

STEPHEN F. AUSTIN STATE UNIVERSITY
Faculty Senate
Meeting No. 107
March 19, 1980

1. Chairman Rodewald called the meeting to order at 2:15 p.m.
2. After the roll call, the Senate approved the Minutes of Meeting No. 106 as written.
3. Reports of Officers:

A. Chairman's Report:

- a. Chairman Rodewald first announced that the Deans Council would be screening candidates for Regents Professors this week. At present, there are six candidates for the teaching category and eight for the research category.
- b. Next, Chairman Rodewald announced that the Library would soon be inviting departments to examine the computer terminals and other changes that have been made in library equipment and facilities.
- c. Chairman Rodewald reported that he had received a request from the School of Applied Arts and Sciences to be represented on the Faculty Senate. Chairman Rodewald stated this would mean a change in the Senate Constitution, although it would be impossible to make the changes before the 1980 elections. The change in the Constitution can be asked for now, however, and be made in time for the 1981 elections.

Senator Bowman moved and Senator Constance Spreadbury seconded the motion to change the Senate Constitution to include the School of Applied Arts and Sciences.

In response to a question from Senator Constance Spreadbury, Chairman Rodewald stated the Standing Rules of the Faculty Senate limits the number of Senate members to twenty-six. Rodewald pointed out that next year when reapportionment takes place, the School of Applied Arts and Sciences will be added and some schools may lose a representative because each school is guaranteed at least one representative. The Senate could recommend, however, that the Constitution be changed to expand the number of Senate members.

At this time, Chairman Rodewald called for a vote on the motion made by Senator Bowman. Motion Passed.

B. Treasurer's Report:

Treasurer Constance Spreadbury reported a balance of \$4,289.82 in the treasury.

4. Old Business:

A. Report of the Ad Hoc Resolution Committee:

Senator Johnson, Chairman of the Ad Hoc Resolution Committee, distributed his committee's resolution expressing the Faculty Senate's regrets over the loss of Dr. Ralph W. Steen. (Attachment #1.) Senator Murdock moved and Senator Spurrier seconded the motion to accept the resolution. Motion Passed.

B. Report of the Committee on Faculty Government and Involvement--University Policy as Defined by the Faculty Senate and the Academic Deans Council, 1970-76:

Chairman Rodewald proposed that the seven recommendations, (See Minutes of Senate Meeting No. 106, Attachment #1) beginning with "Faculty Salary" on page 2 and ending with "H.P.E. Grading Policy" on page 3, be given to the Faculty Welfare Committee to bring forth in the April meeting with recommendations on whether to affirm, revise, or discard the seven recommendations.

Because of the intricacy of the second set of recommendations on page 3, beginning with "Screening and Selection Procedures" and ending with the "Procedures for the Institution and Revision of University Policies", Chairman Rodewald stated that he would present these recommendations to the next Senate Chairman for consideration.

Next, the Senate addressed the third set of recommendations on page 4. After a lengthy discussion of recommendation 1, Dr. Mathis suggested coming up with a handbook or standard format for the faculty that would identify policy. Vice President Franklin agreed that we did need a way to bring together the University policy statements.

Chairman Rodewald informed the Senate that if they approved recommendation 1, he would send a letter to President Johnson stating that the Faculty Senate wants this recommendation to be put into effect.

At this time, Senator Constance Spreadbury moved and Senator Johnson seconded the motion to accept recommendation 1. Motion Passed.

Senator Constance Spreadbury moved and Senator Thomas seconded the motion to accept recommendation 2. Motion Passed.

After some discussion, Senator Spurrier moved and Senator Reeves seconded the motion to accept recommendation 3 to the point of "Statements" and delete the rest of the sentence.

Senator Mathis stated this would be desirable only if the Senate accepted recommendation 4. Otherwise, the faculty will not have access to the minutes of all policy making councils and committees. Senator Spurrier stated that she would be willing to move to accept recommendation 4.

In a discussion with Senators Mathis and Murdock, Vice President Franklin stated there was a list of University committees in the Handbook of University Councils and Committees. The beginning statement of policy on councils and committees says that each standing committee will submit an annual report to the appropriate University official. So for the first time, Vice President Franklin reported, he will receive a report of what the committees are doing. He stated that these reports would also be sent to the Faculty Senate.

