

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, March 14, 2017, at 3:00 p.m. in Rothwell 456.
The following members were present:

Dr. Molly Brant	Dr. Jason Patton
Dr. Jon Clements	Dr. Michael Rogers
Dr. Melissa Darnell	Dr. Jeremy Schwehm
Dr. Marcel Finan	Dr. Monty Smith
Mr. Ken Futterer	Dr. James Stobaugh
Dr. Debra Hunter	Dr. Bruce Tedford
Dr. Sean Huss	Dr. Jack Tucci
Dr. Shelia Jackson	Dr. Susan Underwood
Dr. Chris Kellner	Dr. James Walton
Dr. Johnette Moody	

Dr. V. Carole Smith and Dr. Dana Ward were absent. Dr. Mohamed Abdelrahman, Ms. Pat Chronister, Mr. Wyatt Watson, Dr. David Ward, Dr. Jeanine Myers, Ms. Tammy Weaver, Dr. Bruce Chehroudi, Dr. Michael Davis, Ms. Gwen Faulkenberry, Ms. Tara Marshall, Dr. Jeff Robertson, and Mr. Wesley Duke were visitors.

CALL TO ORDER

President Huss called the meeting to order and asked for a motion in regard to the February minutes.

APPROVAL OF
MINUTES

Motion by Dr. Underwood, seconded by Dr. Moody, to approve the minutes as distributed.

Dr. Kellner requested the statement in the cultural climate survey section be amended by removing Dr. Abdelrahman's name and to instead read "He stated Dr. Bowen was interested to identify the source..."

Motion to approve the minutes, as amended, carried.

VPAA UPDATE

President Huss invited Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman reported applications for fall 2017 were currently up and the academic offices were working to maintain the momentum. He stated the Bridge to Excellence program would be expanding the scope for willing mentors to include correspondence with admitted students who had not yet enrolled, as an effort to increase the yield rate of admitted students. He reported an effort was under consideration to identify students who were eligible for an associate degree, using DegreeWorks, and awarding the earned degree to those students so they would have a credential if they were unable to persist for any reason. Dr. Abdelrahman also reported the AdAstra scheduling software would be in place by fall 2017 for building the spring 2018 course schedule. He encouraged the faculty to look at the classrooms in Brown and Rothwell when scheduling classes, noting the master plan process was showing these newer buildings were underutilized. He announced the position advertisement for the Assistant Vice President for Student Success will close on Friday, March 17, and encouraged anyone interested to apply.

NEW BUSINESS:
CURRICULAR
ITEMS

President Huss called for a motion in regard to the curricular proposal from the Department of Behavioral Sciences.

Motion by Dr. Stobaugh, seconded by Dr. Jackson, to approve the curricular proposal as presented:

Department of Behavioral Sciences

1. Make the minors in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services available for Rehabilitation Science majors only.

Following the motion, President Huss invited Dr. David Ward to address the Senate.

Dr. Ward explained the minor was intended for Rehabilitation Science majors only, and the proposal was to correct the catalog entry, implying it was open to any major. Dr. Walton questioned the designation of “minor” versus “emphasis” or “concentration”.

Ms. Tammy Weaver, Registrar, explained the minor was beneficial to students in their ability to more easily track progress through DegreeWorks, and was in line with what was being done nationwide. Dr. Ward stated the minor will not add credits beyond the 120 required hours.

Motion carried.

President Huss called for a motion in regard to the curricular proposals from the Department of Mathematics.

Motion by Dr. Underwood, seconded by Mr. Futterer, to approve the curricular proposals as presented:

Department of Mathematics

1. Add MATH 0900: Beginning and Intermediate Algebra Lab, to the course descriptions;
2. Add the Co-requisite: MATH 0900: beginning and Intermediate Algebra Lab, to MATH 0903: Beginning and Intermediate Algebra;
3. Add the Co-requisite: MATH 0803: Foundations of College Mathematics, for students who do not have a minimum math ACT score of 19 or a minimum SAT math equivalent score, or a minimum score of 251 on the Arithmetic Test of the NextGen Accuplacer Test, to MATH 1003: College Mathematics; and
4. Add the Co-requisite: MATH 0903: Beginning and Intermediate Algebra, for students with a math ACT score in the range of 17-20 or SAT math equivalent score range, or a score in the range of 237-262 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test.

Dr. Jeff Robertson, Dean of Natural and Health Sciences, provided the senators with an amendment to the original proposal (Attachment A, page 6).

Motion by Dr. Jackson, seconded by Dr. Tucci, to approve the curricular proposals as amended. Motion carried.

President Huss asked Dr. Schwehm to provide information on the Interstate Passport initiative for General Education. Dr. Schwehm reported Interstate Passport (IP) is a program designed to facilitate transferring between participating institutions, both within and out of state, by aligning general education courses in terms of the learning outcomes established by IP. He stated the proficiency criteria for assessing the learning outcomes would be determined by individual ATU faculty. He explained a benefit to students would be the ability to transfer general education courses without repeating previously earned credits, and a benefit to faculty would be the ability to assess existing general education courses and more easily comply with HLC and ADHE assessment requirements. Dr. Robertson compared IP to a nationalized version of ACTS for learning outcomes, rather than courses. Ms. Weaver stated, if ATU joined IP, the university would be part of a five-year pilot at no cost; choosing to continue beyond the pilot period would be \$7,500 annually. The senators discussed the relative newness of the program, and the limited number of institutions involved to date. Mr. Futterer expressed concern for an outside organization to dictate learning outcomes. The Senate

requested additional time to review the rubrics and learning outcomes involved in IP, and determine if it would align with the curriculum within the departments.

President Huss stated further discussion would be tabled until the April meeting.

BARNES AND NOBLE

President Huss introduced Ms. Tara Marshall, Bookstore Manager. Ms. Marshall stated there had been some technical difficulties during the bookstore transition and with the communication regarding FacultyEnlight, the electronic textbook adoption software. She stated adoptions for the summer and fall semesters should be adopted through FacultyEnlight by March 17.

CUPA SALARIES AND COURSE EVALUATION PERIOD

Dr. Kellner asked if the institution had considered using national data for CUPA salaries, and looking at upper and lower quartiles for minimum and maximum thresholds, rather than the median salaries of the peer group. Mr. Watson responded, to his knowledge, ATU had not considered using national data to date, but he had recently received the 2017 CUPA data for the peer group including deciles, and could share that with the senators.

Dr. Rogers stated there was still an issue with students being able to evaluate a course and instructor prior to the drop date. Dr. Patton stated the subcommittee tasked with developing evaluation questions was also looking at the evaluation period dates, and considering asking students who have dropped or plan to drop a different set of questions.

Dr. Tedford asked if course evaluations could be a requirement for a final grade, to ensure participation. Mr. Watson responded the EvaluationKit representatives had provided suggestions to increase participation, including requiring course evaluations to be completed before further content in BlackBoard could be accessed. Dr. Patton indicated the subcommittee did not want to force completion for course evaluations, noting it could bias responses, typically toward the negative. Dr. Underwood stated the subcommittee would return to the Senate with a recommendation for increasing participation.

AUTOMATED GRADE SUBMISSION CONFIRMATION

President Huss reported Ms. Weaver had submitted automated grade submission confirmation emails as an IT project, and suggested the Senate make a formal motion in support of the project, to encourage prioritization.

Motion by Dr. Kellner, seconded by Dr. Brant, to support and prioritize the automated grade confirmation email project. Motion carried.

INTEGRITY OF FORWARDED EMAILS

President Huss stated a faculty member had reported through the Senate's online feedback form an incident in which a faculty member's email had been forwarded and altered. President Huss acknowledged, with anonymous feedback, the specific incident could not be addressed but he wanted to make the Senate aware. Dr. Kellner suggested Dr. Bowen be notified, and President Huss agreed.

REPORT ON CURRICULUM COMMITTEE

President Huss reported he had attended the March meeting of the Curriculum Committee, and asked the members to be more diligent in curricular review. He had reminded the members it was within the committee's purview to return incomplete or insufficient proposals to the departments when necessary. President Huss reported he was investigating the possibility for college level committees to review curriculum.

President Huss stated he would be attending an upcoming General Education Committee meeting, and would deliver a similar message.

ADJUNCT COMMITTEE

President Huss invited Mr. Wesley Duke to address the Senate on behalf of the Committee on Adjunct Faculty Support. Mr. Duke distributed a draft memo to Dr. Abdelrahman from the committee (Attachment B, page 9), outlining the recommendations for changes to adjunct

benefits and considerations. He stated Dr. Abdelrahman had already provided feedback and he now sought feedback from the Faculty Senate.

President Huss asked the senators to review the drafted recommendations and provide feedback at the April meeting.

**OLD BUSINESS:
CULTURAL
CLIMATE SURVEY**

Dr. Kellner stated he would meet with Dr. Moody and Mr. Futterer after the peer review process concludes.

**FACULTY
SERVICE HOUR**

President Huss reported he was still exploring options for a designated hour in the schedule for faculty meetings. He stated the Deans' Council had suggested shifting the Tuesday/Thursday class schedule to begin classes after lunch at 1:30pm, rather than 1:00pm. This would give faculty from 12:20pm until 1:30pm without scheduled classes. Dr. Rogers distributed enrollment trends by time, day of the week, and term (Attachment C, page 11) prepared by the subcommittee. He noted the volume decreases substantially by 3:00pm, and even more so by 4:00pm.

President Huss recommended the senators ask the faculty in their departments for input.

**FINAL EXAM AND
GRADE
SCHEDULE**

Dr. Rogers distributed the results of the survey regarding the final exam schedule (Attachment D, page 16). He noted variation between student and faculty responses, and asked the senators to review for further discussion at the April meeting.

**EXTERNAL WORK
POLICY**

President Huss distributed an updated draft of the External Employment Policy (Attachment E, page 36), stating it had been largely scaled down to a basic conflict of interest policy. He noted Dr. Abdelrahman had requested a provision be added that faculty or staff with external employment should inform their supervisor. Dr. Patton reported the subcommittee had not yet met to discuss the requested addition, but was otherwise satisfied with the improvements to the policy Legal Counsel had agreed to. President Huss stated Mr. Pennington would meet with the subcommittee on the addition requested by Dr. Abdelrahman, and would bring the final policy for a vote in April.

**CHANGING
EVALUATION
QUESTIONS**

Dr. Patton reported he and Dr. Underwood had met with the subcommittee developing evaluation questions and reviewing the overall process. He distributed a draft of the questions (Attachment F, page 37) and asked for input from the senators.

