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Faculty Senate Minutes - December 1, 2017

USM Faculty Senate

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The University of Southern Mississippi
Faculty Senate Meeting Agenda
Friday, December 1, 2017, 2:00 p.m.
Union B; Hardy Hall 316 (IVN); Caylor 103 (IVN)

Present: Daniel Capper, Marcus Coleman, Miles Doleac (Proxy), Kevin Greene, Nicolle Jordan, Ann Marie Kinnell, Stacy Reischman-Fletcher, Amanda Schlegel (proxy), Amber Cole (Proxy), Will Johnson, Melinda McLelland, Catharine Bomhold, Bradley Green, Lillian Hill, Sharon Rouse, Anne Sylvest, Charkarra, Anderson-Lewis, Cythia Handley, Tim Rehner, Bonnie Harbaugh, Beth Tinnon, Mac Alford, Sherry Herron, Joshua Hill, Susan Howell, Charles McCormick, Scott Milroy, Jeremy Scott, Eric Saillant, Donald Redalje, Adrienne McPhaul, Westley Follett, David Holt, Tom Rishel, Kenneth Zantow

Absent: Jennifer Courts, Max Grivno, Cheryl Jenkins, Bob Press, David Lee, Susan Hrostowski, Deborah Booth, Heidi Lyn

1.0 Organizational Items

1.1 Call to Order-**2:00pm**

1.2 Roll Call

1.3 Recognition of Quorum

1.4 Recognition of $\frac{2}{3}$ membership for voting on Bylaws and Resolutions

2.0 Adoption of Agenda

3.0 Program

3.1 Steven Moser, Provost

Mac invited me to the meeting today and did not give me a charge to address specifically. I think he wanted me to talk a little about the degree program review. Why don't I work through that quickly and will take questions from the group? As we have assessed the work that we all do, we have come to the conclusion that it is time to take a look at the degree programs across the institution for which there is low graduation rates. We are having to defend today our programs that are not having successful graduations to the Board more severely than we ever have before. Guided by the continuing financial stress, the Board is positioning themselves to begin to take action. We'd like to be able to respond through an already proactive evaluation of programming. I also believe that financially we cannot afford to sustain programs that have very low enrollments. Are there other reasons we would want to continue those programs? I asked Institutional Effectiveness to go through all IHL policies and to develop a framework so that we can begin, first at the local level, to answer the Board's

questions. Will have something by the end of the term. Will vet with Dean's Council and Academic Leadership Council. We have 172 degree programs, 15,000 students. Double what we typically see at institutions our size. Its degree program review. Not departmental shut downs. We can consolidate programming and either update or remove outdated programming. The qualitative piece tied to strategic initiatives etc. will need to be present. We will work through Graduate Council and Academic Council – willing to assist us with this process.

Beth Tinnon: What do you consider low?

Moser: Board considers 18 students over 3 years, Masters 9, Doctoral 5

Mac Alford: Will there be budgetary savings?

Moser: You can only imagine that if you are servicing a degree program with just a few students, it takes faculty effort away from something else. Part-time funding is probably used to fill that gap. Possibility of savings.

Daniel Capper: When will cuts be announced and finalized?

Moser: Hope to complete assessment by the end of spring term. There are a number of programs on stipulation currently. Trying not to kick the ball down the road because response really is required today. Trying to delay decisions until July 1st.

Tim Rehner: Most of the programs on this short list – they already know? So, when list is compiled using your framework, will any be surprised?

Moser: We start with number of people you have graduated out of the program, per year, last 3-5 years. If those numbers are low, you shouldn't be surprised. We'll target the bottom 50% of the programs to start with. Gap may narrow as we get into the assessment piece. If you regularly graduate 20 students, probably won't go through this assessment process.

Joshua Hill: When you say that's not what this exercise is about, this is about eliminating those degree programs vs creating a situation where can improve?

Moser: Both. Strong path forward that results in meeting expectations but if not, then look to consolidate or eliminate. Plan must result in something happening. If Board shuts a program down, it's gone. We have no choice.

Cynthia Handley: 18 a year for 3 years or over a 3 year period?

Moser: 18 over a 3 year period.

Beth Tinnon: Department or administrative decision if you let people go or move to another program?

Moser: Will be case by case. In most instances, I cannot imagine a situation where an entire department of degree programs go away. Could be a shift in roles and responsibilities.

Daniel Capper: If program cuts are announced at end of spring, are they effective then? Hard to find a job over the summer for an academic.

