities can make that happen. So, we are working very closely so you will be hearing more about that.

I am sure some of you already know this, in terms of changes and academic affairs and your provost just came in. you know that Learning Technologies has joined with SLIS, there is work to put them together as a new college. Journalism is going to split out of the department and become a school, the Frank W. and Sue Mayborn School of Journalism. Aviation Management and Aeronautical Operations will be new majors in the Marketing and Logistics department in the College of Business Administration and Linguistics and Technical Communications, already moved out of English and is a new department in CAS. And we have 3 new deans. We are very proud of those deans and about 90 new faculty members. And what an impressive group they are.

In terms of Distributed Learning, as we thought about it earlier this summer and actually earlier in the spring and realizing that the gas prices keep going up. We knew we had to do more to respond to our students. There is a lot of, I would say kind of experimentation but experimentation based on real solid research. We know enrollment in online courses continues to go up. Our students are much more comfortable with it than most of us are. They seem to just find it really pretty easy to work that way. We have the largest number of SCH's of any public senior institution in Texas. We are going to continue that. We are looking at ways that we can minimize students having to drive so much. And in fact, one of the ads, I think it appeared in Texas Monthly said that, the implications “Save the Planet, take an online course at UNT”. And so we are going to use that and tie it in our sustainability efforts.

We are the first university in this region to sign a college compact from the College Board and we are 1 of 44 universities in the country named by the College Board for really responding to the needs of low income students and first generation students. I am really, really pleased that we are a part of that. Our money management center continues to grow and be cited nationally as a great model and our title III grant, 1.9 million dollars is going to help us track student success. So there is a lot going on to really support students.

In the diversity area and in the office of institutional equity and diversity, as you know, Gilda Garcia came last year and really had to build that office. She has hired 3 people, she has assembled the IDEA team (inclusion, diversity, equity and access), and has parts of that team with information being fed into it from faculty, from staff, from students in order to really reach out across the campus and be sure that we are meeting the needs of all groups. We are nearing completion on an affirmative action plan that obviously should have been done long ago but wasn't and so it is being done now. We moved the multicultural center and the women's center – not physically move them but in terms of reporting lines, into Institutional Equity and Diversity so that we are sure that we are working together on these initiatives and not having things go on sort of in a scatter shot way. We also moved from being in the top 100 to being in the top 50 for the graduation of African American and Hispanic students. In fact, across the board in all minority students but in each of those two groups, in the top 50.

As you know, I care about the environment, I care about what we are doing with sustainability and I am very proud that UNT was among the first universities in the country to do anything about this. In fact, UNT was doing this before it was popular. Right now, it is really popular and what is really nice is to be able to say to people that Yeah we know about LEAD but we had the ESSAT building a long time ago. That was responding to those kind of issues and so it makes me feel, again, proud of this university. This is just a list of some of the things we have done here. I was asked recently to contribute a chapter to a book on, you know, what should Presidents be paying attention to and I used a lot of the data here on sustainability because I do think that is something that presidents need to think about and so often presidents only think about their own term in office or the next legislative session instead of thinking about the future and I think it is really important that we think much more broadly looking forward and sustainability is part of that. Another list of the efforts we have done and I am not going to read through them all. We are saving money and everything we can save whether it is on electricity or water or because we are shredding our own documents we can pump back into the university to use for other priorities and that is really part of paying attention to wise use of our resources rather than just doing things the way we have always done them.

In athletics as you know, we hired Shanice Stevens as head coach for women's basketball. She is making quite a splash with her recruits. Jeff Mitchell is here now and is head coach for golf. What was really fun last Saturday we burned well - we tried, we weren't very good burners but, it did singe it a bit the note that - symbolic note – that paid off the athletic center. And, paid off ahead of time, when you hear about all the athletic costs around the country it is pretty incredible that right now in terms of athletic facilities we owe less than ½ million dollars on them. And that, that's amazing when you look at division I schools. Of course, that isn't going to last for long, because we are moving forward on plans for a stadium. That will be more than a stadium; it will be really an entertainment complex. We are looking at that space across the street where the hotel is now sort of barricaded and we will be seeking independent outside builders to do a hotel, a convention center and then we will seek funds to build a stadium. No university funds can go in to an athletic facility, so this is all about private fundraising, corporate naming rights and that is what we are working on. I am feeling pretty confident, it has taken us a long time to get to this point where I can say, I feel confident that we can do this and that that space will really be an important space for this campus given the intersection of I-35 and the way that is

comes together right there. At the same time, we are doing a lot with athletics and academics. Bill McKee you are going to hear from later, I asked him if he was here to talk about athletics but he is not, he is here to talk about something else. But, Bill is our Faculty athletic representative. He represents us with the Sunbelt Conference. He was the person who said we need to have an academic summit with the sunbelt conference and it was a great summit and we really did get credit for taking the lead and paying attention to the intersection of athletics and academics. Our athletes posted the highest department GPA across the board in the last 8 years. And we were just looking at the APR scores of other institutions in the Sunbelt and we are looking pretty good compared to places like Florida International and so we are continuing to monitor that. Also, we were named number 1 in the country in the, there is an annual study that Penn State does on gender equity and I am proud of that we are paying attention. Title IX came and UNT really stepped up to the plate and everyone recognizes that nationally.

We are also out there really branding UNT and we have been included in a lot of national media. I hope you are seeing it. I hope you are seeing our signs. I hope you are listening to some of the ads. We are going to show you one of our ads – you want to do that now? Then we will finish with one of the billboards and then see what questions you have. I hope this works.

Ad: <http://www.unt.edu/discover/>

I don't know what that little "x" is – "it turns the captions off." I wasn't sure; I kept thinking it was covering something up. Anyway, that is our new ad - could you hear it back there? Yes. Okay, great.

The last slide, well, the last one will show, when she gets to it, the billboard that's up on Teasley. There are about 15 of them around the region. This gives you some examples of the ads that have been in the *Chronicle of Higher Education*, *Texas Monthly*, *CEO Magazine*, *Dallas Business Journal*, I mean we are – when I came, I was accused over and over of not letting people know that UNT is just unknown – we know we are great, we know we are doing a lot of things, but other people don't. And I guess I'll end with one anecdote about why we have 34 of these billboards. When I first saw it I said, "This isn't us, we are people, we are alive, we are doing things." I was told that all of the interviews, all of the consultants that helped us, looked at this and over and over and over people had no idea how big we were. And until we let them know how big we are they won't believe that not only do we have the greatest music school, we also are doing material science research and have almost 290 acres in a research park. They won't believe it because they think we are so small. So our first effort is to let people know how big we are. A great example of that - Wendy and I were at an event in Dallas, chatting with an attorney, someone that is educated, should know better, spent his life in Dallas and I just said, How big do you think UNT is? And he said, oh probably around 10,000 and the woman he was with said, Oh no, Honey it is at least 12,000. So, she was closer but we said, no it is actually over 34,000 and they were both stunned. Then he said, "You're kidding." That was his response, you're kidding. And that is what we want that billboard to elicit - You're kidding, you're that big, WOW! And then they will listen to us when we tell them everything that is going on here. So, that is what we are doing this year and I am available for whatever questions. I don't know how much time you have allotted me. Terry?

Chair Clower: We have time for a couple of questions.

Senator Cherry – I have more of a comment than a question. I am slightly disappointed more than anything that the legislative proposal doesn't have anything to try to improve the financial conditions for graduate students. They think the peer report sort of pointed out that we are kind of near the bottom of the country in terms of tuition labors and just the general financial condition of our graduate

students. They are so important for all the things we are trying to do like the Gasden research and course redesign and all these other things.

Pres. Bataille – well it is really there. It is within this, using student faculty ratio and funds because part of that is graduate students and I know Wendy will probably address that as well. We are paying a lot of attention to that. One of the important things to keep in mind is when you have a chance to ask for – like – two things. You don't ask just for graduate students because then you are not going to get very much at all. So, when you are asking for 10 million dollars to support research and teaching, woven into that is ALL the research and teaching. Research fellowships for graduate students, teaching assistantships for graduate students, new lecturers, faculty salaries, improvement in a laboratory, so that 10 million encompasses all of it.

Senator Cherry: historically when we have taken that approach, very little has ended up with the graduate students. There has been a big pot set aside for faculty salaries. . .

Pres. Bataille – Historically we have never done this before. Historically, this has not happened, we have not made this kind of request before of the legislature. And we may not get it. But in fact, the other thing this year is in our budget reallocations. A great deal of money was reallocated to support graduate students stipend so, I don't know the dollar amount.

Provost Wilkins – I don't know the exact dollar amount – it was 35 new competitive fellowships that included tuition. And actually in my comments section if you will bring this, I don't want to take time now but later in my comments. If you want to address that, I will tell you about the next step that we are taking.

Pres. Bataille - So we are very aware of that – the graduate student review that Wendy had last year. The Academic Affairs review we had the first year I was here all pointed to that as an important issue. And we are very aware of it, so, don't be disappointed for long, okay?

Senator Peters - When you process the strategic plan would it be possible to improve the sustainability?

Pres. Bataille: Absolutely, I think actually what is really good is our vision statement or our mission statement, actually has the word sustainability in it. “. . . sustainable future for our students, state, nation and world” in the Mission statement. But, that is part of what this will be doing as we go forward.

Senator Seligmann: I don't know of any gentle way to say this . . .

Pres. Bataille: Are you going to beat me up again?

Senator Seligmann: But I was struck by the almost stunning lack of imagination in that TV ad. I have seen that ad for I don't know how many universities. Every university in the country runs that kind of an ad. And again, I don't do ads. I don't know how to improve on it, but I was not inspired.

Pres. Bataille: Well, I am disappointed. I thought it was pretty good, so –

Senator Thomsett-Scott: It made me cry.

Pres. Bataille: It made you cry, okay. Maybe you are just getting jaded Gus.

Senator Seligmann: NO, there is good stuff by and large. I read it all because I am a compulsive reader. I read cereal boxes at breakfast. But, the TV ad just didn't do a whole bunch for me.

