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Faculty Senate Minutes - March 21, 2003

USM Faculty Senate

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The University of Southern Mississippi

Faculty Senate Meeting

March 21, 2003

Union Hall of Honors

2:00 p.m.

Members Present: College of the Arts: Ki. Davis, T. Lewis, S. Nielsen **College of Business:** D. Duhon, T. Green **College of Education & Psychology:** T. Hartsell, J. Olmi, J. Rachal **College of Health & Human Sciences:** J. Bethel, S. Hubble **College of International and Continuing Education:** M. Miller **College of Liberal Arts:** D. Cabana, P. Gentile, S. Malone, J. Meyer, L. Nored, J. Norton, S. Oshrin, B. Scarborough **College of Marine Science:** J. Lytle **College of Nursing:** K. Masters, A. Brock **College of Science & Technology:** D. Beckett, P. Butko, B. Coates, M. Cobb, R. Folse, M. Hall, M. Henry; G. Mattson **University Libraries:** T. Graham **USM-Gulf Coast:** D. Alford, Ka. Davis, J.P. Smith

Members Represented by Proxy: College of Business: J. Crockett (D. Duhon), T. Green (D. Duhon) **College of Health & Human Sciences:** S. Graham-Kresge (S. Hubble), M.F. Nettles (S. Hubble) **College of Liberal Arts:** A. Miller (M. Miller), J. Waltman (A. Young) **USM-Gulf Coast:** S. Naghashpour (Ka. Davis)

Members Absent: College of Education & Psychology: E. Lundin **College of Science & Technology:** G. Russell

1.0 Call to Order [2:00]

2.0 Approval of Agenda: S. Oshrin, move; S. Hubble, second; Vote: passed

3.0 Approval of Minutes for Feb. 21 meeting; S. Hubble, move; J. Lytle, second; M. Henry offered two changes to appear in the final draft. Vote: passed.

4.0 Officers' Reports

4.1 President's Report: D. Cabana: [Membership list of handbook committee provided to senators. Committee: Jerome Kolbo (chair), Mary Ann Adams, Vernon Asper, Chuck Bolton, Don Cabana, Blake Hamm, Stan Kuczaj, Sherry Laughlin, Robert Lochhead, Farhang Niroomand, Thomas Payne, Maureen Ryan, Jennifer Torres, Russ Willis. Advisory Group: Angeline Dvorak, Clyde Ginn, Lee Gore, Jay Grimes, Tim Hudson, and Cynthia Moore.] M. Forster and S. Hubble don't appear on the handout, but they will be on the committee since they are the designated FS liaisons.

[Transition team roster provided to FS. Membership: Bucky Wesley, Susan Siltanen, Brad Bond, Cynthia Moore, David Anderson, Dana Keith, Casey Turnage, Chuck Knight, Christy Sanders, Joyce Sanders, Pam Posey, Kara Craig, Don Cabana, Jay Grimes (co-chair), and Tim Hudson (co-chair).] The team had its first meeting this morning. Its charge is to examine anything and everything that impacts an orderly transition to the new organization. The stated goal is to have the major portion accomplished by mid-April.

I have requested in writing and verbally to meet with provost regarding a number of items, including the activity report, so we can discuss ways for faculty and the administration to collaborate on improving it. It should benefit faculty and be of use to the administration.

I've discussed recently and will discuss this week concerns raised about making economic development one of the categories for faculty evaluation along with teaching, research, and service. We need clarification on what economic development means. In essence, everything the university does is economic development. It remains nebulous because it's still being worked out in the minds of administrators.

FS submitted 13 questions regarding the budget. I have met with L. McFall and the provost on this. L. McFall reviewed the questions and put together possible responses, but that information has not been forwarded to me. When it is, it will be put before FS.

Senators have communicated concerns regarding summer tuition. My understanding is that--particularly for graduate students--it will remain the same as last summer. Full-time enrollment will be dropped to 6 hours [confirmed by M. Ryan]. The deans will define minimum enrollments for summer classes.

D. Alford: Which deans? Outgoing?

D. Cabana: I did not ask.

Also, next Friday, March 28, at 2 pm, FS in conjunction with Staff Council will have meeting at Stout Hall A. Teresa Hannah from the Health Insurance Management Board will present on health benefits. She will talk about what's happening in regard to the state employee insurance pool and what can be done to deal with that. I think you'll find her comments enlightening on what the legislature has and hasn't done and what it should and shouldn't do in regard to health insurance.

M. Henry: Will the credit hour amount remain same, but the cap be removed? Graduate students did pay for up to 9 hours, and then there was a flat fee up to 13. A 12-hour graduate student could pay up to 50% more. We need to know about that cap.

D. Cabana: I did not discuss that with the provost, but my impression is that there may not be a cap.

S. Hubble: So, they're talking about removing or keeping the cap?

D. Cabana: My understanding is that the cap may be removed. That's unofficial, because I don't know that it has been decided.

