

Minutes, Baylor University Faculty Senate
9 April 2013 • 3:30 p.m. • Cashion 110

- I. Call to Order: Dr. Todd Still
- Members Absent: Garrett Cook, Lori Baker, Ron Morgan, Mary Margaret Shoaf.
- II. Invocation: Dr. David Hurtt
- III. Approval of Minutes from the 12 February 2013 Meeting: Unanimous.
- IV. Presentations
- A. University Archives (Amanda Keys Norman): One of Ms. Norman's goals, as two-year holder of the Archivist position, is to familiarize all parts of Baylor with the role of the University Archivist. Her visit to the Faculty Senate is part of her activities to achieve that goal. The archives have been housed at the Texas Collection since 2007. Archive personnel are engaged in digitizing such materials as the *Baylor Lariat* (since 1900), and many other materials chronicled on the Archive-It-Baylor University web site: <http://www.baylor.edu/Lib/Texas/index.php?id=68345> . Ms. Norman left business cards for the Senators to obtain if they wished.
- B. Electronic Evaluations (Erich Baker): Erich Baker is a member of the Electronic Evaluation Committee. He related the background of the concept of electronic evaluations, and noted that there seems to be virtually NO skewing of the results from either paper or on-line evaluations.
- One Senator added that he was concerned with the rate of return from students; Erich said that the return rate is, on average, 70%--about 9% less than the return from paper evaluations.
- Another Senator noted that his school had had very low returns—on the order of 22%, so low that these evaluations could not be used for tenure evaluation. Erich agreed that this level of return disqualifies them from tenure evaluation.
- Another comment: there appear to be fewer responses to open-ended questions on the electronic evaluations than on the paper evaluations. Erich replied that this did not seem to be an issue, judging by his experience.
- Dr. Still noted that one could ask students to bring their laptops/iPads to class on evaluation day, and then set aside time in class for the evaluation.
- Asked "is this a done deal?" Provost Davis reported that the Faculty Senate had originally (three years ago) communicated a Faculty Senate committee response to this issue which she read as positive—as saying "Let's do this." So the committee was instituted not to study whether or not to adopt the program, but to study how *best* to adopt the program.
- C. Teaching/Learning Technology Committee (Rachelle Rogers and Lenore Wright): Provost Davis opened this conversation by introducing the two Committee members. Dr. Davis noted that she tasked the Academy on Teaching and Learning to study the issue of on-line learning; she added that they had done a great deal of thinking and group discussion and hard work in pursuing this issue.
- Clinical Professor Rogers discussed the procedures followed by the committees that reviewed the whole issue of distance learning: e.g., MOOCs (Massive Open Online Courses), etc. (See appended copy.)

Following the report, Senators provided a few comments and questions to begin the conversation on this issue.

A Senator asked of we accept credit for online courses; Dr. Davis noted that we already have decided that “method of delivery” does not affect whether or not Baylor accepts transfer credit. The issue, said Dr. Davis, is NOT “online courses”; it is *transfer credit*.

Dr. Davis adds that she sees this as an opportunity for students to get transfer credit, but still Baylor decides WHAT transfer credit they can get. One of us added that one cannot discern whether or not applications for transfer credit present the school from which credit was earned—but not the method by which the material was delivered. She added that this seems to be a high-quality opportunity for our students—but she did not want us to be surprised at it.

- D. Clinical Faculty (Jim Bennighof): Dr. Still noted that the Council of Deans received policies and procedures concerning a new Baylor faculty classification, “Clinical Faculty.” Vice Provost Dr. James Bennighof reported the material to the Council of Deans, and at Dr. Still’s request brought the same material to the Faculty Senate.

Dr. Bennighof noted that faculty in this classification are expected to teach and engage in practical operations, and in some cases to engage in some research as well. Currently, these people are mostly titled “Lecturers.” The greatest number of such Baylor faculty are members of the School of Nursing, who are literally “clinical” faculty. About 20 Nursing School faculty are in this category. A few also appear in the School of Education, in the Business School, and even a few potentially in the School of Music.

Dr. Bennighof noted rconcerning the number of “clinical faculty members” that the numbers are low. He would expect five-ten such people to be hired in the next few years—and perhaps more likely on the low end. He added that current faculty may seek this status, and that departments can hire for these positions—though he does not think many such positions are likely to be sought.