Dr. Patton noted the new evaluation software provides flexibility in the questions asked, and has the ability for branching logic, presenting a new set of questions based on the response. He also indicated the new software allowed for questions that were standard campus wide and questions specific to a college, department, or even individual faculty member. He stated the provided draft questions were intended for use campus wide, and targeted questions could be determined later. He stated the subcommittee was aiming for 20-25 questions maximum.

**PROMOTION AND
TENURE REVIEW
PROCESS**

President Huss reported he anticipated finalizing changes to the promotion and tenure policy by the end of spring break. He stated the committee would meet after spring break, and the Senate would possibly hold a special session specifically on promotion and tenure revisions.

The senators questioned the lack of a phasing in provision for faculty preparing to apply for promotion and/or tenure in the coming year. President Huss responded the administration did not want multiple systems to track, but the criteria had not changed and should not adversely impact those applying after adoption.

**SHARED
GOVERNANCE**

President Huss stated he would report on shared governance in April.

OPEN FORUM

Dr. Patton requested the Senate discuss the importance of ATU's Department of Diversity and Inclusion. Dr. Walton responded there was currently a bill before the legislature concerning this department, and any effort of the Faculty Senate to lobby the state legislature, using state time, as a body of state employees, in a state facility, would be inappropriate. Dr. Patton specified he did not request to discuss any legislation, but only the importance of the department. President Huss indicated, per Legal Counsel, it was within the purview of the Senate to submit an internal memo and make a recommendation to Dr. Bowen regarding the Department of Diversity and Inclusion (Attachment G, page 38). Dr. Walton and Dr. Hunter exited the meeting.

Motion by Dr. Patton, seconded by Dr. Kellner, to send the letter of support to Dr. Bowen on behalf of the Faculty Senate.

Dr. Underwood expressed concern with the language in the letter regarding accreditation. She stated parents and students are afraid the institution is on the verge of losing accreditation, and, as an HLC reviewer, Dr. Underwood did not believe the office itself was a requirement, but rather that the institution must provide evidence of efforts, which could be more challenging without a centralized office. President Huss agreed to modify the language to "Without a centralized office such as Department of Diversity and Inclusion, achieving these goals becomes more difficult..." Prior to the vote, Dr. Tucci exited the meeting.

Motion carried unanimously.

President Huss asked for a motion to remove item A of the changes to the Faculty Grievance Committee before it goes to Executive Council for approval (Attachment H, page 39).

Motion by Mr. Futterer, seconded by Dr. Jackson, to amend the document as requested.
Motion carried.

ANNOUNCEMENTS

President Huss reported the next Faculty Senate meeting would be on Tuesday, April 11 at 3:00 p.m.

President Huss referred to an email forwarded to the senators regarding sexual assault training being facilitated by the Human Resources office (Attachment I, page 40).

Dr. Brant announced Thursday, March 18 would be FFA day on campus, and the Department of Agriculture anticipated between 1,300 and 1,500 high school students.

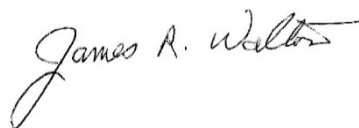
ADJOURNMENT

The meeting adjourned at 4:50 p.m.

Respectfully submitted,



Sean Huss, Ph.D., President



James Walton, Ph.D., Secretary

Attachment A

Tammy Weaver

From: Jeff Robertson
Sent: Tuesday, March 14, 2017 1:18 PM
To: Tammy Weaver
Subject: FW: Faculty Senate today
Attachments: course_addition_revision_MATH 1110 Lab.docm; MATH 1110 Assessment.docx; MATH 1110 Lab Syllabus.docx

Jeff Robertson, Ph.D.
Dean, College of Natural & Health Sciences
Interim Dean, College of Business
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ARKANSAS TECH UNIVERSITY

From: Jeanine Myers
Sent: Tuesday, March 14, 2017 12:51 PM
To: Jeff Robertson
Subject: RE: Faculty Senate today

Attached is the Course Addition Form, Assessment Form, and Syllabus for the new MATH 1110 College Algebra Lab.

Jeanine L. Myers, Ph.D
Mathematics Department Head
Associate Professor of Mathematics
204 Corley Building
Email: jmyers32@atu.edu
Phone: (479)968-0659



From: Jeff Robertson
Sent: Tuesday, March 14, 2017 12:19 PM
To: Sean Huss <shuss@atu.edu>; Jeanine Myers <jmyers32@atu.edu>
Cc: Tammy Weaver <tweaver@atu.edu>; David Underwood <dunderwood@atu.edu>; Dr. Mohamed Abdelrahman <mabdelrahman@atu.edu>
Subject: Faculty Senate today

Heads up. We have an evolving and dynamic situation in relation to the curriculum proposals in MATH on the agenda today surrounding how we adjust and handle remediation.

We are doing our best to try and satisfy a wide range of concerns from financial aid to administration to what is best to try and help students succeed guided by data from our efforts associated with Complete College America and guided by our math faculty.

This is compounded by the fact that registration for summer/fall is imminent.

Below is a table summarizing an amendment proposed that is different from what was presented to curriculum committee.

To summarize, we felt it was not good to expand remediation beyond where it traditionally had been (i.e. the 19-20 ACT group for MATH 1113 College Algebra).

Hence, pulling that group out of the co-requisite required remediation course was deemed necessary but also recognizing that that is also a group at risk and needed help.

Past at Curriculum Committee		
ACT Score	MATH	
<19	0803/1003	College Math as a co-requisite course with remediation
>19	1003	College Math
<17	0903/0900	Intermediate Algebra with an Intermediate Algebra help lab
17-20	0903/1113	College Algebra as a co-requisite course with remediation
>=21	1113	College Algebra
Current Amended Proposal		
ACT Score	MATH	
<19	0803/1003	College Math as a co-requisite course with remediation
>19	1003	College Math
<17	0903/0900	Intermediate Algebra with Intermediate Algebra lab
17-18	0903/1113	College Algebra as a co-requisite course with remediation
19-20	1113/1110	College Algebra with College Algebra lab
>=21	1113	College Algebra

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Mathematics – Below are the placement guidelines:

MATH 1003: College Mathematics and MATH 0803: Foundations of College Mathematics

ACT – Below 19 on mathematics section

RSAT – Below 500 on the mathematics section

ACCUPLACER – Below 250 on the Arithmetic section

MATH 1003: College Mathematics

ACT – 19 or above on mathematics section

RSAT – 500 or above on the mathematics section

ACCUPLACER – 250 or above on the Quantitative Reasoning/Algebra or Arithmetic section

MATH 0903: Beginning and Intermediate Algebra and MATH 0900: Intermediate Algebra Lab

ACT – Below 17 on mathematics section

RSAT – Below 460 on the mathematics section

ACCUPLACER – Below 243 on Arithmetic section

MATH 1113: College Algebra and MATH 0903: Beginning and Intermediate Algebra

ACT – 17-18 on mathematics section

RSAT – 460-490 or above on the mathematics section

ACCUPLACER – 243-247 on Quantitative Reasoning/Algebra section

MATH 1113: College Algebra and MATH 1110: College Algebra Lab

ACT – 19-20 on mathematics section

RSAT – 500-520 or above on the mathematics section

ACCUPLACER – 250-252 on Quantitative Reasoning/Algebra section

MATH 1113: College Algebra

ACT – 21 or above on mathematics section

RSAT – 530 or above on the mathematics section

ACCUPLACER – 254 or above on the Quantitative Reasoning/Algebra section

Attachment B

MEMORANDUM

Date: January 30, 2017

To: Dr. Mohamed Abdelrahman, VPAA

From: Committee on Adjunct Faculty Support, Wesley Duke (Chair)

Re: Recommendations for Changes

Arkansas Tech University's 2016 Strategic Plan specifically states a goal of "oneness where the relations, actions, and connections of the university's human core develop, cohere, and flourish." Adjunct faculty are an important part of that human core. In addition, Adjunct Faculty are often professionals from the local community, and thus play a central role in the Strategic Plan's goal of connecting Tech to the larger community. In order to better support adjunct faculty working at Arkansas Tech University and in support of the Strategic Plan of the University, the committee therefore proposes that the following changes be implemented by the University:

- Compensation

Taking into consideration adjunct compensation at other, comparable institutions, we propose a per semester credit hour increase in salary for adjuncts. This is in line with the strategic plan's goal to "work toward fair compensation" for faculty as noted in Goal 1, Action Item 2.

- Tuition Waivers

In order to enhance the ability of departments to hire, to retain the highest quality faculty, and to further the goals of professional development and fair compensation the Committee recommends the following amendment to the benefits section of the Faculty and/or Adjunct Faculty handbook: Any Adjunct Faculty member teaching a minimum of six semester credit hours will be permitted, with the approval of the Department Head and Vice President of Academic Affairs, to enroll at no cost in up to three undergraduate or graduate credit hours per semester.

- Communication

To provide clarification and effectively communicate the benefits available to adjunct faculty, the Adjunct Faculty Support Committee recommends that all adjunct benefits be listed within the ATU Adjunct Faculty Handbook. Furthermore, we recommend that new modes of communication be established to allow adjunct faculty to gain access to relevant information. We propose that, in conjunction with MARCOMM, we create both an adjunct Website where needed information could be aggregated and create an Adjunct Newsletter to be sent out regularly each semester with updates that are relevant to Adjunct Faculty.

