

MINUTES
2014-2015 Faculty Senate Meeting
January 22, 2015
Heth 014

Members present: Suzanne Ament, Kevin Ayers, Ian Barland, Roann Barris, Vickie Bierman, Jason Davis, Eric Du Plessis, Lori Elis, Mary Ferrari, Jake Fox, Andrew Foy, Tim Fuhrer, Kim Gainer, Brent Harper, Vince Hazleton, Rhett Herman, Rodrigo Hernandez, Bill Hrezo, Margaret Hrezo, Prahlad Kasturi, Jerry Kopf, Mary LaLone, Elizabeth Lanter, Laura LaRue, James Newman, Laura Newsome, Tom Pierce (for Psychology), Rob Sanderl, Sandra Schneider, Susan Schoppelrey, Neil Sigmon, Andrea Stanaland, Julie Temple, Paul Thomas, Carter Turner, Amy VanKirk, Jimmy Ray Ward, Skip Watts, Jennifer Whicker

Members absent: David Allen, Brad Bizzell, James Collier, Seife Dendir, Abhay Kaushik, Christine Mitchell, Douglas Mitchell, Monica Pazmino-Cevallos, Mashooq Salehin, Wally Scott

Guests: Matt Dunleavy, Interim Director of Academic Affairs; Bill Kennan, Vice Provost for Academic Affairs; Ebenezer Kolajo, Assistant Vice Provost for Academic Assessment

- I. The meeting was called to order at 3:37 p.m.
- II. The minutes for November 20, 2014, were approved.
- III. Dr. Kopf welcomed Dr. Roann Barris back and asked for several moments of silence in memory of Dr. Joe Jones. He made a few remarks as to why he has opted to continue to serve as Faculty Senate president instead of taking the Faculty Development and Professional Leave that he was awarded for the spring semester.
- IV. In lieu of the Provost's report, Dr. Matt Dunleavy, Interim Director of Academic Affairs, spoke.
 - a. Dr. Dunleavy highlighted key issues facing the university—budget cuts and competition from online courses—and provided an overview of items he has been tasked with:
 - o Summer school and Wintermester—in the space of three years, the latter has grown from fourteen to fifty-six classes.
 - o Developing a report on how we could increase the amount of grant writing and a return on investment analysis of internal grant opportunities. In the process, Dr. Dunleavy discovered that this work has already been completed by Dr. Tom Pierce and his colleagues in 2005. Dr. Dunleavy used this as an example of how we need better communication among the administration to ensure the hard work completed by faculty and administration is not replicated and we are achieving greater efficiency and improved communication.
 - o Collaborating with Dr. Joe Jones to secure approval for the bioethics post-baccalaureate certificate.
 - o Creation of new semester in August—RU is now is essence open twelve months a year; questions must be answered as to what this fact means in

terms of cost efficiencies, faculty compensation, and student progress. Although RU will be open 12 months a year, this will not impact 9-month or 12-month contracts and there are no plans to alter the contractual calendar.

- Assisting with preparations for BOV meeting by compiling data for presentations.
- With the Vice Provost for Academic Affairs, co-managing the military resource center and the career center.
- Co-chairing the RU Futures task force.
- Chairing HIPs search committee.
- Organizing Freshmen Convocation.
- Facilitating the creation of Semester on the New.
- Serving as a liaison and support to faculty (e.g., securing funding for Jason Davis's research, working with Rhett to send a media specialist to Alaska, etc.).

b. Discussion followed Dr. Dunleavy's remarks.

- A senator asked what would be necessary to solve communication issues. Dr. Dunleavy replied that visibility and awareness were necessary: communicating what is taking place, why it is taking place, and soliciting feedback from the larger community as to what they think is the best path.
- A senator asked about the combined revenue stream from Wintermester and summer sessions: was the revenue from Wintermester draining revenue from the summer sessions? Dr. Dunleavy replied that this was a question that is being actively explored as it is not certain if it was "distributed revenue" (i.e., draining from other semesters) or "new revenue."
- A senator asked whether a grade study could be conducted of Wintermester. Was there any grade inflation in that term? Were courses taught at the same level of rigor? Dr. Dunleavy replied that a dashboard could provide that type of information.
- A senator asked whether there had been an increase in the number of students who did not achieve a 1.0 GPA by the end of fall semester. Dr. Dunleavy redirected the question to Drs. Kennan and Kolajo, but the information was not immediately available. Dr. Dunleavy said that he would follow up. Dr. Kopf remarked that grade inflation might be an issue overall and that the results from the first administration of the CLA should be disseminated to show where our students stand.
- Other issues raised during discussion included the importance of proctoring online courses, of Dr. Dunleavy's continuing to talk with the FIC regarding the route toward approval of policies, and of avoiding a dichotomy between online and face-to-face courses suggesting that one format was superior to another.

