Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, April 11, 2017, at 3:00 p.m. in Rothwell 456.
The following members were present:

Dr. Molly Brant	Dr. Michael Rogers
Dr. Jon Clements	Dr. Jeremy Schwehm
Dr. Marcel Finan	Dr. V. Carole Smith
Mr. Ken Futterer	Dr. Monty Smith
Dr. Debra Hunter	Dr. James Stobaugh
Dr. Sean Huss	Dr. Bruce Tedford
Dr. Shelia Jackson	Dr. Susan Underwood
Dr. Johnette Moody	Dr. James Walton
Dr. Jason Patton	Dr. Dana Ward

Dr. Melissa Darnell, Dr. Chris Kellner and Dr. Jack Tucci were absent.
Dr. Mohamed Abdelrahman, Dr. Hanna Norton, Dr. Jeff Aulgur, Dr. Christine Austin,
Dr. Linda Kondrick, Dr. Scott Kirkconnell, Dr. Mohamed Ibrahim,
Ms. Gwen Faulkenberry, Mr. Wesley Duke, Dr. Thomas Vaughn and
Dr. Michael Brodrick were visitors.

CALL TO ORDER

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

APPROVAL OF MINUTES

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

VPAA UPDATE

President Huss invited Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman reported President Bowen would be giving an update this week to the Budget Advisory Committee, including information about budgets cuts distributed across campus. He empowered the faculty to directly impact the budget by retaining existing students, not by lowering standards, but by engaging students. He noted the Tutoring Center was underutilized, and asked for ideas about where tutors should be physically located across campus. Dr. Abdelrahman also asked for input on a method for measuring faculty effectiveness in advising.

Dr. Abdelrahman reported the next HLC reaccreditation visit would be within the next three years and preparations were beginning to ramp up. He stated HLC had added criteria on persistence and completion. He also reported the Arkansas Higher Education Coordinating Board meeting would be held on the ATU campus on April 21, when the cybersecurity degrees would be voted on. He announced the MBA program was now accepting applications.

NEW BUSINESS: INTERSTATE PASSPORT

Dr. Schwehm distributed information outlining the process used by the General Education Committee to evaluate ATU general education course offerings in relation to Interstate Passport (Attachment A). He reported several senators and faculty members had asked, if ATU were to adopt Passport, what it would take to move a course from a "2" to a "3" on the scale, how the assessment data would be collected, and how can they record what is already being done. Dr. Schwehm stated, if adopted, members of the General Education Committee would work with each faculty member teaching general education courses to map out what is already being done in the course to address learning outcomes. The Assessment Committee and General Education Committee would be responsible for the assessment of the data collected.

Dr. Abdelrahman mentioned HLC was beginning to emphasize the importance of skills and knowledge gained from a degree rather than the credential alone and, regardless of whether Passport was adopted, the institution needed to identify and track the skills and knowledge obtained in general education courses.

Dr. Stobaugh asked what amount of data entry would be required of the instructor, and when in the semester it would be expected. Dr. Christine Austin, Director of Assessment and Institutional Effectiveness, responded there is an existing drop down option in Banner to submit the associated general education outcome met in the course, but there were not currently many faculty utilizing the tool. She mentioned instructors would also need to provide sample artifacts from the instrument used to meet the outcomes. She also noted the outcomes would not have to be entered with the final grade, but as it is achieved in the course.

The senators expressed concern with adopting an external tool for assessing general education success and discussed the potential ability for ATU to develop a tool internally. President Huss suggested empowering the General Education Committee to do so. Dr. Underwood stated she had served on the Assessment Committee a few years ago and the committee had mapped the learning outcomes in the general education courses and set up Banner to allow instructors to input the outcomes, but it had not been widely used. Discussion followed that the work already done should be revisited and improved, rather than duplicating efforts, with increased faculty accountability and training, possibly during the faculty professional development sessions.

Motion by Dr. Schwehm, seconded by Dr. Stobaugh, to empower the General Education Committee to investigate the development of an internal general education assessment tool. Motion carried.

