

**Meet & Confer  
Agenda  
May 3, 2007**

**Present:** Administration: Roland Barden, Tim Borchers, Ed Choate, David Crockett, Ron Jeppson, Kathleen Enz Finken, Bette Midgarden.

FA Executive Council: Ellen Brisch, Oscar Flores, Linda Fuselier, Ted Gracyk, Margaret Kleindworth, Michelle Malott, Mike McCord, Cindy Phillips.

Visitors: Richard Adler, Benjamin Smith, Suzanne Williams

**1. Changes or Additions to the Agenda**

A.) Richard Adler – preliminary discussion – change in description of graduate council (#4 under committees)

B.) Compensation this summer for course development (New Topics)

**2. Agreement on Meet and Confer Notes**

**March 22, 2007** – Cindy Phillips will review the minutes and get back to the administration before graduation.

**3. Information Sharing Updates**

**A. Faculty Association** – CP: We’re working hard in the Legislature, which is still in the “wait and see” mode. The results of the Faculty Association election are as follows:

Campus Wide Officers:

President – Cindy Phillips

Vice President – Paul Harris

Secretary – Steve Lindaas

Board of Directors – Mike Ruth

College of Arts and Humanities:

Exec – Ted Gracyk

APAC only – 2 elected – Laurie Blunsom and Stephen Hamrick

College of Business and Industry:

Exec & APAC – Regene Radniecki

APAC only – one year term – Ron Williams (write-in)

Grievance – three write-ins each one vote. Exec will contact them for interest

College of Education and Human Services

Exec and APAC – Dawn Hammerschmidt

Vote of confidence/no confidence in Michael Parsons as Dean of the

College of Education and Human Services:

17 Do have confidence

45 Do not have confidence

8 ballots not marked

College of Social and Natural Sciences  
Exec and APAC – Ellen Brisch  
APAC only – Andrew Conteh  
Grievance – Magda Chalikia

Cindy Phillips has contacted Veronica Michaels about getting a group together to work on the fall schedule for Orientation.

## **B. Administration**

### **VP Crockett –**

1. The renovation of Kise Hall is on schedule.
2. Sodexo will turn the dining hall over to the contractor on Saturday, May 5th.
3. Architects working on the Wellness Center, will finish corrections on May 10<sup>th</sup>. We expect to forward project for bidding at that time. Ground breaking is May 11 at 12:00 between the two commencement ceremonies.
4. MacLean Hall is on target. They are going to start the tuck pointing phase of the project soon. They have agreed to attempt to get the cutting done between May 12 and the start of first summer session because of the dust involved.

**VP Wiese: REB:** VP Weise is dealing with some student issues.

### **VP Midgarden :**

1. Originally Academic Affairs had asked \$40,000 a year base funding to support grant writing, allocating \$10,000 per college to hire a graduate student. The effort was not successful. We changed our request to Budget and Planning Committee to support instead extended duty days for faculty members who are interested in writing grants. Librarian Larry Schwartz will mine grant databases for interested faculty members as well. Every faculty who applied for this summer received EDDs, up to a maximum of 7.

2. Taking Your Place – Each Monday morning we have received an email titled “Taking Your Place.” Each is a positive activity that a person, or a group of persons developed and offer. The 16 first-semester stories appear in the first brochure. The idea came from MSUM’s participation in a joint meeting of state university representatives and MN Campus Compact staff last summer. MSUM participants were Camilla Wilson, Mass Com; Margaret Sankey, History; Nancy Kruse, Continuing Studies; Lynn Mahlum, Field Experiences; Kay Brown, Small Business Development Center; and myself.

CP: Dr. Barden and Dr. Midgarden presented the brochure last Saturday to the President’s Advisory Counsel and the response was very positive.

3. Academic Affairs has a small amount of money to support online course development. Director Goodman oversaw an application process and five faculty members were selected: Kris Montis, mathematics; Richard Lahti,

chemistry and physics; Phil Mouch, Philosophy; Jane Bergland, nursing; and Ok-Hee Lee, School of Teaching and Learning.

CP: Are you free to negotiate the intellectual property arrangements on those courses, on this campus? How is that being handled?

Midgarden: We can negotiate locally. Director Goodman is the IP officer. We do not yet have an MOA in place, as Metropolitan State University has.

CP: Who's involved with that MOA? Midgarden: The Distance Education Committee has been working with online policy issues; Director Goodman chairs that committee.

**President Barden** 1. Very powerful political strategizing is going on between both parties at the legislature right now. The Bonding bill is back to the Senate and House for rewrite. As our senator Keith Langseth says, other than the dollar amount, they're not sure what the governor is objecting to so it's hard to rewrite it. This is an off year so maybe there won't be a bonding bill. There is other language appearing in various bills. Higher Education Finance doesn't have a target number. They are diligently meeting, talking about things that interest them. I think every political scientist agrees that is a very dangerous thing. They have the power to get interested in something and write it right into the bill and pass it. We'll have to be alert. One interesting thing is a project construction management industry is advocating to address the shortage of construction managers educated in MN. It resembles a smaller version of what we've been seeing in nursing and allied health. It would be of interest to us because we have one of very few construction management programs in the state.