- Dr. Dunleavy also requested assistance with combating rumors and perpetuating a sense of “us vs. them” as it relates to faculty and administrators.

V. Dr. Kopf, president of the Faculty Senate, gave his report.

- a. The BOV deferred action on the Motion Specifying Role of Student Evaluations in Annual Evaluation of Faculty and requested a report on the procedures for evaluating faculty. The report is due in May, and Dr. Kennan has been tasked with preparing it.
- b. The BOV also requested an analysis of cost versus revenues of all programs. This report is due February.
- c. Dr. Kopf gave a report to the BOV in November in which he made the following points:
 - Budget decisions should be mission driven, and the process of determining budget priorities should be open and transparent
 - RU’s mission statement and the provost’s pyramid of priorities are consistent with one another.
 - Certain budget priorities should have been established consistent with the mission statement, but the budget proposal is not.
 - Moreover, decisions are still being made at BOV level without the faculty being informed.
- d. For reasons of time, Dr. Kopf truncated his remarks, and the Faculty Senate secretary was directed to make available slides with additional information. [See below.]

VI. Report on the RU Futures Commission by Dr. Hazleton

- a. RU faces challenges because of demographic changes, new technology, and increased competition for students.
- b. The group met four times during the break and discussed measures for engaging faculty.
- c. Faculty groups, including the Faculty Senate, will be informed and consulted in a reiterative process.
- d. A website will be established that will allow for online input.

VII. Committee Reports

- a. Campus Environment: None.
- b. Curriculum: Dr. Gainer reported that the committee will be examining the goals and outcomes for Foreign Languages and Health and Wellness courses, which do not fall under Core Curriculum Goals 5-11 but can be used to fulfill College Core B.

- c. Faculty Issues: Dr. Barris reported that Dr. Dunleavy will be invited to its next meeting.
- d. Governance: Dr. Schoppelrey reported that the committee had a Motion Providing for Departmental Criteria for Promotion and Tenure under Old Business.
- e. Resource Allocation: Dr. Kasturi reported that the committee met with the provost in late November and early December in an effort to have an impact on the Academic Affairs budget and with help from Dr. Kopf and Institutional Research put together a faculty compensation plan.

VIII. Old Business

- a. A Motion Providing for Departmental Criteria for Promotion and Tenure, referred by the Governance Committee, was taken from the table for discussion.
 - o Dr. Schoppelrey pointed out that the words highlighted in yellow represented changes from an earlier version of this motion. After discussion, the motion was returned to the table.

IX. New Business

- a. It was moved and seconded that the next Faculty Senate meeting be moved from February 5th to January 29th and that the committee meetings take the February 5th time slot. This change was proposed to accommodate a fuller presentation on RU Futures, with time for faculty input. The motion was approved.

X. Announcements

- a. Dr. Ayers announced that the faculty/staff fitness hours at Peters Hall would be M-F 12-2 and 4-6. He also announced that a functional fitness program would be available MWF 12-1 and that the following additional programs would be available; walking groups, running groups, personal training, and health screenings.

XI. The meeting was adjourned at 4:53 p.m.



Faculty Senate Presentation

January 22, 2015
Jerry Kopf, President of the Faculty Senate



Strategic Priorities: A Faculty Perspective

- Strategic priorities should be mission driven – what are the core drivers of value?
- Strategic funding goal levels should be established for each critical strategic priority.
- Budgets should be prepared in an integrative manner based on the strategic funding goals – the highest priorities get funded first.
- The Process should be open and transparent.