ETECH ADVISORY COMMITTEE

Dr. Linda Kondrick, Associate Professor of Physical Science, reported she and Dr. Moody had been invited to join the eTech Advisory Committee, which was investigating methods and standards for reviewing and approving online courses. She stated HLC required such standards for all online courses, but the current system only reviewed the online courses offered through eTech. Dr. Moody provided a sample rubric from the proposed methodology, Quality Matters (Attachment B) and included a comparison with other, similar tools (Attachment C). She noted the Quality Matters standards did not dictate content, but how the course materials and content were presented and provided. Dr. Moody asked for a motion to establish a standing University Committee on Web Based Course Standards to oversee approvals and scheduled reviews for all online courses.

The senators raised questions about the structure of the proposed committee and how it would fit into the existing organization, particularly with the Curriculum Committee's approval of courses. Dr. Rogers questioned why online courses should be standardized, when face to face courses are not. Dr. Kondrick responded, in recent history, some institutions were providing subpar quality online education. Dr. Walton asked for a written proposal outlining the makeup and structure of the requested committee, including the charge, which the Senate could then vote upon.

Motion by Dr. Walton, seconded by Mr. Futterer, to table further discussion until a written proposal could be provided at the following meeting.   Motion carried.

TIAA CREF

President Huss invited Dr. Scott Kirkconnell, Professor of Biology, to address the Senate. Dr. Kirkconnell reported he had served on a committee, chaired by Dr. Bowen, investigating the expansion of available TIAA CREF investment options. He distributed a correspondence between himself and Mr. Bruce Curl, Interim Director of Human Resources (Attachment D), describing Dr. Kirkconnell's request.

Motion by President Huss, seconded by Mr. Futterer, for the Faculty Senate to contact Ms. Bernadette Hinkle, Vice President for Administration and Finance, regarding negotiations with TIAA CREF for self-directed investment options. Motion carried.

UNIVERSITY ELECTIONS

President Huss thanked Dr. Moody for an excellent job with the standing committee ballot in Blackboard. The senators agreed for the elections to be open from Wednesday, April 12 until Wednesday, April 19.

ADJUNCT SUPPORT COMMITTEE

Mr. Duke reported the Committee on Adjunct Support would continue drafting and fine tuning a proposal, and would plan to bring it before the Faculty Senate at the beginning of the fall 2017 semester.

OLD BUSINESS: CULTURAL CLIMATE

President Huss postponed discussion on the cultural climate survey until Dr. Kellner was present.

FACULTY SERVICE HOUR

The senators discussed the significant challenge in scheduling committee meetings, and that a scheduled hour each week may lead to more conflicts.

Motion by Dr. Walton, seconded by Mr. Futterer, to cease further action on a faculty service hour and remove it from the agenda. Motion carried.

FINAL EXAM / GRADE SUBMISSION

Dr. Rogers reported the faculty and students were not in agreement on proposed changes to the academic calendar to increase the grading period at the end of the term. Dr. Hunter stated the subcommittee had been asked to explore options for change within academics, and had not approached Student Services. Mr. Futterer reported, around ten years ago, a committee was formed with stakeholders across campus, including Student Services and Administration and Finance, and the group was able to agree to changes, including allowing the final exam period to be counted as instructional time. He stated the problem could not be solved by Academic Affairs alone.

Motion by Dr. Walton, seconded by Mr. Futterer, to cease further action on a change to the academic calendar and remove it from the agenda, with the stipulation an ad hoc committee would be formed during fall 2017, including stakeholders across campus, to investigate all options.

Dr. Rogers expressed concern for letting this discussion cease without a resolution, noting faculty are having to change how finals are given in order to submit grades by the deadline.

Motion carried.

EXTERNAL WORK POLICY

President Huss reported the External Work Policy was under review with Legal Counsel, and he hoped to have more to report in May.

CHANGING EVALUATION QUESTIONS

Dr. Patton reported the subcommittee had finalized its recommendations, and he distributed a summary (Attachment E). He noted, on the list of questions, the indented questions would only appear based on the response provided to the previous question (branching logic). He asked the Senate to move to adopt the proposed questions for evaluations given during the summer 2017 term, which would provide the subcommittee with sample data to be analyzed for validity of the questions. He indicated the subcommittee would reconvene at the beginning of the fall 2017 term to address any issues that arise during summer implementation.

Dr. Rogers suggested adding an option of "none available" under the question "Did you utilize resources outside the classroom?" since many courses do not have tutors provided by the Tutoring Center.

Motion by Mr. Futterer, seconded by Dr. Rogers, to adopt the proposed evaluation questions for summer 2017 courses. Motion carried.