**2. MnSCU** The presidents were in St. Paul earlier in the week. We had a very interesting meeting on gaming and other virtual technologies which are very attractive to many. At MSUM Mike Ruth and Andrew Chen are working in these areas.

CP: MnSCU has purchased a virtual island?

REB: The only presentations we saw were done by faculty members who had grants. They are trying to meet with people who are tantalized by this technology. As a university president, I see what we're spending on a print platform. Our info is also accessible on the Internet and the web. Students text message, use iPods and other technology; MSUM has not yet caught up. I believe that institutions will be caught in the necessity of working with all these platforms. This will consume a lot of resources. One would hope that there will be some transitions from one platform to another.

**3. TCU** is having a good year. The Provost, Tim Flakoll, has done a good job. The directors will be meeting with the TCU board next week to do budgets. There are always some rough edges at Tri-College University. The TCU is not a governing body and they can't make any member institution do some particular thing.. It's always a free will offering. Not every school wants to contribute in exactly the same way and the spirit of a particular institution changes from administration to administration. Obviously, the TCU association with the Water Research Center and some of the elaborations of the interest in climate and environment taking place will make the TCU connection even more important for us in the future.

**4. Greater Fargo Moorhead Economic Development Council** is more and more active. They are getting resources donated to them by various entities in the Fargo Moorhead area. One of the elaborations of their plan involves MSUM directly. We are looking very carefully at building out our BioScience basement for incubator spaces. EDC will pay for that and customize it. We have some very careful documentation to prepare as part of that, in addition to construction planning and inspection. Still a lot of stuff ahead of us in that area.

**5. Taking Your Place** We haven't been a member of MN Campus Compact for several years. It costs several thousand dollars each year and we have invested that money in service learning locally. We are about the only MN institution that is not a member so we are going to find the cash and join on July 1. Our service learners will then be formally linked with a statewide program. Campus Compact is a national program, although its ramifications here are mostly from our state organization. Hopefully, we can keep all our momentum going here and add that level of interaction.

#### **4. Continuing Topics**

**A. Faculty Data - Letter from the President received with suggested timelines** CP: I want to acknowledge that we have received a letter from President Barden with regard to timelines for information. We're still looking at that, to make certain it covers everything. Thank you for getting back to us.

#### **B. Committees**

**1. College Committees** –CP: We've met and talked about a couple different approaches. I don't know if you've had time to discuss which direction you want to go.

REB: I haven't had time to sit down and elaborate.

**2. 19A Peer Review - additional topics?** CP: I want to thank you for the email I received today from President Barden on 19A. We believe that some of the 19A committees were being used for things other than 19A money. We certainly didn't have objection to that, we just thought the description should be revised

because the current description just says 19A. The memo from you, President Barden, says one or more deans ask the 19A committee to make recommendations on faculty applications for release time awards. All deans would like to receive recommendations or applications for award of funds that become available from time to time. Carry forward funds for example, for award to faculty for project support.

REB: When there are some college funds available for compensation, in order to encourage certain outcomes, there are always more applications than there is money.

CP: Here's the direction we've been going. "19A committees shall also make recommendations regarding reassigned time and other competitive awards to faculty for research or development."

REB: I think the 19A peer review is set.

### **3. Dragon Core Assessment consultants...subcommittee???**

CP: The Dragon Core Assessment Committee was asking for departments to choose people to represent faculty with regard to certain of the areas in the Dragon Core. We appreciate that the Assessment Committee's charge says may consult with adhoc working groups composed of faculty with specialized training in each of the competency areas. We're not sure that has eliminated the right of the Faculty Association and I guess what triggered our concern was the use of the language used to represent faculty.

Midgarden: Dr. Sando wants to have two 2-hour conversations with faculty disciplinary experts in Dragon Core areas 4-7 to discuss potential strategies for assessment in these areas. Since there are so many departments represented in each of these Dragon Core categories, progress won't be as easy as was true in the Foundation Four courses.

CP: I still tend to become concerned because what we see so often in these committees is an extremely limited focus. People review ideas without considering the ramifications of those ideas. Without considering what the staffing implications are. What the cost implications are. What the alternatives are. They start a ball rolling that, by the time they get to somebody who considers those essential elements; is very difficult to stop. How are the departments supposed to be naming these people?

Midgarden: No process was provided.

CP: If the departments were to elect the people who would go to these meetings and we revisit this whole issue of how this input is solicited in the fall, I think we can agree to this kind of thing now.

Midgarden: I'm sure President Barden will consider that.

Ted: Presumably, this time of year would be electronic consulting with most departments.

CP: Our real concern and I think the reason we're as insistent as we are about our right to appoint people, is that we possibly see a larger picture; and, we want that larger picture represented in the initial conversations and not later on.

**4. Adler:** Graduate Studies committee is called **the Graduate Council**. The Council, currently, is made up of the Director of Graduate Studies as the Chair and ongoing member. There's a coordinator from each of the graduate programs and four at-large members who are graduate faculty appointed by the IFO. Dean Parsons has named one coordinator for the three graduate programs in the School of Teaching and Learning and the College of Education, effective July 1. My proposal is, if a program is content with one person representing all 3 of the graduate programs, that's fine, but they would have the ability to appoint someone from each program to the Council. Under the current wording, there is not going to be a coordinator of each graduate program.