Moser: Will not have that level of impact. But even if we reduce an entire unit, SACS requires a teach out that requires 2-3 years to complete. To be clear, this is not a unit prioritization but a degree assessment.

Tim Rehner: So, all is connected to the budget? So, thinking about the spring. Where we have a lot of folks up there saying 4% reduction, maybe 2% drop in E&G, this program review would not help us in the short run. Probably be much more extended before impact felt. Anxious about what potential budget reductions would be for spring and how to get ready for that.

Moser: I can only speak to Academic Affairs. Allyson can speak a little about that. We don't know for sure where we will be. History tells us that the conversations from Nov. and Dec. evolve, shift and change significantly before we get to the end. March – April is the window that matters. 4% could actually be true. In our efforts in the middle of the semester one of our goals was to go far enough so that we would not go through another traumatic reduction in this fiscal year. Doesn't mean we won't have to tighten up, but we wanted to address anticipated realities for the next fiscal year. We are also working very hard to increase enrollment and have to continue to stay focused on retention issues. I think it is going to have an impact. Let me pull an email to give you actual numbers. 2018 enrollment predictors – financial aid form submissions- so far this year, we have received 5, 283. At this time last year 3,246.

Erron Flowers: Admitted students, right now we are up 1706. Will hit the 2200 mark by the end of today.

Moser: That will have an impact on our budget realities. I know there is a lot of anxiety around changes for advising and mentoring and student success. As we reduce the number of programs, we have to invest in programs that are growing. It's a challenging

strategy of appropriately resourcing places that have the opportunity to assist the institution through growth. We have to make hard decisions about what we can't do anymore. We can't continue to cut across the board. Same strategy on hiring this year. For years we have just focused on meeting teaching demand. But not hiring tenure track faculty was changing this institution. Even with budget reductions, wanted to focus on finding tenure track faculty. I know there is anxiety about speed, turning the ship around. But 2-3 years before talking about where to cut and talking about where to invest. Must stay focused on goals.

Nicolle Jordan: What would you say to ramifications of meeting goals being compromising standards? Especially in say, graduate programs? Pressure to increase graduation rates could lead to lowering standards.

Moser: Even through stress to grow enrollments, should not lower standards. Changes our product and our institution. But maybe we can't do everything we're trying to do.

Mac Alford: Could you outline to them how the reorganization proposals are going to flow in the next few months?

Moser: Email will be sent out today. I have received report yesterday that the Steering Committee anticipates being able to push forward or submit to us their reports and recommendations by Dec. 18th at 3pm. In my communication to the campus will say that we will post "as is" those recommendations by the end of business hours that day. They will be available during the holidays for those who want to read those documents. January 8th, all the ALC and Dean's Council meeting for the purpose of presenting those proposals. End of that week, university wide forum in which the committees present to the campus community.

Tim Rehner: Email you're sending will encourage people to give feedback to whom?

Moser: I haven't said it, but maybe I should, but as an ALC member, I would think that faculty could work through you all.

Tim Rehner: Any governance group would work as a vehicle to remind people to read and provide feedback.

Westley Follett: Will proposals address issues of coast governance?

Moser: Haven't see the documents yet but have asked Vice Provost to convene a faculty and staff committee to begin those conversations. We also are engaged right now with

educational advisory board to help us uncover opportunities that we are missing on the coast. That work is ongoing.

Follett: Can you elaborate on those committees you just mentioned?

Moser: We're waiting for the proposals to come forward to inform that work, She may have created her list but not sure she's convened with the committee yet.

Tim Rehner: On this thing about governance on the coast, some of us have programs on both campuses. Would be nice if we could be involved as well and not just faculty on the coast.

3.2 Allyson Easterwood, VPFA

Mac: Allyson Easterwood next. Did not give her any charge. Could you give us a budgetary background and elaborate on funding formula if that ever happens.

Allyson: Not prepared to talk about funding formula. I just wanted to introduce myself if you don't know. Been at USM 17 years. Worked with state auditor's office prior to that. 24 years of higher education finance experience. Wanted to talk some about the budget and what we've recently gone through. Hoping to enhance quality of services provided to campus community. Wanted to let you know about some things happening.