- Inclusion

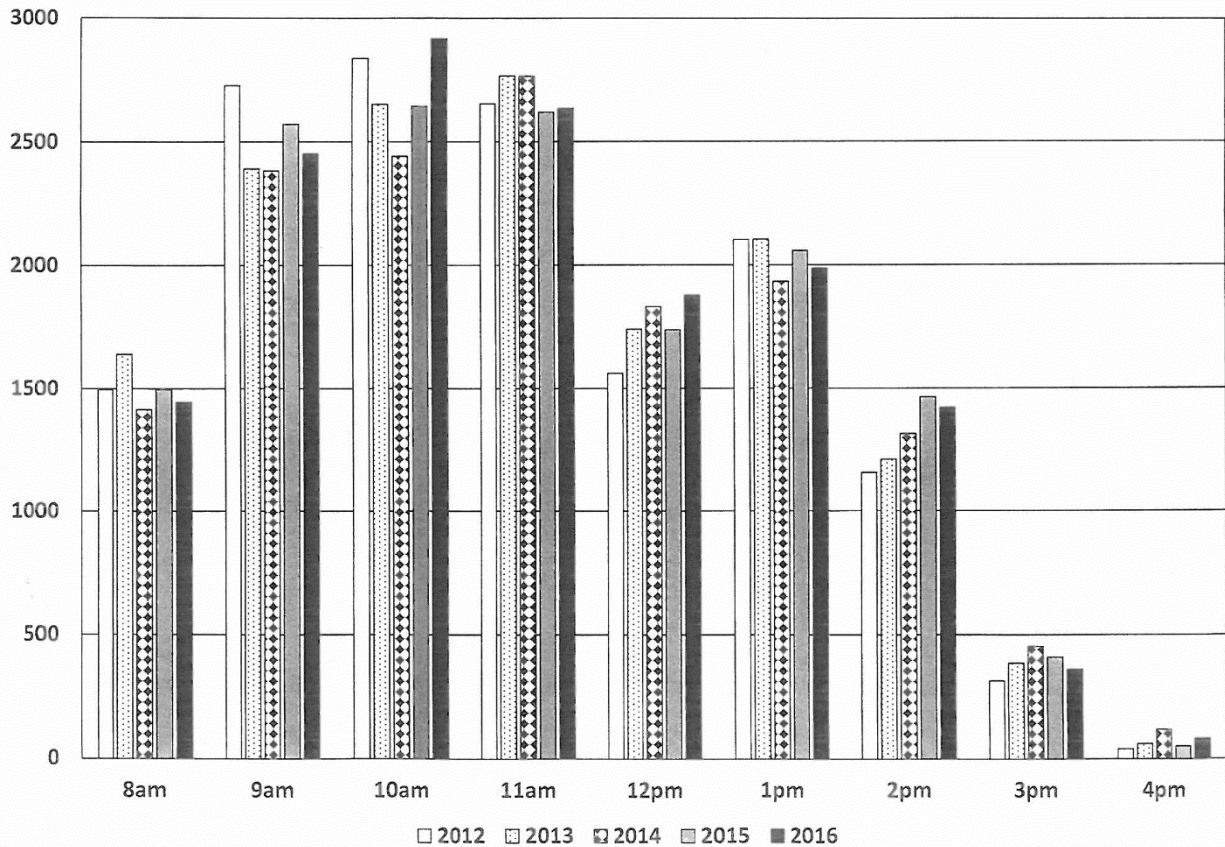
In keeping with the current goal of the University to encourage and build a culture and structure of shared governance, we request that adjunct faculty be included in the new structure of shared faculty governance by being given the opportunity to serve on committees and sub-committees.

- Professional Development

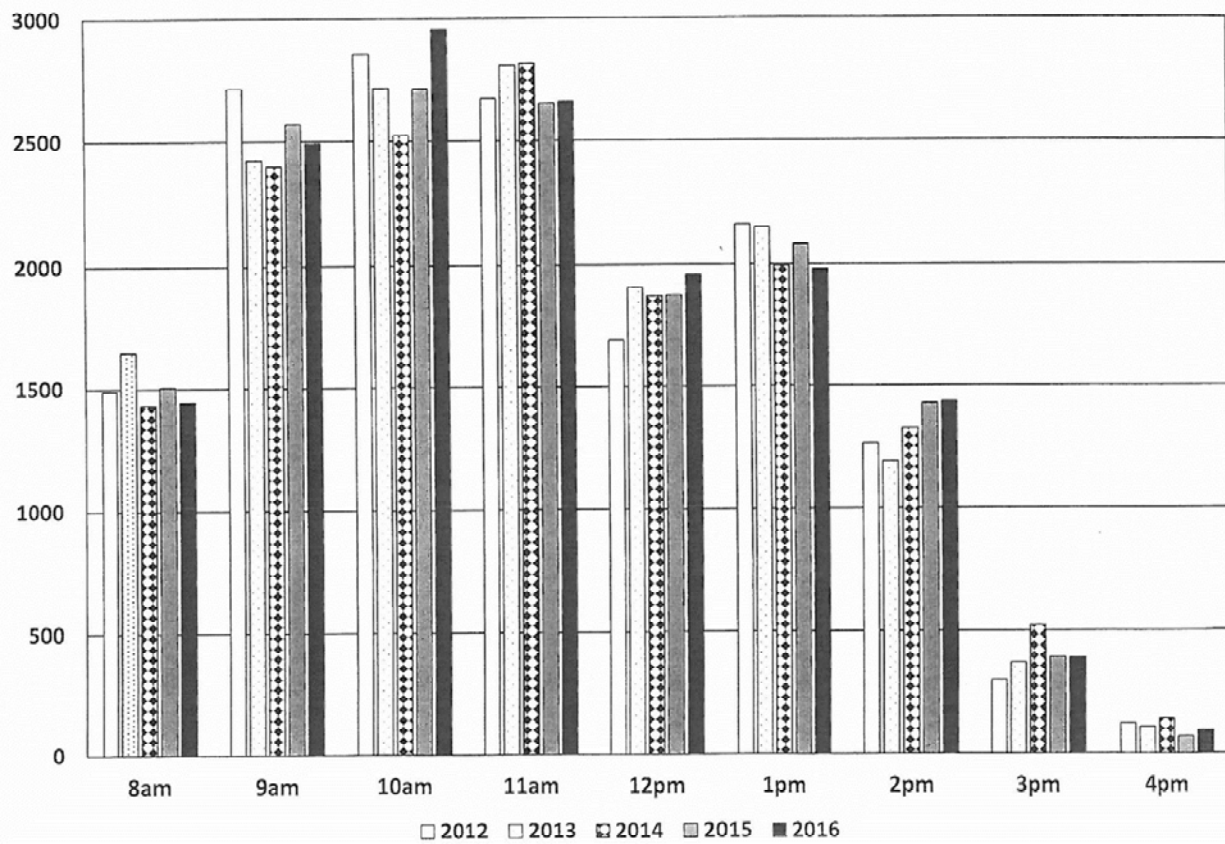
To improve student success, encourage faculty development, and help adjunct faculty become a more coherent part of the Tech community we support the current project to create an online Adjunct Faculty Academy course that would provide adjunct faculty with a common set of teaching principles and shared knowledge of the culture of Arkansas Tech University. The course will be created during the Spring 2017 semester, be ready to implement starting in the 2017-2018 academic year, and will provide the incentive of a certificate upon completion.

