

with Gmail, Google Docs and Windows 365. A mobile app has been developed for SHSU on-line which will allow for post and read discussion board, automatic date notifications and will allow students to check their grades on their mobile device. This app will be integrated with the SHSU mobile app.

Members of the Senate had many questions concerning the migration process and SHSU on-line. The exchange appears below:

How can a faculty member incorporate all the enhancements into their course? Computers will need to be outfitted with cameras, microphones and speakers. If a faculty member has a machine that is not up to specs and they would like to use Skype for example, they should contact DELTA who will secure the needed equipment.

What if a faculty member wants to record their lectures for podcasting instead of videocasting, is this possible with SHSU on-line? Yes, the faculty member always has complete control over their course delivery. If someone prefers the audio over the video, DELTA will supply a high-grade mpp hashon app. 2(s2(y)204M9504MnT4(ppp(e))TJ 0 Tc 0 T -0.002 T1ui)-2(pC /P Tc 0.004 Tw 30..hnon a).



3. The services provided to faculty by the NGL library rated amongst the top in the university. (4.15/5)
4. The work environment at SHSU is well maintained and pleasant.(4.13/5)
5. The NGL is doing a good job supporting the departments' curricula. (4.04/5)

Items resulting in the lowest rating:

1. The selection process of administrators at SHSU. (2.44/5)
2. Faculty felt salaries at SHSS-1(a)8(t r)-2(s)-1(w)2([(T)1(he)4(s)-1(e)4(lh/LI_Ti([(T)1

5. Another topic which received a lot of attention is the salary discrepancy between incoming, newly hired and established faculty.

B) Annual Senate Elections[(-)2250()]TJ 25. x .73 0 Td (.tTJ 2e E)-3(l)-6(e)-10(ct)Tj /T1_0 1

Old Business:

Calendar Committee

Chair Frank has received a confirmation email from Dick Eglsaer and Teresa Ringo that the 2011-2012 and the 2012-2013 calendars will be changed to reflect the 42 hour format requested by the Senate.

Eglsaer asked that the faculty include in their syllabi a statement of how the course will incorporate the additional 3 hours of out-of-class assignments. The March 19, 2009 Faculty Senate minutes indicates approval of the following statement for inclusion in syllabi:

Recommended Academic Calendar Policy Statement:

To promote academic excellence, Sam Houston State University encourages innovative approaches to the mastery of learning outcomes. To this end, campus instruction will be enhanced with structured support projects such as library instruction, service, field, and internet-based learning activities. Each faculty member will design curriculum-supported, out-of-class activities which will appear in the course syllabus and be subject to review. Assignments will require engagement by students and will be evaluated by the instructor. These exercises will serve as an opportunity for the students to bridge mastery of course content with application while meeting accreditation requirements.

Preferences for Budget Cuts

After the April 7th Faculty Senate meeting, Dean de Castro emailed Chair Frank and Chair-elect Hatton requesting the Senate to solicit input from the faculty concerning potential budget cutting items. The responses gathered were informative and enlightening. Faculty members welcomed the opportunity to voice their opinions on the items. While there was a concern that sharing the information with the faculty as a whole would result in panic or alarm, none of the responses indicated this reaction. In fact, the opposite occurred with faculty voicing that

Canvassing the CFAMC Faculty Results:
School of Music and Art, Theatre/Dance Departments
Report for Faculty Senate, April 21, 2011

General Comments and Suggestions for the Administration to consider in addition to their list that they presented to the Senate.

-Several faculty members wanted to point out that 8 of the 13 cuts directly affect faculty compensation and/or workload.

-Only 1 item from the Dean actually suggests a cut that impacts the administration.

-Administrator Budgets DO NOT EQUAL reduced faculty compensation for anything.

-Reduce Administrative costs. Administration is the only cost at the University that does not produce direct value. That is not to minimize the need for Administration, rather, it needs to be efficient and lean. The administration typically looks at this cost last, but it needs to be looked at first.