PROMOTION AND TENURE REVIEW PROCESS
President Huss reported he would be setting up a meeting with the subcommittee and Dr. Abdelrahman early next week. After meeting with Dr. Abdelrahman, he would send copies to the senators and ideally bring the final draft for a vote in the May Senate meeting, then for a full faculty vote prior to sending to the Board of Trustees.

SHARED GOVERNANCE
Mr. Futterer stated there would be a proposal in May to establish a body to oversee university wide governance, such as committee structure, by serving as a gatekeeper. Dr. Rogers indicated the university still operates in silos, and there were existing structures in place that need to become functional and held accountable.

OPEN FORUM
Dr. Monty Smith asked what options faculty have for retiring but continuing to work part time as an adjunct. Dr. Walton responded faculty over the age of 65 can retire and continue to work. Mr. Futterer noted faculty status is removed upon retirement.

ANNOUNCEMENTS
President Huss shared an email from Dr. Bowen to the Faculty Senate (Attachment F).

President Huss announced Mr. Thomas Pennington, Legal Counsel, would be providing information sessions about the concealed carry law and how it impacts campus on April 12 and 13.

Dr. Tedford stated he had attended Congressman Womack's recent town hall meeting, and had reached out to him directly to share his thoughts and voice his concerns.
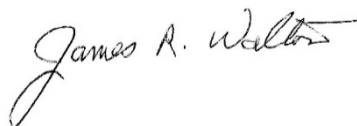
ADJOURNMENT
The meeting adjourned at 5:08 p.m.

Respectfully submitted,

Sean Huss, Ph.D., President

James Walton, Ph.D., Secretary

Attachment A

ATU General Education Committee – Creating the Proposed Passport Block

Over the Fall 2016 term, members of the General Education committee worked with faculty to evaluate ATU general education course offerings for alignment with Passport learning outcomes. Based on this extensive evaluation process, the General Education committee developed an initial Passport block for ATU. The Passport block outlines which courses in the ATU general education curriculum meet, as is or with adjustments, Passport learning outcomes in each of the nine knowledge/skill areas. All general education courses were reviewed using the nine knowledge/skill areas.

The following document outlines the tool used to evaluate courses and how/why specific courses were placed in specific knowledge/skill areas. The nine knowledge/skill areas are:

- *Oral Communication* – *typically an introductory speech course*
- *Written Communication* – *typically an introductory writing/composition course(s)*
- *Quantitative Literacy* – *typically an introductory mathematics course*
- *Natural Sciences* – *astronomy, biology, chemistry, physics, etc.*
- *Human Cultures* – *history, anthropology, archeology, political science, geography, ethnic studies, gender studies, etc.*
- *Creative Expression* – *music, art, theater, film, media, literature, architecture, etc.*
- *Human Society & Individual* – *sociology, geography, history, criminology, psychology, economics, etc.*
- *Critical Thinking* – *any course*
- *Teamwork* – *any course*

Evaluating General Education Courses

The General Education committee used the following rating system to evaluate our current general education

course offerings in relation to the Passport learning outcomes for each knowledge/skill area:

Use the following system to identify Passport ready courses. Scroll down to the bottom of the spreadsheet for transfer-level proficiency examples.

3 - as is, course addresses the Passport Learning Outcome at transfer-level proficiency & data are collected to assess the learning outcome
2 - as is, course addresses the Passport Learning Outcome at transfer-level proficiency
1 - if needed, course can be modified to address the Passport Learning Outcome at transfer-level proficiency
0 - course does not address the Passport Learning Outcome

Courses included in each knowledge/skill area on the proposed ATU Passport Block:

- Logically aligned with the specific knowledge/skill area (MATH 1003 in Quantitative Literacy) and/or
- Course addresses learning outcomes in the knowledge/skill area with little to no modification

Example – SOC 1003: Introductory Sociology

SOC 1003 is included in three knowledge/skill areas in the proposed ATU Passport Block:

- Human Society and the Individual (Table 1)
- Human Cultures (Table 2)
- Critical Thinking (Table 3)

SOC 1003 received all 3 ratings for Human Society and the Individual (Table 1). This means the course does

not require any modifications to delivery or assessment methods to be included in the Human Society and the

Individual knowledge/skill area.