- V. Other Items of Business [Foregone until the May Faculty Senate meeting]

- A. Amendment of Honor Code
- B. Final Exam Schedule
- C. Minimester Schedule

- VI. Election Returns and Reports

- A. Senate Election Results (Hanks) Reported and received by the Senate. One senator asked that the results be reported to all faculty by a mass mailing. Dr. Still stated that this could be done [it has been done as of late April].
- B. Nominating Committee for Selection of Officers for 2013-14 (Still): Dr. Still noted the seven members of the committee, and asked that any Senator who had a nomination for one or more Senate Officers send him an electronic nomination, AND send a copy to Adrienne Conradt. The members of the committee: Hope Johnston, Ann McGlashan, Michael Parrish, Dave Hurtt, Randy Wood, Tim McKinney, and Gaynor Yancey.

- VII. Reports: Most reports were postponed owing to the lateness of the hour.

- A. Chair Report (Still)
- B. Student Life (Wood)

- C. Enrollment Management/Staff Council (Patton) Senator Patton noted that Ms. Sue Koehler was elected chair of the Staff Council during this year's election.
- D. Athletic Council (Neubert)
- E. Admissions (Burlison)
- F. Global Education Task Force (Spies)
- VIII. Other Matters Arising
- IX. Adjournment

***Final Faculty Senate Meeting for the Spring Semester—May 7th at 3:30 p.m. [Amended Date/Time]
Judge Starr will be our guest.***

Addendum: Final Examination Analysis 2/15/13

Actual Spring 2013 schedule					
	9:00 a.m.	11:30 a.m.	2:00 p.m.	4:30 p.m.	7:00 p.m. (Evening Classes)
Wednesday, May 08, 2013	MWF 1:25 p.m.	Dept Exams	TR 3:30 p.m.	TR 8:00 a.m.	Wednesday
Thursday, May 09, 2013	MWF 4:40 p.m.	Dept Exams	TR 2:00 p.m.	MWF 11:15 a.m.	Thursday
Friday, May 10, 2013	TR 11:00 a.m.	Dept Exams	MW F 3:35 p.m.	TR 12:30 p.m.	Tuesday
Saturday, May 11, 2013	MWF 9:05 a.m.	Dept Exams	MW F 12:20 p.m.	Irregular Sections	
Monday, May 13, 2013	MWF 10:10 a.m.	Dept Exams	TR 9:30 a.m.	Make Up Exams	Monday
Tuesday, May 14, 2013	MWF 2:30 p.m.	Irregular Sections	MW F 8:00 a.m.		

Grades Due:

Tuesday, May 14, 5:00 p.m.--Degree Candidates

Wednesday, May 15, 5:00 p.m.--All Other Students

Option for Five Days of Final Exams (Spring 2013 example)					
	9:00 a.m.	11:30 a.m.	2:00 p.m.	4:30 p.m.	7:00 p.m. (Evening Classes)
Tuesday, May 7, 2013					Tuesday
Wednesday, May 08, 2013	MWF 1:25 p.m.	Dept Exams	TR 3:30 p.m.	TR 8:00 a.m.	Wednesday
Thursday, May 09, 2013	MWF 4:40 p.m.	Dept Exams	TR 2:00 p.m.	MWF 11:15 a.m.	Thursday
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Students

Addendum: Email from Vice-President Wes Noll to Faculty Senate Chair Todd Still: Minimester

Dear Todd:

Hello there! I hope this message finds you doing well. As I know you are aware, we have had an issue with an overlap between the Minimester and Summer I dates for some time. We have continued to work on this matter to try and find a resolution. In particular, the University's Calendar Committee (a faculty group chaired by Beth Willingham) has come up with the possibility of beginning the Minimester on the Wednesday PRIOR TO the May commencement and then running until the day prior to when Summer I would begin. This change, if approved, would take effect in Summer 2014 (NOT 2013, which is already planned). I am writing to see what you think of this idea. What would you think of beginning the Minimester so soon following final exams (they would end on Tuesday prior to beginning the Minimester on Wednesday)? Would you see this new approach as an improvement on our current situation with the overlap between Minimester and Summer I?

This change would not impact Summer 2013, but, just as an example, if this plan were in place now, Summer 2013 would look as follows:

2013 Example

Minimester would run May 15-May 31 (roughly, perhaps to June 3, but it would end prior to June 4)

Summer I would run June 4 to July 9

The Calendar Committee has worked extremely hard on this matter, and the idea above appears to be the best option at this point. I would be delighted to hear your thoughts.

Thanks for your help, Todd!