Administration is moving back into Lucas admin. building. Second floor is fully moved in. First floor will move in the week or so after commencement. Excited about being back in that space together. If you come to the building, there are new security enhancements. Largely due to the climate in the country with security and safety. Only one entrance into the building. North entrance facing Bennett. Full time security officer there in the rotunda that will greet guests and things like that. Joseph Green Hall – construction fences up, demolition starting for major renovation. Fall 2019 will be when reopens. Bower Academic Center to be moved into Cook Library. In initial design phases. 100% privately funded. Bids will go out in the spring. Athletics paying for all architectural fees. Joining Athletic project with new student academic achievement center that will come later. The money to pay for the university side of that project will come from state bond funds received in previous years. Also, new wellness/volleyball facility that will be built at the university over the next year and half or so. Privately funded. Will get approval from master planning committee this week. Will bid in late January, early Feb. Human Resources –Varnado doing a fantastic job. This year, she

spent a lot of time surveying issues and took that information and reorganized her office. Now have our HR partners teaming with our different units and will make an impact going forward. Also, busy evaluating, documenting, improving business processes. Implementing new applicant tracking system that will replace people admin. Also, less expensive than people admin. Will roll out next year. Lots of data clean up. Controller's office and procurement – p card reconciliation process inside our financial system. A cost savings. This week, we refunded some bonds to lower the amount of debt service the university will be paying. Achieved 4% savings and will impact residence life. Next 6 months, will be teaming up with iTech to build an electronic system for time keeping. Hourly employees will move to an electronic system from paper. Closing out on FEMA projects from 2005 and will collect money back from FEMA. In February, will upgrade SOARFIN. Also, will be working on implementation of 1090-18 (?) For iTech, we conducted a survey and, overall, 76% positive feedback from respondents as far as quality of services and 83% positive feedback on how satisfied are you with the usefulness of services. Created action plans for things we need to work on. More customer service training. Training iTech employees on services university offers to campus community. Just completed SOAR upgrade. Year-long project we just finished and completed. Only issues with clearing cache. Have implemented new video classroom solution called Yuja. Part of Canvas platform. Going into next year, working on campus connect implementation called Starfish. Working on student and campus engagement system called Presence. With budget cut – planned on additional state cut for next year of 2%. It doesn't look highly likely that we'll have a mid-year cut but going into next year they have asked us to plan for an additional cut. Just as Dr. Moser mentioned about IHL looking closely at academic programs, they are also looking at our financial position. They just implemented a new policy for financial sustainability. Adequate reserves, pay debt service from previous year, days of cash on hand. We are not at benchmark levels yet. Working on drafting plan for improvement in enrollment, retention, efficient expenditures all will come together to create plan of how we can move together forward. We did have a reduction in force in this most recent cut. 20 positions, 10 from finance and administration division.

Mac Alford: Elaborate on savings with software and refunding?

Allyson: With refunding the debt service, the savings we'll experience is \$2.3 million over the next 2-3 years. \$90–92,000 a year for residence life. With p-card implementation – will save \$36,000 a year. Moving to Canvas - \$300,000 savings a year. People admin system, \$20–30,000 a year savings.

Sherry Herron: What is Yuja?

David Sliman: Yuja is lecture capture and online classes.

Bomhold: But our dept. has had to use other funds because it was a disaster and took too much bandwidth.

Ann Marie Kinnell: Is Physical Plant reviewing its charging models?

Allyson: Yes, will be more transparent about what they are charging for.

Allyson: IHL funding formula – set aside for last 3 or 4 years. Once state appropriations stabilize there are conversations about moving back to the funding formula. If model stays as it is now, that will be tough for USM. Driven by student credit hour production. Advocating for some changes in funding formula model. Hopefully they will listen to us.

Tim Rehner: You mentioned a whole bunch of stuff. Lots of plates spinning. As we move to more things that are electronic, do you have some end users that are looking at what we will see on the screen at the department level?

Allyson: We do have end users that have been involved. We call them super users – like folks in dean's offices. We heavily involve those groups in those processes.

Tim Rehner: Reach into academic department – we use them differently. We may not have same privileges.

Ken Zantow: Potential for us to have regular reports of income or income-related things tied closely to the financials is an issue I've brought up here and with you.

Allyson: Historically, we've have a system that tracked expenditures at department level but do not account for revenue at that same level. All those tuition and fees go into a big bucket. We don't track what revenue comes from what credit hours. People Soft wasn't built to be a robust reporting system. It's more of a transactional database. From the reporting side, it's problematic. We are actually in the beginning conversation with a company that might partner with us on being able to provide some reports that would do what you're talking about. They will come to give us a demo in a few weeks. We

haven't had the resources to invest in a true data reporting warehouse for USM. Lots of money to access and support. This is the first affordable option I've seen.

Marcus Coleman: What conversations have there been about what seems to be eminent federal change to how students may be financed and its impact on student enrollment due to a tax bill that is about to be passed?

Allyson: On all of our radar. A lot of potential impact but no plan I could share with you today.