-Add to the list for consideration: Re-evaluate the bureaucratic structure and downsize and combine the many "offices" on campus, such as "University Advancement", "Student Services," "Student Life", "Student Recruitment", "Student Retention", "PR", and many others.

-Reduce or eliminate non-academic programs.

-Two faculty members would want to see across the board budget cuts (not just O&M) so that the administrators, computer services, physical plant— *everyone* will have their budgets cut as well. This is simple logical and fair –so entities with a hidden agenda won't like this.

-The Faculty is being asked to sacrifice personal payments and compensation while the Administrators are not. Administrators should be asked to do the same.

-I think a panel that had more faculty than administrators would perhaps come up with a few more suggestions to reduce the budget. I think there are probably more ways to limit spending than the ones that have the most dramatic impact on faculty compensation and morale.

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UNIVERSITY RESULTS	1 - 2
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Newton Gresham Library Results	13 - 14
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32	Library Services	175	4.15	0.91	71	41%	71	41%	25	14%	4	2%	4	2%	7	4%
33	Library good for Dept. Curriculum	171	4.04	0.92	57	33%	78	46%	26	15%	6	4%	4	2%	11	6%
34	Blackboard	171	3.89	1.04	50	29%	76	44%	30	18%	6	4%	9	5%	11	6%
35	E-College	104	2.65	1.43	13	13%	19	18%	26	25%	11	11%	35	34%	78	43%
36	Recruiting Quality Students	174	3.03	1.09	16	9%	43	25%	59	34%	42	24%	14	8%	8	4%

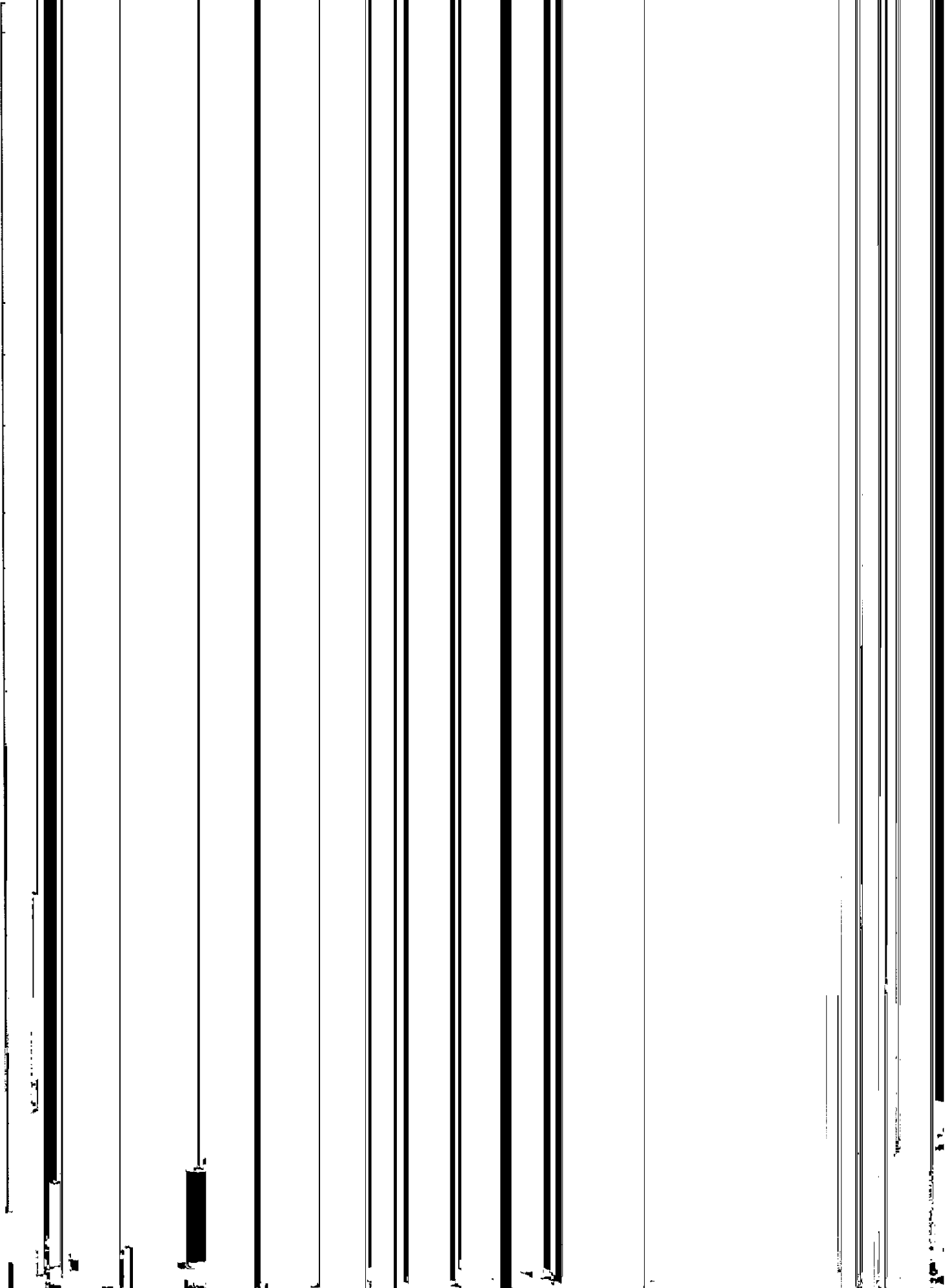
1/3	Saustied at SHTSU	10U	3.07	U.300	01	2070	13	4270	01	2170	13	170	4	270	2	170
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30 Recruiting Quality Students