Attachment C

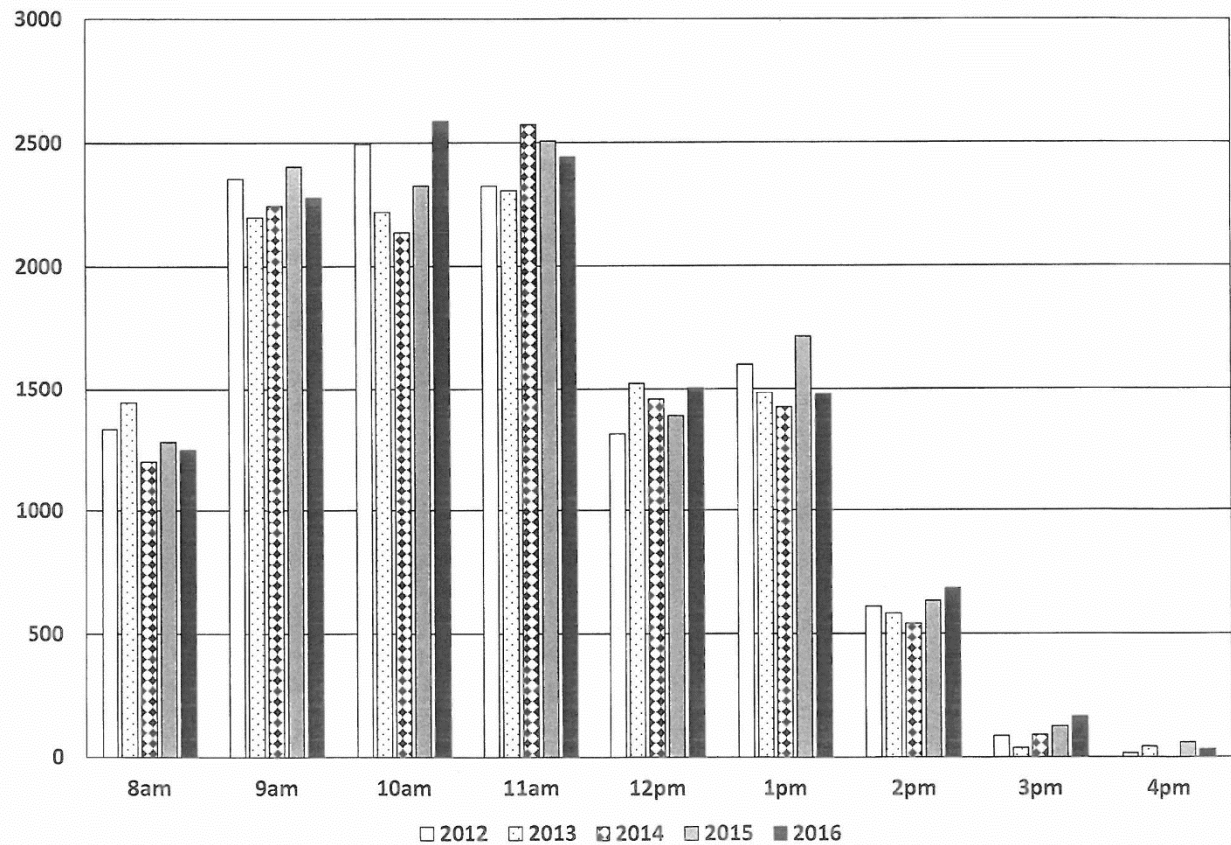
Fall Monday Enrollments



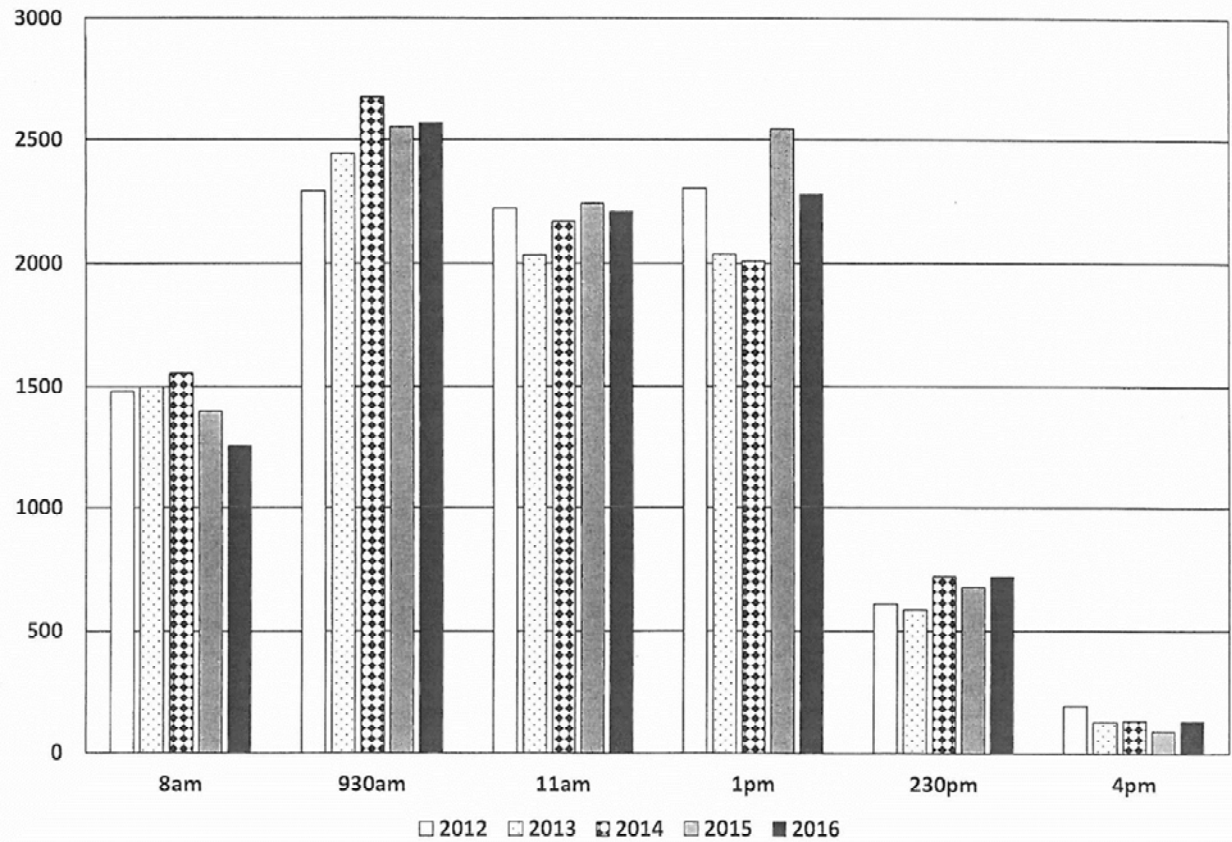
Fall Wednesday

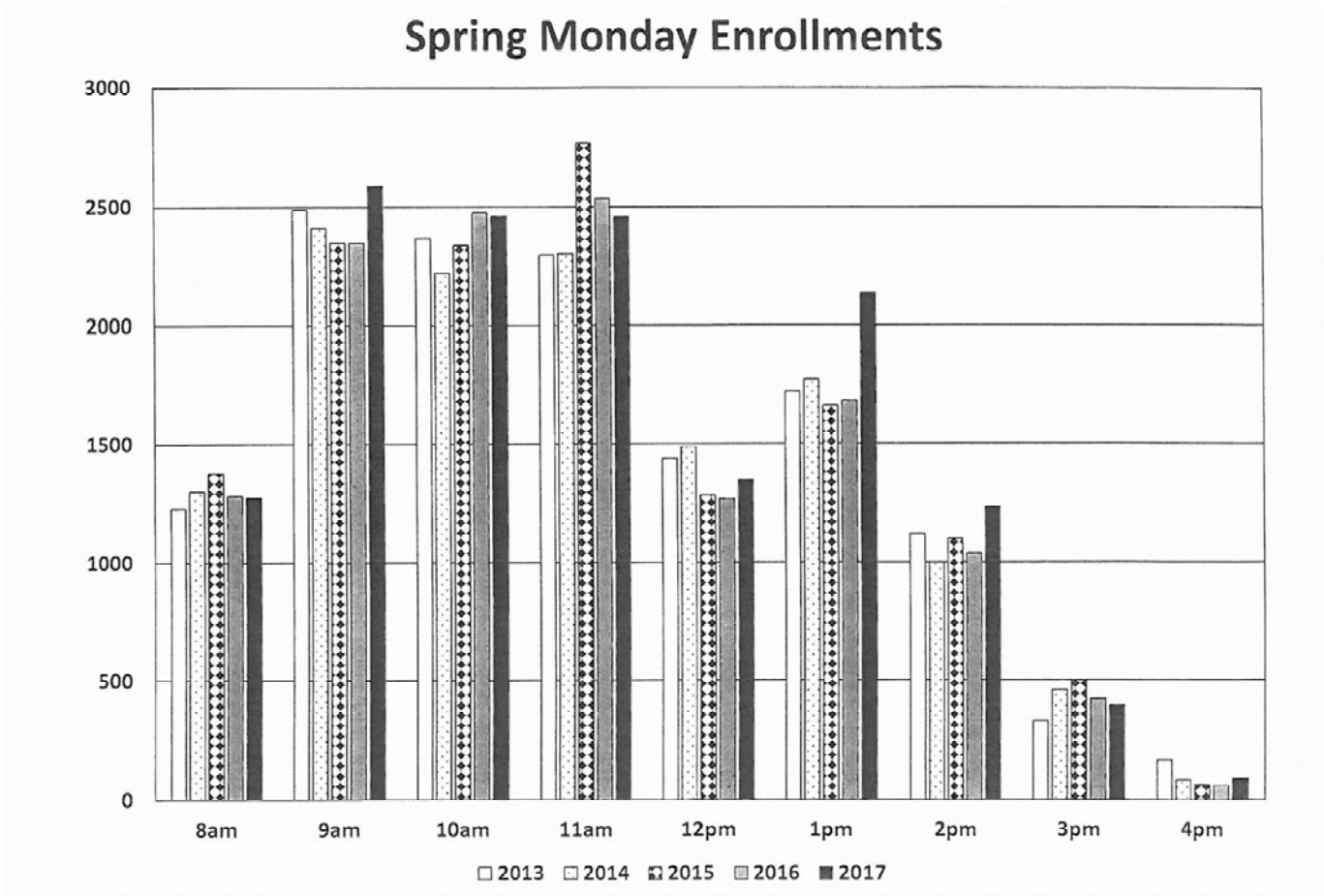
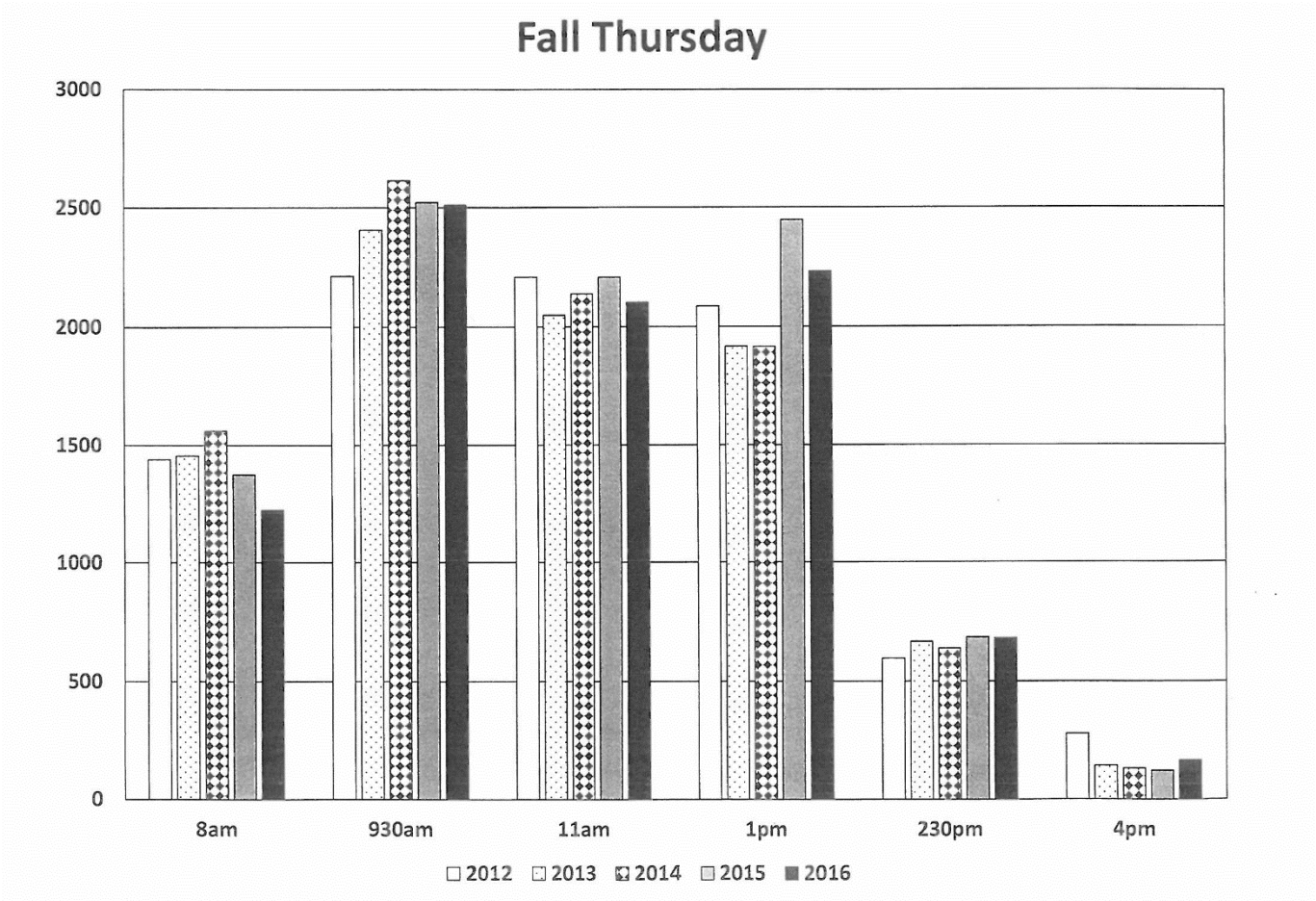