Tim Rehner: Any responses in the state?

Moser: Several. Ongoing campaign in academic affairs to call Congress. Vote went through this afternoon. Some pretty dramatic impact points in this legislation we're going to have to figure out. As an institution, we're better from a pricing plan perspective but greatest impact will be to graduate programming. We have been active in that communication with chief executive officers and CIOs in the state and around the country. Anxious to go home and look at the news.

3.3 Amy Miller, Vice Provost for Academic Affairs

Primarily focus day to day time on issues related to undergraduate student admission. We want to recruit more students, great students, and students who will stay here and be successful. And once they are here, to work with both campuses, to help them to stay here and persist to graduation. I've been in this position for 2 years. I spend a lot of time doing a lot of research. I spend a lot of time trying to understand how do you keep students and help them have the skills to reach the bar that we have set. Our student body is different than our sister institutions. When I go to conferences and talk to others working on student success, their picture looks different than ours. Our students are primarily local, first generation, low income; they reflect what is best about the changes that we've seen over the past couple of generations. A different part of America has been enabled to come to college than a generation ago. They are coming with the intent to graduate but often don't know what that means. I am working to find obstacles, challenges, characteristics and major challenges. We have a lot of resources in place to help students to be successful. We can help them gain the skills they need to be successful. We have workshops series, resources, disability services, financial aid offers.

We have the infrastructure in place - the major challenge is advisement. Researched this since Fall of 2015. Including surveys of students, focus groups, listening sessions, creating an inventory to find out how advisement is done on campus. What we found was that most universities have an advising model. At USM, we have 5-10 different models, highly inconsistent and varies from colleges and even departments. We are looking to see where things are working well and where there are issues. Also, once they get advised, actually registering. When I talk about advisement, I am not talking about helping a student pick out a class. We're talking about helping a student identify a path to graduate. To navigate different systems, to take advantage of resources available to them. They may not know they are relevant or even that they exist. Need a person to tell them to go to each place. Advising Committee – assessed faculty issues and frustrations with student inability to direct themselves. Also, many students in between majors. We would like an advisement center to help with all of this. We need some form of an office that is a combination of career services and advising. Help 1st year and new transfer students to learn how to use the systems we have, get referred to services they might need, ensure that the student is in an appropriate major and has a plan B. Example, 271 freshmen in nursing. I'm comfortable saying the majority will not be admitted to our nursing program. 80 have below a 20 on the ACT. A conversation may reveal other career paths that match their passion and skills. Needs to be a center that offers walk in help. The person that oversees it needs to be a faculty member. How can we make sure that we don't disrupt the good work that is happening now as we implement this and create a bridge between this center and individual units. We don't want to displace or duplicate work – maybe liaison to connect departments with advising center. Discussions will continue well into the spring. Retention Task Force will have more conversations in spring and go back to colleges. Really want to focus on 1st year 2nd year transition. There are lots of other student success things. I'm happy to talk about any and all of it.

Charkarra Anderson-Lewis: Any plan in place for university to work on faculty demographics to look more like our student demographics?

Moser: No formal plan but important conversation we had this year. Yesterday we contracted with Inside Higher Education to do a diversity module in our recruiting ads. We realize that we have become too relaxed. It has to be an intentional effort, especially at USM. I look forward to when we have a formal plan to follow.

Miller: We absolutely need to diversify our faculty and is also a faculty retention issue. Once we get faculty here, we need to work hard to provide support so that they want to stay and be successful here. Some of the work we've done with the faculty development institute. And new faculty programming has been successful. This year was a little weird because almost all were visiting faculty but hopefully next year will be a totally different picture.

Tim Rehner: On the advising center, what's your thinking about the junior college piece? Transfer students?

Miller: We lose a lot after the 1st semester and more after the 2nd semester. It's for different reasons than our 1st year students. May not have developed skills they need. Same issues with some dual enrollment students from high school. Advisement Center would help transfer students adjust and connect them with resources.

McKenna Stone (undergraduate, audience): Residence life coordinators connected with advisement center?

Miller: Interesting thought but I don't think that's true. I talk to residence life folks a lot because it is an important part of retention. I have had people say they would volunteer but it's tricky because there would need to be a lot of intense training for anybody working there. There is a philosophy to advising. It's advising as teaching. You are coaching and mentoring the students. There are lots of models out there. We need to pick one and train people really heavily.

McKenna Stone: We heard feedback, mostly positive, but it depends on what college or department you are in.