CP: I'm assuming that the intent, when the committee was originally founded was that each graduate program would be represented. To maintain that intent, we need to have someone represent each graduate program.

Adler: The other concern is the School of Counseling and Ed Leadership. In the future they could have a single coordinator and they would fall under this also.

CP: Could you explain, "coordinator" or "program appointed representative."

Adler: For example, July 1, Dr. Ferguson, who is in Special Ed, will be the graduate coordinator of the School of Teaching and Learning. She is not necessarily the coordinator for Special Ed, or Reading.

CP: Right. So how would we pick the representative for Special Ed? Adler: Special Ed, Curriculum and Instruction, and Reading, and this is what we have to decide. I said appointed by each of the graduate programs. Whether the program itself decides to appoint someone, or the IFO will appoint them, or the Dean will appoint them, I don't care.

CP: So, you're not making a recommendation on how they are selected.

Adler: No. The Council, I think, said that Dr. Ferguson is the Coordinator, which means Reading and C & I do not have program faculty representing them

CP: The Union is in agreement that each degree program should be represented. We need to hear what suggestions the administration has on that wording and what the IFO suggests. We would want to throw in the requirement that the 4 the FA appoints will be graduate faculty as a part of the redefining of the Graduate Council.

REB: Your conversation is my first introduction to this situation. If the IFO has a view already composed, send it to me. If we don't think that's quite it, we'll indicate back to you.

**C. Summer School** - Other models in MnSCU to be reviewed. – CP: President Barden suggested St. Cloud. Dr. Nunes is willing to come but it will be during summer session when we have a number of chairs around

Grayck: How did St. Cloud's accreditation go?

REB: Very well.

**D. CP: Assistant or Associate Deans** information was received from President explaining plans for a start date for the CEHS appointment and what are plans for the search in Arts and Humanities? Thank you for the communication outlining the situation. It raised a couple of questions. You said that you have appointed Terry Walseth.

REB: Her start date is July 1, 2007.

CP: I know there's been some confusion on that. We have seen the vacancy notice for Associate to the Dean in Arts & Humanities. Is there a search committee and if so, who's on it?

Enz Finken: It's an Assistant to the Dean position on MSUAASF. There are 3 MSUAASF committee members. Two are from the College of Arts & Humanities and one is from the Alumni Foundation Office. There are three faculty members who are chairs of departments in the college. Part of the reason to use chairs is because they have duty days into the summer since this is going to continue into the summer and myself as Chair.

CP: You will be grieved on that immediately. If faculty serve on search committees, we appoint them.

REB: Our response is that this is a MSUAASF position so there doesn't need be any faculty on the committee. That will take care of that.

CP: Our concern then would be that the job description calls for a good deal of interaction with faculty. Attendance at faculty meetings raises further issues. You have the right to decide who's on a search committee, but if there are faculty, we appoint them.

Kathleen: Do you appoint faculty for faculty searches?

CP: The tradition has been not when they are from within the department for a departmental search; I think there is a question about the other. But we're got another grievance going to arbitration about this whole issue.

REB: We won't put any IFO faculty on this search committee in order to proceed with the search. When arbitration comes, we'll all look forward to that.

## **5. New Topics**

### **A. APAC Minutes**

March 27, 2007 – waive any M & C issues on those minutes

April 17, 2007 – might possibly waive, if FA Exec has had time to review. We do have some concern. We understand it's the end of the year and time is tight. But there was a lot involved. We're concerned that APAC itself is having sufficient time to review matters. I understand there were 40 items on the agenda Tuesday. It hardly allows APAC to prepare well. Having said that, these are issues that drew our attention: College of Social & Natural Sciences Graduation with Distinction. First of all we're concerned about proposals when we don't have a title yet that's agreed to.

Midgarden: APAC passed the program in December. We plan to talk to parents & students about this new opportunity during Dragon Days. If the Exec has suggestions for Dr Barden to consider, I hope he can get them today.

CP: I think we're concerned if the departments have been asked to make suggestions?

Midgarden: The APAC agenda is distributed and is online. Departments are free to make suggestions or attend the meetings.

CP: Was there a separate formal process of sending it out to departments?

Midgarden: There was a presentation to chairpersons in the fall.

CP: Is that also true with regard to the specific proposal of the College of Social Science? Were the departments asked to review the proposal?

Jeppson: No, I did not send it to departments. But we did talk to the chairs about it.

CP: We think that something that has this degree of impact on departments should have been reviewed.

Midgarden: At the chairpersons' meeting. I encouraged them to share with their departments. We received many good suggests and took almost all of them.

CP: We have had some unfortunate occasions recently where Chairs have been asked things, but they didn't talk to their departments, and provided bad advice to other folks. I think the whole notion is a good one. But we would like to see the notion

developed in a way that really works and in the same way that we ask questions about do we have library resources to support a program. We need to ask where the resources are going to come from. A proposal that comes through that seems to be saying there will be no impact, makes us at least skeptical. So we have concerns about how this is going to be staffed. Under Choice of Activities, Category one, Learning within the major. Choice of Activities, is that one or the other or is that both?