S. Hubble: So, there would be a range?

D. Cabana: Yes, but I don't know that to be true for certain and won't know until next week.

S. Hubble: So, now we don't have a cap for summer, but do have it for fall and spring?

M. Henry: I think that for fall and spring, the cap is board policy.

S. Hubble: Our students are registering for summer school starting next week, and if they make decisions on what they register for based on what's out there, I think it will impact enrollment significantly.

D. Cabana: I think that what's going to happen is that the tuition rate will be the same, but that there will not be a cap that keeps it level after a certain number of hours.

S. Hubble: Which is what they said last time.

D. Cabana: Right.

M. Henry: Which is significantly increased costs for hours 10, 11, and 12 for summer school students.

S. Hubble: This is what we've been trying to communicate to our students, so that they're aware of the change.

4.2 President-Elect's Report: M. Henry: No report.

4.3 Secretary's Report: T. Graham: See proxies, above.

4.4 Secretary-Elect's Report: J. Olmi: No report.

5.0 Committee Reports

5.1 Elections: P. Butko: The election preparations are well underway. We have compiled a list of eligible voters, eligible people who can be elected, and now we need to print the ballots. Expect ballots in your mail box by as early as April 1.

5.2 Transportation: B. Scarborough: Very few people have signed up for the gated lot, which costs \$244 initially. You have a chance to get a guaranteed spot all year. There are only 63 signed up. Parking isn't too bad now, but it will be next fall.

A. Young: What will change next fall?

B. Scarborough: Parking is tight every fall.

B. Coates: Where is the lot?

B. Scarborough: West of Hearst Hall. It's been on the Internet.

Regarding the Transportation Committee, the group has been inoperative since Royce Pierce left, but I'm going to try to find out what's going on.

6.0 Old Business

6.1 Faculty Activity Report: D. Cabana: I would like feedback about this report, so that I can have a meaningful discussion with the provost next week. Feel free to do this in writing, also, if you have ideas on how to make this a smoother process next year.

A. Young: In regard to teaching, there needs to be a large expansion. We spend most of our time teaching, and there's nothing that looks at things like: what kind of exams to you require, how many papers, who does grading?

D. Cabana: Myron, wasn't there something said at last month's meeting about the teaching portion?

M. Henry: As I recall, the provost had not seen the part that S. Siltanen described that has to do with teaching. I emailed her to ask if she would share that. It seemed an abstract area last time. I'd like to see that before I do the report, but I haven't had a response. There is a part that we fill out and another part on enrollment that we don't see.

J. Norton: We were told that that information was being collected through another mechanism.

A. Young: Grade distribution, student reviews, and other things should go in.

M. Hall: They suggested that we put information not covered elsewhere in the comments section, but that section is limited in length. Also, they should circulate an example copy or perhaps add clarifications in the form.

S. Nielsen: There seem to be glitches. They left out department and other committees. We spent a lot of time as a unit looking at where we should put activities. Service to the profession really isn't in there, just memberships. Often our service is workshops, but there was no place for them. It was confusing the way they had it laid out.

P. Butko: Why isn't there a window within each category for putting in all other things not covered elsewhere? Also, we all do our work differently, and units have different missions and things they should achieve. I don't see why the form can't be branched. The form could ask which college I belong to, and when I click on the appropriate one, it provides a form that pertains only to what I do, appropriate questions. Start with the colleges, and perhaps even by department. Chairs should look at what questions should be asked for their departments.

S. Nielsen: Great idea.

J.P. Smith: A common complaint is the time it takes. It took me 50 minutes, and I wasn't trying to be exhaustive. Some people related that it took as long as 3 hours. Peter's suggestion might help that, and it might contextualize things. It would help matters to compare faculty with people who do like things.

D. Alford: I object to doing this with no way to describe the conditions under which we're working. I included comments on how in our department 3 of 5 faculty members have left in the past 18 months. They haven't asked about our having to cover classes of people who left, how many preparations we have, writing letters of recommendation for those leaving, and evaluating references for those applying. This doesn't capture the stress that we're under in coping with all of the changes. Also, it's irritating to have to go back and put punctuation between each name; [it doesn't retain the formatting of a list].

B. Scarborough: The fundamental objection is that if this will be used to evaluate faculty for all of these other reasons, then it has to be done at the departmental level. For example, a senior faculty member will be on committees, but not read many convention papers. New faculty will serve on few committees, and read many papers. Only the department can understand that. If we're officers in national committees, the people in administration don't know what these things are. The question on international accomplishments of students that you've taught in the last year is ridiculous, because it takes many years for a student to develop and achieve. I taught Jimmy Buffett back in the late 60s, but I didn't teach him last year.

Ki. Davis: That could have come from the Arts. We've had students that have done concerts in Spain and Switzerland, for example.

D. Alford: I put every student who got into the honor society.

M. Hall: Are there not some legalities involved in putting the names of students in a public document?

D. Cabana: Valid question.

B. Coates: Serving as PI for a grant that you didn't write doesn't count. That is a big gap.

S. Nielsen: In once instance, I wrote a grant and wasn't the PI, on others I didn't write it and was the PI. The time spent as PI is tremendous.