Sharon Rouse: Services 8-5. We have students that work 40 hours a week. Students in ODA have to start their tests at 2pm to finish by 5 o'clock. They miss my scheduled class. They would really like flexible testing time.

Miller: Goal is to have it located in the library. We would have it open some days late and on weekends. We have many non-traditional students and students who work. We'll have to have online advising and hours beyond 8-5.

Sharon Rouse: This reference is the ODA testing.

Miller: ODA testing I can't speak to.

Ann Marie Kinnell: With iTech, one of the great things about computers is that when someone is trying to help you remotely, they can take over your computer. If you have students who are elsewhere, trying to tell them where to click over the phone, wouldn't it be great if we could do remote assistance like the computer assistance?

David Holt: Skype for Business has the ability to do that. They give you permission.

Miller: Office365 is another things students don't know to use. The center could help with that.

Nicolle Jordan: I was told in my department that the CARES program ended. Is another program in place for when students disappear?

Miller: I can speak a little to that. The CARES system does still exist. You go and fill out a form to report a concern about a student. It's designed to catch students with behavioral and social/psychological concerns. Some people are using it for academic concerns and the volume is unmanageable. I have gotten reports that say things like, "not paying attention in class, using phone in class." If you do a CARES report, be detailed in your comments. I would like to move that academic piece into a separate system outside of CARES so we can address the more serious challenges we have with students.

Alan Thompson (audience): If it's just an issue of excessive absences, the faculty member can address that or maybe their advisor. Otherwise, we work to address those. I would to close information loop. Faculty don't know what happens after they submit report. Sometimes we can't talk about outcome but could at least let them know we received them and we are working on it.

Beth Tinnon: CARES program is a very good program. I have used it. I usually tell my students I'm doing it.

Miller: I have seen many, many students helped dramatically by this program. If it's a serious situation and we're really worried, we can get someone to knock on their door. Lots going on under the radar.

Lillian Hill: Dean of students related to CARES?

Miller: His office gets these reports as well.

Ken Zantow: Possibility that we could have 2000 more freshman than our large freshman class. Could we actually deal with a freshman class that's more than what this class was? How? They have to be advised and have classes to take and places to live, lots of things.

Moser: We plan for that scenario but know our capacity. This advising center involves our ability to forecast for the future.

Miller: [Provided some potential numbers.]

Ken Zantow: If we can't handle these students, retention could be hit. Plan different scenarios. What could we do that would mitigate problems against all scenarios?

Miller: Advising Center work is part of that scenarios planning. Schedule changes, space analysis. We're trying to identify capacity and make room for a growing population of students. Scott Blackwell in residence life is part of these conversations. We're not going to jump 50% in a year. It just doesn't happen. Last year's growth was astonishing.

Moser: We have good indication we should expect growth.

Miller: You make a good point, if we yield 200 more students in Fall 2018, we have to be ready for those students. The most important thing to make them stay here is to connect to a person and a major. The most important person to connect them to is a faculty member. The role of faculty in retention could not be more critical. It's about mentoring students and teaching in an effective way. We don't want to have faculty doing more, they are far overburdened. We need to complement what the faculty are doing. We do have some data. We have all of these programs going on, are we assessing them? Yes, we are. We want to expand and invest on the programs leading to greater retention. We have some that did not show results and will be gone if adjustment in programming does not show results. Living Learning program with Nursing this year. Will expand to undeclared biological sciences students after.

Mac Alford: Do we know whom we are not reaching yet?

Miller: Yes. Lots of analysis. Who opens emails, who shows up at events. The students who are not involved are the ones hardest to reach.

Matthew Dunning (undergraduate, audience): In Living Learning program. ¼ of my residents are not enrolled for spring yet. But I wasn't properly trained on how to respond to questions they may have.

Miller: I would love to work with RAs. Can set up training sessions on financial aid and questions residents may have.

Kevin Kuehn (audience) : Promising that we have more financial aid applications but have to balance that with being able to attract students that are academically prepared. If we are attracting disproportionate number of students making below 20 on their ACT, will continue to have problems with retention and getting to the point where they can perform well enough to be here.

Miller: We're digging into the data to look at predictors. ACT is "iffy" predictor. We can identify students particularly at risk and do targeted interventions. There are students with low ACT but high GPA. We need to help them develop the skills they need for success.

Ann Marie Kinnell: Have we thought of changing our MERIT funding model to not focus on ACT? Those 17-19 ACT that went to not great High Schools but have 3.8 GPAs are the high schools that need the most help.

Miller: I want to invest scholarship dollars more on GPA than ACT. We have actually adjusted scholarship model in that direction and would like it to be adjusted further. Need to combine ACT with other factors.