Pres. Bataille: Well, it would be interesting for us to do some demographics on it – it goes pretty quickly – we only have – I don't know – 60 seconds? – it is not very long – 2 minutes? I don't know how long it is. It is very short and you have to cram a lot in there and a lot of it's the visuals and I think our audience is probably students who respond to the visuals. That is probably part of what that is – but, that is a great comment – I appreciate it.

Senator Cox - Do you think that the credit hour problem- the more students taking less credit hours has anything to do with the 120 hour rule?

Pres. Bataille: It has a lot to do with it. It is very frustrating for us, particularly with our number of transfer students to look at how all these credits get counted and what the limitations are for students and we simply have to get some kind of relief on policies that were enacted by the legislature that have no basis in the real world of students we have here.

Provost Wilkins: Actually, I will mention that, we continue to study, as you can imagine there are a lot of person hours being invested right now in understanding exactly where we end up and also what we can do next semester. But, and I am sorry if you have already mentioned this, but we are down in credit hours in lower division and also masters level. So we think we understand, more or less, why we are down in the lower division. And it has to do with the 120 and it also has to do with the changes to the core. So there are some things that we are trying to craft. What seems to me so unexplainable is the drop in Masters level students. So, if any of you have some wisdom to share there and want to email me, I would be happy to know more about that.

Senator Cox : Well, I know that in our department, which is dance and theatre. We generate less credit hours simply because we are not offering classes to non-majors. And we used to be able to do that and recruit out of those classes. But, because we are trying to, I guess not spend as much money.

Pres. Bataille: Oh I don't think it is about not spending as much money.

Provost Wilkins: Actually, the deans were working quite closely with Celia and Donna Asher to open sections where there was unmet needs. If we could find qualified people to teach these sections. I don't know about your particular area but I think in some areas where we were unable to meet it cause you know we couldn't just over night find people that you would want or that our students would want in those classrooms. So, that is it...

Pres. Bataille: But, a lot of the issues with the notion that saying the students explore which is what they do in a dance class or an art class or even sometimes in a history class. Has really been just squashed because they don't have the freedom to explore because of the limits on their number of credits. That is one of the unintended consequences of setting some of these policies. Not only are they hurting us in what students take but they are hurting students with what they are able to do with their own academic careers.

One more question and then I will, oh – gosh – now there are two. Okay

Senator Harrell: Have we considered how financial aid requiring 4 hours for a credited student to receive some financial aid might impact their participation? Most of them are going to ahead and having

to take 6 hours as a part time student to get this financial aid – cause what is a 4 hr course unless it has a lab or something with it. Have we looked at that?

Pres. Bataille: Our financial aid policies are primarily dictated federally. And so, yeah, it could be an issue but . . . I don't think it is as big. . . I mean most of our students. . . well,

Provost Wilkins: I think that you might be talking about more our own internal decisions and how we support them

Pres. Bataille: Are you talking about graduate students or undergraduate?

Senator Harrell: I'm talking about graduate students

Pres. Bataille: Oh I'm sorry, I thought you were talking about undergraduates – I apologize

Senator Harrell: And specifically I'm talking about the 4 hour rule for them to receive financial aid

Provost Wilkins: Right, we definitely need to look at the whole package and all the different ways we support, or fail to support our graduate students. I think it does have an effect.

Pres. Bataille: Okay, you had one question and then I'll

Senator Miksa: I want to change the subject real quick

Pres. Bataille: Yeah

Senator Miksa : Discovery park – I'm part of SLIS so we are out there. At night time, I know you have got someone who is going to be in charge of running Discovery Park?

Pres. Bataille: We have hired Harold Strong who is the director of Discovery Park.

Senator Miksa: I was wondering if some practical things like some more lights and like some more emergency things might be put in.

Pres. Bataille: I will just take that message back. He is less likely to be engaged in things like lights because that is a facilities issue but we do have the students. The students go with our police every semester and do walks all over campus. And if we need more. . .

Senator Miksa : It is not the people who are there during the day.

Pres. Bataille: Okay – we will check that out – thank you.

Chair Clower: Well, thank you very much Dr. Bataille

Pres. Bataille: Thank you

Chair Clower: Moving on through our agenda then, we have approval of the minutes of the June meeting. Do we have any questions or may I have a motion for approval?

Senator Seligmann: Motion to approve.

Chair Clower: We have a motion. Do we have a second?

Senator Cushman: Second.

Chair Clower: We have a second. Is there any discussion? All in favor say "aye."

Senators: Aye.

Chair Clower: Opposed? Motion carries. Minutes are approved. Moving into our next item we have group caucuses. Before we break into caucus, I would like to ask Senator Thomsett-Scott to tell us what it is she wants us to accomplish in our caucuses.

Senator Thomsett-Scott: What we need is Committee on Committees reps for each group. This is a one year appointment. If you are a Committee on Committees rep and you are willing to renew, that's fine. Otherwise, we need new committee reps for each group and also the at large members. It's going to be a little awkward. We actually have a really nice, full house, which is nice to see, but it does make getting into your groups a little hard. We could caucus through email if that would be preferable. I see a lot of nods.

Senator Swan: Move to caucus through email.

Senator Thomsett-Scott: My only condition on that is please do it as soon as possible, because we need to get the Committee on Committees going forward on a few things.

Senator Swan: Move to caucus through email this week.

Chair Clower: We have a motion.

Senator Cox: Second.

Chair Clower: We have a second from Senator Cox. One comment at least from me: Committee on Committees will be meeting to address that we need to replace somebody on the Athletic Council. This council meets once a month I believe it is, so it's not one of the most onerous of tasks. If you are interested, please let somebody know. We'll have to vote on that. We need to get someone on there. Marcia Staff has decided that she does not want to be reappointed that particular assignment. With that, any other comments?

Senator Turner: Can we get a brief articulation on the charge to that committee?

Chair Clower: Actually, I couldn't quote it to you, so let me just refer you to the listing of committees, if you would please.

Bill McKee: We're working currently on a completely revised charge for that committee.

Chair Clower: If you could get that sent into us, then we'll send that out to you. So Keith, we'll get that to you in just a day or two. Are there any other comments or questions? Then we can have a vote on caucus by email. All in favor say "aye."

Senators: Aye.

Chair Clower: Any opposed? Motion carries. That's good. That saves us a little bit of time here. Now we are going to turn then to committee reports. I turn the podium over to Senator Thomsett-Scott.

Senator Thomsett-Scott: I'm standing in for Judy Johnson. She had a surgery yesterday, doing well. I'm presenting her report which you all have in front of you. I do have a few write-ins. Denise Catalano from Group VII is our Committee on Faculty Participation and Governance rep. Joseph Kung is our new Library Committee rep for Group 3. Lynn Seaton in Music has renewed for Student Code of Conduct. Randy Wallace has renewed for Group 2 for the Honors Day Committee.

Senator Wallace: I'm at large.

Senator Thomsett-Scott: Chair Clower has already mentioned the Athletic Council. If anyone would like to nominate themselves for the Athletic Council or nominate someone else, we can take nominations from the floor for that vacancy and any other vacancy listed on this report.

Senator Turner: I nominate myself.

Senator Thomsett-Scott: For the Athletic Council?

Senator Turner: Yes.

Senator Thomsett-Scott: Thank you, Keith. Other nominations? OK. With that amendment, all in favor of accepting this report? Comments, questions? All in favor?

Senators: Aye

Senator Thomsett-Scott: Abstentions? Negatives?

Chair Clower: Thank you very much. You'll note that sometimes what we'll do is instead of following Robert's Rules of Order; it's more like Bob's Rules of Order. Just to get it done. We're interested in moving along. With that, I would like to ask Celia to join us for a moment. She's going to talk to us about the Core Curriculum Committee and also the UCC, if you would please.

Celia Williamson: Are there questions about the UCC report that you received? I can go ahead and just ask for approval of that one and then move to the Core.

Chair Clower: What we'll do is: Do we have a motion for the approval of the UCC report? We have a motion and we have a second. Thank you Senator Swan.

Senator Harrell: I need you to repeat that. I'm not hearing names. If you could say your names, it would help.

Chair Clower: I'll try to take care of that. Sorry about that. We have a motion; we have a second. Any comment or discussion? All in favor say "aye."

Senators: Aye

Chair Clower: All opposed? Motion carries. The UCC report has been accepted. Thank you, Celia.

Celia Williamson: Thank you. You should have received when you picked up your handouts something that has a couple of flow charts on it. I wanted to touch base with you on where we are on the Core Revitalization. There is an ad-hoc committee called the Core Task Force that has been working on this last year and will continue to work through this year. As you're well aware, we started this process with 120 hour long requirement. As an institution we discussed that, the Faculty Senate approved the reduction of our Core Curriculum to 42 hours as a part of the efforts to reach that 120, and then the Core Task Force launched us on this wonderful little four step process, the 4-D process. Step One is to Define the mission of the core. That was accomplished last spring with the overarching objectives of the core that were adopted by the Faculty Senate, I believe, in the April or May meeting of the Senate. It involved an exemplary number of faculty that worked very hard on that through forums and emails and wikis and that sort of thing. What we begin right now is what we're calling Step Two: Distribute, which is basically how is the responsibility for the full core distributed among the various courses that are among the core. You will see on the back of the handout the schedule. We have divided the core out into its component areas as designated by the state of Texas. Some of those are actually sub-component areas in the sense that Behavioral Science includes History and Political Science. Those will be addressed in separate forums. What we will do in those forums, and you'll see the dates of those meetings, as we will take the state's required exemplary objectives for that component area, the overall objectives that the Faculty Senate approved for the core, and then ask of those - what are the necessary learning objectives for a course to be acceptable in this component area. At the end of those forums we will have a proposal. These will be the required learning objectives if your course is going to be in the core in this component area. Those will be streamed so you can watch them from the desktop if you can't be here. There will be a comment period from that Wednesday to the following Monday. You can send additional comments to the Faculty Senate office. The Task Force will take a look at those. There will be a proposal brought forward then to the University Curriculum Committee. That will then be brought to the Faculty Senate. At the end of that process for each component area, we will say these learning objectives are required of a course if it is to sit in our core in this component area. Once the set of required learning objectives have been set, then we begin the process of courses making application based on those learning objectives. Individual courses will then submit their information to the Core Oversight Committee and show that they will in their syllabus meet those core required learning objectives. They demonstrate that, the Core Oversight Committee considers those and makes a recommendation to the UCC, and the UCC brings that to the Faculty Senate. That process will then be kind of a rolling process because we'll address component area by component area. As soon as that set of required learning objectives is approved by the Faculty Senate courses can begin making application to that process.