At this time, Chairman Rodewald called for a vote on the motion made by Senator Spurrier concerning recommendation 3. Motion Passed.

In discussing recommendation 4 which states: "That all policy making councils and committees be reported to maintain in the Library a complete file of their minutes," Senator Wallace expressed concern because someone on the Library staff would have to make sure that all councils and committees did submit their minutes.

Senator Mathis responded that the intent was not to create more work for the Library. He suggested that the recommendation be reworded to read as follows: "That all policy making councils and committees be requested by the President to maintain in the Library a complete file of their minutes." This, he stated, would alleviate the concern expressed by Senator Wallace.

Senator Jones suggested that copies of the annual reports prepared by the University councils and committees be sent to the Library and the Faculty Senate. Senator Jones also suggested that policy making councils and committees be changed to University councils and committees since they were recommending bodies.

Senator Mathis stressed the point that recommendations made by University councils and committees could and have become policy.

In the discussion that followed, Vice President Franklin stated that the University standing committees would have to be held responsible for the jobs which they were appointed to do. They would be requested to post a copy of the minutes of their committee meetings in a conspicuous place in their respective schools. Vice President Franklin cautioned the Senate against burying themselves in paperwork.

Senator Johnson moved to accept recommendation 4. Motion died for lack of a second.

Senator Cole, Blocker, Jones and Oliver expressed concern over the phrase "all policy making councils and committees." Senator Oliver suggested that it might be advisable to identify these policy making councils and committees.

Senator Bos moved and Senator Constance Spreadbury seconded the motion that this particular recommendation be referred back to the committee for clarification. Motion Passed.

Senator Bos moved and Senator Johnson seconded the motion that recommendation 5. be accepted. Motion Passed.

Senator Bos moved and Senator Johnson seconded the motion that recommendation 6 be accepted.

Senator Blocker moved and Senator Bos seconded the motion to amend the motion to include that copies be sent to the President and Vice President of Academic Affairs. Motion Passed.

- C. Chairman Rodewald reminded the Senators who were in their third year on the Senate that there would be a meeting of the Senate Nominating Committee immediately following the Senate meeting.

Next, Chairman Rodewald asked those who would be on the Senate next year to indicate in writing which Senate office they would be willing to serve in if nominated and elected. Chairman Rodewald asked that these be turned in after the Senate meeting.

5. New Business:

- A. Senator Brannen, Chairman of the Academic Affairs Committee, reported that copies of his committee's report would be distributed shortly. (See Attachment #2, distributed separately.) Senator Brannen moved and Senator Reeves seconded the motion to accept the report. Motion Passed.
- B. Chairman Rodewald asked the chairmen of the standing committees to prepare statements of responsibility and purpose with the hope of making them part of the standing rules. One of the concerns he stated, is the continual blurring of policy, of recommendations, and of principles. Chairman Rodewald said he would like to see this clarified with the hopes that the committee on Faculty Government and Involvement would take this responsibility in keeping these things clear in the future.

6. Comments from Ex Officio Members:

Vice President Franklin reported that he would be meeting with the Administration and Finance Committee on March 20 to review some of the budget materials.

Vice President Franklin next announced that the goal is still a 5.1 per cent general raise for faculty salaries, in addition to merit and promotional raises. This does not mean, however, that every faculty member will receive a 5.1 per cent increase.

Bids will be open for the Home Economics project early in April. This will be for the replacement of the Home Management House and Annex.

A building committee in the School of Forestry is working with architects on the design for additional laboratory space.

An Art committee is working with architects on plans for new art studios. They are looking at the possibility of modular construction in an area behind the present art studio.

The Administration is also working with architects on major renovation plans for the Chemistry Building.

Vice President Franklin next reported that they are near the end of their search for a new Dean of Education. Dean McKibben will step down as Dean, but will remain on the faculty until January and then retire.

7. Announcements:

Senator Jones announced that there will be a retirement reception for Dean McKibben in the Home Economics Department from 2 p.m. to 4 p.m. on Friday, April 11.