Susan Howell: Number of students who have not registered for spring – do you know the GPA of those students?

Miller: I do not. The GPA is an associated factor. Very low = suspension. But last summer we had 1000 students in good academic standings who had been advised and had not registered. Some of them have financial holds, but many don't. They don't register for a variety of reasons. Sometimes advisement. Some are waiting to see their grades first. Some are deciding if they will come back. Money is a big one. They can't register when they have a significant balance. When they are waiting to pay off that balance it affects our ability to predict registration. Some students come and get advised, then don't register because there is no urgency to it. One thing we have thought about piloting is a situation where advisement and enrollment happen simultaneously. Issues with how

would that work with the system and with priority advisement but nobody uses that according to the data. Connection of advisement and enrollment would help foot draggers register.

Tim Rehner: If it doesn't require the department or the person to come in a second time it's an advantage. On the coast, trying to connect orientation and enrollment.

Miller: If they come to orientation they have already enrolled.

Tim Rehner: To join them would save them trouble and us trouble.

Bonnie Harbough: We sit with them during advising and they fill their shopping cart. A month later I hear from them. They say the classes are all full.

Miller: Students don't always put things in their cart early, and they put things they are thinking about, so analytics can be off, but we could run reports of what people have in their carts. Ideally, people could even put multiple semesters in their cart.

Ann Marie Kinnell: In many cases, we don't have a lot of flexibility. Once SOC101 is closed, we don't have any other options. Right now with SOC101, class is still open, but 30 people have it in their shopping carts. What are they waiting for?

Miller: We need some sort of urgency. Register by X date or you don't register. But that's scary.

Ken Zantow: Some people are just late shoppers. Some people late to church, dinner, some people just late.

Miller: That's a small percentage. Not half. We have some departments with 60% not registered.

Melinda McLelland: What about a late registration fee?

Miller: Or discount for registering early?

Ken Zantow: Fine line between attracting students or pushing them away.

Miller: We want to help them cultivate skills and time management. I get nervous about putting a deadline, but that's also real life. I have deadlines. We're doing the best we can with the resources we have. Contact me with ideas, questions, comments, criticisms. Don't hesitate.

3.4 Erron Flowers, Director of Admissions

We are very excited about the numbers we have right now in admissions office. Up in number of admitted freshman. Hopefully 2000 up by the end of today. Up in number of

FASFAs for returning and new students. Up in 3rd indicator – our housing applications. Up 300 students. All indicators of student's likelihood to enroll. When orientation registration opens in the spring, we'll get our next indicator. Many of our variables have changed this year. We have a new communication system – Radius. Successfully implemented that this year. Time will tell if this has been effective. Transfer numbers are also important. Competing with 8 other institutions and also with neighboring states. Spoke briefly about how faculty can be involved in recruitment. If they express interest, they can accompany on recruitment trips. Community colleges – can have professors give a guest lecture and then admissions can go in and talk. Also can possible provide transportation. The best things we have in recruitment is the testimony of our students.

Sherry Herron: What about Houston, Texas?

Flowers: Houston is one of our next markets. We've done some soft tests there. One of the unique things about Texas is that it is an oversaturated market. MS State is where I worked last 3 years. Had recruiters in Texas and lots of schools are actively recruiting there. It is a difficult market to break into. We are looking at emerging markets like the east coast, New Jersey. Our weather appeals to students in the NE. Other markets will give us a larger return on our investment than Texas.

Mac Alford: Erron and his office willing to visit your unit to learn about what you have to offer. We've done that in biology with recruiters.

(break until 4:16pm)

4.0 Approval of Minutes

4.1 October 2017 (revised) - passed

4.2 November 2017 - passed

5.0 Officer Reports

5.1 President

Worked with Staff Council to set up legislative forum that will occur Dec. 15th Friday after graduation. 1-3 in afternoon. Thad Cochran 2nd floor. IVN to the coast. Faculty and Staff can attend. Apparently, students also involved in the past but not likely due to timing. We set up the staff relief fund. As of today, we have raised \$2900. Our goal is \$4000. Can go to credit union or give money directly to me or to Alan Thompson or Andy Reese or Box 3902 to send a check directly.

Alan Thompson: Would like to give a meaningful amount and hoping as a group we can get there.

Mac Alford: Cuts that happened already take into account a 2% mid-year cut. So, if we have a mid-year cut, our cuts have already prepared us for that. In terms of programmatic cuts, will be following IHL guidelines. Particularly numbers of graduates. We spoke to the President and the VPFA about the airplane; the President wants to keep it, because it's very useful for fund-raising, faculty and alumni support, and would be practically impossible to ever buy one again in the current political climate.