Midgarden: In the policy that was passed in December by APAC it makes it clear that there is one engagement activity in each category. So a choice.

CP: I think that needs to be clearer in the policy itself.

Midgarden: The APAC materials were developed to provide examples of how the programs might look. When the colleges developed their frameworks in a manner consistent with the policy the materials went back through APAC.

CP: Well, all I'm saying is under "Choice of Activities One it should read "Will present the results of this project to an audience, or students will attend 20 hours. Right?

Midgarden: That is one way to complete a particular activity.

CP: Our concern on the College of Social and Natural Sciences "Graduation with Distinction" is that we think each of the departments in that college should be asked to review it and as a department bring forward a recommendation.

Malott: There had been discussion about how things like the "20 hours of activity and research," for example, will be documented. Is that also intended to be on these college-wide policies?

Midgarden: All that detail was part of the original packet that went to APAC. For example, if you supervised someone in your research lab, the student would complete the form and you would sign off that it was indeed 20 hours.

CP: If someone took the 20 hours of non-classroom lectures option, the student would write up what they attended and someone in the dean's office would review that work to determine if it was satisfactory, not a faculty member?

Midgarden: The advisor signs off. Records are kept in the Registrar's office on the DARS transcript.

CP: But if an advisee of mine came to me and asked me to sign...

Midgarden: The student would have to bring you evidence that he or she actually attended the lecture.

CP: And I'd have to review that. My students all do court visitation projects where they assert to me that they have attended things. Sometimes students make up the entire paper that they have attended the proceedings. I'm wondering about the work load that falls on academic advisors in complying with this.

Jeppson: Students are looking forward to it.

CP: We're looking forward to a good system that we can all work with. We have very serious problems with the writing intensive as with the honors program. What we're concerned about, it seems an honor's section required considerably more work for the faculty member than a regular section.

Grayck: There is a differentiation between the course taught to the honor's student versus the non-honor's student. That in fact, in this group of Foundation 4, those faculty members who are engaged in teaching those for the honors are creating a separate preparation under this policy. And, if I understood the policy correctly, in fact, they are asking for additional work being given to the students, which would imply additional workload for the faculty member.

Midgarden: I haven't seen these courses yet, but if I were given the opportunity to teach an honor's section of Math 102, it wouldn't necessarily be more work. It would be a different course, though, even if the outcomes were the same, because you can assume a certain level of competence and stronger knowledge base when you teach Honors students. So, you won't be teaching basic skills, or need to reteach and drill.

Gracyk: That may be true now, but I don't see why honor's students coming in to speech or Critical MultiCultural Thinking course would have knowledge beyond the other students.

Borchers: I've taught speech, and I'm teaching the speech honor section this fall, and believe me, there's a difference. Top students don't take as much work, in terms of teaching basic concepts like critical thinking and research.

Grayck: I'm directed to what the actual policy proposed was.

Borchers: But your question was, "How can we see people coming into speech performing at a different level?" And I'm telling you that they do. Being able to capitalize on 20 students at a much higher level, will be a lot less work of some things for me. Maybe more work in terms of grading different kinds of speeches or grading them differently. But I'm not going to have to do the basic going over things over and over again.

CP: It says, "To serve as an honor's section, Foundation 4 courses will include one or more of the following elements beyond normal course requirements."

Midgarden: But Jo put this in the minutes.

Grayck: What we're getting at is how to construe the fact that there is "Include one or more of the following beyond normal course requirements." It appears to be that most of the choices involved asking the faculty to create extra assignments and monitor extra assignments.

Borchers: I will use groups, which is less work. They will be able to work more effectively as a group because they are operating at a higher level. It means I'll be grading the same number of minutes, the same number of speeches, the same number of students. I might even be able to turn them loose and let them do a lot of work outside of the class.

Flores: I've often thought I would like to teach in places like outdoors or something. But what I find myself saying is I probably will not do a good job, because what that means is that you have to talk to students about topics beyond the normal student. If I had superb students in Economics, I'm not sure I'm capable of teaching them today because they require different preparation. And they require more reading. And they require more time. Maybe in speech that's the case, but I don't think everywhere.

Grayck: Because otherwise it seems the analogy is the brightest students that we teach on a regular basis, are the graduate students where in fact they are the most labor intensive students to teach.

Enz Finken: What is the point of your question? There are people on this campus who currently teach honors sections and they are glad to teach them. There are many of us who teach all sorts of classes, where we have added service learning we have added many different components. It's up to the instructor to make those choices. I don't understand why this is becoming an issue. It's an instructor's personal choice to be involved in honors program. It's no different than anything else we've been doing in the honor's program. I'm concerned that you are questioning the capability of our faculty.

Grayck: I don't believe in the past the approval of an honors course required having elements "beyond the normal course requirements."

Enz Finken: If you want to be a stickler on words...I'll tell you when I teach the honor's courses, it's not my normal history course.