RU's Mission

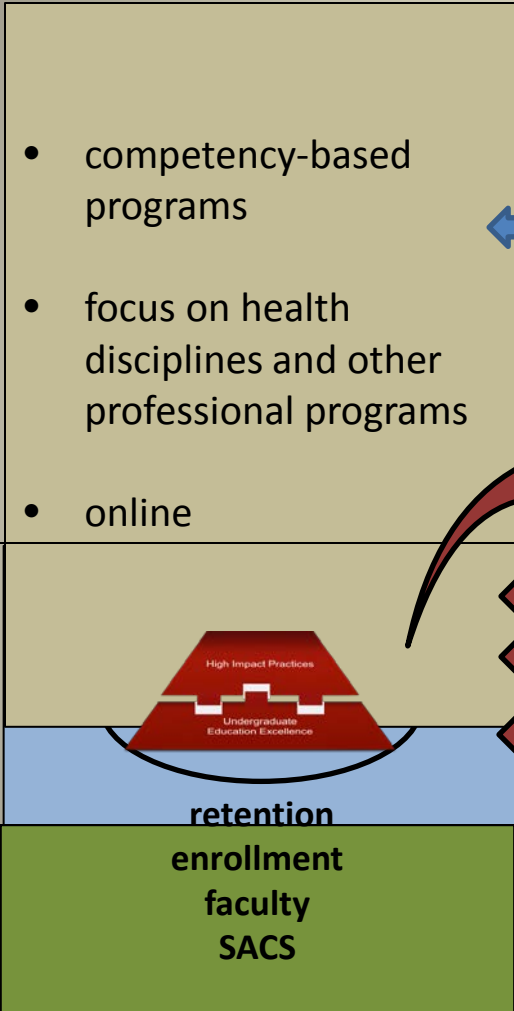


Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

Year

ACADEMIC AFFAIRS TACTICS AND STRATEGIC PLAN

(2032) *
 20 (2030)
 19 (2029)
 18 (2028)
 17 (2027)
 16 (2026)
 15 (2025)
 14 (2024)
 13 (2023)
 12 (2022)
 11 (2021)
 10 (2020)
 9 (2019)
 8 (2018)
 7 (2017)
 6 (2016)
 5 (2015)
 4 (2014)



- competency-based programs
- focus on health disciplines and other professional programs
- online

Pressures:

1. fewer high school students
2. decreased support from state/student debt
3. online

Personal, Professional, Career Services

"Highlander Promise"

New Graduate Programs
e.g. DAIM

High Impact Practices
competitive advantage
learning outcomes

Excellence in Undergraduate Education
faculty (compensation)
class size
disciplinary accreditation
program assessment

retention
enrollment
faculty
SACS

** 0 state funding if current trend continues*



Academic Affairs Strategic Priorities

1. Excellence in Undergraduate Education
 - **faculty (compensation)**
 - **class size**
 - disciplinary accreditation
 - program assessment
2. High Impact Practices
 - competitive advantage
 - learning outcomes
3. Personal, Professional, Career Services
4. New Graduate Programs



Faculty Concerns

- Misaligned budget priorities
- Six year plan
- Process



Faculty Recommendations

If we hope to achieve excellence as an academic institution we cannot continue to use low salaries and high teaching loads to lower the instructional cost per credit hour while using the margin to fund other, less important, priorities. What can the Board do?

- Recommendation 1: Establish a compensation policy or goal (the President, Vice President of Business Affairs, Provost, and Senate all agreed on a model last year that could be used as the basis for a policy)
- Recommendation 2: Provide enough faculty dedicated to instruction to maintain reasonable class sizes before allocating resources to other priorities.
- Align the Six Year Plan and other initiatives with the Academic Affairs Strategic Priorities



Visionary Goals

- RU will consistently be one of the ten best regional Universities in the South (US News and World Report)
- We will consistently be known for the value added to critical outcomes in undergraduate education (CLA)
- We will be known for research based pedagogy and providing high impact learning experiences



Why Should Faculty Salaries and Class Sizes be the Top Strategic Priorities?

- Faculty salaries and class sizes directly impacts:
 - Our competitive advantage. Our mission and competitive advantage is based on providing high impact faculty based learning experiences for students who need personal attention.
 - Our Brand and Image. Investment and commitment to the core instructional mission is an important influence on key stakeholders perceptions of University excellence.
 - Because faculty morale is critical to both of the above.



Why Should Faculty Salaries and Class Sizes be the Top Strategic Priorities? Because it is Mission Critical

- What Faculty Do Matters
 - Based on an analysis of two large national data sets
 - Concluded engagement and learning is significantly higher where faculty members use active and collaborative learning techniques, engage students in experiences, emphasize higher-order cognitive activities in the classroom, interact with students, challenge students academically, and value enriching educational experiences.



U.S. News and World Report

- Undergraduate academic reputation (22.5 percent)
- Retention (22.5 percent)
- Faculty resources (20 percent)
- Student selectivity (12.5 percent)
- Financial resources (10 percent)
- Graduation rate performance (7.5 percent)
- Alumni giving rate (5 percent)



Faculty resources (20 percent)

- Research shows that the more satisfied students are about their contact with professors, the more they will learn and the more likely they are to graduate. We use six factors from the 2013-2014 academic years to assess a school's commitment to instruction.
 - Class size has two components: the proportion of classes with fewer than 20 students (30 percent of the faculty resources score) and the proportion with 50 or more students (10 percent of the score).
 - Faculty salary (35 percent) is the average faculty pay, plus benefits, during the 2012-2013 and 2013-2014 academic years, adjusted for regional differences in the cost of living using indexes from the consulting firm Runzheimer International. We also weigh the proportion of professors with the highest degree in their fields (15 percent), the student-faculty ratio (5 percent) and the proportion of faculty who are full time (5 percent).



