

September 2018 Faculty Affairs Agenda Items and Minutes

8/21/18 from Enid

I have had someone speak with me this morning about the new class times. The concern was that, specifically on MWF classes, students can't keep a full load of classes and work their jobs because the times are now 30 minutes later. This person had spoken with students who have this problem and they can't get their grants or loans because of their reduced class load. Additionally, he said that students reported that the ten minutes between classes at Stillwater do not allow students to make their classes, which may have been one of the reasons for making the schedule change.

Response: The shift in Enid and Tonkawa class times was connected to the new building in Stillwater but not only to provide OSU students the same start times but also to align our ITV studios institution-wide. Nursing classes, for instance, are now housed in the same building as our gen ed. and with 4 ITV studios in the new building, some gen ed are being broadcast from Stillwater as well. We need our course start times aligned for this to happen.

We also have the same number of course start times as before the shift to 30 minutes later; the last class just ends later. This may create a need for students to adjust work schedules; the offset may be that students who need to drop off their children before coming to class will now be able to take the 8:30.

9/6/2018 from Enid

It would be nice if the library had a copier/scanner. We have lots of copiers in the library, but nothing that just scans. It might save on paper use in the long run (if we want to make an economic argument).

This may be a library/technology matter, but I know our division makes great use of the library facilities as well, so I'm making the pitch.

Response: This request has been turned in through School Dude to see if a printer/scanner combo is available.

8/29/18 from Stillwater

1. Adhering to the policy concerning Incomplete grades. Faculty do not appreciate having students directed to them after grades have been submitted for the semester. According to the faculty, students contact them requesting an Incomplete and say they were directed by the registrar's office to contact the faculty members. According to the faculty, students tell them that they (the students) were told that the registrar's office is fine with changing the students' grades to an "I" after hearing from the faculty. We have a policy in place which clearly states the time line and manner in which an Incomplete can be issued. Faculty feel as though they

are being thrown under the bus when students are told that they can receive an Incomplete after grades are submitted.

Response: I visited with Sherryl Nelson and she also talked to Kyle Smith. She said that neither of them had encouraged a student to ask for an Incomplete. It may be that students are asking about that possibility and staff members are telling them that they cannot make that change, only faculty can.

Follow-up in meeting: It was noted that it was a Tonkawa Office person who advised the student, so Pam sent an email to Rick Edgington and Brad Gordon and asked them to remind everyone in the Tonkawa office that faculty grades stood. If students want to challenge, they can be directed to the faculty member to ask if the grade is accurate but challenges should not be encouraged simply because a student doesn't like the grade.

2. Another faculty member asked me to discuss looking at the faculty overload policy. More specifically, the faculty member feels that since faculty are not receiving a raise again this year, they would like to have a more direct chain of command when it comes to assigning overload sections. The faculty member states that they have to depend on a double overload. However, when adjuncts are assigned sections prior to giving the faculty member the opportunity to teach two overloads. The faculty stated that since even more fulltime faculty were hired in their division, they feel that this will seriously reduce their opportunity to meet their request for a double overload. Finally, the faculty member stated they would like to see a system of seniority in place when assigning overload options. Their question is whether or not seniority or tenure is considered when assigning classes and the number of classes they can teach.

Response: There are currently no policies in place for seniority assignments of overloads, and in fact our Handbook currently notes that no overloads are guaranteed. This agenda item can be added for the next division chair meeting, and if there are recommendations for a policy, these will be shared again with faculty. There are circumstances that would make such a policy difficult to follow in many areas—e.g. only one faculty member available who is credentialed to teach a given class.

8/31 from Stillwater

1. This semester one teacher had 199 students as of last Friday and is being paid for 21 hours, while another has 213 students and is being paid for 18 hours (one of the classes is 55 students). That's issue number 1-- not fair. Also, online courses cap at 20 students; however, an instructor teaching online courses are compensated for each student over the 20 student cap. Online sections always go to the same instructors and are not dispersed or available to all instructors who qualify (QM training), and the "requirements" for teaching online vary department to department. For example, one department chair states that in order to teach online classes in the summer, the instructor must ALSO teach a summer class on campus. Yet, other departments do not have that requirements. Can we not be fair and equitable?