Grayck: These are specifically Foundation 4 and the outcomes are specified by the program. Previously honors courses weren't our typical courses, they were uniquely designed courses. The difference here is these are not, as the Dragon Core was set up, uniquely designed courses. So now what we've got is a set of outcomes for Dragon Core, plus additional elements to be added.

Enz Finken: They will have the same outcomes but they will approach them in a manner that is different for honors students.

Grayck: Right, “Through additional course requirements,” which appears to be asking for a heavier workload on the faculty member teaching the course. What’s the intention? Midgarden: If I was going to develop an honor’s course, I wouldn’t do everything I was doing in the traditional section, plus a collection of other material. I would do the things that would challenge the honor students.

CP: How are we going to do assessment? Would assessment be different?

Midgarden: The assessment processes wouldn’t necessarily have to be different. We hypothesize that honors students will demonstrate greater achievement in the student learning outcomes than an average student will.

CP: What we’re trying to do, some of us remember back when we were trying to do the co-taught integrated courses, eventually we couldn’t offer them because faculty weren’t willing to put in that amount of time.

Midgarden: That might be part of it but I hope that doesn’t happen. Some of these courses were idiosyncratic that when the faculty member left or retired, there was no one else who was interested in them. These new honors courses will address the same student learning outcomes as the Foundation Four courses. Different faculty members will probably do things slightly differently. The common denominator is what the student will learn.

CP: We would like to see this program be successful and it requires resources, and if we are specifically requiring additional items, we should be looking to provide the faculty member with the time to develop that.

Midgarden: I think it’s different, not necessarily additional.

CP: But then we get into, “But we set it up to do it this way and we don’t have the resources to change.” It’s that sort of “When you raise this question? If we are asking people to do this, what are the resources we are providing to enable them to do it?”

Enz Finken: When you teach any Dragon Core 3 credit course there are common expectations. How many times it meets in a week, how many hours, what the expectation of the student is outside the classroom. It’s the same as any 3 credit course. It’s just that we might choose more challenging materials, they might have more in-depth discussion or a service learning component. Maybe an honors course will have service learning, but it still will be a 3-credit course. So the workload should not be substantially different from any other 3-credit course.

Grayck: We’re trying to get at the intention of what will be different such that in the screening process you will know the thing is acceptable as an honors course?

Enz Finken: Eng 101, right now, when that is taught, it will be taught by many different faculty. They have the same learning outcomes, but the approach could be different. Each professor will approach that in their own particular way. It's the same for a biology class, or any other class, on this campus. Each faculty member will use their own approach but they must address those specific Dragon Core learning outcomes.

Grayck: But what we don't understand, is when we look at this policy, before you put a little "h" on a Foundation 4, it's got to be differentiated from all the other ones being taught? And what we're trying to figure out is, what is that differentiation? We can't tell from this policy. As far as we could say, and you're denying this, we thought it meant they were doing additional stuff. But now you that's not it.

Borchers: There is language in there that talks about doing it at a higher level.

Enz Finken: All of these will be reviewed by...

Gracyk: But you have to do all of these things. It doesn't say that you can do just 1 of these 4. Maybe the intention behind it is not clear in the wording.

Borchers: # 4, it will include one or more of the following elements.

CP: He's reading item #4 referring to the A, B and C under it as opposed to the 4 items above, all of which must be met.

Grayck: I meant numbers one, two, three and four.

Borchers: That's not where the workload comes in, the workload comes in on A,B,C,D. That's where you have your choice. #1 says it's all the same. #2 says the honors committee.

CP: "To determine that it provides a value added component appropriate to an honors course."

Borchers: And that's the A, B, C & D which you have to do.

Gracyk: Then that should be part of #2 if that's being defined as A, B, C, & D. Not as a separate one. We took it because there's a 1, 2, 3, 4 and 4 is separate from #2.

Borchers: And in fact #3 says that it won't be an honors course simply by requiring more work.

CP: Right. It's not "you do 10 papers instead of 8." I think we all understand that.

Enz Finken: But that's not what you're saying. You're saying it's going to be more work.

CP: It looks to me it says, "elements beyond normal course requirements. I think Ted also has raised a good question: when APAC goes to consider one of these courses, how do they know it deserves the "h".

Borchers: For example in challenging multi-part projects, maybe where I let my normal students turn in an outline beforehand and give their speech, maybe for the honors students I'm going to do a lot more upfront like, what's your topic, why did you choose your topic. What do you think you can contribute with that topic? Then I might look at their research more closely, because I'm thinking we're not going to have to do a lot of basic definitions, we're not going to have to do a lot of basic grammar. We're going to be able to jump right in and take these things apart in a little bit more detail. I think B: extended historical, theoretical and/or additional research and writing, certainly doesn't have to be more work on my part. It might be more work on the student's part in terms of what they are looking at. Service learning could be more work but then what I'm doing is take away another assignment or something that they do with a written group project. In my mind, I'm thinking of several ways to teach my honor's class without adding to my workload. We all teach at different levels, requiring different amounts of work, different numbers of assignments, different pages of reading.

