



## Faculty Senate Agenda

Thursday, February 25, 2010 ★ Taylor 306

### 3:15 PM: Refreshments / Social

- Sign Attendance Sheet, both Senators and guests

### 3:35 PM: Call to Order

- Approval of the Minutes from January 28, 2010.
- Steven Garren: Brief explanation of procedure and introduction of Dr. Linwood Rose.
- Dr. Linwood Rose: Opening statement and question/answer period. Please see questions on pp. 2–5.

### 4:50 PM (approximately): Senate Business

- Speaker's Report, Dr. Steven Garren
  - ★ First reading of proposal from the steering committee. Please see “Furlough Proposal (First Reading)” on p. 6.
- Report of the Budget Committee, Dr. Nancy Poe (Chair)
  - ★ First reading of proposal from the budget committee. Please see “Budget Proposal (First Reading)” on p. 7.
  - ★ Additional report.
- Report of the Academic Policies Committee, Dr. Val Larsen (Chair)
  - ★ THREE proposals from the academic policies committee. Please see “Tuition Surcharge Proposal (First Reading)” “Attendance Policy Proposal” and “Senior Prerequisites Proposal” on pp. 8–10, respectively.
  - ★ Additional report.
- Report of the Faculty Concerns Committee, Dr. Arch Harris (Chair)
  - ★ Report.
- Report of the Nominations and Elections Committee, Dr. Mary Slade (Chair)
  - ★ Update on the two proposed amendments.
  - ★ Additional report.
- Treasurer's Report, Dr. Robert Jerome
  - ★ Senate lottery.
  - ★ Additional report.
- Report of the Student Relations Committee, Dr. Jeff Andre (Chair)
  - ★ No report.
- Report of the Faculty Appeals Committee, Dr. Rory DePaolis (Chair)
  - ★ No report.
- OLD Business and/or NEW Business, time-permitting

February 10, 2010

Dear President Rose,

Please let me know if you concur with the following format recommended by the Faculty Senate Steering Committee, regarding your visit to the Faculty Senate on February 25, 2010. The senate encourages you to make a brief opening statement to the full senate. The senate would like for you to answer the first twelve “Focus” questions, which were developed by the steering committee based on suggestions from senate members. As speaker, I will moderate discussion, to help ensure a constructive use of time. I will attempt to keep discussion on each of the listed questions to under five minutes, without necessarily imposing a strict time limit. After you address the twelve “focus” questions with followup questions, the senators will have the opportunity to request that you answer some of the remaining questions on the list below, in no particular order, time-permitting. The additional questions represent concerns expressed by individual senators. The senate is very grateful for your visit.

Sincerely,  
Steve Garren

## Focus Questions on **ACADEMIC MISSION**

- (1) While JMU has an official mission statement, many in the university community think of JMU’s mission as to be “the best undergraduate institution in the country”. That is not a phrase we have commonly heard from you [Dr. Rose]. Do you believe there is any objective more important than JMU being “the best undergraduate institution in the country”? (It should be noted that this objective is not necessarily inconsistent with JMU having some graduate programs.)
- (2) One of the recommendations of the Centennial Commission was to limit enrollment to around 15,000 students. That limit was not conditional, for example it was not 15,000 students unless funding is increased. Do you disagree with the Centennial Commission’s recommendation that increased growth past 15,000 is detrimental?
- (3) The proper balance between scholarly pursuits and pedagogical pursuits is a deep concern for the faculty.
  - (a) Do you believe that the amount of scholarship expected of the average faculty member has increased compared to what was expected when you first became President?
  - (b) Do you believe that the current model for scholarship adequately reflects the faculty’s views? Please take this opportunity to clarify the role that faculty have had in determining scholarship expectations.
  - (c) What is your vision for the role of scholarship for a typical faculty member at JMU?

- (4) Do you feel the role of faculty in academic decision-making is as prominent at JMU as the role of faculty at other elite institutions such as University of Virginia, Virginia Tech, College of William and Mary and the Ivy league schools? If not (or if you can be shown it is not), will you support efforts to increase the JMU faculty's responsibilities in academic decision making?
- (5) From your perspective, what is the biggest threat to the academic mission of the university?