J. Olmi: Also, unfunded grant efforts don't count. You spend a couple weeks writing, and there's a 12% probability of funding, so that should be acknowledged.

M. Henry: If we're going to suggest redesigns, then instead of getting all of the teaching information on enrollments from PeopleSoft, there should be a major window right on the form. It should be expansive, since it's most of what we do, and there should be an opportunity to talk qualitatively as well as quantitatively.

Ki. Davis: We have hours of rehearsal and preparation time, and there's no way to count that.

A. Young: We prepare students to go deliver a paper. There's no credit for that.

R. Folsie: It may be that the report is accurate in showing what certain administrators view as the benefit of teaching: the credit hours/money generated.

M. Ryan: I will share with the provosts the important concerns you've shared. In terms of the details of design, it would help if you would present revisions in writing. I would be concerned, however, that if it's so specific it will take twice as much work to fill out. I understand that the main question is what's the purpose of it, but I'm not sure that as a faculty member I would want an instrument that is so discrete in detail that I would spend 2 or 3 times more time completing it. I'll make sure that the important things get shared, and the detailed suggestions would be welcome in a written form.

D. Cabana: We'll forward these concerns in writing to the provost.

P. Butko: It wouldn't be twice as much. I'm working under the impression that the provost gave that sooner or later it will replace our department or faculty evaluations. If we reach the level of specificity that my chair requires, then I hope I won't have to deal with another paper within the department.

M. Cobb: Under the teaching category under independent studies, the only box that I saw was for undergraduate students, and we deal almost exclusively with graduate students in independent studies.

Ki. Davis: There also was a box for chair of undergraduate theses, but not graduate theses.

J. Rachal: I share Maureen's concern that this thing could get too complex and discrete. I don't think that it will supercede the current document, and think that we'll do both for a while. I'm sympathetic to concerns that there are things missing, but I would rather it be simpler than it is, and then attach the annual evaluation letter.

Ki. Davis: What is the purpose, the weight and the outcome? Which kinds of activities will count more?

J. Rachal: I think that Raymond is right: how much money are you worth to the university?

7.0 New Business

7.1 Economic Development as a 4th Evaluation Category: D. Cabana: This is on the agenda for discussion so that I can take responses to the provost.

J.P. Smith: This, along with the librarian issue, gives me the sense that young faculty are beginning to feel that they don't know what to expect and the rug is being pulled from under them. People that should be staying and building a career here, I'll be searching for again. I'm concerned about the impact of this one-thing-after-another for junior faculty who may not wait to see how all of this works out.

B. Scarborough: This is the most outrageous thing I've ever heard of. It is by my count the 8th event that the administration has done without consulting faculty. The idea of making economic development equal to teaching, research, and service is a unique idea among institutions of higher learning. I don't know what they mean by economic development. If they mean large grants and inventions, most of us don't do that. To implement this with no input from those affected by it is outrageous and continues a litany of things that the administration has done since it came to office.

D. Cabana: Let me read to you what I have written to the provost regarding that issue: "While I have not seen any written communication, there has been considerable discussion concerning economic development as now one of four criteria for evaluating faculty achievement, the other three being the traditional areas of teaching, service, and research. There is clearly a need to define 'economic

development' in the academic setting. What does it mean, for example, for someone teaching in the Arts as opposed to someone in the Biological Sciences? Isn't everything the university does, after all, part of a continuing process of economic development in the state, from advancing knowledge of literature to enhancing cultural activities, from engaging in scientific research to uncovering clues to our anthropological ancestry? This is an issue that clearly requires meaningful discussion and clarification before going forward."

My argument will continue to be that everything that university is about is economic development. To say that Jay Dean's symphony orchestra performances are not about economic development, to say that the writing project in the English department is not about economic development is to grossly oversimplify the process.

S. Nielsen: The problem with this 4th evaluation category is that they're just looking at grant and other money. That's not what economic development is totally about, and that's not what I was hired to do. We all have different abilities and there aren't enough grants. They're trying to make us carbon copies of one another.

M. Miller: I've been a practitioner and professor of economic development for 25 years, and I don't know what they're talking about. As far as I can ascertain, it's a very naive view of what economic development is. There's so much that we don't know about economic development, but one of the true things we know is that its foundation is education from pre-elementary through higher education. What faculty members do in their own area is more important than the relatively small amount of grant money they bring in. Also important is the community preparation, community foundation to bring in the executives or highly trained people we need who are attracted because it's a nice community. Folks in the Arts and those who teach in other areas provide this. I don't see this [evaluation measure] as an appropriate view of economic development. I think that we need to communicate to the legislature and population as a whole how we contribute to economic development. I think that this [evaluation measure] clouds the issue.

J. Rachal: We should consider some kind of formal objection to the way it was imposed on us. The things that I see as economic development (mostly grants) are already covered in research and service. There are research and service grants. The whole thing stinks, because of the way in which it was imposed.