5.2 President-Elect NR

5.3 Secretary NR

5.4 Secretary-Elect NR

6.0 Decision / Action Items

6.1 None

7.0 Standing Committee Reports

7.1 Academics –

The Academics Committee is currently looking into three matters:

1. Concerns and possible recommendations relative to online instruction. Faculty Senate discussions in the October and November meetings, along with the listening session held by the Online Learning Steering Committee in November have helped identify several matters for consideration, not least of which is the development of a broad-scale, long-term, University strategy for online learning. Academics Committee members will meet next week with Anita Davis and Catharine Bomhold, respectively the outgoing chair and the incoming chair of OLSC. We intend to request a meeting in early Spring semester with Vice Provost Amy Miller.

2. Newly instituted intersessions, whether or not they should count towards faculty teaching loads. Mac Alford has asked that the committee generate a list of pros and cons regarding this question for the purpose of discussion and to obtain faculty feedback. The committee has not yet had opportunity to move on this issue.

3. Effectiveness of University's various student success initiatives, such as the JUMP program for incoming freshmen, the ACES living-learning community pilot program, and the

UNV courses, specifically UNV 101, 110, 250, and 301. Regarding the latter, we've spoken with Laura Malone, UNV instructor, and Ann Marie Kinnell, Interdisciplinary Studies Chair, who provided us with data) from the last nine or ten years that indicate retention rates of three of the four UNV classes are well above university average of 71.5%. (No retention data were available for the fourth course, UNV 250.) Furthermore, according to Laura Malone, the 6-year graduation rate of UNV 110 students enrolled 2007-2010 (52.36%) is slightly above the current university 6-year graduation rate (46.7%)

Put in other words, these data suggest that that UNV courses have a positive impact upon students who take them and are a valuable component of the university's efforts to improve retention. That said, it is clear that only a small percentage of the students who are eligible to take these courses actually do so. In Fall 2016, only 13% (n.206) of the new, first-time freshman (n. 1558) took either UNV 101 or 110. Of the new undergraduate transfer students enrolled in Fall 2016 (n.1816), only .009% (n.17) took UNV 301. Some of the remaining students may have enrolled in other department foundations courses (e.g. NSG, BA, BSC). Enrollment in 110 and 301 has declined over the last several years; 301 is currently not even offered, but 110 will be offered in the spring. UNV 101 is the only mandated UNV course, which per IHL requirement must be taken by students enrolled in two or more 99 courses (e.g. ENG 99, MAT 99).

Our next step regarding student success initiatives will be to meet with Vice Provost Amy Miller, again, we hope in early Spring semester.

Discussion about which mandated and for whom.

Jeremy Scott: Formal policy for giving online exams?

Bomhold: Class specific. Many different ways to teach. Now final exams are required.

Discussion on students making grade appeals. Proctoring issues. Need uniform structure and policy.

7.2 Administrative Evaluations

Have administrator list from HR and working to get survey ready to administer by end of January 2018.

7.3 Awards

NR

7.4 Bylaws

NR

7.5 Elections

Tom Rishel: Sent email to elected chairs of other advisory bodies to gather position openings and to start planning to request spreadsheet from HR. Starting the ball rolling.

7.6 Finance

NR

7.7 Governance

NR

7.8 Gulf Coast

NR

7.9 Handbook

NR

7.10 University Relations and Communication

Nicolle Jordan: The University Relations Committee met with Jim Coll, Director of University Communications, on Nov. 20. He gave a presentation about his office's strategic plan to increase enrollment, with great emphasis on digital communications. He provided us with in-depth data on the impact of various forms of communication (e.g., how many people were reached by Facebook posts, Instagram, Snapchat, etc.). He also noted that there are 3 open positions for web designers; they seek people adept at conveying the university's core message ("we are a warm and friendly place", the conclusion reached by focus groups). And he said that his office is looking at several options for re-organizing the twice-weekly USM mailout:

- 1) A list of links
- 2) Links with a short ¶ below each
- 3) Some combination of the above

Finally, he also plans to send Stephen Pugh, Senior Associate Athletic Director, suggestions for faculty profile videos to be shown on the Jumbotron (which has terrible audio, apparently) during football games. He asked the committee to review USM's

promotional videos on YouTube and then send him (that is, Jim Coll) our top 5. The committee now needs to do this.

Discussion about searching from new homepage.