Grayck: Precisely. That's why we don't grasp how the people making the judgment approving this, all we're talking about today is it decided that so and so's course, this is the issue brought to us by some faculty, I'm not raising this personally. I don't have any dog in site personally. Faculty raised the issue, how does the group that's deciding that something gets an "h" know what the norm is if 20 different English faculty are teaching the 101 sections or 20 different speech faculty? How do we know what the norm is such that we know there's a value added and there's this other additional whatever.

Borchers: You could look at several syllabi of other faculty in Speech 100 and you can basically see the difference.

Enz Finken: Plus the faculty who are making those calls are the faculty within that field. They are the first and foremost to say, "This is how we differentiate those courses," because they are the ones who are going to be teaching them and they have the experience teaching the normal English 101, for example. Speech 100, they know what the qualitative difference is. So by the time APAC gets the recommendations it will already have had 2 levels of investigation.

CP: I hope that we can move forward and not burn out faculty.

**APAC minutes:** CP: We're concerned about the number of items on the agenda and giving everything appropriate time: Policies with the math department.

Graduation with Distinction. The Upper Level Writing Requirement. Honors Program Policy. We're concerned regarding Graduation with Distinction, that each department within the college be able to review the title for the implications for that department. We're not clear about how someone appropriately identifies a Dragon Core honors course. We're not convinced that it does not require more work and is not, in fact, more comparable to a graduate course and should be compensated in that way.

**B. Summer Compensation.** CP: We understand that awards have gone out for the development of online courses. Our information, however, is that compensation is not being proposed in the form of extended duty days. We would appreciate some rationale that would allow us to understand how that fits in the contract.

Midgarden: We did 2 credits of summer session pay.

CP: Have we used that as a method for non-courses before?

Midgarden: Sometimes we've done overload during the year, for individuals. This is the same as at the overload rate.

CP: Well, during the regular year you could say that they were reassigned.

Midgarden: Sometimes we do reassigned time. So we did essentially overload pay for 2 credits for each design for a 3 credit course.

CP: Were the faculty told anything about compensation before they applied?

Midgarden: I can't recall Dr. Goodman's memo, but compensation is always included in the salutation memo in these endeavors.

CP: I think we want to follow up on that. We were just caught off guard by the compensation being denominated in terms of credits when they aren't teaching credits. Whether or not that needs to be done in terms of extra duty days, we're going to have to take a look at some of those memos.

**C. MnSCU proposals on general education and transfer credit policy- impact on MSU Moorhead.** CP: I forwarded to you a memo that Deb Japp sent me. I think we share the same concern on this issue. Which is that universities be free to establish general ed programs that are of their own making. There seems to be pressure from some central administrators that would reduce the flexibility of universities. If anything puts Dragon Core in jeopardy we've got a real problem facing us. Are you hearing anything?

Midgarden: Yes. MSUM's Dragon Core follows the framework of the Minnesota transfer curriculum. However, we rewrote the objectives and the student learning outcomes and, in my judgment, if the student satisfies the Dragon Core, they certainly satisfy the Minnesota Transfer Credit. We did add a category, information literacy;

has always been permissible to include courses locally that aren't included in the transfer curriculum. As long as you communicate with students that a receiving campus might not accept those courses. What concerns me, though, is the national discussion about transfer, which may make the Minnesota Transfer Credit discussion moot.

CP: Are there things we're not seeing on our side of the table? We all have representatives at MnSCU and things sometimes pop up that are beyond belief.

Midgarden: If we had not gone through the last 2 ½ years in gen ed revision, the adoption of these new protocols/guidelines, would have forced us to do it in a very short period of time.

CP: You don't see much life in a proposal to have a uniform gen ed?

Midgarden: There is at least one Board member who wants that.

CP: I should have mentioned we've restructured our academic affairs staff in the state office. Deb Jaff is retiring from that and going back to full time teaching. She'll be returning to St Cloud. Kathy Suma, who is on the faculty at Winona, and another faculty member in Communications from Bemidji, will each have a half-time appointment next year. The various MnSCU committees will be divvied up between the two of them. Previously it was one person half time. We want to continue to work as closely as we can. The perspective of people who have not been out of the Wells Fargo building is quite different.

REB: Let me reiterate that in the area of transfer credit, the federal government is very active. The Secretary of the US Dept of Ed has conducted a number of sessions with a select group of people to look into issues like this. There is a lot of pressure for the regional accrediting agencies that we deal with to back off their expectations that when we transfer a credit, it is coming from another regionally accredited institution. Certain federal officials may try to get their view into federal law. When the Higher Education Renewal Act Reauthorization finally comes out, it will be hundreds of pages long and may contain this language.

**C. Progress on D.N.P.** CP: Where are we?

REB: We are proceeding. There is a big issue with respect to employee tuition waivers – can they be used for the applied doctorates? Also, can 2-year faculty waivers be used in a doctorate program? Our understanding is that these questions are being addressed centrally.

CP: What's left to be done for us to have courses in the fall?

REB: We can offer graduate courses but can't award degrees until we get our authorization done with the Higher Learning Commission.

CP: I heard there will be a site visit in St Paul and all 4 schools will be present for that HLC visit this summer.

Midgarden: I have heard that several dates in May have been chosen for a team visit in St. Paul. We have not been officially told that the visits are going to occur but apparently they are in less than 10 days.