For Human Cultures (Table 2), SOC 1003 received all 2 ratings. This indicates the course addresses all of the

learning outcomes, but does not have a systematic assessment procedure. To be included in Human Cultures, a

data collection process for assessment would be developed.

SOC 1003 received all 2 ratings for Critical Thinking (Table 3) except for: identify a problem or question and

its component parts. This particular outcome was rated 1, which means "if needed, the course could be

modified to address the learning outcome." In practice, something (test, activity, etc.) would be added to

address/assess that particular outcome, as well as determining the best way to collect assessment data for all the

learning outcomes.

Table 1: SOC 1003 - Human Society and the Individual

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		SOC 1003
Learning Outcomes		
Core Knowledge	•Define vocabulary, concepts and terminology in the social sciences, and identify theories. • Explain the role of individuals and institutions within the context of society.	3
Basics of Scientific Inquiry	• Explain and apply theories to social phenomena and human activity. • Evaluate various types and forms of research, including their ethical considerations.	3
Analytical Applications	• Identify, frame and/or respond to a research question. • Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data.	3
Information Use and Communi-	• Interpret and communicate various representations of qualitative and/or quantitative data. • Responsibly identify, categorize, evaluate, and cite multiple sources.	3
Social Responsibility	• Recognize the complexities of diverse social identities. • Evaluate issues of social justice with regard to identities within diverse contexts. • Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which	3

Table 2: SOC 1003 - Human Cultures

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		SOC 1003
Learning Outcomes		
Core Knowledge	Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates)	2
Modes of Inquiry	Identify and describe past and current forms of inquiry into changing human cultures across time and place.	2
Investigation	Research human cultures using relevant methodologies.	2
Areas of Study	Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures.	2
Attitudes towards Cultural Differences	Demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts,	2
Factors Shaping Human Cultures	Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social	2

Table 3: SOC 1003 - Critical Thinking

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		SOC 1003
Learning Outcomes		
Problem Setting	Identify a problem or question and its component parts.	1
Recognize Assumptions	Recognize and assess personal and other relevant underlying assumptions.	2
Evidence	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	2
Evaluate	Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation.	2
Context	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	2
Reasoning/ Conclusion	Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	2

Example – ENGL 1013: Composition I

ENGL 1013 is included in two knowledge/skill areas in the proposed ATU Passport Block:

- Written Communication (Table 4)
- Critical Thinking (Table 5)

Based on the rating system the General Education Committee used to evaluate courses, ENGL 1013 received all 3 ratings for Written Communication (Table 4). This means the course does not require any modifications to delivery or assessment methods to be included in Written Communication.

For Critical Thinking (Table 5), ENGL 1013 received all 3 ratings except for: identify a problem or question and its component parts. This particular outcome was rated 2, which means a system would have to be developed for assessing this outcome for ENGL 1013 to be included in Critical Thinking.

Table 4: ENGL 1013 – Written Communication

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		ENGL 1013
Learning Outcomes		Please e
Rhetorical Knowledge	Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.	3
Use of Sources	Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system.	3
Writing Process Knowledge	Develop flexible strategies for generating, revising, editing, and proofreading.	3
Conventions and Mechanics	Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task.	3
Self-Assessment and Reflection	Reflect on one's inquiry and composing processes to critique and improve one's own and other's writing.	3

Table 5: ENGL 1013 – Critical Thinking

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		ENGL 1013
Learning Outcomes		Please en
Problem Setting	Identify a problem or question and its component parts.	2
Recognize Assumptions	Recognize and assess personal and other relevant underlying assumptions.	3
Evidence	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	3
Evaluate	Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation.	3
Context	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	3
Reasoning/ Conclusion	Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	3

Example: BIOL 1004: Environmental Science, BIOL 1014: Biological Science, and CHEM 1113: Survey of Chemistry

BIOL 1004, BIOL 1014, and CHEM 1113 are each included in the following knowledge/skill area:

- Natural Sciences (Tables 6 and 7)

The ratings for each under Natural Sciences are as follows.

