

**Faculty Senate
Lewis-Clark State College
Approved Minutes**

5/2/19, 3:15pm, SUB 143

Present: Amanda Van Lanen, Jenni Light, Leif Hoffmann, Lee Ann Wiggin, Susan Steele, LaChelle Rosenbaum, Scott Wimer, Natalie Holman, Samantha Franklin, Julie Bezzerides, Mike Love, Spencer Payton, Bryce Kammers, Kason Seward, Provost Lori Stinson, Greg Harman, Gary Mayton, Royal Toy, Jeannette Seward, Jennifer Weeks

- I. Call to order @ 3:19
- II. Consent Agenda approved by *Julie Bezzerides*, 2nd by *Mike Love*, *unanimously approved*.
 - a. Motion to approve minutes from 4/4/19 by *Lachelle Rosenbaum*, 2nd by *Jennifer Weeks*, *unanimously approved, one abstention*
- III. Invited Reports/Institutional Committees

Jenni Light

Hearing Board nominations: (division chair member, division chair alternate, and faculty alternate) – Krista Harwick (division chair), Chris Riggs (division chair alternate), Jennifer Anderson (faculty alternate) – vote needed; *Motion to approve by Scott Wimer*, 2nd by *Greg Harman*, *Unanimously approved*. See Appendix A for detailed recommendations.

Amanda Van Lanen

Compensation Review Committee: Nothing new. President Pemberton held town hall session. Proposal was made to add one more dependent to receive discounted tuition as an option for employees as a new benefit. Provost suggested an impact analysis should be done. Some discussion about how this might happen, but no decision was made. The President has responded to all requests on the CRC website.

Jenni Light

State Board of Education (SBOE) 4/17 update: There was a tuition increase; a plug was made for increasing compensation in the strategic plan and the President mentioned that compensation was our number one priority. The SBOE will meet in October at LCSC.

Scholarly Course Release (SCR) (formally mini-sabbatical) is on hiatus for the upcoming year due to funding. Budget for Faculty Development is the same. The hiatus is hopefully a one-year funding issue until budget is resolved. There is also a problem with some faculty getting SCR more than one time due to lack of interest. This process may be looked at again and possibly revamped.

Faculty response to creating “inter-semester”: One idea that came up was 2-3 credit courses taught in condensed format during shoulder seasons – i.e. for two weeks immediately after semester ends or two weeks before semester starts. Questions on the topic include: What is faculty response to doing something like this? What course would fit into this type of format?

Senate members were asked to discuss the idea with other faculty members in their divisions. DONSAM has already discussed the idea. Ideas included offering some labs, workshops, field trips, etc. Concern is the time load for students (amount of hours, content retention) and faculty (prep, grading, etc.). Concerns

mentioned also include cannibalizing numbers in fall or spring sessions. Would the courses be unique or would they be the same courses offered during fall or spring? Could teaching loads be altered? Provost Stinson commented that all decisions will ultimately be driven by financial aid.

Year in Review: See Appendix B.

IV. Division Updates

Social Sciences: New professors were hired in Social Work and Psychology

Library: Barbara Barnes retiring

BTS: Joni Mina and Diane Driskill retiring, Michelle Nelson new director

Humanities: Successful COMM professor search.

PSO: NA

Teacher Education: Event Wednesday for graduates and their K12 teachers. The event will be catered by the new “in house” hospitality program this year.

NHS: Three faculty leaving this year

DONSAM: Chair search had 2 candidates do presentations, both gave good presentations. No new hire yet.

MASS: Heather VanMullem leaving chair position; no new hire yet.

Humanities: Kevin Goodan leaving

Student Govt.: Incoming ASLCSC President Kasen Seward; graduation banquet on May 9th.