CP: We can tell you that MnSCU has delivered letters to the IFO and the union for the 2-year faculty informing the unions that they are interpreting the contracts to say that tuition waivers do not apply to doctoral programs. The letters arrived on Monday of this week. The argument made is that since there were no doctorate programs authorized at the time contracts were entered into, the tuition waiver contract obviously does not cover doctoral programs. That certainly raises the question for us: if the contract cannot cover tuition waivers, how can it cover teaching of doctorate courses? My understanding is that both unions will be filing system level grievances. This has become an extremely serious issue for not just the nursing programs, but for the status of the relationship between the union and MnSCU. We're not sure where the ramifications will take us.

Flores: The contract does talk about the workload equivalence between master's programs credits and undergraduate credits. The position with MnSCU is there is no implied tuition waiver for doctoral programs. There is no implied workload definition between doctoral programs and undergraduate credit, either which will then have to be demonstrated.

CP: I met with Barb Matthees and Jane Giedt on Tuesday to inform them of what had happened, and the seriousness of the situation. I don't know what will happen, but I wanted them to be aware that basically anything could happen before fall. There are possibly some press initiatives emerging from the unions. We think it's extremely unfortunate that MnSCU chose to take that position. The 2-year union is more upset than we are.

### **E. Calendars**

1) 2007-2008 Calendar of Deadlines for Faculty Development and Evaluation Procedures – CP: We did have 2 questions on the calendar. On the reporting on third and fourth year when the report is turned in, you turn it in to the department.

Grayck: You're talking about the tenured faculty reviews. This may be a carryover from previous years. Tenured faculty review, not the tenured full professors, but assistant and associate professors. Under evaluation, we've got first the date to submit progress report to the department via the chair. "Department members provide written comments by" and there's a date. We're trying to figure out who department members are providing written comments to is unspecified here. As we read it, it must mean the line earlier about department members providing written comments directly to the faculty member?

Midgarden: That's my recollection of the contract but I'd have to read it again.

Gracyk: Then we wondered why in fact there would be a date specified because this wouldn't be something that would affect a packet going on to the dean or director.

CP: It's not the plan it's the report.

Gracyk: My recollection is that those comments are optional. So the language here as it stands would be misleading because it implies there must be such comments.

Midgarden: As I recall, the language is "encouraged to provide," but I would like to read it. The date makes sense to me because it's formative support that will help colleagues improve and strengthen applications.

CP: It is confusing because in the progress report you can give comments and the dean can also ask. The other issue with the calendar is, we've had a number of reports from faculty who have not gotten feedback anywhere close to the calendar deadlines.

Midgarden: That's true, it has been a very demanding year.

CP: We're wondering what we can do about that. How can we establish a system where faculty are expected to provide timely information and they also get timely feedback on their plan. The workloads being what there are, what can we do so that we get closer to the timelines next year?

Midgarden: We can change the dates to ranges, I suppose. All I can say is we all do the best we can.

CP: Yes, we're all doing that. My concern is that delays be taken into consideration when a faculty member is being reviewed. If comments on their plans come a week or two before their report is due because the dean is late in responding, faculty should be given due consideration in any of their evaluations.

Midgarden: My view has always been if comments were received late from the dean and the faculty member lets me know about that, it's OK to take a little extra time to turn in the report .

CP: I don't know that that is communicated to faculty. Faculty see the date and think it's fixed. You may say it's OK but they don't know that.

Enz Finken: I know I've been late, but in at least one instance I have not yet received a letter from a chair.

CP: We appreciate the work load issue.

REB: From time to time we make changes to get the workload done. Personnel processing is an intense part of the academic affairs workload. If we can't do it with 4 deans, then we need to scrape some money from the units and add more administrators, or change the system to something we can manage. We will make a change of some kind if this isn't working. There is little point to berate people when they are overextended and not able to do the work by a certain date. It is a serious matter. It needs to be thought through, the entire system. If we see this a couple years in a row, then it's not the people, it's what the system expects to happen.

CP: When the 4 year, post-tenure review, full professor load came in, we had some discussions about changing dates because of peaks that hit. I don't know if that has worked itself out, or if we need to revisit that.

Midgarden: I haven't looked at that for many years, I don't really know. If lots of people retire and lots of hiring is successful, then one dean could have a far heavier load.

REB: The other response to the workload demand is to get quick and cryptic. There are always some issues where some commenting is useful. We appreciate your bringing this forward.

CP: I think that was our argument on the honors program.

**2) 2008-2009 Academic Calendar Recommendation** CP: As we understand it, there was some thought there would be an '08, '09 recommendation but in fact that's not where we're at.

REB: I think that the calendar committee had an "oh my gosh" moment. We didn't know they were going when Dr. Strong was not available.

Malott: I was newly appointed to the calendar committee this year; to be honest, I had no experience. I had an email on a Saturday that the committee would organize the next week. By 8:30 on Monday morning the meeting time was set. So I missed the first meeting. I went to the second meeting, which was now "we're going to APAC with this."