51 2.7% 1.11 1 2% 14 2.7% 10 3.1% 11 2.2% 9 1.8% 5 0%

72	Chair values faculty	50	3.66	1.41	19	38%	13	26%	6	12%	6	12%	6	12%	4	7%
73	Satisfied at SHSU	54	3.80	1.07	16	30%	20	37%	10	19%	7	13%	1	2%	0	0%

34	Blackboard	13	3.92	0.95	4	31%	5	38%	3	23%	1	8%	0	0%	0	0%
35	E-College	8	4.13	0.83	3	38%	3	38%	2	25%	0	0%	0	0%	5	38%
36	Recruiting Quality Students	11	3.73	1.10	3	27%	4	36%	2	18%	2	18%	0	0%	2	15%



73	Satisfied at SHSU	33	4.03	0.81	9	27%	18	55%	4	12%	2	6%	0	0%	0	0%
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73	Satisfied at SHSU	48	3.69	1.07	13	27%	14	29%	16	33%	3	6%	2	4%	1	2%
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1 | FRESNELIAN GIBSON | 3.33 | 3.39 | 3.05 | 3.70 | 3.41 | 3.03 | 3.00

Across

1

17	Selection of Admrns.	2.44	2.38	3.04	2.54	2.37	2.13	3.50
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36	Recruiting Quality Students	3.03	3.16	3.14	3.07	3.08	3.71	3.46	3.17	3.09		
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9) Reduce course releases for administration and research

- Appropriate to cut
- Okay, but should not be a permanent fix—only use during difficult economic time
- Appropriate to cut
- Yes, do away with the 3/3 load and have everyone teach 4 courses. In response to this, make adjustments in the research and service requirement for the faculty. We do after all, pride ourselves in “teaching”.
- Yes—Most faculty need to be returned to the 4/4 workload which will reduce the number of adjuncts significantly. Other Universities have done this already. The 3/3 load is a luxury we cannot afford.
- This might help overall and show the administrations willingness to take part of the burden.