Wes

Addendum: Proposed Honor Code Changes (in red)

III. DEFINITIONS

As used in this policy, the following terms have the indicated meanings:

A. *Academic matter* means an activity that may affect a grade or in any way contribute toward the satisfaction of the requirements for graduation without reference to the focus of such activity. Academic matters include, but are not limited to, the following activities:

- (1) An examination.
- (2) A research assignment or other activity to be done outside the class.
- (3) Work that is in whole or partial satisfaction of requirements for the receipt of course credit for participation.
- (4) An activity for which course credit is given.

B. *Baylor University* means the various academic units, including the College of Arts and Sciences, the Hankamer School of Business, the School of Education, the School of Engineering and Computer Science, the Graduate School, the Honors College, University Libraries, the School of Music, the Louise Herrington School of Nursing, the George W. Truett Theological Seminary, and the School of Social Work. The academic work in the Baylor School of Law is governed by its own honor code, which is stated in the School of Law catalog.

C. *Dishonorable conduct* means an act of academic dishonesty. The term dishonorable conduct includes, but is not limited to, the following acts:

- (1) Offering for course credit as one's own work, in whole or in part, the work of another.
- (2) Plagiarism, that is, incorporating into one's work offered for course credit passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with quotation marks, footnotes, or another appropriate written explanation.
- (3) Offering for course credit one's own work, but work that one has previously offered for course credit in another course, unless one secures permission to do so prior to submission from the instructor in whose course the work is being offered. **Likewise students may not submit work for credit at Baylor for which they have already received credit at a high school or at another academic institution.**
- (4) Offering for course credit work prepared in collaboration with another, unless the student secures the instructor's permission in advance of submission. A student does not prepare work in collaboration with another if he or she merely discusses with another a matter relevant to the work in question.
- (5) Invading or attempting to invade the administrative security maintained for the preparation and storage of examinations.
- (6) Using, during an examination period, material not authorized by the instructor giving the examination.
- (7) Taking an examination for another student or knowingly permitting another person to take an examination for oneself.

(8) Giving, receiving, or obtaining information pertaining to an examination during an examination period, unless such action is authorized by the instructor giving the examination.

(9) Divulging the contents of an essay or objective examination designated by the instructor as an examination not to be removed from the examination room or discussed.

(10) Taking, keeping, misplacing, tampering with, or damaging the property of Baylor University, a faculty member, or another student, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage. This section is intended to include, but not be limited to, material in a university library.

(11) Misrepresenting facts about one's self or another for the purpose of obtaining an advantage, either academic or financial, or for the purpose of injuring another student academically or financially, including providing false grades for resumes for placement use.

(12) Failing to follow the instructions of a professor in completing an assignment or examination, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage.

(13) Taking, without first reporting such fact to the appropriate faculty member, an examination about which one has unauthorized information, even though such information was obtained unintentionally.

(14) Witnessing conduct which one knows or should reasonably know is dishonorable and failing to report it as required by this Honor Code.

(15) Communicating with a member of the Honor Council, other than the chair, about an alleged violation of the Honor Code that has been brought to the Honor Council, but not heard. It is the intent of this paragraph to prevent *ex parte* communications with members of the Honor Council.

(16) Altering or falsifying academic documents such as transcripts, change of schedule forms, closed class cards, doctors' excuses, grade reports, and other such documents, **including email messages originating from Baylor administrators or professors.**

VI. THE HONOR COUNCIL

A. Composition

The Honor Council is composed of 10 student members and 10 faculty members. Each student member must have a current and cumulative grade point average of 3.0 or higher at the time of the appointment and must maintain a current and cumulative grade point average of 2.5 or higher during service. The student members shall be appointed annually by the executive vice president and provost. The faculty members, one from each school and the University Libraries, shall be appointed for three-year terms by their respective deans (no representative is appointed by the Graduate School because its faculty hold appointments in the other schools and colleges). A chair and vice chair shall be appointed by the president from among the faculty members of the Honor Council.

In the event a quorum cannot be obtained for a pending matter, and the chair determines that a hearing must occur before a quorum can be obtained using regular Honor Council members, students serving on the Disciplinary Committee, the Student Court, or the Academic Integrity Student Advisory Board may be used as substitutes, provided they otherwise meet the qualifications of the Honor Council members and have received similar training. **Should not enough faculty representatives be available for a quorum, the Chair of the Honor Council may temporarily appoint one or more faculty representatives from a list of alternative faculty representatives established jointly by the Provost and the Academic Deans at the beginning of every academic year.**

Addendum: Final Examination Schedule Revision

Research Findings

- The most common final exam alignment in the Big 12 is 0 study days and five days of final exams.
- TCU is the only other Big 12 school that conducts a certified commencement and distributes diplomas at commencement.
- The deadlines for grades being due at similar private institutions varies widely, but Baylor's deadlines were the shortest of those responding to a recent survey that included 20 institutions.