Institutional Research: Hired new Associate Director Mercedes Pearson

Provost: Encouraged everyone to go to farewell and graduation events

V. Standing Committee Reports

a. Budget, Planning and Assessment: Jenni Light – chair, no report

b. Curriculum: Lauran Nichols – chair – no report

c. Faculty Affairs: Leif Hoffmann:

- i. Policy 2.111: Faculty Affairs has rejected the proposal because the committee feels that it takes away choice for faculty whether they would like to be on tenure track when hired and gives the decision to the administration, increasing their power. Committee feels that the decision should be made by the newly hired faculty. They also feel that the use of the term “lecturer” is demeaning to some. It is really promotable? See Appendix C for more detail.
- ii. Policy 2.112: Language in faculty evaluations still being discussed. The decision is currently to keep the 4 tier systems. Concerns include the separation of salary and morale component, PSO got higher rankings in 3 and 4 and the “meets and exceeds” categories have morale issues. The committee is currently trying to align with PSO and CSO and use definitions earlier sent by Logan via email to use as baseline. The intent is that the achievement of the highest level tier is rare. The committee would like to add ratings guidance to the language. They also recommend that key words be in bold so everyone can see the key words when they sign their annual performance. The hope is that the wording change for “meets and exceeds” will improve morale. A suggestion was also made that the policy clearly states in writing that there is no quota for any of the categories. Provost Stinson commented that a bar graph was developed and the graph showed that 3s and 4s were divided equally among everyone. A request was made to see graph. The Provost will ask President if the graph can be put on the website somewhere. Amanda Van Lanen stated that the goal in writing the original policy was to get as many people as possible in category 3 and that the newly proposed scale will actually put more people in category 2.

Senate members were asked to discuss both policies at their fall retreats and to report back at the first Faculty Senate meeting during the fall semester 2019. Recommendations regarding Policy 2.112 are under a strict timeline. See Appendix D for detail on language changed.

- d. General Education: Brett Morris – chair, See Appendix E.
- e. Student Affairs: Amanda Van Lanen: Policy 2.116 revisions have been made. Policy can be changed. Motion to approve by *Lachelle Rosenbaum, 2nd by Mike Love, unanimously approved.* See Appendix F for more detail.
- f. President’s Council – Jenni; See Appendix G.

VI. Good of the Order

Spencer Payton: Concerns were expressed about the amount of time between alert and e-mail timing in reference to the bomb threat that took place in SAC earlier in the week. How does the alert process work? Provost Stinson commented that the buildings were evacuated immediately and then the fire department made the decision to call the bomb squad, which came from Spokane, which led to part of the perception as to why it took so long for the alert to go out. Notification did not actually match situation because of this. Dr. Hanson did visit with student government and he also reported this information.

Motion to adjourn by *Mike Love, 2nd by Scott Wimer, approved unanimously.*

Appendix A

Faculty Senate
Hearing Board Membership Recommendation
Current Board

Members	Term	Appointment	Tenure Status
Jennifer Anderson - HUM	2018FA - 2019SP	FS Alternate	NT
Debbie Goodwin - BUS	2018FA - 2019SP	FA	T
Leif Hoffmann - SS	2018FA - 2019SP	FA	T
Natalie Holman - BTS	2017FA - 2019SP	P Alternate	NT
Beverly Kloepfer - NHS	2017FA - 2019SP	P	T
Joni Mina - BTS	2018FA - 2019SP	FS Division Chair	T
Mike Owen - BTS	2018FA - 2019SP	FS Alternate	NT
Samantha Franklin-Thompson - LIB	2018FA - 2019SP	FA	NT
Ken Wareham - ED, Chair	2017FA - 2019SP	P	T

Hearing Board Recommendations

Member Name Voting Members	Term	Appointed by/ Role	Tenure Status
Samantha Franklin	FA19 to SP22	Faculty Association	NT
Debbie Goodwin	FA19 to SP20	Faculty Association	T
Leif Hoffman	FA19 to SP 21	Faculty Association	T
Natalie Holman	FA19 to SP 21	President	NT
Ken Wareham	FA19 to SP20	President	T
Krista Harwick	FA19 to SP22	Faculty Senate	I
Alternates			
Jennifer Anderson	FA18 to SP 20	Faculty Senate, Alternate	I
Chris Riggs	FA19 to SP21	Faculty Senate, Alternate	I
Jim Bowen	FA19 to SP22	President, Alternate	NT

Denotes Senate appointment

Appendix B

Senate in Review F18-S19

Sick leave policy – only used for times when sick, not personal leave time, no one should access your I- time but you.