10) Reduce departmental allocations of distance learning fee distributions

- Unacceptable to cut
- Okay, but not a great fix, and shouldn't be permanent
- Unacceptable to cut
- Unacceptable to cut
- Unacceptable; this could hurt us in the future and would stymie growth in this area for the university.

11) Decrease the number of TA appointments (GRADUATE STUDENTS, ADJUNCTS -NOT CERTAIN)

- Unacceptable to cut
- Unacceptable to cut

-This seems drastic and some could see Art as “low producing” because of our small class sizes.

13) Combine small departments into larger units to reduce administrative costs

-Appropriate to cut -Unacceptable to cut -Appropriate to do this -Unacceptable to cut; this will also lower the quality of education and support for our departments -This should be the highest priority. -Absolutely, yes! -Yes. This should be done anyway.

COMMENTS ON COST CUTTING OPTIONS

SUMMER COMPENSATION

DECREASE THE NUMBER OF SUMMER COURSES OFFERED BUT RETAIN THE SAME COMPENSATION LEVEL PER COURSE—(Preferred method between two options)

REDUCE SUMMER COMPENSATION PER COURSE FROM 1/12TH TO SOME SMALLER FRACTION OF THE NINE MONTH SALARY

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REDUCE COURSE RELEASES FOR ADMINISTRATION AND RESEARCH-

REDUCE THE DEPARTMENTAL ALLOCATIONS OF DISTANCE LEARNING FEES

Summer school issues might be very significant at the college level, but not at the departmental level—our summer offerings operate “in the black” and the only thing likely to be achieved by cutting summer pay is to make faculty less willing to teach the courses (which will lower our profit).

The actual work for the period of a summer class is far in excess of the same class over a normal semester, so summer classes are relatively under compensated already.

In regard to items 3 & 4: In our department, we have limited summer offerings, and we allow the sections to get as large as possible. It is relatively difficult to find individuals who are willing to teach the courses. If we reduce the compensation level specifically for summer courses, I suspect fewer courses would be offered, which would result in loss of revenue for the University.

I don't know for certain if this applies. But use of funds from federal grants require us to follow the FAR and NSF or NIH guidelines which restrict summer salary to that of corresponding university policies. This may further discourage faculty considering proposal preparation if they perceive that they will earn even less for the greater effort associated with external funding.

4) Decrease the number of summer courses offered but retain the same compensation level per course

If the instructional faculty were actually paid from the tuition generated by the summer classes, there would be no need to reserve faculty salary during the long terms. If necessary, this summer's tuition could be used to compensate next summer's instructional staff.

Look at the summer courses that have high enrollment, and offer them. If a course loses money, don't offer it.

Look at historical summer enrollment trends compared with salary obligations and actually budget for summer. Project the number of courses and reserve funds to invest in this revenue generating activity, summer teaching.

I've never understood why summer courses are viewed as especially expensive propositions. I think raising (and/or enforcing) the bar for how large a summer class needs to be to 'make' may be useful in preventing the expense of very small sections that some departments might be offering. I've never seen it in our department though, here or at my previous institution. I would sure think that cutting back summer offerings would lose the university money.

5) Freeze most hiring

We haven't hired anyone in the past two years.

Since most hiring on this campus has had little to do with the instructional mission of the University, freezing most hiring university-wide would not impede the mission of the university.

Yes. This is how budget crunches work in the real world. Our department has had the enrollment for another faculty member for several years, but we haven't hired one because of the budget. If someone retires, you keep the position on the books, but you don't fill it in this biennium. Handle exceptions on a case-by-case basis using your best judgment.

Item 5: what hiring?

It might be very significant to have a hiring freeze for the entire college, but it has no impact on most departmental budgets.

6) Reduce the number of courses and sections offered in each department

This is an ambiguous choice, because it is not very clear. If it refers to the number of courses taught each semester, then fewer but larger sections would be more cost efficient. But the need to ensure that the students have the courses available to pursue and complete their degree plans is paramount. Reducing the course inventory for a department is equivalent to reducing the potential benefit to the students.