Table 6: BIOL 1004 and BIOL 1014

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		BIOL 1004	BIOL 1014
	Learning Outcomes	Please enter a 3, 2	
Nature of Science	Students explore the following attributes of science: a. Science is based on the assumption that reality operates by consistent principles, and that the rules are understandable by critical analysis. b. Processes and results must be reproducible and subjected to peer review. c. The results will display intrinsic variation and limitations. d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts. e. Models and concepts that withstand the most wide-ranging and persistent critical analysis are assumed to most closely describe reality and the principles by which it operates.	2	3
Scientific Inquiry	Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions.		2
Core Concepts	Students accurately describe the scope of scientific study in the physical and life sciences, their core theories and practices, using discipline-related terminology.		
Scientific Literacy	Students shall: a. Recognize the proper uses of scientific data, principles, and theories to assess the quality of stated conclusions. b. Demonstrate an ability to gather, comprehend, and report information that is credible in formation on scientific and technological topics.		2
Scientific Reasoning	Students demonstrate scientific reasoning processes to draw conclusions.	2	2
Ethics	Students demonstrate an understanding of the standards that define ethical scientific behavior, including: 1. Honesty: the accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues. 2. Safety: Ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment. 3. Social Responsibility: Recognition of the impact of our actions have on the natural and human world.		
Science and Society	Students understand the role science plays in culture and its interaction roles.		

Table 7: CHEM 1113

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right	CHEM 1113
Learning Outcomes	Please ent
Nature of Science — Students explain the following attributes of science: a. Science is based on the assumption that reality exists, operates by consistent principles and that the rules are understandable by careful analysis; b. Processes and results must be reproducible and subjected to peer review; c. The results will display consistent validity and limitations; d. Continued scientific inquiry produces reliable evidence that is used to develop scientific models and concepts; e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are accepted to most closely describe reality and the principles by which it operates	
Scientific Inquiry — Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions	
Core Concepts — Students accurately describe the scope of scientific study in both the physical and life sciences, their core theories and practices, using discipline-related terminology	
Scientific Literacy — Students shall: a. Recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions; b. Demonstrate an ability to gather, comprehend, verify and communicate credible information on scientific and technical topics	
Scientific Reasoning — Students demonstrate scientific reasoning processes to draw conclusions.	
Ethics — Students demonstrate an understanding of the standards that define ethical scientific behavior including: 1. Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues; 2. Safety: Insuring the safety and well-being of the mental and physical of practitioners, test subjects, local community, and environment; 3. Social Responsibility: Recognition of the impact of our actions have on the natural and human world	
Science and Society — Students understand the role science plays in historical and contemporary issues.	

Data Collection Worksheets

The completed data collection worksheets for ALL general education courses can be found in the General Education Blackboard Site in a folder titled "Passport Data Collection Worksheets."

Going Forward

If approved, the General Education Committee, starting in Fall 2017, will begin to work with departments/colleges to finalize the ATU Passport Block. It is at this time that decisions will be made, at the departmental/college level, on any actions that will be taken to include or exclude a particular course from a knowledge/skill area on the ATU Passport Block. For example, a decision might be made to exclude SOC 1003 from Human Cultures, but include it in both Human Society and the Individual and Critical Thinking.

ATU PROPOSED Passport Block (Final block to be determined during implementation phase)

Foundational Skills (12 hrs)			Knowledge Concepts (23 hrs)				Crosscutting Skills	
3 hrs	6 hrs	3 hrs	8 hrs	3 - 6 hrs	6 hrs	3 - 6 hrs		
ORAL COMMUNICATION	WRITTEN COMMUNICATION	QUANTITATIVE LITERACY	NATURAL SCIENCES	HUMAN CULTURES	CREATIVE EXPRESSION	HUMAN SOCIETY	CRITICAL THINKING	TEAMWORK
COMM 2003 or	ENGL 1013 and	MATH 1003 or	BIOL 1004	HIST 1903 or	ART 2123	COMM 1003	COMM 1003	COMM 1003
COMM 2173	ENGL 1023	MATH 1113 or	BIOL 1014	HIST 2003 or	MUS 2003	PSY 2003	PHIL 2003	COMM 2003
	or	^ MATH	BIOL 1114	HIST 2013 or	COMM 2003	SOC 1003	PHIL 2043	COMM 2173
	ENGL 1043 and		CHEM 1113	POLS 2003	TH 2273	ANTH 1213	HIST 1503	AGBU 2063
	ENGL 1053		CHEM 2124	and	ENGL 2173	ANTH 2003	HIST 1513	AGBU 2073
			GEOL 1004	TH 2273	ENGL 2183	HIST 1503	HIST 1543	
			GEOL 1114	PHIL 2003	ENGL 2003	HIST 1513	HIST 2043	
			PHSC 1004	PHIL 2013	ENGL 2013	HIST 1543	POLS 2003	
			PHSC 1013/1	ANTH 1213	ENGL 2023	GEOG 2013	GEOG 2013	
			PHSC 1053	ANTH 2003		AGBU 2063	HIST 1903	
			PHSC 1074	AMST 2003		AGBU 2073	HIST 2003	
			PHYS 1114	SOC 1003		COMM 2003	HIST 2013	
			PHYS 2014	HIST 1503		ECON 2003	AMST 2003	
			PHYS 2114	HIST 1513		ECON 2013	COMM 2173	
				HIST 1543		ECON 2103	ENGL 1013	
				GEOG 2013			ENGL 1023	
							ENGL 2003	
							ENGL 2013	
							ENGL 2023	
							ENGL 2173	
Passport Ready							ENGL 2183	
							ECON 2103	
							AGBU 2063	
							AGBU 2073	
							PSY 2003	
							SOC 1003	