D. Duhon: Is this just another rumor? You can't change the rules of evaluation in mid-stream. Is this for 2003? If so, then the handbook has to be changed. What stage is this in?

D. Cabana: I haven't seen anything in writing. It's on the agenda because faculty are talking to me about it, and because I'd like to hear what others have heard. As far as I'm concerned, it is in the rumor/discussion stage.

Ki. Davis: I thought that we were a state-funded school. Also, there are people here to generate dollars for us. Shouldn't that leave us free to teach and do what we do?

S. Hubble: According to IHL, there are no state-funded institutions. There are state-supported institutions. That's everywhere that the state can't provide all that's needed. The state is just one of the sources of our funding.

Ki. Davis: So if we're bringing in money, then where are the raises?

S. Hubble: There's talk about incentives, but then the focus shifts to generating money instead of teaching.

Ki. Davis: So, it comes down to the fact that [generating money] should not be our emphasis. We support economic development through the development of the overall community, which generates the dollars and brings the people in.

D. Cabana: The legislatures around the country are cutting the amount that they devote to supporting public universities. UM saw its percentage of state funding decrease by 25% in 5 years. This puts increasing pressure on the fund-raising and grant writing part of the process. Lottery sales have been put to education, but then previous education money is diverted.

M. Henry: We shouldn't sell ourselves short in regard to instruction. Instruction is the fundamental revenue generator. Also, it supports auxiliaries. So, there is fundamental revenue generation done by all of you.

J. Rachal: So, really economic development is in all three: teaching, research, and service.

D. Alford: I see a shift in values: a board made up of business people who can't think in terms of a public institution. The only metaphor they know is how rich the institution is. It's a shift in what education means when we're being run by business people.

D. Duhon: I need to defend the business people a little. The board is about half business people and about half other professions. I not sure that the board is driving as many changes as we may think. It's not just the board.

M. Miller: We owe Mississippi something for the support they give. We exist to do the kind of research that is long term and not immediately profitable. It may be too unpopular, obscure, or leading edge for venture capitalists to invest in. Some of this research is funded through grants and other research isn't. Times are tough and grants are getting more difficult to get.

D. Duhon: Is this economic development for evaluation for real, and if so what does the administration mean by it? Those are the key questions.

S. Hubble: If the administration needs this information, then we need to define it ourselves and provide information on how we contribute to economic development. Then let public relations promote it and help the public understand what we do.

M. Henry: Most tax support comes to this institution because parents and students believe that there will be quality instruction here. Tax support, tuition, and fees almost go hand-in-hand. People come here for instruction.

Ka. Davis: Providing information for the public or for grants wouldn't have to be tied to an individual's name.

Ki. Davis: I've sought external dollars when I've seen that it will provide a valuable experience for my students. But it takes so much time that it does take away from my effectiveness as a teacher, and I don't want it to count against me if I don't get those dollars.

J.P. Smith: To evaluate the economic impact of this or any other university, go to people like Michael Olivier. In Harrison County, we pay a sea wall tax to support a multi-million dollar economic development commission. What have people like Olivier noticed about what's been lost because this school wasn't what it should have been as a teaching institution for the last 30 years on the Mississippi Gulf Coast? Talk to the people who do the business. Those people are already committed. We shouldn't have to scramble and invent a connect that the people who work in economic development every day already know about.

M. Henry: Looking at the linkage between the activity report, economic development as a 4th category, and librarians as faculty, there's a package here of process. Somehow, we need to focus on process, more engagement by FS and faculty at large on some of these fundamental issues. They're all linked. They're all coming about with virtually no input from FS or faculty at large.

B. Scarborough: Stress that when you talk to the administration [D. Cabana].

7.2 Deans Search: D. Duhon: For the College of Business and Economic Development, we have 19 applicants. One is internal, and the other 18 are external. We've had a couple of meetings. It's slow and we're not making the progress we thought. This is partly because we haven't seen the quality we'd like. We have permission to run a separate ad in places other than the Chronicle. The consensus is that it will be very difficult to complete a successful search by July 1. Most people don't think we can do it, but we're going to try. The goal of having interviews sometime in April already has been pushed back. I don't think that will happen.

J. Meyer: I'm on Arts and Letters. I've been surprised by the quality of applicants and their diversity. There are a number of disciplines represented. We do wonder how it will happen so quickly. We have a method for evaluating candidates and narrowing to 3, 4, or 5. We have at least 21 applicants. One goal is to do this before people leave in mid-May.

S. Hubble: I think that M.F. Nettles is on the College of Health committee. Two staff members have been added to the committee, as a result of last month's discussion with Provost Grimes. We appreciate the administration reconsidering that.

D. Cabana: I am told that the College of Health is floundering in terms of applicants. There has not been a wealth of them.

M. Hall: I'm not on this committee, but what I've heard would support what you've said. My understanding is that it is hard to get people to apply, because we are advertising for a fund raiser rather than someone to run a college.