REB: I know the Registrar is anxious about the Bulletin. Everyone knows what we must know for the second year: the start dates: the commencement dates. Everything else will just have to be tentative because we haven't had a chance for the administrative teams to get together and even look at these things. I did, however, admire the multi-colored charts. Someone very carefully put a product together that looks like the real thing. This is something we may have to get to first thing in the fall to get this up on the web page as quickly as we can. We're not ready ourselves to say anything.

Malott: There is one thing that came up in that meeting that is a thread in all our conversations this afternoon; that is the non-instructional days in the beginning of the semester. Especially in fall semester, a number of those are slated for meetings, orientation, advising, faculty development, Dragon Core assessment. It was brought up to have at least one non-instructional duty day with no meetings scheduled for faculty so people can get ready for teaching.

**E. Administrative Proposal for Indian Resource Center Task Force**

REB: Dr. Jeppson indicated that the proposing group should send information so we can establish a task force. We've asked for a description of the purpose of the task force. It's a group that doesn't expect to meet very long. They would like to propose language next fall for a regular committee.

Jeppson: The proposers want a group to formally explore the possibility of developing a resource center on our campus. They will study the feasibility of having a center on our campus, possible locations, what it's going to cost and put together a recommendation next year.

REB: Do you need any more clarification of the purpose than that? We usually try to get students involved, too in a task force of this kind.

CP: We are certainly willing to agree to a university task force with a charge to make recommendations regarding the feasibility of an American Indian Resource Center. We look for your recommendation, and will discuss with you the faculty members. I don't at first glance see any problem.

REB: I will expect a report back from them by the end of fall semester.

Gracyk: The thing that strikes me is #6, American Indian studies. Is there a unit around called American Indian Studies in some way in that department? There appears to be curricular issues that they have in mind regarding the American Indian Studies goals. What do they have in mind there and what is the relationship to existing departments?

Jeppson: There is an American Indian Studies as noted by the group. They will include other people who are concerned about this. What's the future going to look like? We just don't know.

CP: We agree to the task force and feasibility study; we will discuss with you faculty membership.

**F. Administrative Proposal for Tobacco/Smoking Policy** REB: Our newly formed committee has proposed a change in policy for our program which basically would extend our no smoking policy from the 20 foot perimeters out to the edges of campus. This is an expression of our strong interest in this public health issue. Our policy is a bit of a mix of public health interests and the interests of landscaping and

grounds people because of the mess around the pots. The committee that we formed wants the new policy to be announced. I believe we should do this. There is the fall semester of educational work for public relations efforts to help people understand where we are headed.

CP: Where do we stand with the enforcement language?

REB: It's primarily learning how to ask each other to conform to the policy. Our expectation is that when people know and understand, they will conform. We almost never see anyone smoke in our buildings now, for example.

CP: So the language about reporting to the academic VP has been deleted?

Williams: What it says is, "Enforcement of the policy will depend upon the cooperation of all faculty, staff and students not only to comply with the policy but also to encourage others to comply with the policy in order to promote a clean, safe and healthy environment in which to work, study and live. The university will provide the campus community with training opportunities designed to assist and prepare students and employees to help one another comply with the policy. In the case of a violation the person will be informed of the University Smoking and Tobacco Use policy. Should that person continue to violate the policy, the aggrieved party should contact the appropriate office. For university employees the person's immediate supervisor. For students the judicial office of Student Affairs. And for those not associated with the University, security."

REB: The student senate had it on their election ballot so there's student support of this policy. We will be with MUSAFF Monday. We see it as an extension of our policy and a stronger commitment to public health for our campus members.

CP: Are we all in agreement? We are fine with that.

**G. Borrowing Gowns for Graduation** – CP: Someone, Bette, from your office sent out a suggestion that was made that faculty borrow gowns from other faculty to attend graduation. Since gowns and hoods have specific meaning we would not want to encourage faculty to appear to misrepresent their credentials by wearing symbols they have not earned. The implication was just go ahead and borrow a gown and hood. Please send out another email to make that clear.

Grayck: Perhaps we could ask retirees if they will donate a gown.

ED: Cindy, could I have the Union's support to send an email to your members to remind them to do the digital system security training.

CP: I'll send one out.

REB: My appreciation to everyone who has worked so hard. It has not always been an easy year. But we accomplished a great deal. We've had some wonderful achievements from individual faculty recognized, through Bush awards, great student achievements, and across the board, everybody has worked very hard to prepare for our Higher Learning Commission accreditation. It's so easy not to notice what everyone is doing because we are all so busy.

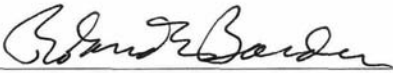
CP: When do we get to see the report?

REB: It should be in June. It belongs to the Higher Learning Commission and as soon as the Commission acts on it and so informs us, it can be shared. We will be expected to correct errors of fact, names of committees, member's names. It will go to a reader's panel and then to the Commission. For the record, I really appreciate everyone's hard work. Let's not forget it was a heck of a year. Our students have learned a lot.

Meeting adjourned 5:45


Respectfully submitted:

Gloria Sheldon



Roland E Barden

Minnesota State University Moorhead President



Cynthia Phillips

MSUM Faculty Association President (IFO)