Oral Comm - intro speech course
Written Comm - intro writing course
Quantitative Lit - intro mathematics
Natural Sciences - astronomy, biology, chemistry, physics, etc
Human Cultures - hist, anth, archeology, poli sci, geog, ethnic studies, gender studies, language, etc
Creative Expression - music, visual arts, theater, film, media, literature, architecture, etc
Human Society and Individual - sociology, geography, history, criminology, psychology, economics, etc
Critical Thinking & Teamwork - come from any knowledge and skill area

Attachment B

Sean Huss

From:	Faculty Senate
Sent:	Tuesday, April 04, 2017 8:51 AM
To:	Faculty Senate; Dr. Mohamed Abdelrahman; David Underwood; Rick Massengale; Elizabeth Giroir; Andrea Eubanks; Karen Riddell; Jana Crouch; Sara Bailey; Douglas Barlow; Mary Gunter; Jeff Robertson; Hanna Norton; Jeffrey Woods
Subject:	eTech Advisory Committee
Attachments:	StandardsfromtheQMHigherEducationRubric.pdf

Colleagues,

Last week you received a link to a video explaining what the eTech Advisory Committee has been working on over the past year. Thank you to everyone that has taken the time to view this video and/or contacted their Faculty Senate representative with questions and comments. I have been made aware that many of you would like to see the rubric that will be used to meet HLC, SARA, and C-RAC guidelines. That rubric is attached to this email.

If you have not already done so, please take some time to watch the video at the following link: https://atu.sharestream.net/ssdcms/ipublic.do?u=d8dab477ea6441a

Be sure to let your senate representative know if you have feedback, questions, or recommendations before our meeting on April 11th.

Thanks,

Sean

Sean Huss, Ph.D.
Associate Professor of Sociology
Chair, Faculty Senate 2016-2017
Graduate Program Director, Psychology and Sociology
Faculty Co-Advisor, Because We Can
Faculty Co-Advisor, Campus Kitchen at Arkansas Tech University

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QUALITY MATTERS QM

Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric
visit www.qualitymatters.org or email info@qualitymatters.org

Standards		Points
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability*	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

Attachment C

Online Course Certifying Organizations

Last Updated: 4/11/17

Organization	Design by Faculty for Faculty	Prof. Dev.	Cost	Notes
Online Learning Consortium (https://onlinelearningconsortium.org/)		Some free Fee for others	• Institutional Membership: $1,495 • Discounted price for training opportunities	• Initial fee covers 30 faculty; additional faculty discounted 50% per member • Rubric contains **50** instructional design/accessibility standards • 8 members in Arkansas (some of these are also Quality Matters campuses)
Blackboard		X		
International Distance Education Certification (https://www.idecc.org/)			• Initial Certification fee $825.00. • Numerous additional fees for each course	• Primarily for certification of the entire program but course design is a component
Quality Matters** (https://www.qualitymatters.org/) ** recognized by HLC	X	X	• $1,750 per year • Certification course, "Applying the Quality Matters Rubric" $200 per faculty member	• Rubric • Peer Review process (faculty to faculty) • Based on best practices and research • Online, campus-based, & mixed technology • Utilized by over 1000 institutions (K12, higher education, continuing ed., etc.)
International Association for Continuing Education and Training (IACET) (https://www.iacet.org/)			• $450 for application fee • $3,250 every year	• Primarily for continuing education • Renew every 5 years