## Focus Questions on BUDGET

- (6) Faculty salaries are far below the targeted level with respect to JMU's peer institutions. Do you plan on addressing this problem? If so, how and when?
- (7) Given some of the scary things we've been hearing about pending budget cuts at JMU, what is the likelihood that some faculty will lose their jobs due to cuts. Please give a specific estimate.
- (8) What out-of-the-box ideas are you considering (or encouraging) to get us through not just this budget trouble, but to make JMU more streamlined overall (i.e. a part-time tenure track option, eliminating Academic Program Reviews or extending the 5-year cycle, hybrid in-person/online classes, full-year schedules)?
- (9) There have been reports from some administrators that the academic side of JMU is bearing the brunt of the budget cuts. Has athletics had its budget cut by as great a percentage as academics? What will be the plan for further cuts?
- (10) Should the faculty play a greater role than they presently do in the determining the allocation of funds towards academic vs. athletic programs at JMU?
- (11) Are there any circumstances in the next 10 years under which you would personally think it would be beneficial for JMU to switch to Division I football from Division I-AA? (We are interested in your opinion as an individual, without regard to any need to satisfy any constituencies.)
- (12) What do you think of the idea of a policy that allocates to academics a certain percentage of donations to athletics or some other program that requires/encourages donations to athletics to also provide support to academics?

## Additional Questions, Time-Permitting, Not Necessarily in This Order

- (13) What exactly is the difference between the criteria for designating units as “departments” vs. “schools.” Can there be some consistency and clarity on this?
- (14) The administration was critical of Governor Kaine’s budget and budget recommendations. How do you compare your stance on the former governor’s position with all the new land purchase and new sports construction at JMU?
- (15) There has been no study to show that building sports stadiums improves academics or improves the environment. Can you explain all the new sports stadiums at JMU in regards to academics and the environment?
- (16) Are there any plans to improve the classroom learning spaces on campus? Has this issue been studied? If not, why not?
- (17) Salary compression and salary inversion (hiring new faculty members at salaries nearly equal to or even exceeding faculty members who are already here) are a major problem for morale here. Many other universities have a policy whereby any time a new hire comes into the department, any existing departmental faculty with lower salaries are automatically raised to the new hire’s level. Can JMU institute such a policy?
- (18) Is it fair (to the rest of JMU) that a faculty/staff member can obtain a salary increase by securing a competing job offer?
- (19) Could the administration support some type of benefit program for children of faculty/staff members which would help defray costs of coming to JMU (e.g., tuition remission)?
- (20) Why do we need the Center for Instructional Technology and the Center for Faculty Innovation? Could we eliminate these two entities and instead use the money for student scholarships, student-faculty mentoring, or teaching grants? Could we streamline these so that the cost to the university would be way less than the cost to the university of these two entities?
- (21) Why does the university not do a detailed study of using Master’s degrees people to teach entry level courses and keep the current number of Ph.D. faculty constant? If we did this, it might be possible to reduce teaching for Ph.D. faculty and allow them to do more research with undergraduate students. It might also allow JMU to have a fully dedicated undergraduate research center in which Ph.D. faculty could actually be involved if they had a reduced teaching load.
- (22) Do you plan to make up for lost pay that faculty have incurred numerous times since 2000 when there were NO pay raises?
- (23) How does the current economic situation affect salary increases (supposedly to the national median)?