Senator Bos reminded everyone of the general all school retirement dinner on Tuesday, April 1. They will honor all of those who have retired from last September up to this coming September.

8. The next meeting of the Faculty Senate will be April 9, 1980, at 2:15 p.m. in Rusk 301.

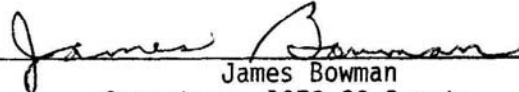
9. Senator Reeves moved and Senator Johnson seconded the motion for adjournment. Motion Passed and the meeting adjourned at 3:45 p.m.

Absentees:

Larry Pollock (Excused--Prof. Conflict)
K. B. Stanberry (Excused--Prof. Conflict)
G. S. Thompson (Excused--Prof. Conflict)
B. F. Walker (Excused--Prof. Conflict)

Ex Officio Members Present:

Bill Franklin
James Reese


James Bowman
Secretary, 1979-80 Senate

Report to the Faculty Senate from
the Academic Affairs Committee

Date: March 19, 1980

Committee: Duke Brannen, Chairman
James Corbin
James Nicholson
Joe Oliver
Hershel Reeves
Connie Spreadbury

This report on Academic Advising Procedures at Stephen F. Austin is based on our personal interviews with Deans and Department Heads. Because of our decision to use a "guided interview technique" the data may lack statistical precision. But the "insights, concerns, and suggestions" received are more appropriate for our committee's purpose. The numerical data is in the Appendix.

The following observations are in order:

1. Academic advising procedures vary considerably from department to department.
2. Deans and Department Heads place a high value on advising regarding a student's plans, goals, careers, programs, and personal problems that interfere with steady progress.
3. Almost all Deans and Department Heads oppose any form of additional compensation for advising students.
4. Personal service is considered to be the best way to encourage students to remain at S.F.A.S.U.
Recommended services are:
 - Faculty enthusiasm for the student's choice to be at SFA and in their department
 - Clubs
 - Follow-up letters and questionnaires to students who choose to leave
 - Student evaluations of courses and faculty
 - Activities and Intramurals
 - Jobs
 - Scholarships
 - Placement assistance
 - Providing long range course offerings so that students can plan to graduate on their tight financial schedules
 - One on one advising
 - Excellent teaching
 - Showing seniors how to take Graduate courses simultaneously
5. Most academic advising occurs near the end of each semester and during registration week. Thus, it loses some of the desired personal relationships that are considered crucial to a student's positive feelings toward our University and the chosen Department.

6. Deans and Department Heads think all faculty should advise students yet they admit some of their faculty are terrible advisors.
7. A "good faculty advisor" is a person who:
 - places the student's needs and interests above departmental and the individual faculty member's concerns
 - has developed such virtues and skills as:
 - patience
 - empathy
 - dedication
 - rapport
 - honesty
 - humor
 - has an above average knowledge of the University Catalog and Academic programs
 - knows the practical, realistic ways to help students achieve their goals and still satisfy graduation requirements
8. There is agreement that we do not need a rigid university wide advisory procedure. Departmental needs are too varied to develop one process for us all. But, we do need continual support and emphasis at all levels of decision making regarding the importance of advising students on academic matters.

Our committee agrees with the following suggestions and recommends that the details involved be the first priority of the 1980-81 Academic Affairs Sub-Committee.

1. Develop an Academic Advisory Center. This center should be located in a centralized area and separate from the departments. It should be staffed all day by selected faculty on a 1/4 released time basis. A student will remain a part of this center until a degree plan is developed, at which time the student is transferred to a specific department. Should the student change majors, he/she should notify all departments concerned in order to have only one current degree plan at all times.
2. Develop an In-Service Faculty Development program on Academic Advising. The program should include;
 - Degree requirements
 - Departmental requirements
 - Career opportunities
 - Personal relationship skills
 - Understanding catalogues
 - Transcript evaluations
 - Recognizing "Con-Artists"
3. Hire a professional editor to rewrite and/or assist Department Heads with the writing of the university catalogues.
4. Work to make the proposed Continuous Registration procedure successful in order to spread the student's requests for advising throughout a semester.