Senator Turner: What method is there for insuring that the original intent is preserved as to the relevancy of the several content areas that were identified previously as being satisfactory?

Celia Williamson: When we get to taking the overarching objectives, those specific things that were a part of that, were considered in the designation of the overarching objectives for the core curriculum. By the time we get to all those component areas we will have to have claimed all of those objectives within the mix of courses across the core.

Senator Turner: I'm not a mixer of Kool-Aid, but I imagine if you do lime with a mixture of some other flavors it may not be that tasteful. If you start taking bits and fragments of things you may lose the essence of the thing itself. I'm just more concerned that there are certain areas that are more important that we need to identify as being preserved, one of which is diversity.

Celia Williamson: That engagement with diverse ideas and the concept of diversity is one of the primary elements in the overarching objectives approved by the Faculty Senate. Each of these discussions will address whether or not they, as individual component areas, will take responsibility for that and how they will do that as a part of this process. Towards the end we'll be looking at institutional options, and those things that have not been sufficiently addressed in the other component areas will be specifically taken on in conversations around the institutional option designation of the component. I would encourage folks to be a part of all of those conversations, but the institutional option discussion is where we have the flexibility as an institution to make sure we do precisely honor ourselves to do those things we've committed to do.

Senator Cushman: So with the institutional option those are the three areas right now, the communication, the wellness and the diversity, that's where they would fall under?

Celia Williamson: They were our previous institutional option.

Senator Cushman: Could some of them fall under the other areas?

Celia Williamson: Absolutely. In fact last year through the UCC, nutrition which was previously considered a wellness option, worked its course to meet the natural science requirements and has become a natural science component. Some of those could come into the behavioral science component. So you're not restricted to institutional option, but one reason we've gone through this series in this order is that whatever we haven't done when we get to the institutional option that we as an institution have committed ourselves to do, that's the most flexible place to deal with that. But it's certainly appropriate for those courses that were previously under that area to find a home within the other component areas, show that they meet those learning objectives and apply and become a part of the core in a new area.

Senator Cushman: Are those learning objectives available somewhere?

Celia Williamson: Actually, on the bottom of the little flow chart there is a website. If you go on to that, it goes through the process, but there is a clickable button that will give you two separate lists. In the component areas, you will click it and get the state's EEOs for a component area. The way the state has said that in the past is that a course has to meet at least one more than half of the EEOs for the component area. Those are the state's designations. You also click another button in there and it will show you our overarching objectives. Those two sets of requirements are what we will be drawing from to construct that required learning objective piece for each area.

Senator Swan: The fact I think we should point out is the institutional option which is 6 hours, presumably two 3-hour courses, although we could decide to do it another way, a decision may be made

to make one of those courses a capstone, in which case there would only be one independent course that anything not picked up in the other areas would be picked up. If you can fit into one of those other areas, it might be wise to try to do so.

Celia Williamson: That's all part of the discussion that's coming this semester.

Senator Swan: Right, but what used to be three now could be one course that students would be taking aside from the capstone as institutional options.

Celia Williamson: Those are decisions to be made in these discussions.

Senator Cherry: On these learning objectives, are you saying that a course is going to have to meet every single one of them? Or is going to be again half plus one or two-thirds?

Celia Williamson: My expectation is we'll come in here, put on the board the EEOs, a blank piece of paper and the learning objectives. We'll say, "OK, if you're in the component area of Behavioral Science, then these two EEOs that we expect class to do." A course might pick two of these three and this one and this one from the overarching objectives. Once that has been done, then any course that wants to become a part of that component area of the core has to meet that consensus set.

Senator Cherry: I was just concerned that you were trying to make every course meet every single thing.

Celia Williamson: My expectation is these courses serve more than one purpose. We don't want to oversubscribe to what an individual course might own within there, because they will have to be assessed on that and continue to show that they're doing that.

Senator Seligmann: Has there been any serious discussion on putting a limit on the number of courses that can go into the core, as opposed to the previous core which included almost every course at the university when anyone could come up with even the vaguest argument being in the core? In other words, are we going to have a general education core or is it going to be another feeding frenzy for departments?

Celia Williamson: One of the differences between previous arrangements and the upcoming core is that the assessment of the core becomes very specific as we move forward. Maintenance of a course within that core requires a certain level of oomph in terms of maintaining that. The discussion around "do we limit what courses can apply or do we allow for the flexibility of a large number" has gone back and forth through various discussions.

Senator Seligmann: Let me suggest that almost by definition a 3000 or 4000 level course is not a core course. That's a major course or a minor course. The core courses, at least in my world, ought to be a more general course as opposed to a more specific course to introduce a major. I teach some really neat courses but I do not think that they would fit in rational discussion of the core, except when I teach the legislative mandated course which is of course lives in a different world anyway. I suspect, when all is said and done, I would probably introduce an amendment forcing the core to be 1000 and 2000 level courses, as opposed to opening it up to more courses that belong in a specific major.

Senator Swan: That is itself an area of contention that has been argued. In fact I would argue that there are some 3000 and 4000 level courses that deserve to be in the core. It would be very much a mistake on our part to limit to 1000 and 2000 level courses. Especially with the number of transfer students we get, not all of whom have completed the core when they transfer in but may be juniors by the time they transfer in. 34,000 students and growing; we are diverse and we need diversity in that core.

Senator Seligmann: It would not be the first time that someone has argued with one of my proposals. Nor is it the first time that someone has suggested that they were wrong though it has been only a few times that they did.

Provost Wilkins: I know there is going to be plenty of time to talk about these things in the forums that we will be convening. Just a couple of things that I ask you to think about as you mull these over. One is the value of capstone courses. There might be a more nuanced way to think about the different levels in the core. The other thing, since we were talking earlier about budgets and the like, I do want you to recall that we get higher formula on upper division courses than on lower. Now that shouldn't, if we can manage it, impact the decisions on quality and appropriateness of the courses, but it is real.

Celia Williamson: We will have these forums, and I do want to mind the time of the Senate.

Senator Miksa: Is there going to be a forum for here's an objective, here's how a course meets it, a very standardized forum for all of these applications?

Celia Williamson: The forums that we're talking about for this semester will establish what the required learning objectives are. The individual department's courses will take those lists of required objectives, develop a syllabi, and say "this is how we're going to address these objectives," and submit that syllabi to the Core Oversight Committee, demonstrating that indeed those learning objectives will be addressed in that course.

Senator _____: Does the website list the membership of the Task Force?

Celia Williamson: The Core Task Force is basically the Chairs of Academic Affairs, Core Oversight, and University Curriculum Committee, plus two additional faculty, Marcia Staff and Sam Atkinson. Now this might change if the chairs of the committees change.

Senator Swan: Not to sandbag members of my committee, but I think it would actually be wise to list all the members of the Core Oversight Committee because people from a given area might want to know their own representative as they go through the entire process.

Celia Williamson: We can link that straight into the Senate's website for membership, because that will change potentially as time goes on.

Senator Harrell: Knowing the syllabi look very different depending on who writes them, since we have these objectives are we going to ask people to include their assessments on how they will know if these objectives are being achieved within their syllabus?

Celia Williamson: That would be very helpful. There is an assessment process that's also a charge of the Core Oversight Committee. As an example, as discussion moves forward, if we were to say that we want to have a capstone, then there might be some assessment of the core that would occur in the capstone. There's some of that assessment process that can't be resolved until we complete the discussion on what our core looks like. Let me put an aside in there, we, under SACS, have certain requirements under assessments that will include elements that will assess some of our core. We are required by SACS, for example, to show some assessments in CLA and others that look at critical thinking and that sort of thing. There will be some assessments that will be available outside of the individual course. If those are existing outside of the individual course, the individual course may not have to own the responsibility of that. On the other hand, a well designed course that talks about how it assesses what it set out as learning objectives only strengthens that proposal. A little nebulous reply, but that's where we are right now because we're still in process of figuring out what the core is going to look like.

Chair Clower: We have one more question.

Senator Cushman: The institutional option is six hours, right?

Celia Williamson: The institutional option is six hours.

Senator Cushman: But we don't know what the course is?

Celia Williamson: We have not fully defined that six hour process.

Senator _____: Can the institutional option be different from college to college or does it have to be university wide?

Celia Williamson: It has to be university wide.

Senator _____: So the forum will help determine the categories that those six hours will be comprised from or of.

Celia Williamson: Exactly, and that's one reason that the institutional option forum is at the very last. There are a couple of reasons. One, we can extend it if we need to into several weeks. The other is we will have had ongoing discussions in each of the component areas as we move along. We'll know what it already being covered by other components and we'll have a sense of what remains of our commitment that we have to deal with. Thank you.

Chair Clower: Thank you, Celia. One thing I would remind you of is look at the schedule of the core forum, participate in as many as you possibly can in those areas that are of interest. We are working, I hope we are working toward, maybe have those be able to broadcast those via the web on live streaming. The Vice President's office and Deborah Leliaert's office are working together to provide those services for us. You'll have an opportunity even if you're busy or you have office hours or something. Put it in the background on your desktop as you're doing other things, even if it's not your area to get the sense of what's going on.

