

Faculty Senate Chair Report  
Board of Regents Meeting  
April 24, 2018

Good morning! Thank you for the opportunity to speak to you on behalf of the Faculty Senate and the Faculty Body. I am pleased to update you on our progress on a few of our Senate goals.

We are very pleased to announce the completion of a proposal to develop a career path for our non-tenured faculty members. We recognize how vital these individuals are to the overall education of our students, as well as to the success of our academic programs. For the purpose of the organization, all non-tenured faculty fall under the category of adjunct. Many of these individuals are full time employees who have dedicated their career to SFA. Under the current policies, these individuals have no opportunity for advancement. The Professional Welfare committee brought a proposal to the Senate that would reflect the value we have for our non-tenured faculty members. The recommendations include:

- The title adjunct not be assigned to faculty who have a recurring 9 or 12-month appointment and are identified as non-tenure track. Many of these are now titled as lecturer or clinical instructor.
- We recommend lecturers be given the title of Professor of Practice with a designation of Assistant, Associate, or Professor.
- For those individuals who are hired as clinical instructors, we recommend the title be changed to Clinical Professor of Practice with the designation of Assistant, Associate, or Professor.
- The recommendation is to amend SFA Policy 7.2 – Academic Appointments and Titles
- In order to allow these individuals a career advancement option, it is the committee's belief that SFA policy should also be amended so that individual colleges, departments, and/or schools can determine the evaluation process/criteria for professional movement and growth within the ranks of full-time non-tenure track clinical /teaching faculty [See *Administrative Evaluation of Adjunct Faculty Performance (7.5)*]. As with tenure-track/tenured faculty, the professional requirements and responsibilities of full-time non-tenure track clinical/teaching faculty vary greatly across the disciplines. Granting colleges, departments, and/or schools the autonomy to develop the process/criteria for advancement encourages a tailor-made outcome that mirrors the supporting goal of the SFA strategic plan.

This change in policy is in support of the strategic direction related to recruiting and retaining high quality faculty and staff, as well as aligning our policy with that of many other universities across the state and the nation.

In my February report, I provided an introduction to the Academic Excellence Initiative being led by the Faculty Senate. In collaboration with the Chairs Forum and Deans, we gave all faculty the opportunity to participate in identifying indicators of academic excellence for all stakeholders including, students, faculty, chairs, deans, the Provost, the President, and the Board of Regents. We received a number of well thought out responses that the Senate

reviewed and identified common themes. As with the previous survey initiated by the Deans, we did not receive the number of responses we would have liked. However, from the responses received, there were easily identified commonalities in the submitted indicators.

From a personal perspective, one thing I would hope we would do is to honor the voices of those individuals who took the time to respond. Faculty do not respond for many reasons. As busy professionals, I am sure you can relate to the number of requests that often flood your email inbox. While I am sure that some of the lack of response is due to apathy and disengagement, I think we also have faculty who have the best of intentions and miss a deadline while attending to more urgent responsibilities. Regardless of the reason, a lack of a robust response rate has the tendency to impede positive progress toward improvement. When that happens, those who did take the time to respond and are eager to engage in new initiatives are frustrated. If they have a couple of experiences like that, they are likely not to respond the next time as they feel it is not an effective use of their time or effort.

We had hoped to be able to provide you with a final document at this meeting but have recognized that was an ambitious goal and more time is needed to develop a final plan. It is my understanding our work has prompted the Deans to revisit the recommendation from the survey completed last year. We will continue to work in a collaborative manner with the Deans and Chairs to move forward with a plan for promoting and communicating a culture of Academic Excellence at SFA. I hope that we can take the information gained from the Dean's survey and the Faculty Senate initiative and make some positive gains in developing a vision for what Academic Excellence looks like across the university. I am sure you will continue to hear more about this from Jason as he leads the Senate in the continuation of this initiative.

The final thing that we are trying to accomplish before the end of the semester is reaching a decision related to the Ombuds position that has been proposed by the Faculty Senate. This project began as a requested proposal from the previous Provost in response to a bullying survey that was conducted over 5 years ago. The Senate presented the proposal about three years ago. It has been included in the Senate goals for the last three academic years. We are one of the few universities in the state that does not have this part time position designed as an impartial resource to address and resolve problems, advise faculty on identifying options when dealing with an issue, and coaching faculty through difficult conversations. A positive decision on this issue would be an affirmative step in support of the strategic directions related to recruiting and retaining high quality faculty and improving the culture.

The final item on my report to you is the faculty accomplishments since the February meeting. I had hoped to be able to present to you our Faculty Senate Teaching Award Winner, Chef Todd Barrios. However, he is in the kitchen right now preparing for today's meal for Culinary Café and could not be lured away from his responsibilities. We are very proud to honor Chef Todd who is a Clinical Instructor in the Hospitality Administration Program. I would like to share with you the introduction I gave during the Teaching Excellence Award presentations.

Chef Todd knew he wanted to be a chef from a young age when he began cooking dinner for his family of six at the age of 8 years old. He credits his mother with his love for cooking and the development of his teaching philosophy. He describes his mother as nurturing, creative, challenging, and trusting. He says, "Not only was my Mom a great teacher in the kitchen, but she always included life lessons to go along with it like responsibility, accountability, passion, self-motivation, and integrity."

Chef Todd's students and colleagues say similar things about him. I would like for you to hear their own words in describing his contribution to his program and the education of his students.

A colleague states, "Chef Todd is passionate about his profession and his enthusiasm shows in the classes he teaches. His student evaluations are high, and his students work hard because they respect his input and want to perform well for him. Chef Todd is constantly bringing teaching innovations to his classroom, both in his labs and online. He keeps up to date with trends in the hospitality industry and strives to give his students real life-experiences in the labs he teaches."

One of his students said, "Chef Todd has the most effective teaching style I have ever had the pleasure of experiencing. His tests are extremely challenging, but he teaches you the information for life, not just for the time frame of the test. He has so much knowledge to share with his students its shocking. When someone is as passionate as Chef Todd is about their craft, as a student, you can't help but love to learn what he has to say."

"I have had the opportunity to learn through example of this great teacher on how to become a great culinary student as well as practice professional behaviors. Mr. Barrios is good in culinary arts as well as at motivating student to be great in this area of learning. It was at one point I was not sure if I would continue on this educational path and after Mr. Barrios talked to me and has pulled the best out of me and I am now doing much better in my classes. I owe this all to Mr. Barrios."

Chef Todd has worked to develop new courses to enhance the culinary arts concentration and worked with colleagues to propose and receive approval for a Mobile Food Lab to provide students with transformative experiences in working on a Food Truck. He has collaborated across campus with other programs to provide service learning experiences for students. While he never imagined himself as a teacher, he appears to excel at it. It is for these reasons that the Faculty Senate selected Chef Todd Barrios as the recipient of the Faculty Senate Teaching Excellence Award.

In addition to the outstanding work of Chef Todd, I present to you 12 pages of accomplishments the dedicated faculty of SFA have achieved in the last two months.

This is my final report to you as Chair of Faculty Senate, I have said each time that I have been before you how honored I am to represent the faculty. It has been my privilege to serve this

year, and I have the greatest confidence that the Faculty Senate will continue to actively engage in the shared governance of this university under the strong leadership of Dr. Jason Reese.

I am happy to answer any questions you may have.