Faculty Affairs Meeting
Oct. 3, 2019, 1:50

Enid (represented by Kathi Shamburg)
#1) Why do we not get a notification when a student drops a class?
I have a student that reached their maximum allowed absences in a course yesterday. When I went to submit an EAR I saw the student had actually dropped September 16. Can a system be implemented that notifies instructors when a student drops our course? In speaking with some other instructors they would like to see this feature added as well.
Response:
Per Rick Edgington, the current system does not allow for an automated message to go out with a drop, but because the rosters are dynamic instructors can verify drops as soon as they are processed. We will check with our Jenzabar rep to see if something automated can be sent with drops in the new ERP.

#2) Supplemental Courses:
The math department is very concerned with the supplemental sections that are being ITV'd. Supplemental is designed to be interactive with group work and activities. The ability for this course to be as effective for the offsite students is proving to be very difficult. Sometimes you do not know exactly where each student is currently at in their respective courses until the day before class. Therefore, you lose the ability to get a worksheet to your offsite students. Also (as an example), one of our math instructors is teaching an ITV Math Applications supplement and there are four instructors represented in her class (one Enid instructor, two Tonkawa instructors and one online instructor). Although they cover the same material, not all instructors are exactly in the same spot of the material at the same time. Trying to be effective for all the ITV students is a huge challenge. The feeling is that the supplemental students are our most vulnerable students; therefore, we would like to see the commitment made that supplemental courses will not be ITV'd. We understand the budget issues, but feel strongly that this is not an area that should be compromised based upon finances. We also understand that this may not be possible during the summer or for our night sections.

I tried this morning but have not yet been able to speak with someone in the English department to see if they are experiencing these same concerns in their supplemental sections. At this time I am not aware if this is a problem across all disciplines or mainly for math.

Response:
The Math Department has a meeting scheduled on October 11 following the advisement meeting. Pam asked Kathi if she could add this topic to their agenda to discuss with all math faculty whether it might be better to offer fewer sections so that more ftf could be offered or to maintain the ITV offerings for more sections and more frequent times. Currently, enrollment is not strong enough to maintain the same number of sections and split for all standalone.

#3)Business Degree:
Business Administration is Enid's largest major currently with 84 students (I obtained this number from Rick Edgington). As a Business Administration major these students are required to take Accounting I, Accounting II, Macroeconomics and Microeconomics for their degree. Of

these four courses all are only taught ITV during the day sections. I checked the Fall 2019 Enid enrollment for these courses and found the following: Acct I – 18 students, Acct II – 7 students, Macro – 8 students and Micro – 12 students and 7 students. I would also like to note that Dr. Vineyard's night section of Macro has 8 students. I know of at least one student that chose the night section because he did not want to take the course ITV. He would have chosen during the day if he would have had the opportunity. It has also been brought to my attention from an advisor they are aware of a student who would have taken a day section, but chose online over ITV. Another extension of this concern is that there is not any on-campus tutoring available to these students in Accounting or Economics.
Since this degree program has our largest numbers, for our students we would like to see these courses offered with a teacher on-site at least every other semester. Such as:
Fall Semester: Accounting I with an on-site instructor, Accounting II ITV, Macro with an on-site instructor, Micro ITV
Spring Semester: Accounting I ITV, Accounting II with an on-site instructor, Macro ITV, Micro with an on-site instructor
Response:
Pam spoke with Cara Beth Johnson, Business Chair, to verify details. Cara Beth has run numerous ads trying to secure accounting instructors in the Enid area and has often had zero applicants. Standalone sections have been offered (or ITV has been alternated from Enid) whenever instructors are available in the Enid area. Currently the combined ITV course has as many as 45 enrolled, so she would really like to have it split if she could find a qualified instructor (requires CPA or 18 grad hours in accounting as part of a master's degree). Similarly, she has tried to find qualified accounting tutors but when there has not been a student available who was strong in the subject matter she has told students to contact her with questions to make sure they're getting the best help possible. She has let them know she's available for help and has spent hours on the phone with students to answer questions and make sure they understand the material. Cara Beth said she would once again run an ad for the spring semester to see if an adjunct in the Enid area might be available.

Stillwater (represented by Lisa Nordquist):
1. Class size limits- Can you explain how the class size limits are set? Who sets them? Are they in writing somewhere?
Response:
Academic Affairs maintains a written list of class limits that are updated each year with division chairs. We took the current limits about ten years ago and put them in a chart to share with the Registration Office so staff would know when the limit had been reached and would not override that limit without permission from Academic Affairs or the division chair. The class limits have always been the same for each campus unless one campus had a smaller classroom setting—e.g. Enid labs don't hold as many as Tonkawa, and Stillwater's were smaller until the new building was opened at which time the limits were aligned with Tonkawa's. The current list is attached.

2. Faculty-Salary- Calculation Worksheet- Can we (full time faculty) receive a completed copy of their Faculty-Salary-Calculation Worksheet annually?
Response:
Yes, it can be sent in addition to the letter sent from HR each year if that will help clarify.

3. Number four on the Faculty-Salary- Calculation Worksheet- This item pertains to #4 on the Faculty Salary-Calculation Worksheet. Faculty would like some clarity on how this portion of the worksheet is completed. Is the following scenario accurate (according to the worksheet)?

Employee A- has 14 years teaching experience at time of hire & has taught full time for 3 years at NOC. (That would be 17 years total teaching experience.)

Employee B- has 17 years of experience at time of hire.

-Both employees have 17 years teaching experience, but employee A is only compensated for 14 years, because 3 of those 17 years have been with NOC. Employee B is compensated for 17 years teaching experience because none of those years were with NOC. Is this an accurate scenario according to the calculation worksheet> Is this equitable?