Sliman: Supposed to all be moving to Drupal 8. Split between Drupal 6 and Drupal 8 right now but if on Drupal 6 site, search won't find Drupal 8 pages. Sometime by the end of next year will be completed.

Discussion about legislative day. Debate on approaching positively or complaining.

Beth Tinnon: When you cut library funding and we can't get articles, we have a real problem. They need to know we need more money.

Ken Zantow : We need to talk about things that we are doing that are really good. We are changing lives. Our student population reflects MS more than any other.

Mac Alford: Agree but they need to know what we're losing without money.

Ken Zantow: They think we're not being efficient with the money they give us.

Catharine Bomhold: Think about them like donors. Get them to buy into your story. The positive part. But then you make the ask. Build them up to the ask with the positive part.

7.11 Welfare and Environment

NR

8.0 Outside Committee Reports – **table those because provost will send out**

8.1 Academic Reorganization Steering Committee (Mac Alford, Ken Zantow)

8.2 Academic Reorganization Faculty Governance and Representation Committee (Susan Hrostowski, Scott Milroy, Stacy Reischman-Fletcher)

8.3 Academic Reorganization Academic Structure and Evaluation Committee (Joshua Hill, Ann Marie Kinnell)

8.4 Academic Reorganization Staff Committee (Mac Alford, ex officio; Kelly James-Penot)

8.5 Online Learning Steering Committee (Catharine Bomhold) – meeting with academic next Thursday at 2:00pm

8.6 University Assessment (Mandi Schlegel)

Please accept this report on the current developments with the UAC, University Assessment Committee. As initial matter of interest, allow me to share with you the PURPOSE of the UAC as stated in Article 2 of the updated bylaws:

The purpose of the University Assessment Committee is to support the process of continual self-evaluation and improvement across all academic and administrative units at The University of Southern Mississippi. The committee's primary responsibility is to ensure that the institution complies with the Principles of Accreditation for Quality Enhancement published by the Southern Association for Colleges and Schools with regards to assessment.

Per the assessment function of the group, UAC committee and its members deal with review of student learning outcomes as designed per degree and program assessment plans. This university level committee has just concluded a first reviews of student learning outcomes and will now begin review of reviews due December 15th.

Recently, the GEC committee voted to approve a motion that will also affect the UAC in several way:

- Annual GEC assessment reports will be incorporated into the UAC annual assessment review,
- A member of GEC committee will need to become a member of UAC.
- GEC will review the UAC summary of GEC reports annually, and will establish annual review of GEC syllabi.

8.7 Search Committee, Vice President for Student Affairs (Mac Alford)

Can't talk about much. Moved past second stage. Fine candidates. Any one of the top five would be great for student affairs. Great connections with faculty. Academic affairs and student affairs - "seamless experience."

9.0 Consent Items

9.1 None

10.0 Unfinished Business

10.1 University Faculty/Staff Relief Fund, Southern Mississippi Federal Credit Union

11.0 New Business

11.1 Resignation from CoAL

Mac Alford: Max Grivno has resigned from senate and faculty handbook committee.

Will try to find a replacement for handbook committee. Can appoint someone to fill his place for FS for remainder of the year.

David Holt: Max was the chair and resigned with no chair.

Mac Alford: No longer feels Faculty Senate will be a voice for the faculty in the coming reorganization.

Report of executive meeting. Concerns expressed.

Lillian Hill: For intersession in new schedule. Charged separately from spring semester. Will pay tuition separate from full tuition for spring. Feels like a negative to me.

Stacy Reischman-Fletcher: They will continue with existing free structure for intersession for coming year.

12.0 Good of the Order

12.1 AAUP/AOP Holiday Reception, today, December 1, 5:00–7:00 p.m., JavaWerks

12.2 Next Staff Council meeting: December 7, 9:30–11:00 a.m., Trent Lott 207

Correction: Dec. 14th followed by party

Discussion of music at legislative forum.

13.0 Announcements

13.1 Fall Commencement: December 8, 9:00 a.m. and 3:00 p.m., Reed Green Coliseum

13.2 Next Senate Executive Meeting: December 12, 2:30 p.m., Trent Lott Center 315

13.3 Next Senate Administration Meeting: December 12, 3:00 p.m., President's Office

13.4 Joint Legislative Forum with Staff Council, December 15, 1:00–3:00 p.m., Thad Cochran Center 218 A/B with IVN to Gulf Park (TBA)

13.5 Next Senate Meeting: February 2, 2:00 p.m., Union Room B and IVN

14.0 Adjourn -**5:15pm**