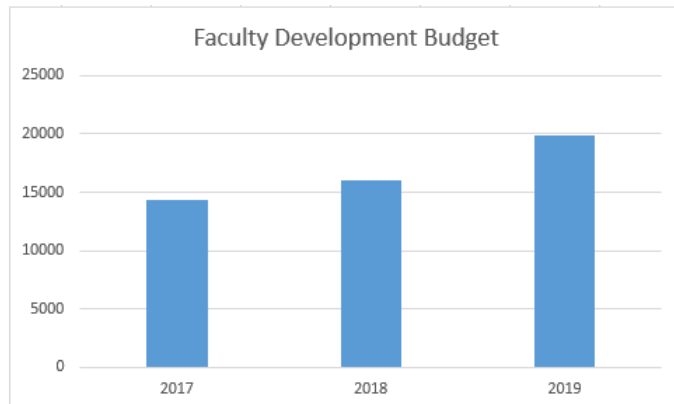
No change in course number when number of credits changes

Room configurations - question brought to Senate regarding room configurations – who “owns” the room, specifically, who put the sign up that says, “if you rearrange the furniture put it back” has led to a committee identifying campus classrooms configured for different teaching styles that will hopefully be part of room descriptions.

Provost supporting Faculty Association Webmaster & Secretary - Provost now including compensation for positions in Provost budget rather than Faculty Association

Sabbatical budget doubled - two semester-long and two year-long sabbaticals awarded for F19-S20

Faculty development increases (includes one-time 10k research award)



Changed name of “Mini-Sabbatical” to “Scholarly Course Release”

Report-back from divisions – now standard part of Senate meetings; several initiatives from divisions:

- Commitment to reducing single use plastic
- Inclusive language for syllabi

Compensation and compression remain top issue - for faculty in CRC and other venues

- 2nd Dependent benefit requested in CRC

Successful accreditation site visit

Academic Coaching – Student Affairs provided feedback to the Academic Coaching Taskforce as the new model was developed and assisted in revising policy 2.116.

Installed new LCSC president

Faculty Leadership Institute proposal submitted

Hearing Board updated policy, staggered terms

Benevolence Fund – established independence, updated governance policy

Appendix C

Policy 2.111 Tenure

Request: clarify in policy that Division Chair, Dean, and upper administration has a role in determining if a particular Instructor position is/ should be tenure track eligible.

Current Policy Statement:

3. Eligibility for Tenure Status

Pursuant to SBOE policy, tenure is available only to eligible, full-time institutional faculty members, as defined by the institution. Eligible full-time faculty members as defined by the institution include those academic faculty holding the rank of instructor, assistant, associate, and full professor. Instructors have the option of declaring tenure-track or non-tenure track status upon hire. Instructors may declare tenure-track status no later than the end of four full years of service. Once tenure-track status is declared one may not revert back to non-tenure-track status. Faculty holding the rank of adjunct instructor or lecturer are not eligible for tenure.

Proposed Policy Statement (proposed language only):

3. Eligibility for Tenure Status

A. Pursuant to SBOE policy, tenure is available only to eligible, full-time institutional faculty members, as defined by the institution. Eligible full-time faculty members as defined by the institution include those academic faculty holding the rank of instructor, assistant, associate, and full professor. **When an instructor position is approved for hire, the Division Chair, Dean, and Provost will determine tenure-track or non-tenure track eligibility. When an instructor line is approved as tenure track, the Instructors** has the option of declaring tenure-track or non-tenure track status upon hire. **The Instructors** may declare tenure-track status **for eligible positions** no later than the end of four full years of service. Once tenure-track status is declared one may not revert back to non-tenure-track status. Faculty holding the rank of adjunct instructor or lecturer are not eligible for tenure.

Pros:

- Allows Division Chairs/ Dean to be more strategic in the use of Instructor positions (e.g., to meet current program expansion needs; to move a position from program to program and from Division to Division as needs arise).
- Takes into account current fiscal situation of the institution (e.g., in a year of significant enrollment decline, this allows flexibility).

Cons:

- Instructor candidates might opt to not apply or leave the college if not offered tenure.