APPENDIX A

The Academic Affairs Committee decided to gather data regarding the academic advising process by using a guided interview technique. See Appendix B for the instrument used in our oral interviews with eight (8) Deans and thirty-three (33) Heads of Departments. Please note:

The numbers below represent the number of times an item was mentioned.

The numbers do not add to the same total each time because some respondents choose to omit some items or did not know or want to answer.

I. Findings Based on Interviews with Eight Deans

1. Problems mentioned

Not enough good advisors to go around

Too many students to do the job properly

Counseling Center advises students "out of" some programs before the student gives the department a chance

Time consuming

Develop structured programs so students can stay on track

"Undecideds" are the major problem

2. Seven (7) oppose any form of additional compensation for advising.
"Advising is a part of one's professional responsibilities."
"The paycheck each month covers advising."

One (1) favors additional compensation.

3. Personal service is viewed by all as the best way to encourage students to remain at S.F.A. One Dean suggested we provide more optional programs.

4. Deans advise most of the students on probation

5. Deans do most of their advising near the end of the semester and during registration week.

6. The "ideal" advisor:

Places a high value on the student's needs and interests.

Has patience, empathy, dedication.

Has an above average knowledge of the catalogue and programs.

Knows practical and realistic ways to help the student make progress and still meet the requirements.

7. Only three (3) of the eight mentioned the need for training to upgrade advising skills.
8. One Dean mentioned the use of a "Director of Advising" in his school could become a way for the faculty to dodge their advising responsibilities.
9. Suggestions for improvement were:

Establish an office of academic advising, located in a centralized area to handle "undecided", staffed all day by selected faculty from all departments on $\frac{1}{4}$ released time.

Find the money for such a center.

Develop degree plans earlier in college experience and expect the student to look at it and follow it.

Each student should have only one degree plan in operation at any one time.

Advisor slips are a waste of time.

Continue to use advisor slips only if a department needs them.

Advisor slips would work if faculty would stop signing blank slips and giving them out like candy.

10. Avoid trying to develop one advising procedure for all departments. The needs and resources of each department are too diverse to fit one pattern.
11. At the university level we need to develop general guidelines only.
12. Hire professional editors to re-write the catalogues. The catalogue should be written for people who have little or no experience with University matters. Then expect students to be knowledgeable and responsible for their own progress.

II. Findings based on interviews with thirty-three (33) Departments Heads.

1. 25 departments expect all faculty to advise.
10 departments use selected faculty to advise.
2. How much advising does the chairman do?
3/4 of the students in 9 departments
1/3 of the students in 7 departments
1/4 of the students in 5 departments
Same as the faculty in 6 departments
Less than the faculty in 1 department
None in one department

3. How are students assigned to advisors?
 6 randomly
 5 area of interest
 7 student choice
 3 attempt to spread the students out among all the faculty
 1 by students' classification
 4 alphabetically
4. Advising is perceived to be a problem at the:

	<u>yes</u>	<u>no</u>	<u>no response</u>
department level	10	19	4
school level	8	10	7
university level	14	5	8

Problems mentioned:

Schedule conflicts

Too many students wanting assistance at the same time

Commuters

Off-campus schedules

Bad or erroneous advice given

Undecideds placed in Liberal Arts

Guidance/Counseling Office

5. Types of records provided to the advisors:
- | | |
|----------------------------|--------------------------|
| 3 none | 2 previous advisor slips |
| 17 grades | 5 progress sheets |
| 3 schedules | 1 probation slips |
| 15 degree plans | 1 letters |
| 12 transcripts | 1 medical records |
| 4 standardized test scores | 1 licenses/certificates |
6. Techniques used to encourage students to remain at SFA:
- | | |
|--|--|
| 16 personal attention | 1 student evaluations of courses and faculty |
| 1 professional enthusiasm | 2 activities and intramurals |
| 2 departmental clubs | 3 provide more student jobs |
| 2 stress SFA | 2 scholarships |
| 1 follow up letters to those who do not return | 3 assistance in job placement |
| 1 Questionnaires | 1 have long range course offerings available |
| 3 stress one-on-one advising | 1 provide graduate courses for seniors |
| 3 excellent teaching | |