D. Duhon: There may have been confusion, because there was one big ad for all of the searches.

J.P. Smith: It suggests something if you're looking for all those deans.

D. Duhon: We thought that we needed separate ads.

D. Beckett: In response to what Margot [Hall] said, the minutes state that "we won't hire any dean who can't connect with the community and raise money." There is a paradigm shift.

S. Nielsen: So, what is the Foundation doing if the deans will be fund raisers?

7.3 Faculty Handbook: D. Cabana: The committee has met twice, and is scheduled to meet on Monday. Tentatively, it will meet every Monday until the process is finished. The tentative completion date is the end of June. Because of inquiries directed to me by the faculty, I inquired of the provost how the committee was resurrected and put together. Provost Grimes said he was responsible for putting it together. You have a copy of the handbook committee. [See item 4.1] S. Hubble and M. Forster are on the committee, but don't appear on list. I added S. Oshrin and Patsy Anderson to serve. If you look at the committee, at first glance it looks top heavy with administrators if you consider department chairs as

administrators. The provost and Jerome Kolbo (who chairs the committee) readily agreed to add additional faculty members. This Monday we should have a clear sense of where we're going and what we should be doing in terms of revising the handbook. My sense is that a number of revisions that S. Hubble and others made were never incorporated into the handbook.

S. Hubble: We were on the fast track to make our changes by the beginning of last summer, so we could get it approved and on the Web. We could check with Dr. Hollandsworth to see, but I don't think that happened.

D. Cabana: That's my impression.

J.P. Smith: I'm not volunteering for this, but they need a couple people from the Coast on that committee.

D. Cabana: That's a point well taken.

K. Masters: Patsy Anderson is on the Coast.

D. Cabana: Patsy and Tom [Payne] are, but there's good reason to add another Coast member.

M. Henry: I would hope that we could get a commitment to get this to FS to look at in draft form. I get the feeling that this is a more important document that it was a few years ago. It covers a lot of the policy and process, and we need to understand that.

D. Cabana: Jerome [Kolbo], would you like to speak to the handbook committee process?

J. Kolbo: I can say that it has been brought up that we'd bring it back to FS. I intend to to that, and hope to get the rest of the committee to follow that.

A. Young: The deadline is this summer, and that will be a difficult time.

J. Kolbo: That's a good point. We've set July 1 as a goal to have a draft, but there is a question of whether all of the chapters will be complete then. It is a large committee and getting larger (but no argument about the additions). I don't see a reason why we can't give plenty of time to FS to review it. We weren't given the deadline by J. Grimes or T. Hudson.

D. Cabana: It would be Myon's call, but I suspect that if time did become of the essence, we could come back into session in August.

J. Kolbo: We do want this to move as quickly as possible. We don't want it to drag out. But I have no intention of something like this being pushed through during the middle of summer when people are gone.

7.4 Summer Tuition: D. Cabana: Other comments on this?

M. Miller: There are some programs that are almost entirely in the summer. There are huge impacts on some programs.

J. Rachal: If income is increasing in the summer, then should we also talk about increases in faculty remuneration in the summer.

D. Duhon: As a whole, we shouldn't be opposed to the change to no caps. We get no state support for summer; it's totally self-supporting. We're paying our own way. A person who is taking 12 hours and paying for 9 is getting a free ride on the faculty. That's the way that private institutions work, and that's essentially what we are in the summer. We should be cognizant of the impact, however, and make it gradual.

M. Miller: I agree that it's complicated, but it's another example of an issue that wasn't discussed and simply imposed with large and irregular results.

D. Cabana: If it results in a decline in summer enrollment then it could be self-defeating.

A. Young: We were told in our departmental meeting with J. Grimes that summer tuition would no longer go to the college, but would be pooled university-wide. If my classes are filled and others' aren't, then I'd like to know how money is distributed. Can we get information on that? Has anyone heard anything?

D. Cabana: I'll ask on Monday at my meeting with the provost.

S. Hubble: I don't think the time is right to ask for salary increases for summer. It could result in someone not being allowed to work fulltime.

J. Rachal: My comment was really in jest. I know that won't happen, but I thought it was an interesting correlation that summer tuition goes up, but pay doesn't.

7.5 Enrollment Minimums for Graduate Classes: D. Cabana: I've covered this, but if there's other feedback, I'd be glad to hear it. This is another point to be covered on Monday with the provost. The issue is whether there will be hard and fast minimums for enrollment for graduate classes. If that becomes the case, in tandem with the tuition measure, junior faculty, in particular, will find themselves struggling if classes do not meet.

M. Henry: With these two together, we have a recipe for reduced graduate enrollments for summer.

J. Olmi: Graduate enrollments, in general, I would suggest. With our program, we only have 6 enrollments a year, so it would be impossible for us to function with any minimum enrollment. Our group travels as a cohort through the program.

D. Alford: When you have a doctoral clinical program where you have extensive individual supervision of clinical work, and they say that you have a minimum of 10 for a graduate class, then you up it to 10 and take on clinical liability for too many students for a particular period? This is a serious issue, to set minimums without looking at what the program does. You have to see clinical students individually as well as in a group for the licensing qualifications to be met.