2. Which raised the question, since we have classrooms that hold 59 students, is this a precedent? Are we going to be expected to teach a double-size class for no extra pay?

RESPONSE for 1 and 2: The new building has some larger classrooms just as there are some larger lecture rooms in Enid and Stillwater; the intent was not to make 59 a norm but to have a variety of room sizes and to allow for different formats. Division chairs and faculty liaisons have reviewed a list every year of what is the desired class limit with classes such as composition and math, where grading time is intense, held to a lower limit, and lecture- / discussion-based classes (e.g. humanities, social science, and science lecture) slightly larger but most typically held to 35-40. One instructor had larger sections this fall because, as a late hire, he was given class times that aligned with sections we already had so that if new enrollment did not fill his schedule we could pull from the existing sections being taught by an adjunct. Then the adjunct quit last minute and no one else in Stillwater was available to teach the sections. That forced two sections at the same time to be combined and created an abnormally-large section.

For online classes, the only institutional requirement for teaching is the completion of Quality Matters training. If divisions are setting different guidelines—e.g. that an on-site class is required for teaching online—it may be that on-site classes aren't being covered as readily and the chair is trying to balance loads while covering student needs. Online class assignments may also be determined by who developed the course for Quality Matters certification as this was an incredibly intense workload (some faculty estimated a time commitment of up to 200 hours). This also will be discussed in the next division meeting.

The stipend for enrollment over 20 (currently \$50 per) was established over a decade ago and the rationale wasn't documented; however, many online instructors would say that teaching an online course well can be more time intensive than an on-site class because of the individualized communication through emails and responding to discussion board questions. During budget discussions in the past, there have been several who suggested eliminating this add-on stipend but it is difficult to reduce compensation for anything when the goal is to increase compensation.

3. Stillwater pay scale with the \$6000 bonus is attached. Edmond is nearby and pays even more. We will lose teachers next year due to this. Administration should be aware.

Response: There is a strong awareness in administration and with the Board of Regents that all employees want and deserve a pay raise. There is also an understanding that the raise supported at state level for public school teachers and career technology teachers, but not for higher education, has made it difficult for higher education to be competitive. The budget was planned this year with the intent to provide a small raise if revenue (most clearly translated to enrollment) allowed. President Evans is regularly monitoring the financial picture, hoping to provide additional compensation as soon as possible. All employees' efforts to increase enrollment and retain students to graduation can increase this likelihood.