Provost Wilkins' Report for the Academic Year:

I missed the President's opening remarks, so I don't know if she shared with you that we will probably be an evacuee sight again this coming... So I just noticed Celia went off to a... to a meeting because there's a... Oh, actually she's still here. She did a magic trick there. So thank you for representing us. There are a couple of things I wanted to make sure you were aware of, then I'm happy, just as usually is my habit in the meetings, to take questions from you. First item, something that we've been looking at very carefully and we want to share with you is the academic calendar for next year. There are a couple of slight changes to what you've been used to in the past. Starting with next fall, the first day of classes will be what you might think of as Thursday of Welcome Week. It won't... Welcome Week, so to speak, won't be a week long any longer. So it's been the case in the past that students, first time freshmen moving into the residents halls, move in on a Sunday and then classes don't start until a week from the Monday. So they are on campus for quite a long period before they get involved in their academic course work. So we wanted to shorten that time and the semester will now start on Thursday of what you would think of as Welcome Week. So the first day of the fall semester of '09 will be August 27. Now, also, you may think that's really, really late in the year, and if you've been around here long enough or been in an academic position long enough, you know that sort of every seventh year it seems like the calendar starts really, really late, and that's a fact about the moon and the stars and the sun. So it will start creeping earlier, as it were, for the next seven year period. The spring semester will start on January 19, the day after Martin Luther King Day. That will also seem kind of late, but again it's because we need to fit in all of the summer sessions and the fall and spring semesters. So that's the way it's going to look for next year. The actual change is starting on Thursday rather than Monday. Now what we're also doing, because we are recouping a couple of days early in the semester, we won't be scheduling classes on the Friday right before exam week. So there will be a Friday of no classes that we'll call *Reading Day*. So the students have a day of review before exams start on Monday. Because we were able to do that in the schedule, it caused me to look at something many of the faculty, maybe many of you, remarked to me about, and that's a concern about so called Dead Week. Many of you have been frustrated, in terms of being told what you may and may not do during the last week of classes. I am revising the policy, and the Executive Committee will have a chance to look at this. I want to make it the prerogative of the faculty to determine what you do in that last week of class, rather than making it policy. So, indeed, some of you may want to reserve that for review; others of you may have ideas about the best use of that time. I believe that should be your choice. I will be drafting a revision of that policy, and I'll be making it available to the Executive Committee. I don't think it's a very difficult policy re-write. We will still leave in place the discouragement of student groups scheduling distractions during that week. So the final week is much less scheduling of big events by student groups and the like, and the preparation for final exams can take place. I hope that will indeed be a good change.

Senator Cherry: Can you put a reminder in there to include SGA in that discussion?

Provost Wilkins: Oh yeah. Any questions about that?

Senator Cherry: Because of the semester starting on the Thursday before and the Friday end of the term is a free day, does that mean if you are teaching a Monday-Wednesday-Friday class, or Tuesday-Thursday, or Monday-Wednesday class, they are the number of contact hours?

Provost Wilkins: Yes. I'm told that that's the case. I didn't actually work out the schedule, but we aren't losing any class time. In fact, we keep the number of class days we are required to by the Coordinating Board. I don't believe we are losing any time in the semester.

Senator Swan: Basically, Thanksgiving and the Friday after are now supplemented at the beginning of the semester. So we get those two days. The whole Dead Week thing... don't worry about that Friday because right now you don't have class and you still won't have class on that Friday. So it remains the same.

Provost Wilkins: Yes. People had class, you just couldn't do a lot. Any questions about that?

Senator _____: That's starting next year?

Provost Wilkins: Yes, starting in the Fall '09 semester.

Senator _____: So we're still stuck with Dead Week this year?

Provost Wilkins: Yes. If you ask me officially, yes.

A couple other things I want you to be aware of. We've scheduled a couple of promotion and tenure workshops. These are September 11 and 17 from 4- 5:30pm in EESAT 120. Please encourage Junior Faculty to attend. Senior Faculty is also welcome to attend. Assure people that if they cannot make these times, we will continue to do them every year. So it's not a once and only opportunity. I think especially now with the revision of the promotion and tenure policy, people do have a lot of questions. I will mostly be responding to people's questions in those meetings.

Senator _____: Will these discuss -

Provost Wilkins: that would be smart?

Senator _____: The question I have is when are the materials due to your office?

Provost Wilkins: I'm sorry, I can't quite hear you.

Senator: the dates of when the materials are due

Provost Wilkins – have you not been told?

Senator – that is what we were trying to find out

Provost Wilkins – I don't know them off the top of my head

Provost Wilkins: I thought the Deans had been told.

Senator _____: They have been.

Provost Wilkins: They have been? Do you happen to know the date?

Senator _____: I don't know off the top of my head. I think it's January 5.

Provost Wilkins: The Deans know what the date is for things to be at my office. What I don't know, which is left to the colleges, is when things need to be done internal to the colleges. Those are also obviously important dates. So to me, it's January something.

Senator Peters: It depends on the college probably. I know with the College of Arts and Sciences it's September 11 (?) that it has to be to the college.

Provost Wilkins: From the date to the Provost people had to work backwards for when things were due to the department and to the Dean's office.

Senator _____: I'm hearing this second hand, and this is sort of a tidbit-y question, but a junior colleague of mine went to a CAST promotion and tenure workshop. The accomplishments essay and narrative is now limited to 750 words. That seems really short. I'm just wondering how that compares with other universities. Is that usual and standard and we're just too verbose?

Provost Wilkins: Actually specifying 750 words came from the committee. I don't think in number of words. I was thinking in terms of a couple of pages, and I think that's more or less what 750 words work out to be. What I need to stress, by the time the dossier gets to me, it doesn't need to be very thick. If the department wants to know more, then the department can ask for more, as long as it's the same for everyone and fairness rules. When things are sent to me, I need to know the basics. I need to get a sense of people's careers and what the highlights are very efficiently. That seems like a good length in terms of what I need to be told. It does require people to think very carefully at what is significant, so maybe that's not all bad. Anyway, departments can ask for more.

Senator _____: OK. I was just thinking if the departments were sending out the papers to external reviewers, the reviewers could see more.

Provost Wilkins: Yes, but again a lot of reviewers don't want to. There's something to be sad for making life easy for the reviewer. You want a really happy reviewer looking at your dossier.

Senator Thomsett-Scott: With the promotion and tenure workshops, are they similar? If you go to one, do you need to go to both? Will different topics be talked about?

Provost Wilkins: They might differ in terms of what questions people ask. I hope that my answers are similar. Some things may come up at one time and not another.

Senator _____: Because we have so many chairs that are just associate professors, if, during the year, we could have a session dedicated to just promotion of full professors, something the chairs can't really advise on all that well, I think that would be well received.

Provost Wilkins: Maybe that would be a good thing to do in the Spring, perhaps.

Senator _____: I want to launch a discussion on the reality the students are facing and lessening some of the requirements of status, such as full time. For the master students especially, they are currently, in order to obtain scholarships, have to have nine credit hours. Given the fact that families are experiencing economic stress, people are gravitating towards less credits anyway. It might be helpful if we were to think of an adjustment in the definition of full time. The other problem I am getting is in terms of the residency requirements, which requires nine hours back to back.

Provost Wilkins: Is that the students that are not supported on assistantships that need to have the nine hours?

Senator _____: No, it's everybody. To be a resident, you are required to have back-to-back registration of nine credit hours. The current marketing situations are making it harder and harder to do that. This is for doctoral students also.

Provost Wilkins: Let me come back to what I was going to say earlier on. This is kind of a good segue into that. What I want to encourage you to do is comments relating to graduate students and graduate school in general get online in the period you report them so we don't lose track of them. So that document is available to you. There is a link to it on the VPAA website. (www.vpaa.unt.edu) We really do want your comments section by section, and there's a general comment area in case certain things like this don't fit into a particular section. We have a huge amount of work to do on how to support our graduate students. Sadly, a lot is going to cost money, which brings me to the question I was asked. One of things I've asked Sandy Terrell to work on is to bring me an answer on what it would cost us, if we look at the total number of graduate students right now and we were to institute baseline, minimum support levels for each student at three different levels. A Level One graduate student might be a brand-new graduate who has never had an assistantship before. Level Two might be a couple more years advanced, maybe having received a masters and having worked a couple years towards a PhD, sort of mid-level in experience. A Level Three graduate student may have passed comprehensive exams in the doctoral program. There will be some kind of notion of one, two, three graduate students and some baseline of support in each of those levels. What should it be? What's a good level of support? What would it cost us right now to take the number of supported graduate students and bring them up to at least that minimum level? Now the minimum would really have to be the minimum, because there are some real market distinctions. Sadly, in Music you can recruit a graduate student for less money than it would take in Business or in some areas or Engineering. We need to allow flexibility in those levels, but at least bring everybody up to some decent pay grade, if you will. So I want to know what that kind of effort would cost. Because right now, I gathered information about what you all were paying graduate students for the Graduate Education Review and there is no rationality whatsoever. What people have been forced to do over time, I think, is take the budget and spread it as thin as possible to support more

students. That's not a good model. I know why people do it, but it's not a good situation to be in. So I need to get to get a sense of what it would cost to raise everything to, if not the best level, at least a good enough level to start making some inroads here in this. That's just one thing I need to look at. You might have some other suggestions continuing on with the review of graduate education. I need to start getting some real, solid numbers so I know what we need to go after. I also need to understand much more clearly what really state requirement is and what our UNT habit is. In a lot of different areas, I'm still learning that because there are hundreds of areas where I still need to figure that out. Many times the questions require some research. Just because we're told, "Well that's the way the state requires it," doesn't mean that's necessarily the case or that other universities in Texas haven't found a way to interpret things differently. So in each of these areas we all need to get much smarter. We need to decide, and I mentioned this at the faculty assembly early in the semester... We may get a whole bunch of money from the legislature and that would be great. But if we don't, we need to live within our known resources. The biggest pool of money we have to work with every year is the faculty salary pool. We may really seriously need to be deciding between some money that would go to faculty salary or whether to use it for graduate student stipends. That's a hard decision that affects every single one of us. We'll talk about that.