M. Henry: It seems like one of the messages ought to be that it's okay to have average enrollments across the college, but the college or department ought to have some flexibility to make some choices in averaging. To have one class of 15 and another of 5, and then drop the 5, that's a different approach.

J. Olmi: I think that the decision should rest with department heads and deans. Under no circumstance would I advocate limit setting at any level, because that's too potentially restrictive.

D. Cabana: Unofficially, in conversations with the provost, his inclination was to think that those decisions would be made at the college level. Monday, we'll talk about it more officially and get a factual commitment.

D. Duhon: Back to what A. Young said, department's have to have some control over budgets to make it work. You can't have A without having B.

7.6 Faculty Status for Librarians: D. Cabana: Toby will cover this and may yield any part of his time to librarians in the audience.

T. Graham: This morning an email was distributed to librarians that came from one of our colleagues at another institution, and it echoes some of what came out of a meeting that the librarians on the Hattiesburg campus had with Provost Grimes. Text of the email: "As some of you may already know, at the [IHL] Chief Academic Officers meeting this week, Dr. Grimes of USM raised the matter of faculty status and tenure for librarians. It is my understanding that a significant discussion took place and that they will return to the topic at a future meeting. For those of you that are not aware of it, the upper administration at USM is questioning faculty status and tenure for librarians. It now appears that we all might need to educate our academic administrators about the role these policies play at academic libraries."

I can't think of a single benefit to the university from taking away faculty status, rank, and tenure from librarians. It won't save any money, but it will be a real blow to the effectiveness of library services at USM. A few of the librarians got together this morning to draft a resolution:

Whereas, it has been reported that Provost Grimes at the March 19 meeting of the IHL Chief Academic Officers raised the issue of eliminating faculty status for university librarians; and

Whereas, high quality information sources and services are essential for supporting learning and research that take place as a part of the academic enterprise; and

Whereas, faculty status, faculty rank, and tenure for librarians is key for maintaining effective library service from the standpoints of: 1) academic freedom, 2) recruitment and retention of high caliber information professionals, and 3) providing a platform for working collaboratively with other faculty in instruction and research; and

Whereas, librarians at the University of Southern Mississippi have had faculty status for more than 20 years; and

Whereas, the essence of what librarians do is more akin to the teaching, research, and service activity of faculty than it is to what professional staff do in other areas of the university; and

Whereas, starting librarians earn \$34K for 12 month contracts (the equivalent of \$25,500 for a 9-month contract), and eliminating faculty status would result in negligible cost savings; and

Whereas, by July 1 the library will have a 33% reduction in its faculty if no positions are filled, and a loss in faculty status, rank, and tenure for librarians will certainly result in additional resignations; and

Whereas, if and when hiring resumes, it will be extremely important to fill the vacant positions with the high quality of librarians that the academic community has come to expect,

We, the Faculty Senate of the University of Southern Mississippi, endorse faculty status for librarians, and urge the University administration to retain faculty status, rank, and tenure-track for librarians and for new hires.

One other thing that I would like to share with you is an excerpt from a joint statement on faculty status of college and university librarians approved in conjunction by the Association of College and Research Libraries (ACRL), American Association of University Professors (AAUP), and the Association of American Colleges (AAC): "Where the role of college and university librarians requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status . . . The function of the librarian in the processes of teaching and research is the essential criteria for faculty status."

J.P. Smith: Move to suspend the rules; J. Olmi, second; vote: passed.

7.7 Resolution on Faculty Status, Rank, and Tenure for Librarians

[Audience members invited to join discussion.]

Jim Martin: I'm proud of the librarians in this resolution. I had nothing to do with it. I think it speaks well for what we think of our role in the university, and the fact of the matter is that I'm just too tired to make much of a contribution at this point. As most of you know, I'm stepping down at the end of June. It's my vote of no confidence in the administration. I think that librarians contribute in so many ways to the academic enterprise. It's hard to say what would be the most important argument for this resolution. This group needs to go on record saying that you want library services, and you expect it as part of the academic enterprise. Otherwise, we'll keep going down a spiral where one area after another keeps getting degraded and ultimately will have much less of an institution than we have now. There's no benefit to changing the status of librarians. I think this administration has read the book, "if it's not broken, break it." That's what they're attempting.

Sherry Laughlin: I want to speak to the recruitment issue. I've chaired all kinds of search committees over the years. It's difficult to recruit people; we don't have much to offer. Our salaries are extremely low, but this faculty status is something librarians consider as extremely important.

T. Graham: I would echo that. When I was considering coming to USM about 4.5 years ago, I had other more lucrative opportunities elsewhere. One of the things that led me to choose to come here was that USM offers faculty status, rank, and tenure for librarians, and there was an opportunity work with instructional faculty as colleagues. I'm not the only person who feels this way, and the kind of librarians that USM wants to attract will have compatible feelings on this.

