

A&S Faculty Assembly
February 5, 2007
Noon SB 168

Discussion Topic Notes

1. Relationship between Continuing Studies, Arts & Sciences and its departments
 - Concerns were raised that Continuing Studies hires employees that the department doesn't particularly want, but it was pointed out that the chair has the power not to approve the prospective employee. Some departments are reporting that they are being asked to approve employees who are already 3 weeks into teaching a course. It was suggested that regular meetings be set up between CS and departments, and also that chairs ask to see a paper trail when they don't remember approving something that CS has done. Additional training for new chairs in this area was also mentioned.
 - There is also the expectation that the department will spend time and resources on the CS employee, including mentoring and evaluation. This drains resources from the department. It was suggested that departments establish criteria as to what is a reasonable amount of time and effort to devote to CS employees.
 - Sociology pays for CS employees teaching sociology courses to participate in professional development activities and also practices peer review with them. It was suggested that perhaps CS should contribute funding to this endeavor.
 - CS courses are a good source of money for a department, as well as paying for the salaries of the course instructor. There is a national trend toward online courses, and they are not likely to go away anytime soon. In fact, enrollments for that kind of class are only increasing. We need a long-range strategy for working with CS, one that is proactive and not reactive. We also need to think of CS courses as belonging to the department, not CS, which is only the delivery and financial mechanism for the course.
 - Concerns were brought up that by hiring Limited-Term Lecturers and Continuing Lecturers, who don't have Ph.D.'s and are not required to publish and do research, we are changing the nature of the faculty and the university itself.
 - The VCAA office is going to create a task force to help integrate CS into the future of IPFW in a way that benefits everyone. Please send any issues the Task Force should address to Susan Hannah.

2. Dual credit courses
 - There were a number of concerns related to the dual credit courses. High schools are sometimes contacting departments about getting certified and setting up dual credit courses, and the department has no interest in offering them. There are concerns that departments are being represented by CS to high schools as interested in dual credit when they really aren't. There were also concerns that CS is registering students for these courses before articulation agreements and certifications are done by the departments.

- Some of the concerns with dual credit courses were that faculty were doubtful that a college-level course could be successfully taught in a high school environment. It was also mentioned that some of these courses were being taught in mixed classes of dual credit students and regular high school students. There were also issues that CS was not properly providing resources for training and certifying the high school teachers.
- The VCAA office is not happy about dual credit courses, but it was something that was thrust on universities by the Indiana legislature. If a department doesn't want to do dual credit courses it's fine, but the VCAA wants to find a place to send high schools that would like to do dual credit courses. As of now, there is nowhere to send these people. The faculty felt that they would rather receive communication about these courses from Academic Affairs rather than CS.

3. Annual Report

- The dean explained that faculty members do annual reports to advise the chair of their activities and to demonstrate why they deserve a raise. However, these annual reports do not fulfill the reporting requirements for the report to the VCAA office, those requirements being tied to the strategic planning goals. If faculty could relate their activities to specific strategic planning goals, then they could better fit the VCAA office's format.
- In an effort to homogenize the report, individual details get lost, such as which courses a faculty member is teaching. The dean explained that teaching innovations and course development are more important information to pass along to the VCAA office. However, this is leading the faculty to feel that some of the important details of their daily activities are being lost.