Rank

- 1 Elon University
- 2 Rollins College
- 3 Samford University
- 4 The Citadel
- 5 Belmont University
- 6 James Madison University
- 6 Stetson University
- 8 Mercer University
- 9 Appalachian State University
- 10 Embry-Riddle Aeronautical U.
- 11 Loyola University New Orleans
- 12 Union University
- 13 Bellarmine University
- 13 College of Charleston
- 13 Univ. of Mary Washir
- 16 Univ. of North Carolir
- 17 Christopher Newport Univ.
- 18 Hampton University
- 18 Lipscomb University
- 18 Queens University of Charlotte
- 18 Spring Hill College
- 22 Harding University
- 23 Converse College
- 24 University of Tampa
- 25 Winthrop University
- 26 Christian Brothers University
- 26 Murray State University
- 28 Georgia College & State Univ
- 29 Mississippi College
- 30 Longwood University
- 31 Campbell University
- 31 Western Kentucky University*
- 33 Lynchburg College





Achieving Excellence in Undergraduate Education

- Competent motivated faculty skilled in high impact pedagogy with high morale. Low salaries was one of the top three reasons on both the Harvard and Senate surveys for extremely low morale.
- Competent motivated students
- Class sizes that are small enough to allow high impact pedagogy
- Evaluation models that evaluate pedagogy and learning outcomes not just student satisfaction
- Continuous improvement driven by research



On average, faculty salaries are still in the 20th percentile range and approximately \$4 million below average for our peer group

| Faculty Compensation (average) | | | | |
|------------------------------------|----------|----------|----------|----------|
| Rank | 2010 | 2011 | 2012 | 2013 |
| All Ranks | \$63,353 | \$65,714 | \$68,100 | \$69,308 |
| Peer Institutions (All Ranks) | \$76,024 | \$76,563 | \$77,329 | |
| Professor | \$76,766 | \$78,757 | \$81,449 | \$83,095 |
| Peer Institutions (Professor) | \$98,416 | \$98,966 | \$99,956 | |
| Associate Prof | \$64,910 | \$65,938 | \$68,227 | \$69,411 |
| Peer Institutions (Associate Prof) | \$76,774 | \$76,817 | \$77,585 | |
| Assistant Prof | \$56,717 | \$58,444 | \$60,512 | \$62,091 |
| Peer Institutions (Assistant Prof) | \$63,348 | \$63,893 | \$64,532 | |
| Instructor | \$49,010 | \$51,012 | \$52,612 | \$52,298 |
| Peer Institutions (Instructor) | \$52,046 | \$52,269 | \$52,792 | |



We still have a significant number of sections too large for high impact pedagogy

| Fall 2013 Undergraduate Class Size | | | | | | | | |
|---|-----------|------------|------------|------------|------------|------------|-----------|--------------|
| College | 2 - 9 | 10 - 19 | 20 - 29 | 30 - 39 | 40 - 49 | 50 - 99 | 100+ | Total |
| College of Business and Economics | 7 | 10 | 23 | 54 | 15 | 21 | 2 | 132 |
| College of Education and Human Development | 16 | 63 | 64 | 26 | 1 | 4 | 4 | 178 |
| College of Humanities and Behavioral Sciences | 18 | 117 | 144 | 53 | 76 | 52 | 4 | 464 |
| College of Science and Technology | 16 | 26 | 62 | 48 | 49 | 25 | 5 | 231 |
| College of Visual and Performing Arts | 28 | 71 | 16 | 5 | 8 | 14 | 4 | 146 |
| Waldron College of Health and Human Services | 2 | 13 | 8 | 8 | 7 | 7 | 0 | 45 |
| Not in an academic college | 3 | 30 | 124 | 0 | 0 | 0 | 0 | 157 |
| Total | 90 | 330 | 441 | 194 | 156 | 123 | 19 | 1,353 |

| Fall 2014 Undergraduate Class Size | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|-----------|--------------|
| College | 2 - 9 | 10 - 19 | 20 - 29 | 30 - 39 | 40 - 49 | 50 - 99 | 100+ | Total |
| College of Business and Economics | 3 | 11 | 20 | 51 | 30 | 13 | 3 | 131 |
| College of Education and Human Development | 15 | 70 | 65 | 24 | 2 | 4 | 3 | 183 |
| College of Humanities and Behavioral Sciences | 31 | 115 | 153 | 63 | 67 | 48 | 3 | 480 |
| College of Science and Technology | 14 | 31 | 48 | 53 | 63 | 19 | 4 | 232 |
| College of Visual and Performing Arts | 35 | 59 | 21 | 6 | 4 | 14 | 4 | 143 |
| Waldron College of Health and Human Services | 1 | 13 | 14 | 1 | 12 | 5 | 0 | 46 |
| Not in an academic college | 3 | 25 | 123 | 0 | 0 | 0 | 0 | 151 |
| Total | 102 | 324 | 444 | 198 | 178 | 103 | 17 | 1,366 |