Attachment D

To: Sean Huss
Date: 4-10-2017
Re: Information for presentation to Faculty Senate

Hi, Sean:
Below is what I sent to Bruce Curl, followed by some notes taken today as I talked with Mr. Kevin
Frisbee of TIAACREF (Extension 242370)

To: Bruce Curl
Date: 3-28-2017
RE: Retirement Plan – Self Directed Option

Dear Bruce:
Nice chatting with you. Below is a letter suggested by a financial advisor my wife and I work with
from Colorado. As I mentioned, I am fairly close to retirement, and would like to have the ability
to invest in more secure funds and other options that are NOT options available within the TIAA-
CREF funds, and this Self-Directed Option (SDO) would enable me to pursue such investment
possibilities. As a member of the committee, I also think such an option would better protect ATU,
as indicated in the following letter.
Thank you very much for looking this over!
Scott Kirkconnell

Many retirement plans are reviewing their investment options and updating them to be more
compliant with ERISA Section 404c. In the actively developing area of law relating to employer
fiduciary responsibility for poor investment outcomes in employer-provided retirement plans with
participant-directed investment accounts, many plan sponsors have conclude that addition of a
Self-Directed Option (SDO) or "self-directed brokerage account" as an investment alternative will
reduce the risk of liability for breach of fiduciary duty relating to investment outcomes by
providing participants with a greater array of investment alternatives. Currently, over half of all
401(k) plans offer a SDO in order to mitigate employer liability as well as to provide employees
more flexibility and freedom in allocating their retirement accounts.

Moreover, providing a SDO to participants will also create the capability for each individual
participant in the Arkansas Tech University retirement plan to seek investment advice from a
Registered Investment Advisor (RIA). Thus, plan participants that elect this enhancement to help
them manage their accounts will receive fiduciary investment advice that is based upon their
personal risk tolerance and investment goals after completing a risk-profile questionnaire.

Please note that adding a SDO to our retirement plan does not require rewriting the plan
documents. A simple update to the plan document, or addendum, will suffice to define the
parameters of this enhanced capability. All of our current investment options with TIAA will
remain in place and will be referred to as the "Core" investment options, while the SDO would

need to be requested by each individual participant. Once elected, the SDO is linked to the Core account so that participants have effective reporting and online access to their account.

I am very interested in having the brokerage window option available in our retirement plan so my current financial advisor would be able to assist me in investment selections that are more applicable to my unique personal financial goals. My advisor currently utilizes The Pacific Financial Group who manages via the brokerage windows of several thousand plans across the nation and would act as the investment fiduciary on my account.

I respectfully ask that we add the SDO with 3rd Party Money Manager access for all participants of our Arkansas Tech University retirement plan.

Please let me know as soon as possible if this change can be initiated.

Thank you for your assistance,

Scott Kirkconnell

According to Mr. Bruce Frisbee, who works for TIAA-CREF in Denver, it is entirely possible for us to develop a brokerage window option (also known as "self-directed option). Our Plan Administrator will, however, have to communicate with TIAACREF in order to make it possible for individuals to control our own investments. As Kevin described it, the option of investing in the TIAA-CREF Social Choice Low Carbon Equity Fund cannot just be "added on" as an additional investment option available to everyone in our plan, because it is not a large, diversified mutual fund, but involves fewer stocks, so, it has to be part of the "Brokerage Window." TUIAACREF has a number of funds within the "Low Carbon Social Choice" categories, but the one that would be appropriate for us is the Institutional account, which has the ticker TNWCX. Please see the attached .pdf which contains a prospectus for these options.
I also have contact information for the individual who informed me of these low-carbon equity funds, and she is probably pretty knowledgeable about all of this. Her name is Erica Frank, MD, M.P.H. erica.frank@ubc.ca
Thanks for everything!
Scott K.