7. Deans advise most of the students on probation
8. Students are advised:
 - 2 at midterm
 - 14 during last month of semester
 - 8 at end of semester
 - 15 during registration week
 - 9 by appointment and/or drop-ins
9. Traits mentioned as desirable for an advisor:
 - 14 concern for students needs and interests
 - 2 dedication to S.F.A.
 - 10 knowledge of university programs
 - 1 awareness of career opportunities
 - 1 good listener
 - 5 develop rapport
 - 8 patience
 - 3 empathy
 - 1 interdisciplinary orientation
 - 1 be a student advocate
 - 7 a willingness to advise
 - 2 honesty
 - 4 knowledge of degree requirements
 - 2 common sense
 - 1 humor
10. Should all faculty advise?
 - 6 yes
 - 16 no
11. To up grade the faculty's advising skills:
 - 16 workshops focusing on -
 - degree requirements
 - departmental requirements
 - career opportunities
 - personal/counseling skills
 - catalogues
 - 1 Department heads should keep a close check to see if faculty is keeping posted office house
 - 3 administrators remind faculty of the importance of advising to the life of their department
12. Compensation given currently for academic advising?
 - 22 said there is currently no additional benefits
 - 1 gives praise and appreciation
 - 2 monthly paycheck covers advising
 - 18 advising is a part of one's professional responsibility
13. If advisors were to be compensated, how would you do it?
 - 7 consider for promotion
 - 7 consider for tenure
 - 9 merit raise
 - 11 released time (but only if additional faculty available to take up "slack")
 - 1 uncertain

14. Should we have "Directors of Advising" at the School or Department level?
14 no
9 yes

If department or school is large enough:
2 for freshman and sophomore
4 each department should select their own
1 for some but not all
3 as an assistant out of the Dean's office

15. Should we have one advising process university wide?
25 no
5 university policies need improvement

16. Suggestions:
2 "undecideds" should not be in Liberal Arts
2 develop an academic advising center
3 get printed schedules earlier
2 make advising consistent with new registration process
2 use selected advisors, develop compensation in future
1 require degree plans by the junior year
no advisor slips without a degree plan
3 increased emphasis on the value of advising by all from all administrators

17. Use of advisor slips

general agreement that the slips are not working.
" a waste of time"
" no clear purpose for using them "
" if to continue, stop giving pre-signed blank slips "
" we need something to check up the students but not sure what "

QUESTIONS FOR "ADVISING" INTERVIEW

Dept. _____

of faculty in the Dept. _____

of students (majors) _____
(minors) _____

Approximately how many students are advised each semester? _____

Who does the advising in your dept.?

_____ all faculty

_____ selected faculty

_____ graduate students

_____ administrators

_____ other (specify)

How many faculty are assigned advising? _____

How are the "advisors" selected? _____

How much advising does the chairman do? _____

How are students assigned to advisors? _____

alphabetically? _____

What are the steps in your advisory procedure as presently conducted in your department? school?

Do you perceive advising to be a problem in:

your dept? _____

your school? _____

the university? _____

What types of academic records are advisors provided for each advisee?

What techniques are used to encourage students to remain at S.F.A.?

Who advises students on probation?

Are there follow-up procedures?

Are new and transfer students handled differently from current students?

When are students contacted for advising?

- _____ midterm
 - _____ month prior to end of semester
 - _____ end of semester
 - _____ registration week
 - _____ other (specify)
- _____

What characteristics does a good advisor need?
Should everyone advise? If not, who should?

What can/ought we do to upgrade the advising skills of individual advisors?

How are advisors currently compensated for their time spent advising students?

How should advisors be compensated for their time?

- _____ promotion
- _____ tenure
- _____ other
- _____ merit raise
- _____ release time

How do you feel about designating "Directors of Advising" for dept., school, university? How should such persons be compensated?

Ideally, how should the advising process be conducted at SFA?

Realistically, how can we take action to improve the process on a short range and a long range basis?

Is it realistic for the Faculty Senate and Administration to try to develop a comprehensive policy on advising that would be embraced university wide? Should it be a school wide policy? Should each dept. develop its own procedure, as is presently the case?