D. Alford: Kathy [Davis] and I are really team teachers in my research course. She teaches my students. I send them to her for instruction.

T. Lewis: I operate a museum studies program, which has one professor right now. We would be lost without the support of the library faculty for research methods and also for exhibitions. The "Faces of Freedom Summer" [photographic exhibition] was developed essentially by the library, through the research of the library, and if we were to lose librarians as faculty colleagues, we would be all the weaker for that.

J. Rachal: What hurts the library hurts us. We need to stand in solidarity with the librarians on this issue. The fact that as of July 1 they will be down a third of their total workforce is a frightening one. If that continues to get worse, it will affect us, generally. I also would point out that two of the former presidents of FS are sitting in this room, and they are librarians.

Tom Richardson: From the perspective of the Honors College, the work of the library is really important to the senior research that goes on. Meg Meiman, Peggy Price, and their colleagues work closely with the Honors College senior thesis process. I've seen them teaching in the classroom over a period of time. It's very helpful work, and the Honors College could not sustain the kind of work that we do with undergraduate thesis research if we did not have the librarians doing this teaching. So, I want to be their advocate.

B. Coates: I guess the most important reason that you have tenure is to protect academic freedom. I think that academic freedom is as important for the library as it is for the rest of the faculty, because in collaborative efforts between faculty and librarians, if librarians don't have academic freedom that's protected by tenure, that could affect [faculty outside the library]. This would be a deterioration of academic freedom.

M. Hall: Also, the professional credentialing, professional development, and education of librarians is more on par with the rest of the faculty. Would that be something that you'd like to mention in your resolution?

T. Graham: We could add that to the resolution.

J. Rachal: That's already in the resolution.

M. Hall: I was thinking of educational preparation. These people are experts.

D. Duhon: I thought we put this issue to bed about 5 years ago. Faculty status was granted by Dr. Lucas about 20 years ago, and 4-6 years ago faculty rank was given. Is the question about academic rank or status? The same thing happened about 5 years ago with traditional non-academic areas, such as the research institutes at Stennis and Ocean Springs. We looked at that and decided that these were faculty-type positions, and we gave people full status. Is the provost looking at other things besides the library? Why just the library?

J. Martin: We don't know. There's a huge vacuum, between what's going on and when we find out. We had to find out from a colleague whose administrators related the information. We don't have real communication right now with the administration, for whatever reason, so we can only guess. My guess is that they're looking at further reorganization. They probably want to put the library outside of academic affairs, and it's awkward that librarians have faculty status. They make these decisions at the highest level trying to solve high-level problems, and they have no idea of the reality of what they're dealing with. I did get involved in December when they discovered that we have faculty status. They criticized me for having librarians cataloging and on the service desk. They wanted them all in the classroom and said "let the students do the other work." They weren't interested in what we do, how we do it, or any of the little detail of our whole lives. They were interested in solving big problems, and [as a result] creating a nest of problems for the rest of us.

B. Scarborough: I agree with everything that's been said, and it doesn't look like there's much of a debate here. I suggest that Toby move the adoption of the resolution. I would like to point out that this is the 9th planning of a dictatorial policy by the administration. I think we need to think very seriously pretty soon about a resolution of no confidence. I'll introduce it.

M. Henry: So much has been said about librarians, already, but I had personal experiences working with Bobs Tusa [retired University Archivist] on the "Faces of Freedom Summer." If you don't think that's a real contribution to the university, you haven't looked at it. I know that other activities go on like that among our library faculty, as well. I've worked with one or two of them in the uses of technology in the learning process. These are significant things. I hope we'll support this motion unanimously. Also, there has to be a message delivered that this is enough of this type of unilateral approach to activities and issues in the academy. It's very difficult for something like this [library faculty question] to come out this way, to hear about our leadership pushing something at the state level that really affects faculty at large. What do we say? How do we do it?

S. Hubble: To follow up on John's comment, we've had past presidents from the library and have Toby in the leadership. Those are elected positions by the FS, and if that doesn't speak for the faculty as a whole that librarians are colleagues as faculty with the appropriate rank, status, and tenure-track, I think that needs to be reiterated to the administration. Those individuals have been effective and were elected representatives and officers.

J.P. Smith: There's a big philosophical issue here. We're having an explosion of information of varying quality. Every person in the state of Mississippi who is hooked up to the Internet can get a ton of garbage in their home. What is absolutely critical in universities, is that we play professionally, honestly, and with integrity as good gate keepers and good windows to things of substance in the knowledge base. Some of our knowledge bases are fragile, and we try to use critical methods to establish confidence in the knowledge base. But with the explosion of garbage out there, the library becomes more critical as a gate keeper, an assurance of quality, and an assurance that what we have here is the best we've got. They have clay feet, but it's better than doing a Web search from home where you have no idea whether there's any integrity to it at all. That's coming more and more into the library operation. If you look 30 years from now, our role becomes mediating the knowledge base and assuring the quality of it. More and more of it comes down to professional library staff. They're central to the whole apparatus, as much as they ever have been and, maybe, more all the time.