Senator Cherry: I think I would like to see more recognition of graduate students by the administration. Graduate students always get such tiny print on all these things. It would be nice if they were more recognized.

Provost Wilkins: I'm just learning about the different political spins that work for different audiences. I am absolutely not the expert on it, but I'm better than I was a year ago. Something that I find true and sad is that, when we talk to external audiences, a lot of them just don't care about graduate students. A lot of us care very deeply for graduate students, but that doesn't resonate the same way with external audiences as undergraduate does. That's just the reality. While you're right, we do need to ratchet up the visibility of the support for our graduate students, especially if we want to succeed in recruiting the best and brightest, we also need to sell in ways that work.

Senator _____: What you're saying is particularly relevant to programs that have relationships to external organizations, like say internship places.

Provost Wilkins: Even with talking to our own Board of Regents, they support our high quality graduate programs, it's not that they don't, very few of them have experienced what it means. They all have experienced being undergraduates. It's much easier for them to relate to the plight, if you will, of undergraduates rather than graduate students. It's just easier to have a conversation.

Senator Cherry: With the course redesigns, a lot of the courses that are being redesigned have graduate students involved as teaching assistants or something like that. Better conditions of those teaching assistants leads to better teaching of those undergraduates.

Provost Wilkins: I agree.

Senator _____: It used to be in fashion to do that. What my last institution asked me to do is to _____, and every time we asked people to make decisions, we got, “Why is it that UT Austin is doing it this way?”

Unclear of rest of speech

Provost Wilkins: When you have colleagues at other Texas institutions that have found ways to do certain things that we’re trying to find ways to do, let us know. It’ll save the amount of research that my office needs to do. That’s the reality of trying to change. It’s a lot of work.

Senator _____: unclear

Provost Wilkins: I don’t know how carefully you might have read the reports of the Executive Committee already, but we will be searching for a new dean of our graduate school. The search will commence as soon as we can put together a search committee. Sandy Terrell will be moving into a new position January 1, as Vice Provost for Academic Outreach. We’re going to get going on the search for the Graduate Dean ASAP. I’ve asked Finley Graves to chair that search and he has agreed to do so. I haven’t yet officially asked the members of the internal review committee for graduate education. There are five people serving in that capacity, to have them serve on the search committee. There would be other members as well. That would also be on the ground, as it were. We’d get new ideas, new initiatives and the like by bringing somebody in, I assume, from somewhere else. I wouldn’t limit the search or exclude people here on campus. Also, what I’m looking forward to is the visibility we get nationally by running a national search for the dean of our graduate school. That’s a fair amount of PR that’ll be good for us as well.

Chair Clower: Provost Wilkins, do you want to speak on the salary buyouts issue now or later?

Provost Wilkins: You covered that. I want to thank both of you for the high quality. I read through your reports and they both seem accurate, so thank you.

Chair Clower: I think I missed Dr. Terrell’s new appointment, as Vice President instead of Vice Provost. I was thinking in context to our discussion on supporting graduate students.

Provost Wilkins: In the past it has been that if one of you secures a grant that allows you to buy out some of your time, the salary savings generated revert to the provost office, which I love of course. However, we’d like to encourage buyouts of those agencies that allow them. Some agencies don’t allow Fall and Spring semester buyouts. If they do, in order to incentivize that activity, we’re returning the buyout amount to the department as discretionary funds, but urging that those funds be used in support of graduate students. That would be the preferred use of those funds.

Senator Seligmann: I think this is a real incentive. However, cutting the indirect costs back to the investigator is a real disincentive. Is it possible that we could do more just incentives and fewer disincentives?

Provost Wilkins: I know, that's a conversation we need to have, if you want to have it. However, I don't fully agree that it's a disincentive. What I think we need to make sure happens is that the department and the college join in the investment, in the things that the indirect costs are supposed to cover. What happened here at UNT is this became the full responsibility of the individual researcher, and I think that's not right either. I think we need to get the split right. A lot of chairs and deans were able to just say "pass" on this. "I don't have any money. It's all in your coffers, so you come up with the match to the VPR." That's not good either. I think the plan is to give this a try and see how it works, and then have a new conversation about it. But we don't yet know how it's going to work out. So I think we need to give it a chance. I'm not totally in agreement that it's just a disincentive. It's a requirement that other administrators step up and invest. They have to use that indirect cost, and if they don't, I think we may see a change. So, we'll see.

Senator _____: I have a comment on this other issue that came up, what to do with the indirect costs. What are people at better institutions doing that we don't do? What we need to do is be the infrastructure. If this money is not going to come back, this has to be used to be the infrastructure. I know of many universities, I won't name them, that don't have a good infrastructure to support _____. So I'm hoping that this money just doesn't go and sit in grant's office. It's has to be used to support something.

Provost Wilkins: You're absolutely right. In terms of what I've experienced at other universities, the IDC going back to individual researchers seems very high. You can look around and talk to your colleagues elsewhere as well as I can. Not enough was going to other areas so that they needed to partner. I also think it's fair for you all to ask for an accounting at the end of the year. Where did that money go? I know I'm going to ask for it. We need to know exactly who is investing where. It's also important when colleges, departments or individuals come to ask for new money. I want to know what has been important enough to individuals and units that they invest in them. It's easier to ask someone else to invest. I think that look at where the money is really going, is going to be important.

Chair Clower: I think for that we can invite Dr. Prasad to come in and give us a presentation and stand up in front of the dart board.

Provost Wilkins: He is very aggressive in working with other vice presidents to get money invested in research. I've been a witness. I've been the subject of some of those conversations. Was there something you wanted me to touch on that I've neglected?

Chair Clower: Not that I can think of this moment.

Provost Wilkins: Ok. You'll see reference in the Chair's or Vice-Chair's report on the academic program review process that we're kicking off. It's a lot to try to review in just 15 or 20 minutes, but it's going to be very important that the deans and the chairs understand that process well and share it with all of you

through the normal, hierarchical structure. We can also do some follow up on that once the process is out there. So we may want to schedule that.

Chair Clower: I think we'll schedule that for the next Senate meeting, so we can block out some time for that.

Senator _____: Are you going to post that process somewhere?

Provost Wilkins: Yes, we should. We kind of unrolled it very quickly for the Board meeting. It didn't roll out in the best fashion. That would have been a good thing to do actually before we presented it. We'll make information available. Thank you.

Chair Clower: Thank you. Indeed some of that information should be coming through your chairs. There are some packets, so we'll be seeing that. It's coming from you, Keith.

Our next item of business then is the Committee Charges. Beth, what do we need to do? Just get approval of this?

Senator Thomsett-Scott: We just need to approve them.

Chair Clower: You have that in your packets. I hope you've had an opportunity to review them. Are there any questions on the charges to our committees?

Senator _____: Move to approve.

Chair Clower: We have a move to approve. Do we have a second?

Senator Windsor: Second.

Chair Clower: Senator Windsor seconded. Any commentary? Any discussion? All in favor?

Senators: Aye.

Chair Clower: All opposed? We have our committee charges for 2008-2009 approved.

That took less than 10 minutes. This is always a good thing. Now we're going to move on, and Beth is going to give us our Vice Chair's report.

Senator Thomsett-Scott: You all should have the report in front of you. I'll probably go through it really quick, because the President covered most of it and the Provost covered a fair bit of it as well. As mentioned, the Strategic Plan is available online. Please take a look at it because it has very interesting indices in it. Dr. Wilkins will be heading up a review, sort of a two-year comprehensive review, to align the Strategic Plan with the Academic Plan. If you attended yesterday's meeting, President Bataille has pretty well talked about all of this. If you have any questions, I encourage you to ask me or ask her directly. Is there anything that comes up? No, ok. The Board of Regents went well. That's a good thing. They seemed really happy with what UNT is doing.

Chair Clower: If I might interject here, let me say that our Provost did an exemplary job in what was, I won't call it a hostile environment, but let's call it a challenging environment. She was, well probed might be an impolite term, but that's a way I could phrase it. It was indeed discussing the Academic Review Program, and I think it came off very well. On my part, she did a very, very nice job in laying out how we're going to move forward with the Academic Review Process.

Provost Wilkins: The good thing was that they were engaged in discussing academic matters. That's good for a Board.

Chair Clower: It's unusual, yes.

Senator Thomsett-Scott: Goals and objectives from the President: Basically, again, looking at the Strategic Plan, continuing to raise money, redefining our legislative requests, which she talked about, and, as she emphasized I just want to re-emphasize it, she's working very hard to make sure there is appropriate support for the Emerging Research Institution, rather than having all that legislative support go to the tier research institutions. She's working very, very hard for us. Summer school 2008 from the Provost: A very preliminary report was showing that SCH increased 7.5% and enrollment increased 5.3%. The monies earned, again, will be distributed back to the Deans. She has queried the chairs to make sure that students are not being disadvantaged by the summer school issues. She does want to hear from the students if there are problems. So if you know of students that are being disadvantaged or you know of issues, it is a hot topic and we do want to know if there are issues. Even if we don't like hearing about them, we need to hear them. Shared governance and policies: There are some new policies that the Provost is working on that we will hear more about. The Academic Program Review: This has raised a little concern, which we've touched on. The Provost mentioned, and I just want to emphasize, that it was not shared as early as she would have liked, if I could speak for her. The Board of Regents wanted something right away, and when they ask we have to get it to them. You will have opportunity to see it. Can I ask how many people have heard significant amounts about this? Not a whole lot.

Senator _____: How is this going to differ from what we do for SACS or other accrediting bodies? It seems like another layer on top of that.