Faculty Affairs recommendation regarding proposed changes to Policy 2.111:

The Faculty Affairs committee unanimously rejects the language proposal request for clarifying in policy that Division Chair, Dean, and upper administration have a role in determining if a particular Instructor position is/ should be tenure track eligible. Faculty feels that it takes away the first choice of faculty to decide whether they want to be tenure-track or non-tenure track upon hire. In other words, the faculty felt that it diminishes the role of faculty while simultaneously increasing the influence of administration. Faculty felt strongly that once an instructor position is approved, it should be upon the hired faculty to make the choice instead of already predetermining the choice whether an instructor line is tenure track eligible or not.

Related to the request, the committee also discussed whether the faculty would feel comfortable with language that would distinguish between a lecturer position (lecturer = always non-tenure track) and an instructor position (instructor = tenure-track). However, after a very robust and lengthy discussion, the faculty felt strongly not to make this distinction. Faculty felt that the term "lecturer" is a demotion and that in practice there has not been much difference between tenure-track and non-tenure track instructors.

Appendix D

Faculty Affairs Proposed Recommendation for Policy 2.112:

The Faculty Affairs committee after a long and sustained discussion decided to keep a 4-Tier system to be as closely aligned with the system established by PSO/CSO and as requested by the administration. It is very important to note though that while the faculty ranking system is 4-tiers, it is not completely in line with the Professional Staff ranking system, meaning that the intent is that the highest level can be achieved for those faculty who earns this ranking, versus only in “rare occurrence” (a major concern of faculty). Thus, the committee considered it important to make some adjustments in language regarding the title/names of the four categories as well as in regards to ratings guidance language. Moreover, the Faculty Affairs committee strongly recommends that the ratings guidance language is incorporated in Policy 2.112 and the corresponding Annual Performance Review documents. Please find attached an edited Policy 2.112 as a proposal. You will also find the 4-Tier language and ratings guidance directly below:

“Comments are expected for all levels of the overall evaluation. CHECK ONE:

	Excellent Performance
	High-Quality Performance
	Achieves Performances Standards
	Does not Achieve Performance Standards

RATINGS GUIDANCE:

Excellent Performance:

This rating is reserved for individuals who demonstrated **excellence** within the current evaluation period that was **above and beyond** the standard expectations of a position.

High-Quality Performance:

This rating is reserved for individuals who demonstrated **high quality performance** within the current evaluation period that was **above average** for the standard expectations of a position.

Achieves Performance Standards:

This rating is reserved for individuals who **met** the standard expectations of a position. While there may be room for improvement or development, this rating denotes consistently satisfactory performance.

Does Not Achieve Performance Standards:

This rating is reserved for individuals who **failed** to meet the standard expectations of a position. Supervisors are expected to engage due diligence to communicate specific areas where improvement is needed.”

The Faculty Affairs committee hopes that these recommendations will be discussed at the respective divisions retreats with reports back to the first Faculty Senate meeting in fall 2019.

Appendix E

General Education Committee Year
End Report
Brett Morris

We have gone through all the name changes and curriculum committee requests. We prepared a course preparation template to guide future general education course creation. We have also been discussing the ex officio role of gen. ed. evaluators on the committee.

Future issues on the plate: the first meeting of the year, the integration of new members/departure of Jane and Eric, and the discussion of integration of area evaluations and institutional evaluations.

Appendix F

SUBJECT: Educational Advising

Background: The Lewis-Clark State College Educational Advising Policy provides philosophic and tactical strategies for successful advising practices. Included are roles and responsibilities for advisors, mentors, and students, as well as expected outcomes of the advising experience.

Point of Contact: The Advising Center

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Academic Affairs

Date of approval by LCSC authority:
Date of State Board Approval: n/a
Date of Most Recent Review:

Summary of Major Changes incorporated in this revision to the policy: Updated policy reflects Advisor Coaching Model of advising for freshmen beginning fall 2019.

Policy

1. Purpose and Philosophy

A. At Lewis-Clark State College, advising is central to the educational experience. Educational advising and mentoring are a fundamental, collaborative responsibility of full-time faculty members (mentors and advisors), professional advising staff, student peer mentors, and division chairs, supporting the general education mission of the College. Advisors and mentors share in this important responsibility with students, and evaluation of their advising and mentoring performance is part of their professional contributions to the College.