Fall Friday

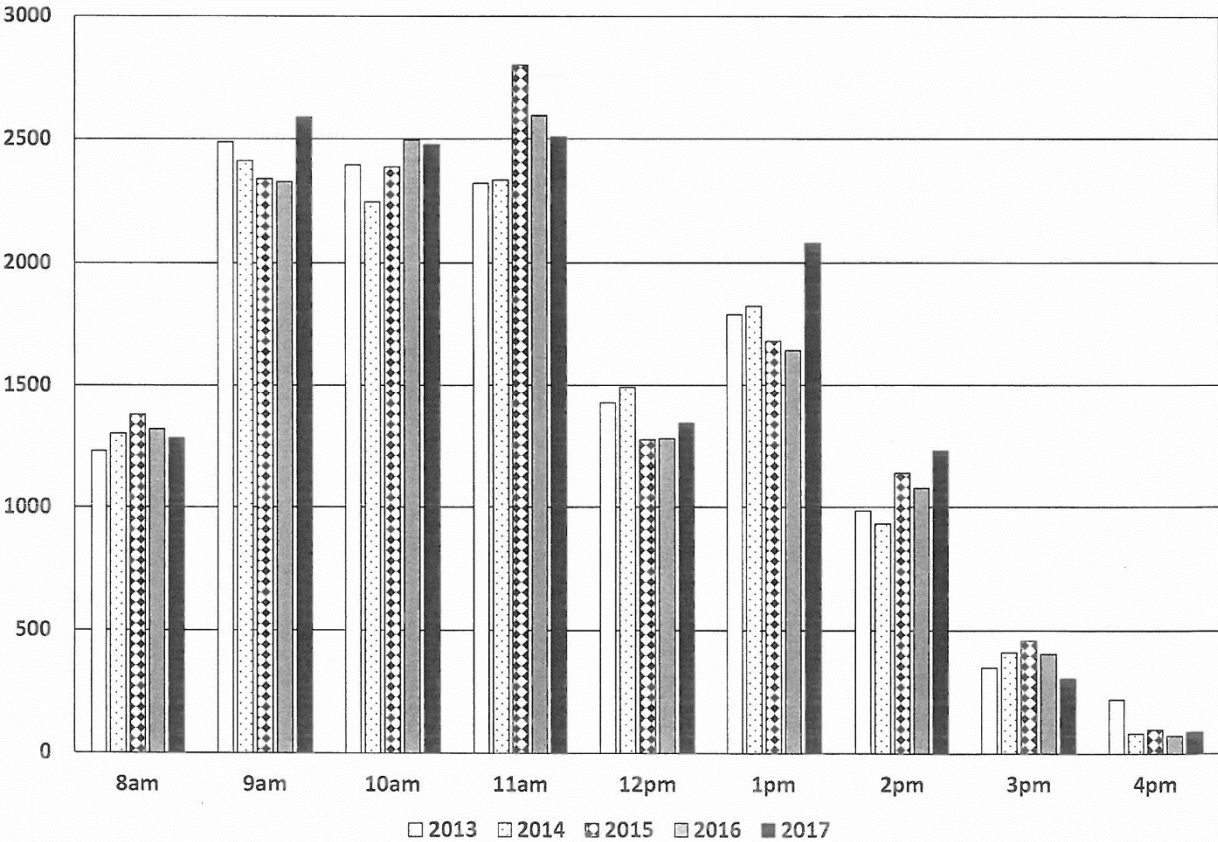


Fall Tuesday

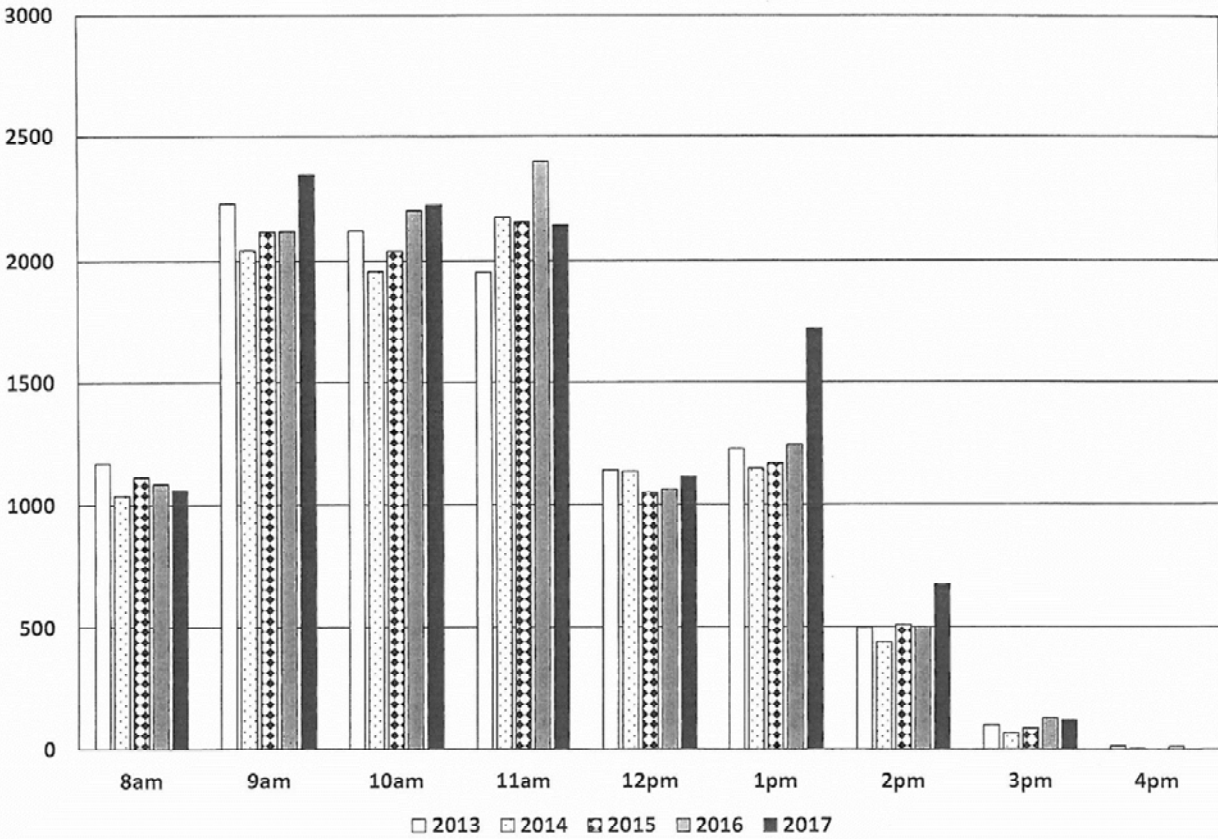




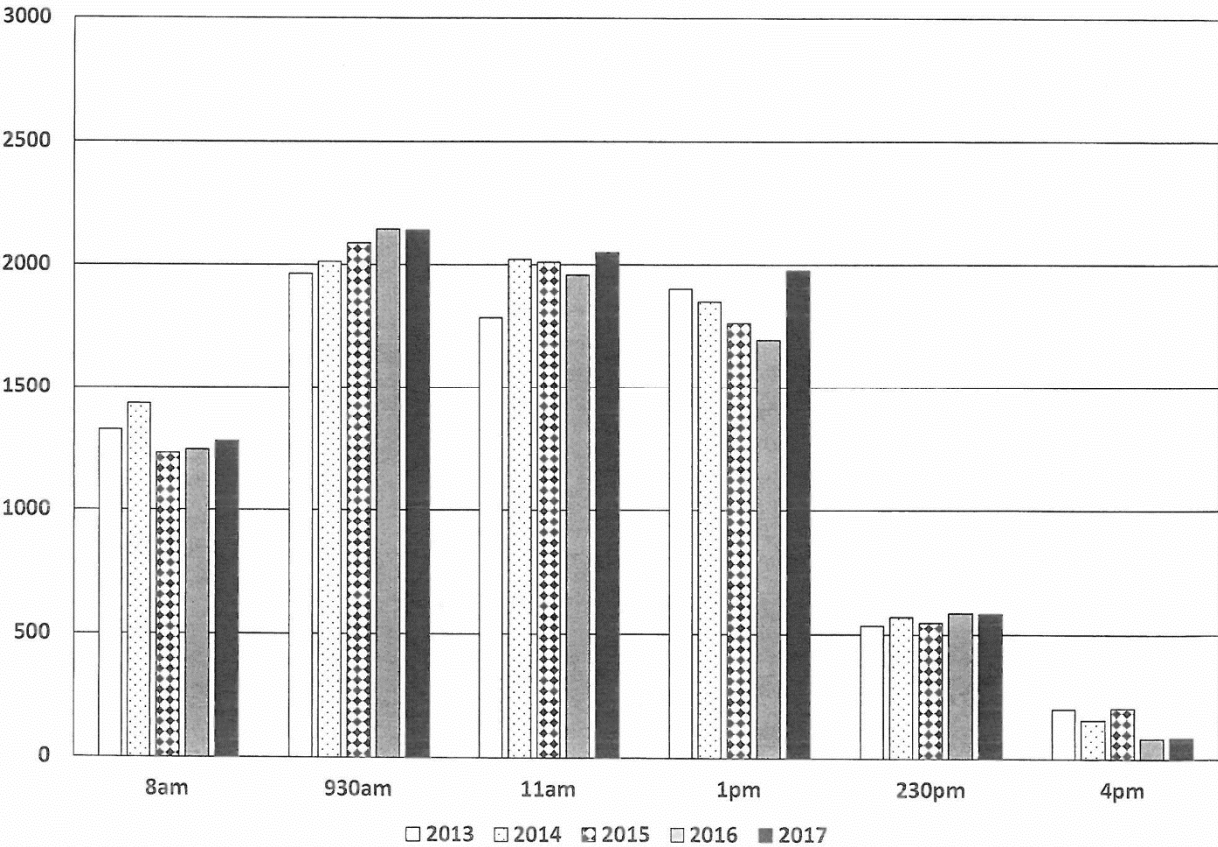
Spring Wednesday



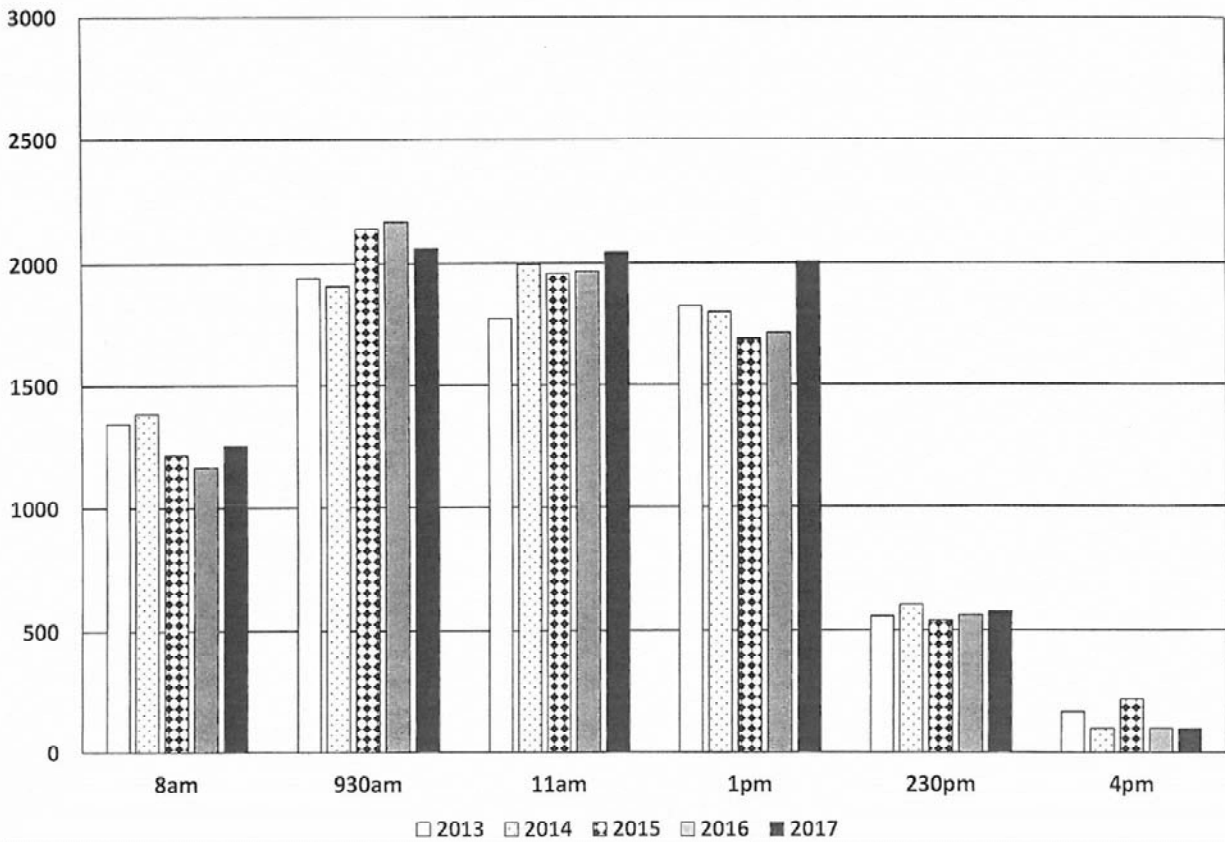
Spring Friday



Spring Tuesday

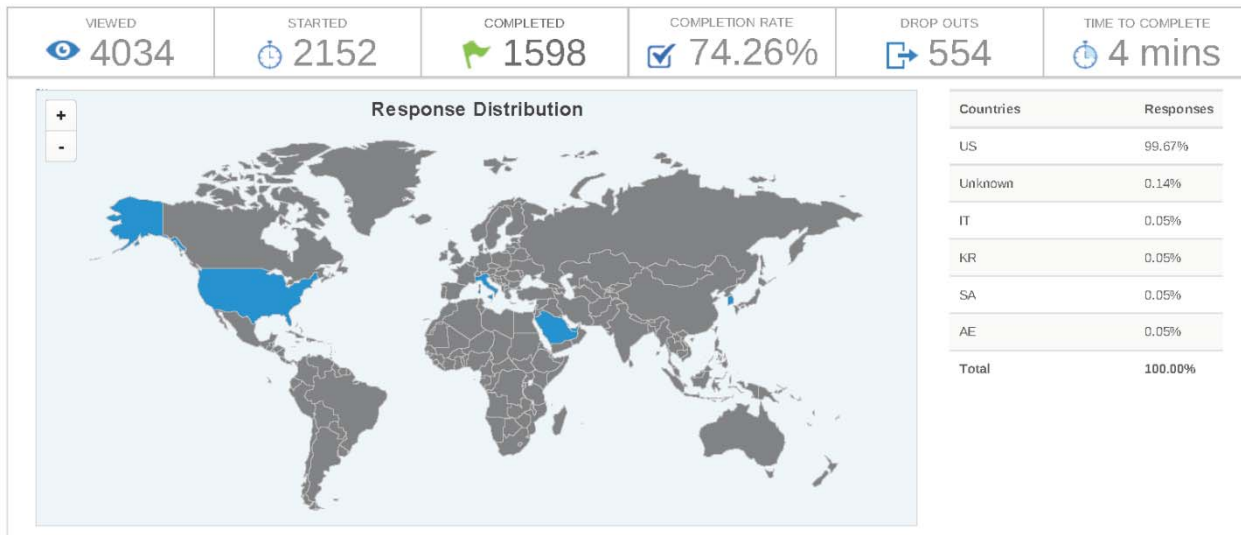


Spring Thursday

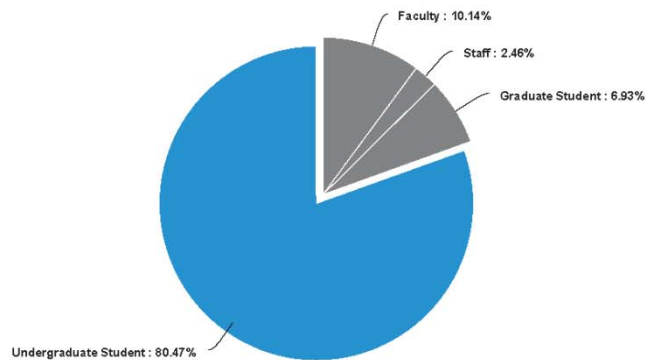


Attachment D

End of Semester Grading Period Survey 2.0 - Dashboard



Are you a faculty member, graduate student or undergraduate student?



Answer	Count	Percent	20%	40%	60%	80%	100%
Faculty	161	10.14%	<div></div>				
Staff	39	2.46%	<div></div>				
Graduate Student	110	6.93%	<div></div>				
Undergraduate Student	1277	80.47%	<div></div>				
Total	1587	100 %					

Please rank (1-5) the following in order of preference (NOTE: Marking an item as 1 means it is your MOST preferred solution, 2 means SECOND MOST, etc. Marking an item as 5 means it is your LEAST preferred solution.).

	Average Rank			1	2	3	4	5					
Add Saturday Finals	3.08	<div></div>											
Eliminate Fall Break/Shorten Spring Break	3.99	<div></div>											
Eliminate Reading Day	2.64	<div></div>											
Reduce Thanksgiving Break (Thursday & Friday only)/Shorten Spring Break	3.69	<div></div>											
Increase each M/W/F class by 5 minutes	1.61	<div></div>											
Data Table													
Add Saturday Finals				218	13.87%	426	27.19%	350	22.36%	167	10.68%	407	25.96%

Eliminate Fall Break/Shorten Spring Break				50	3.18%	118	7.53%	253	16.17%	526	33.63%	618	39.41%
Eliminate Reading Day				262	16.67%	504	32.16%	467	29.84%	206	13.17%	127	8.1%
Reduce Thanksgiving Break (Thursday & Friday only)/Shorten Spring Break				27	1.72%	205	13.08%	367	23.45%	602	38.49%	365	23.28%
Increase each M/W/F class by 5 minutes				1015	64.57%	314	20.04%	128	8.18%	63	4.03%	51	3.25%

The current Spring and Fall final exam schedule has Reading Day as a Wednesday and final exams run Thursday, Friday, Monday, and Tuesday. Please rank (1-4) the following in order of preference (NOTE: Ranking an item as 1 means it is your MOST preferred solution, 2 means SECOND MOST, 3 means THIRD MOST, and ranking it as 4 means your LEAST preferred solution.).

	Average Rank		1	2	3	4
Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday	2.26					
Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday	1.7					
Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday	2.71					
Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday	3.32					

Data Table

Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday				306	19.58%	671	43.12%	455	29.28%	126	8.14%
Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday				884	56.56%	368	23.65%	196	12.61%	112	7.24%
Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday				253	16.19%	358	23.01%	530	34.11%	410	26.49%
Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday				120	7.68%	159	10.22%	373	24%	900	58.14%

Is there a combination of the above solutions that you recommend? Please explain below.

Is there a combination of the above solutions that you recommend? Please explain below.