Provost Wilkins: Do you want me to speak on this? This will be internal to UNT, so it's not for accreditation purposes. Although, we are aware that some of you are in areas that have to go through accreditation reviews. We want to try to schedule our internal reviews to not interfere with those reviews or other sorts of activities. We're also trying to structure this in such a way that the process begins with us providing to the department chairs a great deal of the information that we already have. So that it doesn't become a big information collection process for you. I hope you'll agree, that given that we have to review departments, that we come up with a method that is as little labor intensive for the individuals in the department as we can make it. Every program will be reviewed on a seven-year cycle. We will use the mechanism of bringing in external peer reviewers only if necessary, unless you want them.

Senator Cherry: I think it's better to have a regular external to UNT peer reviewer.

Provost Wilkins: I wouldn't exclude a department requesting that, but I believe it should be relatively infrequent. What a lot of us who have read these peer reviews have found is that they almost always say pretty identical things. It's the rare external reviewer that really writes something that's really a surprise. We will share much more information about this. Given that we have to do it, we want to make sure that we're not asking chairs to do things that are just busy work for them and have them tell us back things we already know. The first step of the process will be Allen Clark's Office of Institutional Research providing to the departments the information we already have and then the department chairs will be able to both comment on that and add available things, like plans for the future and implementation for plans in development in the past, things that required more content knowledge. I hope it will be as good a process as we can make it.

Senator Thomsett-Scott: Another important thing is that there is an opportunity to set criteria for each department to reflect its uniqueness. There's not going to be one standard and everybody has to reach that, so it does depend on department. Webcasting: As you can see we're in our first webcast and we hope to continue. The Provost was very interested in helping us meet this need. Do you have an update on that, Dr. Wilkins?

Provost Wilkins: For the Senate meetings and for the core curriculum forums, they will be webcast. There's a bigger issue embedded here, which is sort of beyond these two particular needs, on how for academic affairs university wide we can provide more opportunities for media enhancements and things like that. There's a bigger issue that we want to address. Some of you may have needs, media related needs, that aren't being met because of changes that were made a few years ago. It would be good, maybe, to let the Executive Committee know what those are, so we can get a comprehensive look at those things.

Senator Thomsett-Scott: EEO Training for search committee chairs: Gilda Garcia's office will start providing this training to search committee chairs. We are talking as Faculty Senate Executives to having it offered to all members. Once something is asked of a candidate, it cannot be taken back. All members need to be aware of the policies and the best practices when doing search committees. We're hoping to have an abbreviated training or at least more discussion and opportunity to see what that training might entail at an upcoming Senate meeting. Stay tuned for that. We're hoping for some kind of online training as well, which is a little easier and more flexible for your schedules. Dallas Campus faculty will begin hiring their own tenure/tenure-track faculty. There's discussion going on about how best for them to do that. It won't be the same as us, because they are different from us. There is discussion going on. Again, stay tuned for that. The Faculty Exit Survey: Some of you may be familiar with this because we've been doing this for a while. I want to correct, the link to the survey will be from Gilda Garcia's office, the Division of Equity and Diversity. Stay tuned for that, because once we get everything in place we'll send out announcement or talk about it at another meeting. Questions? Comments?

Senator Pohlen: Going back to the Dallas Campus faculty, is that after they become a separate institution? As I understand it right now, faculty down there are members of our departments and they affect our accreditation, yet we don't seem to be a part of their evaluation process. It seems like the

Denton campus is on one side and they are on the other. It seems like a different set of rules are being applied here, and I'm just trying to figure out how this is going to work.

Senator Thomsett-Scott: It is directed toward when they become a separate institution.

Provost Wilkins: Let me add to that a little bit. This is a chicken and the egg problem. As you can imagine, John Price and I have talked about this quite a bit. The day they begin as an independent campus, they need some faculty. What we're trying to craft, working with Legal Affairs on this, is some kind of fair offer letter to go to these faculty. Also on the day they start as a new campus, they need faculty at different ranks. They can't begin a campus with every faculty member as an untenured assistant professor. They need the opportunity to hire people in not only tenure-track but tenure as well. The offer letters need to be crafted in such a way to protect the faculty coming in and to allow the Dallas Campus to get going on day one. We have to do this all without them actually having faculty. Starting a new university is not easy. What I have encouraged them to do is develop a process where they search for their own faculty under criteria for their candidates that makes sense for the Dallas Campus, not our criteria. They are not a research university. They won't have the same criteria for tenure that you all do. They need the chance to hire people that meet their needs. Now at the same time, they won't have enough faculty to do the searches. They can't use their lecturers and their contract faculty to serve as members of the search committee to hire someone who may come in as an associate professor with tenure. We're going to need to find a way to cooperate with them, but allow them to get off and do their own thing. In some of the areas we have to be very careful that we don't do anything that puts us at risk. I think probably the biggest potential at risk area is business, because of the way ABET looks at particular qualifications. I'm aware of that, but we still have to find the things to let them move ahead. You'll probably be hearing from me on this.

Senator Thomsett-Scott: Thank you, Dr. Wilkins. I appreciate that.

Provost Wilkins: I think there are some questions.

Senator Swan: If I could remark on that, faculty down there are already part of our departments, already our faculty. If there is already a concern, I see these moves as, number one, in my mind, a little different emphasis, protecting those faculty that helped build that campus and giving them some protection, an opportunity to move on to tenure-track or into tenure. I can also imagine how if we were to somehow participate in searches for their new faculty, I see that as something we are helping. I don't believe depending on the timing that should be prejudicial to this campus. It's not going to be that different than what already exists.

Provost Wilkins: The offer letters to the individuals hired are made with the intent to provide tenure-track or tenured positions. Those offer letters need to be clear that if that for some reason the Dallas Campus does not succeed, we don't inherit those individuals. Otherwise, the criteria for success would be ours and not theirs. That's the careful crafting of the letters that needs to take place. For them to succeed in the hiring, they will need individuals who are willing to take a bit of a risk. What is exciting about being in on the ground floor of an institution is that they come, even though in the letter that we

intend to give tenure in FY 2010. But there is this little chance that this experiment won't work but we hope you'll come anyway. That's the reality.

Senator Thomsett-Scott: Other questions, comments? Thank you.

Chair Clower: Thank you, Beth.

We're going to go pretty quickly through the Chair's report. We've covered some of the issues already. In terms of policy implementation, on this Friday the chairs will be meeting in retreat in Argyle, I think it is, there will be representatives from the Workload Committee that I sit on and the Promotion and Tenure Committee that will be providing briefings to the chairs about the new policies and the implementations. What I strongly encourage you to do, as well as your constituents to do, is to be active participants in the discussions with your chairs as you start to formulate these policies about how they get implemented. There's one thing about it: these policies, maybe better than ever, allow a great deal of flexibility and recognize how we are all not the same in the way that our disciplines operate. But that also means that we have a greater responsibility at the administrative level to take care of these particular issues and to make sure they are done right, correct and fair. Let's go on.

I think we can skip this because we have talked about both of these issues. One other thing about the webcasting that I will mention is that you will be able to download the recording of this meeting about two days afterwards. I'm thinking something like that; it'll be two to three days afterwards. There will be an archival video record available. The same thing will hold true for the core forum. So if you miss one and you want to know what happened, a few days later after the event you will be able to download those. Another element is transcribing audio recordings. Our old audio tapes, if any of you have ever tried to go back and listen to what was said in that meeting, they're not really very well done and probably don't at least address the spirit of the Americans with Disabilities Act in the sense that it is only an audio format. The Senate purchased some software that will help us transcribe those archives into a written text; make it a little more accessible. I don't know how far back we'll make it. On the communication with constituents, let me just encourage you to keep your constituents informed and involved and even to when you caucus in your groups maybe even talk about designating someone in your group that will send out an email to your constituents so there is regular communication. You can share this duty around, if you need. Of course, always encourage them to bring questions to you or to any of us on the Executive Committee, the officers, whomever. There are a couple of issues that came up over the summer in meetings that are important.

Disposal of confidential information: There's a question about our recycle bins being secure. They are not. Even if you have a bin that has the locks on it, which is where you're supposed to be able to put things like student records that have grades or any kind of personal identifying information on it. The recycling department tried to do an inventory and we don't even know where they are located. They're some place out on campus. Indeed if you think about having seen them before outside of a building or in a hallway where somebody can wheel by and put one of these secure disposal bins on a dolly and wheel out with it, would you know whether they were supposed to be doing that by just looking at them? What I'm going to encourage you to do with that, if you have the equipment in your office and you have

student records that it's time for you to get rid of, shred them yourself. Know that it's done right. Just make sure that we are not unintentionally violating any FERPA regulations or other federal regulations about disclosure of information.

Senator Windsor: Can you give us a definition of what's supposed to be shredded?

Chair Clower: There is a long list.

Senator Windsor: The reason I ask is because anything with a student ID number on it, according to some offices on campus, has to be shredded. Do you have any idea how many pieces of paper I receive, or any other faculty member will receive, in the course of the first week of the semester that has student ID numbers.

Chair Clower: I understand. It can get ridiculous. We'll get Steve in here, who is from Institutional Compliance, and he can give us the details of it. In the most generous of definition your name shouldn't be out there. It gets really ridiculous in that sense. We'll get him in here. This agenda today was long enough as it is. We didn't want to get him in here today. We'll have him later in the semester to give you more information. Just be careful with it. Let common sense prevail. I think it's always a good way to do it.

Branded apparel: If you haven't heard about this, we have some nice, quality apparel out there. I have a couple of the brochures up here; you can see me afterward if you want to get some. This is something that some departments are choosing to buy. If you want to buy some yourself you can. You can just go over to Printing Services and see examples of it. These are anywhere from a polo shirt, twill button down shirts, and at least one dress shirt. They are in men's and women's styles. They are quite nice and quite affordable. The cheapest is going to be no more than \$18 for a lower end polo shirt and the most expensive will be a dress shirt that will be \$37. It may be cheaper than that in the end; it depends on how many we get in an order. That's pretty good.

Senator _____: I have a quick question back on the previous point. I'm assuming based upon this that we shouldn't be leaving student paper or work outside our office for students to put up in like a box or something.