- (24) In the event that state employee wages are cut, how would this conceivably play out at JMU, particularly JMU faculty?
- (25) Do you wish to discuss salary increases among the administration?
- (26) Many of the classrooms in which I've taught the past nine years are in deplorable condition; e.g., antiquated furniture, noisy window air conditioners, window blinds that don't work, etc. Please comment on possible remedies.
- (27) Many faculty do not think JMU is a very serious place academically. Actual quote from a faculty member, "JMU is the best school where students can get a good grade without reading the book." What would you like to say to those faculty members? Would you support increased academic rigor if it resulted in lower retention rates? Lower enrollment?
- (28) In the event that JMU is required to make other operational budget cuts, where are the priorities?
- (29) The Senate realizes the President of JMU manages at a high level and cannot micro-manage. But given the importance and scope of the college structure in the success of the academic mission of JMU, isn't the process for creating colleges something that should be in the purview of the President? If so, why does JMU still not have a policy describing the process by which colleges are created or restructured as is common at any quality institution?
- (30) I wonder if the president can address how he is planning to lobby the Commonwealth to help them see the value of higher education for all citizens. My Delegate, Davis Toscano, is planning to address this issue this session and I would like to see President Rose working with legislators to address these needs. The new Governor says we must significantly increase the number of diplomas awarded in the years to come. How does the president plan to make this possible?
- (31) Comment as to the role of the upper administration in the evaluation of scholarship.
- (32) How do you plan to aid and encourage faculty so as to achieve success?
- (33) How do we maintain a unique approach which matches the character of JMU without adapting the sometimes troubling approaches that research-1 universities enforce on their faculty?

# Furlough Proposal (First Reading)

The state is considering a number of options for reducing its budget. Options involving employee compensation include:

- a pay cut,
- a temporary reduction in pay without changing the employee's base salary (a "reverse bonus"),
- one or more furlough days.

The governor has proposed up to five furlough days. JMU may decide to develop contingency plans in case furloughs are adopted. If that is the case, such plans should be developed with significant Faculty Senate involvement.

If the state does implement furloughs, it is important to recognize some of the reasons for choosing a furlough as opposed to just a temporary reduction in pay. They include the following.

- A furlough lessens the negative impact on state employees by providing them with a day off in return for the reduction in pay. Employees may even be able to recoup some of the lost income by engaging in income producing activities during the day off.
- The reduction in services provided to the public provides a visible indication of the consequence the action. This is useful to all citizens (and especially to our elected officials) because it demonstrates that there are negative consequences for all state citizens as a result of these cuts. The burden imposed by the cuts are shared by all in the state, not just by its employees.

If the state requires furloughs of JMU faculty, the university must schedule the furloughs on days when classes would otherwise be in session. If JMU implements "furloughs" such that the furlough has no impact on faculty work responsibilities (such as scheduling a furlough during spring break), then JMU will be circumventing the intent of the state (that these be furloughs and not just pay reductions). Furthermore, scheduling furloughs on class days provides JMU the option of scheduling furloughs on days that extend student breaks, thereby providing JMU the opportunity of realizing additional cost savings by extending the times during which students will not be on campus. It should be noted the fall and spring semesters currently have different lengths, the spring semester has 3 more class days than the fall.

# Budget Proposal (First Reading)

Given the historic ratio of tuition[1] to mandated fees[2] charged to students, the faculty of James Madison University, as represented by the Faculty Senate, hereby recommends that any increase in costs of attending JMU be allocated to tuition in order to sustain, maintain, and support the academic mission of the university.

Furthermore, given the impact of recent and projected economic conditions on higher education, and the primacy of the university's educational mission, the Faculty Senate recommends a review and rebalancing of the tuition/mandated fees ratio to be in accord with our peer institutions.

[1] Resources collected for, and applied to, the educational mission of the university

[2] Funds mandated by the university serving multiple, but nonacademic, purposes

# Tuition Surcharge Proposal (First Reading)

The Faculty Senate recommends that the administration and Board of Visitors allow colleges and/or departments to levy a per credit hour tuition surcharge in cases where a college or department believes an increase in tuition is warranted. It is critically important that the decision to impose a surcharge rest with the college or department whose students will bear the additional cost because that unit is best able to assess the likely effects on enrollment and the opportunity graduates will have to recoup the extra tuition investment after graduation. Extra tuition collected under this provision should be credited to Academic Affairs and should be devoted to meeting needs within Academic Affairs. There is no presumption that the additional revenue would be given to the unit that levies the surcharge.

