**FAC Meeting Minutes**

October 8, 2010

3:00-4:00

I. Meeting convened at 3:00. Zanin-Yost, Tapley, Tholkes, Deconnick, Adams, Troy and Cooper in attendance. Collins and Kauffman sent their regrets. David McCord and Larry Hammer attended as (honored) guests.

I. David McCord presented a resolution about Course Eval. that included three parts. Larry Hammer attended and gave his feedback on the proposal as well. After some discussion, the resolution passed 7 (in favor), 1 (against), 0 (abstain).

II. David McCord presented a resolution about summer teaching loads. After some discussion, the resolution passed 8 (in favor), 0 (against), 0 (abstain).

III. Chris gave an update on child care. Staff Senate and AAUW members are also interested in child care. We’re going to proposal a task force on the issue with one member from FAC, one from AAUW, one from staff senate, and the rest from at large. Chris is going to write the proposal and distrbute it early next week for an email vote. Everyone was informally in favor of this idea.

IV. Dave Hudson presented a resolution on student professionalism that he wrote with Leroy Kauffman. The FAC agreed at this was a nice summary of our discussion before and the resolution passed 8 (in favor), 0 (against), 0 (abstain)

V. We discussed the Emeritus Faculty issue and agreed that Chris would bring the policy on Emeritus faculty to the next meeting.

VI. We discussed the amorous relationships resolution. After considerable discussion, we decided to return it to the resolution’s authors for some changes. If the authors are amenable, we will then pass it to the University legal council for comment.

VII. Next meeting we’ll discuss a resolution from Casey Hurley on Faculty Memorial. Chris will bring the Emeritus Faculty policy, and we might discuss summer faculty responsibilities as well.

VIII. We adjourned at 4:00.

**Resolution on SAI Response Rate**

**(Passed FAC 10/8/2010)**

In Spring 2010 a task force was created by the Senate and assigned to develop proposals designed to increase the response rate on the SAI instrument. This task force gathered data from faculty groups as well as student focus groups, discussed numerous ideas, had feasibility discussions with the Registrar and the Planning Office, and developed a set of three procedural changes with the recommendation that they be implemented on a trial basis, Fall 2010 and Spring 2011, after which data will be analyzed thoroughly with results reported to the Senate. The proposals are:

1. Final grades will not be posted to transcripts (and thus visible in MyCat) until noon on Monday following final exam week, two hours after the grading deadline. However, individual students who have completed CoursEval in specific courses will receive an auto-email to their Catamount email account with the final grade in that specific course.
2. “Countdown” reminders will be sent to all students via Catamount email, MyCat announcement, and Blackboard announcement with 2 days to go, 24 hours to go, and 3 hours to go, reminding them of the early grade notification for SAI completers.
3. The CoursEval window will be offset to span the last full week of classes, remaining open until midnight Sunday night before the start of final exams.

We anticipate that this package of adjustments as a group will push response rates to a level approaching the 75% achieved by traditional in-class pencil-and-paper approaches.

**Resolution on Summer School Teaching Load Limit**

 **(Passed FAC 10/8/2010)**

APR 19 includes the following stipulation regarding maximum faculty teaching load for summer:

**Faculty Summer Course Load**

Teaching assignments are voluntary and not guaranteed for summer session. The need and opportunity for teaching assignments vary among the colleges.  The summer is divided into terms of varying duration.  The maximum teaching load for summer session is 12 credits.  Deans may approve an additional 3 credit course in special situations.

Because this limit is somewhat arbitrary and vaguely defined, and because in all cases the faculty member and the Department Head are responsible for the academic rigor, quality, and integrity of all course offerings, it is requested that the Office of the Provost amend APR 19, Section 8, as follows:

**Faculty Summer Course Load**

Teaching assignments are voluntary and not guaranteed for summer session. The need and opportunity for teaching assignments vary among the colleges.  Teaching assignments should be made with the primary goal of maintaining the highest standards of academic quality. Actual teaching assignments and overall faculty teaching load are ultimately the responsibility of the Department Head, who should consider such factors as number of students in each course, overall number of students, faculty member’s history with specific courses being offered, spread of courses among the multiple summer sessions, and number of preparations. In general, a faculty member’s overall summer load, expressed in SCH or FTE terms, should probably not exceed their typical load in a regular spring or fall term.

 **Resolution regarding**

 **STUDENT PROFESSIONALISM**

**Passed FAC 10-8-2010**

Whereas, Western Carolina University “aspires to prepare students to become responsible citizens in a global community,”

Whereas, the Western Carolina community “strives to provide experiences that foster the development of respect among all its members toward the larger community,”

Whereas, our desire as a university community is that our students enter the workplace as productive citizens and member of a profession,

Whereas, Western Carolina University is committed to educating the whole student who is well prepared to enter the workforce with both didactic training and a strong sense of professionalism,

Whereas, noisy electronic devices as well as other auditory, visual, and olfactory stimuli that avert the attention of the instructor and students can negatively impact the learning process,

Therefore, be it resolved, that Western Carolina University supports its faculty who pursue disciplinary or corrective action toward students who knowingly disrupt the learning process.