In regard to item 6, similarly to summer school, in the long semesters, because of room limitations, we generally have reduced the number of courses and sections offered. To reduce it further either means that we forego the income provided by students paying tuition, or we have faculty teaching less than a full load (but for full pay).

Yes, if this means combining three sections of 20 students into two sections of 30 and hiring one less adjunct in high-volume, core courses only.

With various other “tweaking” of loads, class sizes and such, the only savings would come if we cut enough to do away with one of our adjunct positions (the positions that actually generate the largest profit margin). These positions may be responsible for the instruction of 300+ students per semester. Not a good thing to cut—the loss of revenue would exceed the salary “saved”.

This means increasing faculty productivity through larger classes, more frequent use of Scantron exams, less frequent one-on-one mentoring, and reducing the onerous burden of written discussion questions that assess students' abilities to evaluate, critique, defend and justify (those higher order thinking skills.) This will help with enrollment and retention as the sophomore traits of identifying, listing and recognizing (characteristics readily evaluated by multiple choice tests) will be all that's needed for our BS-minimi. Yet another great contribution to our strategic plan!

This can work but do some planning here also. We all know that class enrollment decreases early in the semester so plan for an overage, over subscribe the room, so that we fill the seats just like the airlines fill their planes. Allow the departments to administratively drop the no-shows and disinterested. Pack the rooms with the interested and those committed to the course.

How much do low producing programs actually cost? Take a look at the placement of the graduates of those programs. If their graduates languish after graduating, then cut the program. Along a similar line of reasoning, can we cut whole athletic teams that do not make at least 50% win-loss performance (not just hire a new coach, but cut the whole team)? That is what cutting a program is like, but if a program really

14) Items and general comments added by faculty

Some of these suggested "cuts" do not yield any savings (and, in some cases, add to the problem).

Eliminate the two tier faculty and go back to 12 hr course-load FTE's. In most disciplines, the extra course (non-writing enhanced) will not be an extravagant burden if it is an additional section of a course already being handled.

Redo classrooms such that all classes can have 50 or more students and only classes required for majors or graduating seniors may have less than twenty enrolled.

If this is a budget issue because of reduced E&G funding why not think about ways to increase the inflow of funds? Note that for the faculty, most externally generated funding is subject to an indirect cost (IDC) surcharge. It used to be 78% of salaries, wages and fringe benefits that were taken away, meaning for \$178,000 in external funds, \$78,000 were "recovered" as IDC and according to university policy, 50% of this went into the general E&G funds. Why not place an IDC surcharge on ALL externally generated funds, such as athletic tickets sold as our teams entertain the local folk. I don't know if student services collects money from outside sources, but why not them too? If the academic community supports E&G through their external funding efforts, then why not all of us?

Bar access to facebook and other social networks. Student addiction to these sites is preventing students who need legitimate study related network access from utilizing their fee paid for computer use.

If one wants to combine units and save face, then combine some of the many Vice President offices and eliminate a dozen or so assistants/associate/apprentice VP positions. All of these employees are academically credentialed, and they can go back into the classroom on 12 hour, 9 month appointments. This will save 25% of those FTE line items, and will solve many of the attrition rehire problem

Why are the faculty the principal targets of the proposed budget cuts?

My main input is that the damage should be spread over as many of those categories as possible so that no individual item has to take too devastating a hit.

The University has been divided into three parts: instruction and academics, administration and management, as well as, the "four-year-summer-camp" component. Only one addresses the principal mission of the University. In my decades on this campus I have seen the laugh-n-play component severely impede the progress of the majority of our kids who don't even know that they should be students who study, who spend 60 hours a week investing -1.198 dD ?(l b)10hW1(e)-4 kidsrknowhomvMCID 1 >ug(l