03/13/2017	21439902	I think shortening sprinkbreak and thanksgiving break would only cause students to skip class because everybody always has plans on these breaks.
03/13/2017	21438268	I think that having all done by Friday is better for the student as well as the instructor.
03/12/2017	21436265	
03/12/2017	21435874	
03/10/2017	21430670	
03/10/2017	21430593	
03/10/2017	21429596	We are College Students and I think a reading day is not needed finals should start on Monday and end on Thursday or Friday
03/10/2017	21429585	
03/10/2017	21428304	The only one I would be okay with is to add 5 minutes to Monday Wednesday, Friday classes
03/10/2017	21428299	
03/10/2017	21428307	
03/10/2017	21427576	there is no combination that I prefer over the other I am an online student
03/10/2017	21426966	
03/10/2017	21426582	
03/10/2017	21426429	
03/10/2017	21426247	Adding 5 minutes to M/W/F classes and eliminating Fall Break. For those of us who are students with families, we have made childcare arrangements to be in class. Adding 5 more minutes to an existing class session would be a simple solution for achieving required time. Fall Break is at an odd place in the schedule. It's always helpful to have extra study time, but with Labor Day and Thanksgiving surrounding it, it's not really necessary.
03/10/2017	21426035	
03/09/2017	21422007	
03/09/2017	21421938	no
03/09/2017	21421400	
03/09/2017	21421019	The Final's Monday Tuesday reading day in the middle then the rest of the finals is the perfect happy medium. Because then people can recoup and study before their next set of finals.
03/09/2017	21419411	
03/09/2017	21419732	
03/09/2017	21419447	does not really effect me as an online studies student

Question 1

No change: 45

Do not shorten breaks: 9

Take away Fall Break: 8

Add 5 minutes to class: 7

Take some finals on Saturday: 3

Reading day on Friday: 3

Reading day on Monday: 7

Reading day on Tuesday or Wednesday: 7

Get rid of reading day: 3

Question 2

No change: 25

Do not shorten breaks: 18

Start semester earlier: 9

Get rid of reading day: 7

Change reading day to different day: 5

No finals on Saturday: 2

Make MWF classes MW 1:20: 2

Make finals the same days as classes (MWF finals would be on MWF): 2

Shorten breaks: 2

Add day to end of semester: 2

Add fall break to Thanksgiving week: 2

No fall break: 1

Are you a faculty member, graduate student or undergraduate student
? = Faculty

Statistics^a

		Add Saturday Finals	Eliminate Fall Break/Shorten Spring Break	Eliminate Reading Day	Reduce Thanksgiving Break (Thursday & Friday only)/Shorten Spring Break	Increase each M/W/F class by 5 minutes
N	Valid	154	153	154	153	154
	Missing	7	8	7	8	7

Statistics^a

		Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday	Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday	Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday	Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday
N	Valid	150	153	149	150
	Missing	11	8	12	11