B. Educational advising is a comprehensive process encompassing all forms of advising, including mentoring, which promotes academic, career, and personal student development. It provides a decision-making framework and ensures a growth-fostering interaction through which the student, aided by the advisor, comes to realize the maximum educational benefits available. Educational advising is the responsibility of both the student and the advisor. Advisors and mentors are responsible for comprehensive and correct information. Advisors and mentors are facilitators of communication, coordinators of the student learning experience, and referral agents, who help the student define and develop realistic academic and career goals, assist in identifying the needs of the student in attaining these goals, and help the student successfully match available resources to these needs. Students gather and evaluate information, consider their personal values and goals, and make final decisions.

C. Effective advising can motivate students, enhance their learning experience, and prevent their premature departure from the institution. If it becomes necessary to suggest to a student a change of goals, institutions, type of higher education program, academic discipline, or even withdrawal from college, this would be carried out in an atmosphere of mutual respect, caring, and trust.

2. Procedures for Students Pursuing an Academic Program

At the point of college admission, academic students are provided with an advisor as follows:

- A. First time freshmen, returning students, and transfer students with less than 14 transferable/earned credits to The Advising Center with initial advising occurring during a Student Advising and Registration (STAR) program.
- B. Transfer and returning students with 14 or more transferable/earned credits to instructional divisions.

3. Academic Coaching Model

- A. Academic coaching is a holistic, hands-on model. It expands the role of academic advisor from helping students select majors, minors, and semester class schedules to helping students utilize appropriate resources to benefit all facets of their college experience. Upon their initial semester at LCSC, students (freshmen) advised through The Advising Center will be provided with an Advisor, a Faculty Mentor, and a Peer Mentor.
- B. Freshmen will complete a semester long, for-credit orientation course prior to transitioning to advising by academic instructional divisions. Minimal components completed will include the following: career plan, academic plan, resume-building engagement activity, and a final culminating assignment demonstrating readiness for pursuit of their major.

4. Procedures for Students Pursuing a Career & Technical (CTE) Major

At the point of college admission, CTE students are provided with an advisor as follows:

- A. Newly admitted CTE freshmen will meet with a CTE faculty or staff advisor for the purposes of career guidance, assessment, and goal clarification. During this meeting, admitted students will be provided with information regarding developmental course preparation, next steps in the registration process, and other facets of their college experience. Once registered through a STAR program, students will be assigned to a faculty advisor. Additionally, freshmen will be assigned a peer mentor. If registered as a pre-program student, students will be provided with a staff advisor and faculty mentor until fully admitted to their program.
- B. Transfer or returning admitted CTE students with over 14 credits will be directed to the appropriate CTE division for advising.

5. Institutional Responsibility

The College will:

1. provide training and information to assist advisors and mentors in improving their skills;
2. provide accurate and current information pertaining to student advisees (i.e., credit evaluations, test scores, transcripts, etc.);
3. inform students as to their responsibilities related to advising and mentoring; and
4. support and enforce advising policy.

6. Mid-term Grades

Instructors assign mid-term grades in Warrior Web for all courses numbered 299 and below, to assist advisors in communicating with advisees. Faculty are strongly encouraged to enter mid-term grades for all courses.

7. Advisor Responsibilities

Advisors support and attend to student concerns. Each advisor should know how to access student information, institutional policies and campus resources that address individual advisee needs and provide the following (not in priority order):

1. work with students to build a course schedule and prepare a course plan;
2. approve semester course schedules and release to register;
3. provide assistance with navigating financial aid, tuition/fee payment, and housing processes;
4. work with students to build a career plan and find opportunities for career growth;
5. contact students about key campus events and deadlines;
6. direct students to campus resources;
7. use enrollment confirmation, grade checks, mid-term and final grades to inform interaction with advisees;
8. answer questions relating to courses and policies;
9. encourage students to fulfill aspirations and goals; and
10. respect, listen, and respond to students.