Chair Clower: Probably not, unless you know that there is somebody out there monitoring it. If there is a grade visible and it has a name on it so that somebody digging through can see not only their grade but everybody else's, that would be a violation.

Ok, next slide. I just thought I'd toss in one of these things. From 2001 to 2007 we have spent a little over \$200 million in construction and major renovation projects. This is anywhere from the renovations that occurred out at Discovery Park, Chestnut Hall, several sorority houses, and all sorts of things. It's really interesting just how much money we've been spending on expanding the buildings on the campus. Any of us who have been here a while can see that's really the idea of putting some dollars to the change.

That's the end of this particular report. Are there any questions? Alright, thank you very much.

Do we have any unfinished business? Hearing none we'll move on and we'll get into new business.

With that, we'll have our first issue dealing with honors and academic integrity. I'm going to ask Dr. McKee to talk to us for a few minutes on that issue.

Dr. McKee: I'll try to make it a couple of minutes. I know your endurance is limited. In an earlier century I chaired the august body and we had those old molded plastic orange chairs, if you remember those. We had a Vice President who wouldn't show up for a meeting and sit through it because it was a back killer. I know it's not comfortable at this time. My purpose at being on your agenda today is to help you become aware of some really broad initiatives that are going on that started in the spring semester and to seek your involvement and participation in them. They are on the topic of academics and an honor code. Last spring the Provost's office contacted me and asked me to chair an ad-hoc committee with one charge. That charge was that the committee shall recommend to the Provost a brief statement by which students will pledge to uphold academic integrity. We did that. Our response was very short so I'll read it. "As a member of the University of North Texas community I shall maintain honesty and integrity in all my academic pursuits. I also pledge to abide by the guidelines set forth in the UNT Code of Student Conduct." Before we finished, however, the Provost office came back and said we need to broaden the scope of this committee. There are some things going on involving academic integrity. Celia is supposed to be heading this discussion, but she's putting out a hurricane in the coliseum, and I was hoping the Provost would be here. There are things going on in terms of the university taking action to revoke degrees, at least one degree in the last several months. It was a master's degree as I understand it. Given our old system, it was a decision made through the processes of the Office of the Vice President of Student Development. In other words, it was outside of the academic chain that a decision was made to revoke an academic degree; because that's the way our procedures were set up. The Provost office came back and said that was untenable. We're not going to go through this again. They asked the committee to move ahead on a second charge. The second charge states the committee shall design/recommend a process for handling all academic misconduct. It's among students specifically. That's where we are now. Now as background for this, there has been an on-going, for the last nine months, committee working on this diligently, diligently over the summer, I would say, on a thorough revision on the Code of Student Conduct. Some of you are on the Field Committee on the Code, which I chair, so I know that we have faculty involvement and participation by the Faculty Senators on that. There has been a very active process going on with a thorough revision and review of the Code of Student Conduct. Essentially, what we're doing, since we're removing academic integrity from the Code of Student Conduct in order to get academic integrity into the Provost and to the Academic Affairs of the university, we're taking on a responsibility for developing our own processes, judicial processes, and similar procedures for academic integrity violations that might be parallel to, and we hope that they will be parallel to what's going on with the Code of Student Conduct. We're adding emphasis there. There has been a committee that has been involved in that in the spring, like I mentioned. Steve Forde, Marcia Staff and I were on that committee. We're seeking to expand that committee with a couple more faculty members to continue to work. This fall we will be developing a procedure that will have to include this process for appeals, similar to what the Appeals Committee in the Code of Student Conduct does. There has to be a similar process and maybe the same committee, eventually they'll end up hearing both kinds

of appeals. There may be, and I would expect to be new requirements on reporting academic misconduct among students, that will possibly come out of this. We're already putting into place, at least on the Code of Student Conduct side, a peer advisory process for students going through the appeals, because it's been pretty apparent to us who have participated in certain committees over the years, it's a traumatic experience for the students sometimes to be expelled from the university, to have a permanent mark on their record, or other behavioral violations that will result in permanent marks on their record. Students take this very seriously, as you might imagine, as they do their grades. All that is coming together in the sense, that we're starting up again on the side with this Academic Integrity Committee and moving it forward. We're planning on adding an External Advisory Committee from leading organizations. We've got some of the leading corporations in the Dallas-Fort Worth area, actually in the world, representatives out of corporate staff that will help us put together what we hope is an educational process for the students to make the point. The point is that this is not something that's a victimless crime. That's the sense that I believe the committee members that are involved with this share with me. There's a very strong sense among student violators that come before our committee, especially on academic integrity issues, that it's a victimless crime. You caught me, so ok. So what? It'll go away. Give me my grade and I'll head on my way. What we're hearing from external folks from high levels of these organizations is trust is the critical component. We need to find the means of conveying that to our students. We're convening an external advisory board to assist us in that. I think I've covered all. I don't know what Celia would say, but she's not here and neither is the Provost. I think I covered the ground. Does anyone have any questions for me? I'll be glad to entertain them. If not, thank you very much for listening. We look forward to reporting back to you later in the year.

Chair Clower: Thank you, Bill. You have in the last day or so received email notices about our new audit roll processes. I want to have a quick demonstration here for you of this process and look at a couple of the tools now that we have available to us by this process moving into an online format. If you'll bear with us for just a moment and get the projector running, we'll get a quick look at what you'll be doing this semester on your online rolls. While this is coming up, I'll take the liberty of saying that the Provost said she would get us the Dead Week policy, so once we get that from her office, we will send that to each of you. I think there are some interesting issues to be talked about and certainly we all like flexibility. As Dr. McKee pointed out, as the faculty representative on athletics there might be some issues about not allowing certain extramural activities to occur within that week. We don't want a baseball coach deciding spring ball is our most active season; we should schedule something during Dead Week for a tournament or something. Not saying that they would, that's just an example. I think there might be some things for us to consider and certainly we want to have the Faculty Senate input before this policy is implemented. Alright, you ready.

Lynn McCreary: Best laid plans. That whole warming thing. This is why they don't let me do these things. Thanks for letting me come. You all have gotten the email. Has anyone looked at the new audit roll? Is it better than the paper?

Senators: Yes. No.

Lynn McCreary: Thank you.

Senator _____: It was running very slow.

Lynn McCreary: Do you have a large class?

Senator _____: It took me about twice as long to input in the computer.

Lynn McCreary: Did it really? It took me a lot less time. I want to hear feedback like that, about how long it's taking. I know there is some of the delay on really large classes, it's not as much as when you do your grades but there is some, and we're working on ways that we can cut that out. For those of you who haven't seen it, this is what it looks like. It's got the age old "have you attended at least once" or "never attended." The question always comes up, "I've got an internship. The student, I don't really see them." What we're really looking for is that you're fairly certain that the student on your roll is supposed to be on your roll. It's a validation that they're really registered if it's not a class they actually show up in. Yes, sir.

Senator Turner: I have a question. I'm trying to figure out why he thinks it's complicated; I think it may be related to class size. I think if you had a great big auditorium full of 200 people that you have to go down each one individually and put it. You know those things at the top where you can click it and it automatically checks everyone of them and then you can go back and uncheck those? You can go back as a review process. You can check the ones who haven't come and go back and reverse them, it might be a little quicker.

Lynn McCreary: We talked about that, having the check box at the top "having attended at least once." We didn't put it on this version. This is the first shot at it. If it ends up being really burdensome, we can put it on there. What we're trying to do is avoid the situation where someone just clicks everybody and doesn't really look. The deal on the attendance and why we require it is so many of our students are getting federal financial aid and there is actually a requirement that the student has attended a class at least one time for them to receive that. Financial Aid in the last few years has had to audit this. We're looking for a very intentional look to see that the students have attended at least once so they can keep their money.

Senator Swan: Since you have both "attended at least once" and "never attended," like a "yes"/"no", it seems like if you clicked never attended and wanted to save that the program itself should fill in the other side.

Lynn McCreary: That does make sense. That's a good point. I don't know if I'm proud or embarrassed to tell you how quick it was that we put this together. Like I said, that's a really good point. It really ought to do one or the other. We could look into doing that. What they wanted to do was the radio buttons, and in the version of people tools that you used to do this kind of stuff in there wasn't a radio button. We're still working on that, that does the either/or. It's kind of hard to say in this day and age that you can't make a computer do something, so what can I say? Like I said, first version this is what it's going to do and we're working towards the other. Since we were going to be doing this online, there's been a lot of interest out of Academic Affairs to encourage early detection of student academic progress, and so

we thought we'd add to the audit roll a tool for you to use, that if you chose to, to be able to send notices to the students fairly simply, fairly easily, on how they're doing in class.

Senator Turner: Comment on that: Especially important for those that are new in the environment and haven't quite adjusted yet, so they get counseling support or other tutorial assistance early on in their academic career and not fall behind.

Lynn McCreary: You're exactly right. One the things that we have found, and Phil Turner has done a lot of work on this in the classes that he's been developing and working with about having people that actually catch referrals, the earlier you touch somebody the better off for the student, especially for the new students coming on to campus. We've got kind of a two part thing here. One is just plain academic progress. You can click on if you choose and tell somebody if they're doing okay or not okay or you can assign a grade and if you like the number of absences that they've got. Filling out any of these will generate a notice as soon as you put the thing in approval status once you're done. We'll send those out over night. There is also where you can add a note to the student, a personal note you want to send.

Senator Turner: Can I suggest something?

Lynn McCreary: Sure.

Senator Turner: Since Sandy Terrell has a new title of Academic Outreach or something like that, or someone in her office or once we get a Dean of Students hired, someone in his office, someone might want to take this information. A report can be generated to them and they can do some outreach to these students. Students who are early into the environment are reluctant to reach out and get help for themselves.