Variations in the cost of educating students in a given college or major are largely a function of the cost of hiring faculty to teach in that college or major. And there is a positive (though not perfect) correlation between how much it costs to hire faculty and the earning potential of graduates in a major. Thus, if all majors pay the same amount of tuition as under present policies, students in lower-cost majors with lower entry-level earning potential after graduation subsidize the cost of educating students in higher cost majors, e.g., majors in the humanities subsidize the cost of educating business and engineering majors. While a complete alignment of instructional and tuition costs is neither desirable nor intended as the outcome of this resolution, provision should be made for colleges or departments to add a tuition surcharge if they believe circumstances warrant an additional charge. Any proposed changes would, of course, be subject to review by and would require the approval of the administration and Board of Visitors.

While tuition surcharges are more typical, indeed, are commonplace in graduate programs, they are also used by many undergraduate programs. An undergraduate surcharge is levied, for example, by the Mason School of Business at the College of William and Mary. All Big Ten undergraduate business programs except for Minnesota levy a tuition surcharge as do all undergraduate business programs in the state of Tennessee. Nationwide, about fifteen percent of undergraduate business programs impose a tuition surcharge. Programs outside of business, e.g., the college of engineering at Iowa State University, likewise impose tuition surcharges. JMU levies the equivalent of a tuition surcharge when it requires students to pay lab fees for some science courses.

The JMU College of Business has expressed an interest in adopting a tuition surcharge. The projected financial benefit to JMU of a COB surcharge are substantial. For example, a \$25 per credit hour surcharge in the COB would have generated \$1,432,550 in the fall and winter terms of the 2009-2010 academic year. It is evident that tuition surcharges in selected programs have the potential to generate considerable additional revenue in a financially challenging time from the subset of students who are most likely to be able to recoup the cost of the additional investment. We therefore recommend that the administration and Board of Visitors favorably consider proposals from colleges or departments to levy tuition surcharges.

# Attendance Policy Proposal

## III.A.16. Syllabi

Faculty members are required to have a syllabus for each course. According to the guidelines issued by the Southern Association of Colleges and Schools, each syllabus must contain the goals and requirements of the course, the nature of the course content, and the methods of evaluation to be employed. The university requires that each syllabus contain a clearly stated grading procedure and attendance policy, and requires faculty members to place each syllabus on file with the appropriate academic unit by the end of the first week of the semester. ~~Faculty are strongly encouraged to publish as part of the course syllabus and/or discuss during the initial class session their attendance policies, including any mandatory, unrepeatable components of the course, and the expected procedure for requesting and obtaining approval for scheduled absences.~~

## III.A.???. Attendance Policy *(This would be a new section in the handbook.)*

The university requires that each syllabus contain an attendance policy. The attendance policy must state any mandatory, unrepeatable components of the course, and the expected procedure for requesting and obtaining approval for scheduled absences. Faculty shall give reasonable and appropriate accommodation to students relating to religious observances and disabilities and shall make reasonable adjustments for students who are called to military service or jury duty, who are ill, have family emergencies, or serve as a duly authorized representative of the University at some event. It is the responsibility of the faculty member to determine whether or not an adjustment is reasonable for the course.

# Senior Prerequisites Proposal

The faculty of JMU impart to our students a body of knowledge and a desire to be lifetime learners. To facilitate student responsibility for learning in school and beyond, we urge the Registrar to create a registration mechanism that will allow Seniors to enroll in courses faculty members or departments have designated as appropriate without regard to prerequisites. The mechanism should admit Seniors to courses faculty or departments have opted in to the program on a space available basis, after all others who are required to take the courses have had an opportunity to enroll. The following statement should be added to the Undergraduate Catalog when the mechanism is in place:

## **Catalog Statement**

To facilitate in students the assumption of responsibility for their own learning and the leveraging of things learned to acquire more learning, Seniors are permitted to enroll in certain undergraduate courses without meeting course prerequisites. This policy applies on a space available basis to courses opted in to the program by a department or professor. While things learned in the major or through extracurricular study may equip Seniors to master course material without meeting prerequisites in these courses, it is the obligation of the student to do any necessary remedial work that is required for them to be successful in courses they take under this provision.