8. Faculty Mentor Responsibilities

Faculty mentoring takes multiple forms, both formal and informal. Mentors support and attend to student concerns. Mentors should know how to access student information, institutional policies, and campus resources that address individual mentee needs and provide the following (not in priority order):

1. work with students to identify academic, professional, and personal goals;
2. help students explore career or graduate school opportunities in their majors;

3. provide information about students' majors;
4. answer questions relating to majors and career goals;
5. encourage students to fulfill their aspirations and goals; and
6. respect, listen, and respond to students.

9. Student Responsibilities

Students have a large responsibility in the advising system and should take the initiative in seeking advisement and developing positive relationships with their advisors and mentors. In order to do this effectively, students should:

1. set appointment times to meet and get to know advisors and mentors;
2. share interests and goals with advisors and mentors;
3. prepare questions and ideas for meetings with advisors and mentors;
4. explore interest in majors, minors, or certificates;
5. know major degree requirements;
6. develop a course plan for meeting graduation requirements;
7. ask advisors or mentors for help when needed;
8. be familiar with institutional policies relating to students;
9. stay current with LCSC communication (texts, email, etc.);
10. know LCSC deadlines and important dates; and
11. respect, listen, and respond to advisors and mentors.

10. Peer Mentor Responsibilities

Peer Mentors are current LCSC students who will work with freshmen to:

12. answer questions students have that relate to student life;
13. assist students in completing SD107 requirements;
14. guide students in making connections on campus;
15. support and respect advisor's recommendations when interacting with students; and
16. respect, listen, and respond to students.

Appendix G

Senate Summary of President's Council Meeting – 4/5/19

Announcements – CTE building groundbreaking April 19. Parking and mud may be an issue.

Note that people will be required to walk a distance from parking to building. Golf carts will be available to assist those who need it.

Campus conversation regarding compensation plan Monday April 8 – 4:00. **Note (from events that transpired after President's Council):** compensation plan favored by those who voted ~60% was for including percentage for compression in 4-tier model. In a subsequent email, the President's response regarding proposed change to promotions was this:

Given our current time-frame and the feedback received, our path forward will be as follows:

1. Faculty being promoted will receive their full CEC amount in alignment with the preferred compensation plan.

2. I am asking the Provost to coordinate a process with Faculty Senate to inventory, analyze, prioritize and ultimately forward recommendations regarding possible internal faculty resource reallocations associated with existing salary-related supports; such as: scholarly course releases, reassigned time, payments-in-addition, grant incentives, course development stipends, summer teaching pay scales, professional development funding, and sabbaticals. Following the recommendation of faculty leadership, this process will be engaged by faculty (i.e., Faculty Senate/Faculty Affairs Committee) during the fall 2019 semester; with the goal being to identify potential internal faculty salary redistribution strategies that faculty can support.

Provost: continuing to develop transfer partnerships with Spokane CC and NW Indian college

VP Hanson – enrollment is down but applications are up. Discussion of retention ideas from Student Services

VP Kilburn – SBOE meets Wednesday April 17, tuition increase proposed is 5% - similar to other institutions. Shared powerpoint that showed where money would be spent. This is different than previous years as no mention of how much will be spent where. Clarified CEC is \$550 base for everyone

– the rest is merit-based.

Jenni Light presented faculty response to proposal to move emeritus from @lcsc.edu to @lcmail.lcsc.edu. Approximately 3/4 faculty preferred to keep @lcsc.edu. Suggested that some emeriti do not have a preference so administration could ask them either when they retire if they want the

@lcsc.edu address or about two years after they retire to see if they still want their @lcsc.edu address.

Kevin Reynolds (PSO) and Kim Vogel (CSO) reported on nominating emeritus for staff. Constituents are interested in doing this for meritorious retirees. BSU does something similar. They will draft a proposal, likely using faculty verbiage to present administration.

Julie Crea presented budget proposal for integrating operating costs into the budget. Previously these kinds of costs were taken from reserves, then replaced at a later date. There is a three year budget that develops this operating budget which includes ongoing maintenance, updates, compliance, and equipment/technology replacement.

Vicki Swift presented hiring checklist recently developed for those who do hiring which includes a timeline for doing things.

Meeting summaries can be found here:

<http://www.lcsc.edu/president/leadership/presidents-council/meeting-summaries/>