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Frequency Table

Add Saturday Finals^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	30	18.6	19.5	19.5
	2.0	33	20.5	21.4	40.9
	3.0	37	23.0	24.0	64.9
	4.0	16	9.9	10.4	75.3
	5.0	38	23.6	24.7	100.0
	Total	154	95.7	100.0	
Missing	System	7	4.3		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Eliminate Fall Break/Shorten Spring Break^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	7	4.3	4.6	4.6
	2.0	14	8.7	9.2	13.7
	3.0	22	13.7	14.4	28.1
	4.0	59	36.6	38.6	66.7
	5.0	51	31.7	33.3	100.0
	Total	153	95.0	100.0	
Missing	System	8	5.0		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Eliminate Reading Day^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	63	39.1	40.9	40.9
	2.0	46	28.6	29.9	70.8
	3.0	33	20.5	21.4	92.2
	4.0	9	5.6	5.8	98.1
	5.0	3	1.9	1.9	100.0
	Total	154	95.7	100.0	
Missing	System	7	4.3		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Reduce Thanksgiving Break (Thursday & Friday only)/Shorten Spring Break^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	1.9	2.0	2.0
	2.0	15	9.3	9.8	11.8
	3.0	33	20.5	21.6	33.3
	4.0	59	36.6	38.6	71.9
	5.0	43	26.7	28.1	100.0
	Total	153	95.0	100.0	
Missing	System	8	5.0		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Increase each M/W/F class by 5 minutes^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	52	32.3	33.8	33.8
	2.0	46	28.6	29.9	63.6
	3.0	28	17.4	18.2	81.8
	4.0	10	6.2	6.5	88.3
	5.0	18	11.2	11.7	100.0
	Total	154	95.7	100.0	
Missing	System	7	4.3		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	37	23.0	24.7	24.7
	2.0	54	33.5	36.0	60.7
	3.0	49	30.4	32.7	93.3
	4.0	10	6.2	6.7	100.0
	Total	150	93.2	100.0	
Missing	System	11	6.8		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	77	47.8	50.3	50.3
	2.0	43	26.7	28.1	78.4
	3.0	22	13.7	14.4	92.8
	4.0	11	6.8	7.2	100.0
	Total	153	95.0	100.0	
Missing	System	8	5.0		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	21	13.0	14.1	14.1
	2.0	33	20.5	22.1	36.2
	3.0	44	27.3	29.5	65.8
	4.0	51	31.7	34.2	100.0
	Total	149	92.5	100.0	
Missing	System	12	7.5		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	18	11.2	12.0	12.0
	2.0	20	12.4	13.3	25.3
	3.0	35	21.7	23.3	48.7
	4.0	77	47.8	51.3	100.0
	Total	150	93.2	100.0	
Missing	System	11	6.8		
Total		161	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Faculty

**Are you a faculty member, graduate student or undergraduate student
? = Staff**

Statistics^a

		Add Saturday Finals	Eliminate Fall Break/Shorten Spring Break	Eliminate Reading Day	Reduce Thanksgiving Break (Thursday & Friday only)/Shorten Spring Break	Increase each M/W/F class by 5 minutes
N	Valid	39	39	39	39	39
	Missing	0	0	0	0	0

Statistics^a

		Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday	Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday	Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday	Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday
N	Valid	37	37	37	37
	Missing	2	2	2	2

a. Are you a faculty member, graduate student or undergraduate student? = Staff

Frequency Table

Add Saturday Finals^a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	1	2.6	2.6	2.6
2.0	6	15.4	15.4	17.9
3.0	9	23.1	23.1	41.0
4.0	5	12.8	12.8	53.8
5.0	18	46.2	46.2	100.0
Total	39	100.0	100.0	

a. Are you a faculty member, graduate student or undergraduate student? = Staff

Eliminate Fall Break/Shorten Spring Break^a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	2	5.1	5.1	5.1
2.0	5	12.8	12.8	17.9
3.0	8	20.5	20.5	38.5
4.0	15	38.5	38.5	76.9
5.0	9	23.1	23.1	100.0
Total	39	100.0	100.0	

a. Are you a faculty member, graduate student or undergraduate student? = Staff

Eliminate Reading Day^a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	13	33.3	33.3	33.3
2.0	16	41.0	41.0	74.4
3.0	6	15.4	15.4	89.7
4.0	3	7.7	7.7	97.4
5.0	1	2.6	2.6	100.0
Total	39	100.0	100.0	

a. Are you a faculty member, graduate student or undergraduate student? = Staff

**Reduce Thanksgiving Break (Thursday & Friday only)/Shorten
Spring Break^a**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	2.6	2.6	2.6
	2.0	5	12.8	12.8	15.4
	3.0	13	33.3	33.3	48.7
	4.0	14	35.9	35.9	84.6
	5.0	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

a. Are you a faculty member, graduate student or undergraduate student? = Staff

Increase each M/W/F class by 5 minutes^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	22	56.4	56.4	56.4
	2.0	7	17.9	17.9	74.4
	3.0	3	7.7	7.7	82.1
	4.0	2	5.1	5.1	87.2
	5.0	5	12.8	12.8	100.0
	Total	39	100.0	100.0	

a. Are you a faculty member, graduate student or undergraduate student? = Staff

**Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and
Monday^a**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	7	17.9	18.9	18.9
	2.0	15	38.5	40.5	59.5
	3.0	13	33.3	35.1	94.6
	4.0	2	5.1	5.4	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Staff

Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	20	51.3	54.1	54.1
	2.0	12	30.8	32.4	86.5
	3.0	4	10.3	10.8	97.3
	4.0	1	2.6	2.7	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Staff

Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	9	23.1	24.3	24.3
	2.0	9	23.1	24.3	48.6
	3.0	15	38.5	40.5	89.2
	4.0	4	10.3	10.8	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Staff

Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	2.6	2.7	2.7
	2.0	1	2.6	2.7	5.4
	3.0	5	12.8	13.5	18.9
	4.0	30	76.9	81.1	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Staff

**Are you a faculty member, graduate student or undergraduate student
? = Graduate Student**

Statistics^a

		Add Saturday Finals	Eliminate Fall Break/Shorten Spring Break	Eliminate Reading Day	Reduce Thanksgiving Break (Thursday & Friday only)/Shorten Spring Break	Increase each M/W/F class by 5 minutes
N	Valid	110	109	109	109	109
	Missing	0	1	1	1	1

Statistics^a

		Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday	Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday	Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday	Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday
N	Valid	109	109	109	108
	Missing	1	1	1	2

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Frequency Table

Add Saturday Finals^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	20	18.2	18.2	18.2
	2.0	20	18.2	18.2	36.4
	3.0	29	26.4	26.4	62.7
	4.0	12	10.9	10.9	73.6
	5.0	29	26.4	26.4	100.0
Total		110	100.0	100.0	

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Eliminate Fall Break/Shorten Spring Break^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	2.7	2.8	2.8
	2.0	10	9.1	9.2	11.9
	3.0	16	14.5	14.7	26.6
	4.0	36	32.7	33.0	59.6
	5.0	44	40.0	40.4	100.0
	Total	109	99.1	100.0	
Missing	System	1	.9		
Total		110	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Eliminate Reading Day^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	31	28.2	28.4	28.4
	2.0	37	33.6	33.9	62.4
	3.0	20	18.2	18.3	80.7
	4.0	12	10.9	11.0	91.7
	5.0	9	8.2	8.3	100.0
	Total	109	99.1	100.0	
Missing	System	1	.9		
Total		110	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Reduce Thanksgiving Break (Thursday & Friday only)/Shorten Spring Break^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	1.8	1.8	1.8
	2.0	9	8.2	8.3	10.1
	3.0	29	26.4	26.6	36.7
	4.0	44	40.0	40.4	77.1
	5.0	25	22.7	22.9	100.0
	Total	109	99.1	100.0	
Missing	System	1	.9		
Total		110	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Increase each M/W/F class by 5 minutes^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	53	48.2	48.6	48.6
	2.0	33	30.0	30.3	78.9
	3.0	15	13.6	13.8	92.7
	4.0	5	4.5	4.6	97.2
	5.0	3	2.7	2.8	100.0
	Total	109	99.1	100.0	
Missing	System	1	.9		
Total		110	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	17	15.5	15.6	15.6
	2.0	49	44.5	45.0	60.6
	3.0	31	28.2	28.4	89.0
	4.0	12	10.9	11.0	100.0
	Total	109	99.1	100.0	
Missing	System	1	.9		
Total		110	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	66	60.0	60.6	60.6
	2.0	21	19.1	19.3	79.8
	3.0	12	10.9	11.0	90.8
	4.0	10	9.1	9.2	100.0
	Total	109	99.1	100.0	
Missing	System	1	.9		
Total		110	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	17	15.5	15.6	15.6
	2.0	27	24.5	24.8	40.4
	3.0	38	34.5	34.9	75.2
	4.0	27	24.5	24.8	100.0
	Total	109	99.1	100.0	
Missing	System	1	.9		
Total		110	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	9	8.2	8.3	8.3
	2.0	12	10.9	11.1	19.4
	3.0	28	25.5	25.9	45.4
	4.0	59	53.6	54.6	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
Total		110	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Graduate Student

**Are you a faculty member, graduate student or undergraduate student
? = Undergraduate**

Statistics^a

		Add Saturday Finals	Eliminate Fall Break/Shorten Spring Break	Eliminate Reading Day	Reduce Thanksgiving Break (Thursday only)/Shorten Spring Break	Increase each M/W/F class by 5 minutes
N	Valid	1256	1254	1255	1256	1260
	Missing	21	23	22	21	17

Statistics^a

		Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday	Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday	Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday	Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday
N	Valid	1252	1252	1247	1248
	Missing	25	25	30	29