Lynn McCreary: You're exactly right. The reaching out to the student is one of the things that we're really trying to be intentional about. Did you receive the email about the new early alert response system? That was sent out by Dale Tampke, who actually came with me. I brought him as my backup. That is yet one more tool that you have at your disposal in addition to this audit roll stuff. Once you put this in approval status up here, that you're done, then we'll kick these off that night. Oh good, the pop-up worked. It's the first time I've used it that the pop-up worked. I had it turned on. The early alert is a vehicle that is on your class rosters and on the audit roll. It's available 24/7. If you have a student that you want to refer, at this point it's to Dale's office, for any reason, you've got someone that's not doing well, you've got someone who is a behavioral issue, you found out someone's mother just died, you just feel like this student needs someone to touch, you can complete this. This gets shipped to Dale, the next day he'll have it in his office, and he follows up with the student and whatever office would be best to touch. We're thinking this is really going to be key. The next step is to have this available to the website where anyone at the university could fill it out if they find a student with some sort of need. Right now we just haven't gotten that Phase 2 out there yet, but right now it's available to you guys. We're hoping with the academic progress piece, the audit roll, and then with this piece that we will have more opportunities to reach out to our students in a more personal way as they need it. Dale, is there anything you want to add? Anything quickly?

Dale Tampke: Sure. I see some familiar faces; it's great to be with you all. What we will do is send the faculty member an acknowledgement that we have received the alert. It's typically a two line email that says, "Thank you for the alert. We will follow up with the student." The intent with this is to evoke follow-up. We've gotten twenty of these so far. The majority of them are dealing with students who have either never shown up to class or showed up once and never came back. We have a system of following up with students. If the student lives in a residence hall, their hall director follows up with them. Because often not attending class is a signal for another type of issue that we need to tend to and be aware of. If a student is a commuter and doesn't live on campus, then we follow up with them. We are discovering interesting things that require different kinds of follow-up, i.e. I commute, I can't afford gas so I decided not to go to class. So we need to talk to you about the financial resources that might be available to you as a student that maybe you haven't made yourself aware of. The whole point of this is to try to create a human interaction around whatever their issue may be. There will be some enhancements to this. We're looking at being able to send an email to a student of an alert if the person filling it out would like to do that. That wouldn't be automatic, but if it's a situation where you've talked to the student already about the matter and you want them to know this alert is going forward, you can check the click box that will send a version of the alert to the student.

Senator Turner: Which office are you with?

Dale Tampke: I'm with the Office of Academic Readiness. I'm over in Stovall Hall. I'm in the Enrollment Management Unit. You might have noticed our office as the PAR office at one time, but we're sort of expanding our scope a little bit.

Lynn McCreary: One of the things we intend to do, once we get this data back on the audit roll piece, we're asking you to complete these things by September 26. At that point we're going to do an analysis of what we've found. If there are students that are in distress in all of their classes, if there are students who aren't attending any of them, then what I suspect we will do is work out some kind of partnership with Dale to start following up that way.

Dale Tampke: I should say also that this does connect with the campus effort to create what is being called, I don't think I'm speaking out of school, a Care Team. This is a small group of professionals, many of whom are in student development, who want to do with immediate issues that are related to student's mental health, student's physical health or we might want to place in front of them the counseling resources in a fairly immediate way. My goal, if I get a half dozen of these alerts on the same student from multiple sources, then I'm going to want to put that situation in front of the Care Team. It's got Dean of Students folks on it; it's got folks from Counseling and Testing; it's got a faculty member from the Counseling area. So it's intended to sort of formalize what I believe has probably been operating here in an informal way, dealing with students who make themselves outsiders because of their behaviors and some of their situations. That's going to link to that process.

Senator _____: One thing that you probably need to make people aware of on this, is once you mark it all up, click approve, and save, you don't need that screen. It will say not approved at that time in red. You have to exit, come back in and then it shows that it has approved.

Lynn McCreary: Did I mention it's new? I'll look at that when I get back. It should be doing something.

Senator _____: It drove me nuts for a while. I kept getting that comment. As soon as I exited, sure enough it said it was approved.

Lynn McCreary: And when you say that it acts like it's going through and churning and doing all this stuff, it ought to churn that too.

Senator _____: It says "not approved" at the top. The only way to see if it actually went through is the exit, go back and see.

Lynn McCreary: You see, I was just so happy that it saved what I put in, I didn't even look. Thank you. Actually I check that out as soon as I get back to the office.

Senator Harrell: I have a quick comment. When you go to the first page you have this thing and actually I just realized it's a key. But I was looking for this key that was above this blue bar that has "audit roll," I was looking for that to go active. It's just a key, but it's not identified as a key. It took some help for me to figure out that all the links are over there on the left hand side. The ones on the top there are not active. Right there in the middle above the blue bar. See where it says "audit roll"?

Lynn McCreary: You see what it does is it has it right there. It says it.

Senator Harrell: It's a legend. It should be marked as a legend or key.

Lynn McCreary: It really should. OK. That makes perfect sense. I have always just assumed that I don't look at things in blue. It's a light color, so I always have to look really hard to see it. Maybe if I mark it, I'll try that.

Senator Harrell: It's actually on the left hand side where you click and it's not part of that.

Lynn McCreary: Does anybody else have any thoughts or comments?

Senator Harrell: I have a comment about rolling this out simply because I'm going to deal with a lot of people addressing this. Rolling this out with no preparation, I don't think is a very good idea. I'm going to have to deal with 50 or more people that have some little thing that's not working just because it says that it looks weird and it's not. It would be nice to have some advanced warning like this week so at least when they came to campus I could talk with them and go over it with them. With a lot of online classes teachers do not live on campus. They do not come to campus often.

Lynn McCreary: Is there any way we can help you with that? Any way at all we can help you with that or are you their only contact? The information we put on the email actually has the pdf saying about the site today.

Senator Harrell: We got it today?

Lynn McCreary: Yes, that was today. Check your email. If you don't have it, call us and we'll send it back to you.

Senator _____ : Thanks for giving us until the 26th.

Lynn McCreary: You're welcome.

Senator _____ : Can I comment for just a second?

Lynn McCreary: Surely.

Senator _____ : I did this today. It took me about two minutes. I have five classes and multiple independent studies, and I was delighted.

Lynn McCreary: Well, thanks. You know there are already 100 instructors that have completed them, like, by noon. Wow.

Senator _____ : Much easier for me.

Senator Turner: This works for organized classes, but what about people with classes that are not organized in the sense that they don't meet physically in the classroom, like internships and stuff like that?

Lynn McCreary: It's for every class that you're teaching. In that case, for like an internship, what we're looking for is that you're certain that the student really is taking your course.

Senator Turner: So you want it on everybody.

Chair Clower: Excuse me. Can I ask that you not talk in the background? It muddles the sound real badly. When we have a conversation we have to have bimodal communication in that sense or it doesn't come across on the tapes very well. Thanks.

Senator Turner: The trick is to click only classes with enrollments and fill them out.

Lynn McCreary: The ones with enrollment, yes. Well let us know if you have questions or comments. You can email them or something.

Chair Clower: Thank you very much. We're certainly moving into a better way of doing some of these things, and certainly with getting the information out on students that need some help.

Our next order of business is to have anything that needs to be brought to the committee as a whole. Are there any items that you wish to bring forward? Alright, hearing none then we are going to move into just a couple of quick announcements for you.

The Faculty Ambassadors Program, if you have not participated in that, I certainly encourage you to do so. You can contact Jennifer McClendon or contact Mike McPherson in case you want to send him something for old time's sake, rag on him for something or other. The Faculty Ambassadors Program, for those of you who don't know, is a program where faculty members will go and will meet with parents and students that are waiting to take their tours. So it's just in that little brief period of time where they're sitting around, gathering up, waiting on everybody who is going to take a campus tour together.

Basically you just chat with them for a few minutes. I did it last year and it was very interesting. I only did it a couple of times. There are numerous days you can do this on, any day you can on the schedule. It doesn't have to be anything particularly onerous. If you have a little bit of time, do so. It's really interesting, and our feedback is that the parents as well as the students that are coming in for their campus tours really appreciate being able to talk to some faculty members. You don't have to go through any particular training. You just discuss what you might know about the university. If you're new and don't feel like you know a lot about the university, that's ok. Just come on and share the excitement you have for your own discipline.

Senator Turner: This is a carry over from last year. Mike McPherson charged one of the committees to report back or to organize an effort to identify the status of minorities on campus. I haven't heard further on that. I don't know what committee it's in but he did charge it to someone.

Senator Thomsett-Scott: I think you're referring to the new committee called the Committee on the Status of People of Color.

Senator Turner: Yes.

Senator Thomsett-Scott: That is actually a full fledged committee now. We're looking to populate it, so you will see its activity during this coming year. If you look through the charges, the charges are listed.

Senator Turner: Thank you.

Chair Clower: OK. Then there is in your handouts that you had today a message on a program, the Daniel Pearl Music Days in October. There is a whole host of arts and music events. I certainly encourage you to participate with that as you have time. You may have seen a notice that came out that two centers, the Center for Distributed Learning and the Center for Teaching, Learning and Assessment, have merged together and are now called the Center for Learning Enhancement, Assessment and Redesign. CLEAR, for short. Patrick Pluscht who has been running the CDL will be in charge of that.

And two final notes: If you went to convocation yesterday, Kim Reasoner was introduced. She is a Legislative Affairs person for UNT- Denton. She has asked that if any of you, in the course of your work, have communications with elected officials, particularly at the state level or senior appointed officials, like Utility Commissioner or something like that, she just asks that you will pop and email so that she will know. It's not meant to be an approval process or anything. Both Weinstein and I will be meeting with the Comptroller here in a couple of weeks. She just wants to know who it is we're dealing with and what we're talking to them about. As they enter into the legislative session it's important for them to know what's going on.

Finally, Gloria Cox, the Dean of the Honors College, has asked that we specifically encourage you and of course your constituents to develop new honors courses. They would like to have more availability of honors courses in that college, and she would be happy to speak with any of you about suggestions.

Do we need to take care of anything else today? It was a long agenda. I certainly appreciate your time. We're actually getting done within schedule. I get to do this for the first time.

Good day.