D. Alford: I would like to insert the word censorship along with academic freedom. There's nothing more fearsome than thinking of, in the state we live in, censoring the type of books we have in our library. Without tenure, our librarians are at great risk of being fired immediately for the purchases they make. That's the bottom line: censorship.

T. Graham: I'm comfortable with making that addition, absolutely.

D. Cabana: If Toby will make a proposal, the chair will entertain a motion for unanimous consent, which sends out the strongest message possible.

T. Graham: I would like to thank FS for the support communicated today, and I know that my colleagues in the library faculty feel the same way about that. I move that we adopt the resolution.

S. Nielsen: Second.

Vote: Passed by unanimous consent. [Text of the resolution as adopted is available at: reslibrarians03.htm]

7.8 April Meeting: D. Cabana: The April meeting will be on the Coast. I've talked to J. Lytle about having it at GCRL. I'd like some sense from FS on whether that would be acceptable. It might be a worthwhile educational venture. [Senators inquired about the nature of GCRL.]

J. Lytle: The GCRL is the major campus in Ocean Springs. The Marine Education Center is an arm to it, and it's across the bridge from Ocean Springs in Biloxi at Point Cadet. I will have to see if it's available.

B. Scarborough: What time? Same as usual? That's a problem for people who have a 1:00 class.

J. Lytle: If we meet at the MEC, there's the aquarium and you could bring your children.

D. Cabana: Judy and I will work this out and communicate the details to you by Tuesday. Acceptable?

7.9 Housing for Provosts: D. Cabana: I wish to include this in the agenda because of a number of expressions of concern and questions being raised regarding housing for the provosts. I've discussed this with the president, both provosts, and board members. The board directed that both houses undergo renovations. There is a house for the director of the Marine Science Institute (J. Grimes). There is the house that traditionally has been the vice-president's house on the Long Beach campus (T. Hudson). There have been all kinds of numbers floated around. The realistic figure is \$70-80K for the house at Long Beach. I do not have figures for the other house.

B. Scarborough: This is the renovation cost?

D. Cabana: Yes. These houses are university/board property, and the board directed that they be renovated. It directed and agreed to housing being provided for the provosts. The Long Beach houses had been occupied previously by the vice-president, until he bought a private house. Among the reasons cited for [his moving] was that the house was pretty much in a state of disrepair. For the house at the Long Beach campus, it appears that the market value will be \$250K after renovation. The houses will be occupied and handled by the university and the board in compliance with applicable IRS regulations. I am working on getting numbers for J. Grimes' house.

B. Scarborough: If T. Hudson will live in the Long Beach house, who will occupy the other one?

D. Cabana: J. Grimes.

M. Henry: It's common to provide housing for presidents, but rare for provosts. In a time when we have to sacrifice, it should come at all levels. We should share the sacrifice. On the surface, it appears that you have a different kind of sharing going on here, where certain individuals get to live rent-free. This is not the rule at most universities; it is the exception, let alone for two.

J.P. Smith: The rationale is that the house at Gulf Park is used for entertainment.

D. Alford: With a \$4K bath tub? There's \$1K for plumbing to put the tub in and all brass fixtures. The style of this renovation is so outrageous; it is absolutely unacceptable. Our students eat their lunches in a log cabin and are told that there's no money for a decent cafe.

D. Duhon: The director of the research center has been provided housing for a long time. J. Grimes happens to be in that house. [The Long Beach house] was the president's home of Gulf Park College. The vice-president has lived in it for the last 20 years. Maybe we don't normally provide housing for provosts, but there are houses, so that's part of the package. That doesn't justify the extravagance of the remodeling if that is what we've done. I can understand why we're providing housing if they're there, and we've been doing that for a long time. It's nothing really new.

D. Alford: Again, it's how these decisions are being made. We had \$72K turned down for a simple addition of 6 rooms for clinical meetings where privacy is required. I was told that the money wasn't available, even though there's \$85K available [for the provost's house].

B. Coates: Maybe the house should be a faculty club.

Ki. Davis: We have to rent these type of places whenever we want to use them.

M. Henry: The house at the GCRL did have other uses, before Dr. Grimes moved in. But there has been a lot of reorganization going on. Maybe the university should look at other types of reorganization, including use of university facilities.

J. Olmi: Point of clarification: the board directed this activity?

D. Cabana: Yes. The board members visited both houses and directed that the houses be renovated and made available as part of the perks package for the provosts. To clarify, the houses are not rent-free, because they have to be occupied compliance with IRS regulations. It does impact the provost salary to comply with federal tax law.

R. Folsie: They're using the Enron model. That's number 10.

Ka. Davis: We have a very small physical plant staff [USMGC], and the entire focus of physical plant has been on the house, so the rest of the campus has suffered.

D. Cabana: I will continue to pursue the appropriate data concerning the house for Provost Grimes, if FS continues to be interested in that process.

8.0 Adjournment [4:10]