Stillwater Public Schools
2018-2019 Certified Salary Scale

STEP	Level I Bachelor degree FY19	Level II Bachelor plus 16 hrs FY19	Level III Master degree FY19	Level IV Master plus 16 hrs FY19	Level V Doctorate FY19
0	\$37,523	\$37,770	\$38,851	\$39,937	\$40,607
1	\$37,946	\$38,220	\$39,299	\$40,386	\$41,056
2	\$39,155	\$39,352	\$40,912	\$41,517	\$43,009
3	\$39,579	\$40,140	\$41,629	\$42,307	\$43,796
4	\$39,984	\$40,563	\$42,053	\$42,730	\$44,219
5	\$41,026	\$41,493	\$43,087	\$43,868	\$45,357
6	\$41,425	\$42,241	\$44,015	\$45,030	\$46,654
7	\$41,832	\$42,683	\$44,535	\$45,579	\$47,232
8	\$42,242	\$43,128	\$45,062	\$46,134	\$47,817
9	\$42,656	\$43,580	\$45,595	\$46,699	\$48,413
10	\$43,206	\$44,171	\$46,338	\$47,470	\$49,356
11	\$43,633	\$44,637	\$46,891	\$48,054	\$49,971
12	\$44,064	\$45,109	\$47,452	\$48,648	\$50,598
13	\$44,499	\$45,585	\$48,020	\$49,248	\$51,233
14	\$44,940	\$46,068	\$48,595	\$49,857	\$51,877
15	\$45,404	\$46,575	\$49,198	\$50,495	\$52,552
16	\$45,851	\$47,070	\$49,790	\$51,121	\$53,217
17	\$46,305	\$47,570	\$50,390	\$51,757	\$53,889
18	\$46,764	\$48,074	\$50,998	\$52,402	\$54,573
19	\$47,225	\$48,586	\$51,615	\$53,057	\$55,267
20	\$47,714	\$49,124	\$52,262	\$53,742	\$55,993
21	\$48,186	\$49,647	\$52,895	\$54,416	\$56,708
22	\$48,741	\$50,176	\$53,537	\$55,098	\$57,464
23	\$49,223	\$50,713	\$54,189	\$55,793	\$58,171
24	\$49,711	\$51,256	\$54,849	\$56,496	\$58,918
25	\$51,134	\$52,733	\$56,486	\$58,178	\$60,688
26	\$51,512	\$53,245	\$57,122	\$58,860	\$61,416
27	\$51,946	\$53,740	\$57,743	\$59,525	\$62,129
28	\$52,385	\$54,239	\$58,373	\$60,203	\$62,855
29	\$52,831	\$54,745	\$59,013	\$60,891	\$63,592
30	\$53,282	\$55,267	\$59,663	\$61,590	\$64,341
31	\$53,749	\$55,798	\$60,318	\$62,501	\$65,098
32	\$54,057	\$56,106	\$60,626	\$62,809	\$65,406
33	\$54,364	\$56,413	\$60,933	\$63,116	\$65,713
34	\$54,672	\$56,721	\$61,241	\$63,424	\$66,021
35	\$54,979	\$57,028	\$61,548	\$63,731	\$66,328
36	\$55,287	\$57,336	\$61,856	\$64,039	\$66,636
37	\$55,594	\$57,643	\$62,163	\$64,346	\$66,943
38	\$55,902	\$57,951	\$62,471	\$64,654	\$67,251
39	\$56,209	\$58,258	\$62,778	\$64,961	\$67,558
40	\$56,517	\$58,566	\$63,086	\$65,269	\$67,866

8/22 from Tonkawa

- 1) Common syllabus posted online with a link we can use, and only have “course syllabus” that we post to our “black board” so that students are reducing by about half, their ecological footprint when they print it.

RESPONSE: Faculty should be surveyed about the feasibility of this, including reviewing how many courses already have a common syllabus established with not just common learning outcomes (expected with state transfer matrix) but common assignments.

Follow-up in meeting: The representatives agreed that having separate documents might encourage students to print two files instead of one but they will visit with other faculty on their campuses to see if there is a desire to move more fully toward common syllabi and what possible benefits it might yield.

- 2) Summer courses (the following are concerns from several faculty.
 - a. You should be only responsible to teach the courses.
 - b. Summer advisement: If we are required to advise, may we move to our offices or a different location. It is difficult to discuss ACT scores, course requirements, etc. with students in the high traffic area of the counseling office.
 - c. Why are morning times not available for summer advisement?
- 3) May we have designated parking spaces for faculty in lieu of a pay raise.

RESPONSE: During the regular academic year, faculty contracts combine teaching and advising responsibilities as both of these are vital for retaining students. Adjuncts do not have these responsibilities and are paid only for teaching. A similar model exists in the summer in that faculty can take a flat rate and not advise or take a higher overload rate associated with being a full-time faculty member and advise a few hours per credit hour paid.

Summer advisement is needed for the sake of students. Staff advisors work with students extensively in the summer. While the new default schedules make those meetings more accurately reflect the schedules students would be guided to by faculty within their discipline, the staff has needed assistance during peak times of enrollment (identified by the registration offices as afternoons, not mornings) so that students do not have extended wait times. Hiring additional staff to address this need would delay further employee salary increases.

Students benefit from having a one-stop shop for enrollment; this is a best practice for schools. However, a new location within the administration Building could be identified that is quiet and more conducive to advising.

As noted through other issues, Dr. Evans intends to provide a pay raise as soon as it is possible but designated parking spaces would prevent limited space from being used to full capacity at all times through the day.