Response:

The scenario described is correct as it stands due to timing. All employees are hired in based on a set scale with degree and years of experience accounted for; this may happen as early as February depending on when replacement positions are advertised. Each May requests are submitted for adding increases to represent years of experience; however, there have been a few years when these increases could not be funded due to budget cuts. Inconsistencies in hiring practices from years past have created far greater inequities than not being able to add years of experience, particularly since the years of experience have been capped at 20. Salaries for new hires have very consistently followed a set scale for the past ten years to address this problem.

4. Testing Center- Testing center hours of operation. We have students who must utilize the testing center for exams according to their accommodation letter. However, is the testing coordinator is out for the day, then the students must schedule their exams past the date of the rest of the students in a course. This really isn't fair. Is there a way to have others fill in for the testing coordinators when they are gone? We are talking about paper exams, not computer exams that must be logged into. Also, the form we fill out and send in contains the testing window for when the student must take the exam, yet the students signup online and can signup without those day/time restrictions.

Response:

Pam spoke to staff at the Registration meeting this week about testing center backups. Stillwater does not currently have one because of the Retention Specialist's resignation. We are interviewing for that position now so there should be someone in place soon, but for accommodations, OSU is always an option and could be the first option as student fees pay for that option in Stillwater. There should be no reason a student has to wait if they make a testing appointment as they're supposed to do.

10/4/2019 email from Stillwater further clarifying issues:

When students with accommodations schedule their tests through the NOC Register Blast as required and the instructor completes their proctored test form and submits it along with a copy of the test, although the instructor writes down the testing date(s) and time(s) for the exam, the student is able to ignore the testing window on the hard copy form. Is it possible to make sure the Register Blast aligns with the information on the form?

Response: The Testing Center Director indicated that the two already should align but if there are ever any issues to contact her and she will correct them.

Additional issue noted 10/4/2019:

When students have scheduled their test(s) and are then contacted and informed that they will have to reschedule because the testing coordinator has to be gone, it can end up with many extra days to prepare for the exam. The problem is that the student is given additional days to prepare for the same exam that their peers had to take on time. Yes, they can utilize UAT at OSU, but the student has to schedule their tests there 24 hours in advance and then UAT has to have a copy of the exam along with documentation and instructions from the instructor. When a student is contacted and informed that they cannot take their scheduled exam at the NOC testing center, the instructors are not notified. It was asked if we could have other staff step in for maybe an hour at a time to cover when the testing coordinator has to be gone.

Response:

When the Retention Specialist is hired, a backup will once again be in place. That should happen soon as interviews have been concluded.

Tonkawa (represented by Eugene Young)

9-30-2019 email

Regarding meetings, it has also come to my attention, WHY ARE WE NOT HAVING MEETINGS DURING OUR SCHEDULED HOURS FOR MEETINGS, Tuesday and Thursday from 1145-1230 hrs? If we set times slots for meetings, and schedule around those slots, and we have our regular 10 office hrs per week, those scheduled meeting hours shouldn't be a conflict. Thus, this suggestion would supersede the suggestion below of later afternoon hours…because faculty have indicated hours are already scheduled for meetings that we should use.

An additional item, for discussion in Fac Affairs: these advisement meetings seem to contain information that could just as easily be passed out via e-mails. Why not do business via e-mail when appropriate? This meeting seems an example of a meeting being a waste of time, since the information can be disseminated in a timely fashion and questions asked, if needed.

Response, via email 10-1-2019

We have had our advising meetings from 11:45-12:30 in the past. Rick asked for a longer meeting this time because we have some more significant changes coming through with the new ERP that he thought we should discuss, and I agreed that we may need a full hour this time. With classes starting at 12:30, we haven't even had the 45 minutes in the past because Central Control needs bridging time and has had to cut us off 5 minutes early.

We have a similar number of faculty in classes at 1:30 on Friday and 3:00 on Friday because of coaches and Fine Arts faculty starting late afternoon, and though work obligations have to be the primary count, I know we also lose quite a few faculty around 3 who have school pickups required. If you'd like to ask in a survey whether faculty prefer 1:30 or 3:00 on a Friday should we need a longer meeting again, I'd be happy to go with the consensus next time, but this meeting was set from day 1 of the semester (actually prior since I noted it in the in-service slides with faculty), so with comparable numbers that I know would have to miss based on class time, I think it would add to the problem if I changed dates or times for this one with 10 days notice.
Pam

In the Faculty Affairs meeting, the group concurred that changing the meeting at this time would create additional confusion. It was also shared that the chairs wanted to ensure the information shared was consistent so we could record the sessions if ITV but we can also split the meetings per campus again in the spring meeting, and we will use the Tuesday/Thursday slot whenever possible.

GOAL 2-RECRUITMENT/RETENTION/MARKETING

- MAIN CONTACT: DIANA WATKINS (DIANA.WATKINS@NOC.EDU, 628-6905)
- COMMITTEES LINKED: ASSESSMENT, CURRICULUM, RETENTION, RECRUITMENT
- KEY INITIATIVES FOR YEAR 1:
  - DEVELOP NEW ADVISING MODEL AND IMPROVE ADVISOR TRAINING - √ ADD OCT. 11, 1:30 TO CALENDARS!
  - CREATE NEW AND REVIEW EXISTING 2 + 2 AND 1 + 3 PLANS WITH 4-YEAR PARTNERS - √
  - CREATE RECRUITMENT COMMITTEE WITH PARTICIPATION FROM STAFF, FACULTY, AND STUDENTS - √
  - COORDINATE EFFORTS WITH MARKETING AND WEBSITE MANAGER TO INCREASE EXPOSURE THROUGH COMMUNITY S