Attachment E

Student Evaluation of Faculty Revision Committee Report

4/11/17

Committee Membership:

Dr. Sean Huss (ex-officio), Faculty Senate
Dr. Chris Kellner, Faculty Senate
Dr. Susan Underwood, Faculty Senate
Dr. Jason Patton, Faculty Senate
Dr. Jordan Thibodeaux, Behavioral Sciences
Dr. Nathaniel Chapman, Behavioral Sciences
Dr. Jacob Grosskopf, Physical Sciences
Gwen Faulkenberry, Ozark Campus Representative
Sara Daniel, Non-tenure Track Representative
Tanner Corbin, Graduate Student
Alyssa Kool, SGA Representative
Kimberly Huff, Student

Process:

The committee focused the creation of new questions around five theme areas: Student Reflection, Learning Environment, Course Materials, Instructor Professionalism, and Engagement. As part of our initial research, the committee reviewed questions and processes from many institutions across the state and country. The committee met weekly for eight weeks in which we developed an initial list of more than 100 questions that were critically reviewed and culled to develop the finalized list of questions that are attached.

Status:

We have completed our edits on this version of questions. The committee wants the questions to be administered during the upcoming summer session as a "test case". In order to be used during the Summer I term, we need to submit these questions to Wyatt Watson by April 14, 2017. Any feedback received from the summer administration of the questions can be addressed in early Fall, 2017 before the fall administration.

NOTE: In the attached list of questions, some have "branching logic". This means that a student response on one question may or may not bring up a follow-up question. All questions with branching logic have the follow-up question indented.

Faculty Evaluation Survey

How often did you attend this course?

    Always   Frequently   Rarely   Never

On average, how many hours per week did you spend on this course outside of class (Examples: homework, readings, reviewing notes, completing weekly assignments, etc.)?

    0 hours   1-3 hours   4-6 hours   7-10 hours   more than 10 hours

How satisfied were you with your effort in this course?

    Very Satisfied   Satisfied   Unsure   Dissatisfied   Very Dissatisfied

What is your expected grade in this course?

    A   B   C   D   F   Not Graded

When I had questions or needed assistance, my instructor was approachable.

    Yes   No   I did not seek out assistance

        Please explain why you felt your instructor was not approachable.

I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc.)

    Yes   No

        When I had questions or needed assistance, my instructor was available.

    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Did you utilize resources outside the classroom (Examples: writing lab, advising center, tutoring, or other similar resources)?

    Yes   No

If yes, which resources did you utilize? (Check all that apply)

- o   Writing Lab
- o   Advising Center
- o   On-Campus Tutoring
- o   Other (please describe): _____

Did you have access to (rent, purchase, or borrow) the required course materials (Examples: text book, online access code, etc.)?

Yes   Some   No   None Required

The required course materials were valuable to my success in this course.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

What could you have done to be a more effective learner in this course? (Open Response)

Did the instructor provide supplemental materials (Examples: handouts, visuals, online resources, etc.)?

Yes   No

The supplemental materials were valuable to my success in this course.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Did the physical space the course was held in (Examples: classroom, lecture hall, laboratory, etc.) negatively impact your learning?

Yes   No

Please explain how the physical space negatively impacted your learning.

The instructor presented information in a way that was beneficial to my learning.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The instructor incorporated examples that furthered my understanding of course topics.

    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The instructor communicated guidelines and expectations clearly, and evaluated work accordingly.

    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The instructor was well-organized and prepared for class.

    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The instructor demonstrated a clear understanding of course topics.

    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The instructor provided timely feedback on assignments, tests, or discussions.

    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The instructor acted in a professional manner and treated students with respect.

    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The instructor created an environment that was conducive to learning.

    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The instructor was proficient in English.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Open Response Questions:

    What were the strengths of this course?

    Do you have any constructive suggestions on improving this course?

    Other Comments?

Attachment F

Sean Huss

From:	Dr. Robin Bowen
Sent:	Friday, March 17, 2017 4:15 PM
To:	Sean Huss
Subject:	Faculty Letter of Support for DDI

Dr. Huss,

Thank you for the Faculty Senate letter of concern for ATU's Department of Diversity and Inclusion. My appreciation extends to all faculty, staff and students, as well community members, who reached out to me regarding the future of diversity and inclusion at Tech. I concur with the Faculty Senate regarding the importance of recognizing our under-represented students and raising cultural awareness. Your letter highlighted numerous, significant points. Please know I will continue to do all that I can to meet accreditation standards, and to ensure that support services are in place for all students at Arkansas Tech University.

Sincerely,

Robin E. Bowen
President
Administration Room 210
479.968.0228 Office
479.880.4430 Fax
llloyd1@atu.edu

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UNIVERSITY