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Frequency Table

Add Saturday Finals^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	166	13.0	13.2	13.2
	2.0	365	28.6	29.1	42.3
	3.0	274	21.5	21.8	64.1
	4.0	132	10.3	10.5	74.6
	5.0	319	25.0	25.4	100.0
	Total	1256	98.4	100.0	
Missing	System	21	1.6		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Eliminate Fall Break/Shorten Spring Break^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	38	3.0	3.0	3.0
	2.0	87	6.8	6.9	10.0
	3.0	204	16.0	16.3	26.2
	4.0	414	32.4	33.0	59.3
	5.0	511	40.0	40.7	100.0
	Total	1254	98.2	100.0	
Missing	System	23	1.8		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Eliminate Reading Day^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	153	12.0	12.2	12.2
	2.0	403	31.6	32.1	44.3
	3.0	405	31.7	32.3	76.6
	4.0	180	14.1	14.3	90.9
	5.0	114	8.9	9.1	100.0
	Total	1255	98.3	100.0	
Missing	System	22	1.7		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Reduce Thanksgiving Break (Thursday & Friday only)/Shorten Spring Break^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	21	1.6	1.7	1.7
	2.0	174	13.6	13.9	15.5
	3.0	291	22.8	23.2	38.7
	4.0	482	37.7	38.4	77.1
	5.0	288	22.6	22.9	100.0
	Total	1256	98.4	100.0	
Missing	System	21	1.6		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Increase each M/W/F class by 5 minutes^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	882	69.1	70.0	70.0
	2.0	226	17.7	17.9	87.9
	3.0	81	6.3	6.4	94.4
	4.0	46	3.6	3.7	98.0
	5.0	25	2.0	2.0	100.0
	Total	1260	98.7	100.0	
Missing	System	17	1.3		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Reading Day is Tuesday and finals are on Wednesday, Thursday, Friday and Monday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	243	19.0	19.4	19.4
	2.0	546	42.8	43.6	63.0
	3.0	361	28.3	28.8	91.9
	4.0	102	8.0	8.1	100.0
	Total	1252	98.0	100.0	
Missing	System	25	2.0		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Reading Day is Monday and finals are on Tuesday, Wednesday, Thursday, and Friday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	714	55.9	57.0	57.0
	2.0	291	22.8	23.2	80.3
	3.0	157	12.3	12.5	92.8
	4.0	90	7.0	7.2	100.0
	Total	1252	98.0	100.0	
Missing	System	25	2.0		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Finals start Monday and Tuesday, Wednesday is Reading Day, and finals conclude on Thursday and Friday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	206	16.1	16.5	16.5
	2.0	288	22.6	23.1	39.6
	3.0	430	33.7	34.5	74.1
	4.0	323	25.3	25.9	100.0
	Total	1247	97.7	100.0	
Missing	System	30	2.3		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Reading Day is Wednesday and finals are on Thursday, Friday, Saturday, and Monday^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	91	7.1	7.3	7.3
	2.0	126	9.9	10.1	17.4
	3.0	301	23.6	24.1	41.5
	4.0	730	57.2	58.5	100.0
	Total	1248	97.7	100.0	
Missing	System	29	2.3		
Total		1277	100.0		

a. Are you a faculty member, graduate student or undergraduate student? = Undergraduate

Arkansas Tech University External Employment Policy

External employment is defined as any paid activity for any non-university entity or person, whether or not such work is performed on campus, and also includes self-employment such as, but not necessarily limited to, consulting, advising, workshops, seminars, conferences, or similar work performed in addition to the official responsibilities of a full-time employee.

Arkansas Tech University employees are expected to fulfill their duties and responsibilities assigned to their particular position or job. External employment should not interfere with university employment. External employment must not create or result in a conflict of interest.

External employment is subject to the following expectations:

1. The external employment may not interfere with the obligations of the employee to the university or create any conflicts of interest;
2. For employees who accrue annual leave, annual leave must be taken if the external employment would overlap with regularly scheduled work hours of the employee;
3. Usage of university facilities or resources is prohibited;
4. Employees performing external employment are solely responsible for work performed in the course of external employment, and the university is not responsible for such work;
5. All external work is performed in the employee's individual capacity;
6. Employees engaged in external employment do not officially represent the university, will not receive legal representation from the university, and are not an agent of the university when acting in that capacity; and
7. The views, thoughts, and expressions of the employee during the external employment do not represent the views or position of the university.

Attachment F

Faculty Evaluation Survey - DRAFT

Note: Scales and measures for each question will be added after the survey receives approval.

1. Which of the following choices best describes your attendance in this course?
2. On average, how many hours per week did you spend on this course (including attending classes, doing readings, reviewing notes, and completing weekly assignments)?
3. How satisfied were you with your effort in this course?
4. What is your expected grade in this course?
5. When I have questions or need assistance my instructor is available.
6. When I have questions or need assistance my instructor is approachable.
7. I sought the instructor out for assistance during office hours or through email.
8. Did you take advantage of, or utilize, outside resources on campus (Ex. office hours, Writing lab, advising center, tutoring, or other similar resources)?
9. If yes, which resources did you utilize?
10. The course was appropriate for the stated level of the class.
11. The course gave me a deeper insight to the topic.
12. Did you have access (rent, purchase, or borrow) to the required course materials (text book, online access code, etc.)?
13. If yes, were the required course materials (text book, online access code, etc.) valuable to your success in this course?
14. Did the instructor provide supplemental materials (handouts, visuals, online resources, etc.).
15. If yes, were the supplemental materials (handouts, visuals, online resources, etc.) valuable to my success in this course.
16. Did your course meet in person or online?
17. If your course met in person, did the physical space (classroom, lecture hall, laboratory, etc.) the course was held in negatively impact your learning?
18. The instructor presented information in a way that was beneficial to my learning.
19. The instructor incorporated examples that furthered my understanding of course topics.
20. Technology was incorporated into course assignments in a way that increased my ability to comprehend the course material. **Department Specific Question – To be included at discretion of department**
21. Course objectives are clearly stated and provided via a course syllabus.
22. Instructor gives clear guidelines or expectations for assignments and applies them when evaluating the assignment.
23. The instructor was well-organized and prepared for class.
24. The instructor demonstrated a clear understanding of course topics.
25. Timely feedback on assignments, tests, or discussions was provided to guide my progress in this course.
26. The instructor acted in a professional manner and treated students with respect.
27. The instructor created an environment that was conducive to learning.
28. The instructor is able to explain complex concepts in a manner that I understand.

Attachment G

Dr. Bowen,

The faculty at Arkansas Tech University are proud of our long history of commitment to the success of ATU students that find a home on our campus. We are proud of our work in helping Arkansas Tech University students complete the coursework for their college degrees, and, in line with the expectations of Governor Hutchinson, we work very hard as a faculty to prepare our students for careers across the state and nation. To ensure the success of our students, faculty often work with different student groups and different departments on campus. The Department of Diversity and Inclusion is one such office that is crucial to the support of our minority students and students with disabilities.

The Department of Diversity and Inclusion provides many programs meant to aid our under represented and vulnerable students. It offers mentoring programs and educational programs meant to raise awareness about cultural and historical issues. But, the Department of Diversity and Inclusion also serves the very important function of helping Arkansas Tech University meet accreditation requirements through the Higher Learning Commission, as well as Federal law. As noted in Higher Learning Commission requirements for accreditation, colleges and universities seeking accreditation must meet the following:

Criterion One: Mission

Core Component

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Criterion Three: Teaching and Learning: Quality, Resources, and Support

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Without the Department of Diversity and Inclusion, our accreditation may be in jeopardy, which, in turn, may impact our ability to receive Federal funds and impact our students' ability to receive Federal financial aid. This means that even without our Department of Diversity and Inclusion, we, as a university, would still be required to fulfill this department's functions.

We, as a faculty, support all campus initiatives, programs, policies, and departments that are in place to support student success for all Arkansas Tech University students. Accordingly, we recommend to Dr. Bowen and the Administration of Arkansas Tech University that these policies and departments remain in place to support our under represented and vulnerable students. We believe these efforts toward increasing diversity not only fit with our Mission Statement as a university but also enhance the lives and experiences of our students, which contributes to their success. We feel that these policies and procedures are best met through the operations of a centralized department, the Department of Diversity and Inclusion.

Attachment H

The following addition/alterations to the handbook are aimed to set forth procedures, timelines and reduction of time conflicts for meetings that will expedite the Faculty Grievance process, as requested by Faculty Senate and the President.

A) Request: a set time be put aside for University-wide Committee meetings.

This should be a set hour Monday, Wednesday AND Friday, e.g. 4 p.m., such that each of the committees be able to meet without conflict with teaching, departmental, or other committee work. This would need to be communicated to the Deans and Department heads, and flexibility given in teaching schedules such that faculty on these committees be able to attend, or faculty realize that they cannot be elected to a specific committee because they are unable to commit to that time. This may also limit the number/identity of committees to which a faculty member be elected. 4 p.m. is a time at which fewer classes/labs are scheduled (certainly based on Finals week) and once set, departments would be able to plan schedules in future semesters.

B) Replacement/Amendment to "Chapter II, B. Initial Appointments and Tenure," item #6 (page 13)

Insofar as the faculty member alleges that the decision against renewal was based on inadequate consideration, the Faculty Grievance Committee, which reviews such faculty allegation, will determine whether the decision was the result of adequate consideration in terms of the relevant standards of the institution.

If the Faculty Grievance Committee believes that adequate consideration was not given to the faculty member, it will request reconsideration by the recommending or deciding authority, indicating the respects in which it believes the consideration may have been inadequate. The Faculty Grievance Committee will provide copies of its findings to the faculty member, the recommending or deciding authority, and the President or other appropriate administrative officer. The Faculty Grievance Committee is a duly elected standing committee whose membership is determined by the faculty (Chapter III).

C) Establishment of Procedures and Timelines for Faculty Grievances and Appeals (for insertion into the Faculty handbook, replacement (amendment) of Chapter II, Section M. Page 19)

Grievance Procedures

The Faculty Grievance Committee provides a forum to which faculty may submit grievances or appeals on a variety of matters adversely affecting faculty morale. Any faculty member who feels that there is cause for grievances in any matter not covered by the procedures described in this document may petition the elected Faculty Grievance Committee for a hearing.

The procedures set forth shall govern all types of faculty grievances or appeals, unless in direct contradiction to specific procedural requirements for a) non-renewal of a probationary appointment; b) termination of appointment by the Institution; c) sexual harassment/misconduct; d) discrimination based on a protected category; and e) appeals against promotion and tenure decisions. In the latter

Attachment I

Subject: Employee Training/Sexual Assault Prevention

Arkansas Tech University has partnered with the software company Haven to provide employee training and important skills to address sexual assault prevention. Under federal law, Title IX, the university is required to create and maintain a safe workplace for its students, employees and the public. In order to ensure that the university is in compliance with Title IX, all employees are required to complete an online training course designed to promote a greater awareness of sexual assault, stalking, intimate partner violence and sexual harassment.

Section 1 of this course is to be completed by March 31, 2017. The course is divided into seven modules which involves viewing videos and taking course quizzes. The time to complete section 1 will vary depending on the individual, but should take approximately 45 minutes to an hour and a half. The directions regarding how to access this training and the nine step process to complete the course are located on the Human Resources website:

<http://www.atu.edu/hr/docs/Employee%20Mandatory%20Training%20Access%20instructions.pdf>. If you have any questions or have any difficulties, please contact Beverly Hooten at 968-0396 extension 2205.

Approximately 45 days after you complete Section 1 of the course, you will be notified by email that Part 2 is available for completion. The deadline for completing Part 2 is May 31, 2017. Please note that you must finish Part 2 to receive credit for completing the course. The second portion of the course is a survey that is estimated to take approximately 15 minutes.

Thank you for participating in this important and mandatory training to ensure that ATU is in compliance with Title IX requirements, as well as ensuring we have a safe and secure environment on our campus.

Bruce Curl
Interim Director of Human Resources