Recommendation

- Shorten the number of final exam days to five in order to complete final exams earlier and allow more time for grading/administrative checks.

Potential Outcomes of Recommendation

- Successfully creates an extra day for grading/administrative checks.
- Leads to more time between final exams and commencement for students, which could impact participation rates.
- May increase the number of students with three or more exams on one day.
- Would create heavier exam days for students.
- Would lead to evening finals being scheduled on a day that evening finals have not been in the past.
- Would eliminate final exam slots for irregular classes, one day per week classes, and make-up exams. (There is no data to indicate how frequently these slots are currently being used.)

Addendum: Draft, Clinical Faculty Proposed University Policy

BU-PP [719]

POLICY ON CLINICAL FACULTY AT BAYLOR UNIVERSITY

DRAFT—April 3, 2013

I. Scope

This policy applies to all full-time faculty members at Baylor with the title of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

The process for reviewing Clinical Faculty for contract renewal and promotion is described in the document entitled “Procedures for Review and Promotion of Clinical Faculty at Baylor University.”

II. Policy

A. Role in the University

The primary responsibility of Clinical Faculty at Baylor University is teaching undergraduate and/or graduate students, and this activity occupies the majority of most of these faculty members’ workload. Clinical Faculty are specifically qualified with respect to practical knowledge and experience in their disciplines. This practical perspective often defines their teaching responsibilities, which may address practical issues or even consist of pursuing and/or supervising work with students in a clinical or professional setting. Clinical Faculty may be expected to be active themselves in such settings. They ordinarily pursue research or creative activities in their fields, but this may in many cases be collaborative in nature and/or focus on professional practice or programs. Moreover, it is common for Clinical Faculty to be engaged in professional service activities in connection with organizations that focus on practice-oriented issues. Review processes for Clinical Faculty support these interrelated emphases by addressing each faculty member’s teaching, scholarship and/or creative work, and service in the context of his or her practical engagement.

B. Responsibilities and opportunities

A full workload for a Clinical Faculty member is the equivalent of twelve credit hours of teaching per semester. Most or all of the workload for Clinical Faculty will ordinarily be assigned to teaching, but they may receive some load credit for scholarly and/or creative work and/or for administrative duties. Clinical Faculty are eligible for assignment to university, college and school, and departmental faculty committees, with the exception of committees that evaluate and make

recommendations regarding the appointments of candidates for tenure and tenure-track positions and committees that make recommendations regarding the dismissal of tenured and tenure-track faculty members. Clinical Faculty are eligible for election to the Faculty Senate, and are eligible to apply for summer sabbaticals. They may also apply for graduate faculty status (provided they hold a terminal degree). However, no Clinical Faculty member has any right or entitlement to any such position, status, sabbatical, program, or responsibility.

Clinical Faculty members may apply for appointment to available tenure-track positions. If a Clinical Faculty member applies for but does not receive a tenure-track position, this shall not negatively affect his or her status as a Clinical Faculty member.

C. Clinical Faculty Ranks

Because academic disciplines vary widely with respect to the exact nature of achievement within professional settings, the following descriptions are general with respect to professional achievement. Individual academic units ordinarily establish criteria for each rank more specifically with respect to achievements that pertain to their professional discipline(s).

Clinical Faculty may hold the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

Faculty at the rank of Clinical Instructor ordinarily hold at least the master's degree in the field of their appointment or an appropriately related field; they ordinarily have at least three years of professional experience in this field as practitioners and/or educators; and they have demonstrated the potential to teach effectively.

Faculty at the rank of Clinical Assistant Professor have earned the doctoral degree or have earned the master's degree and have attained an appropriate level of achievement in the field of their appointment or an appropriately related field; they ordinarily have at least five years of professional experience in this field as practitioners and/or educators; they have demonstrated the ability to teach effectively; and they are active in the scholarly and/or practitioners' organizations in the field.

Faculty at the rank of Clinical Associate Professor have earned the doctoral degree or have attained an equivalent level of achievement in the field of their appointment or an appropriately related field; they ordinarily have at least seven years of professional experience in this field as practitioners and/or educators; they are experienced, effective teachers; and they have made significant scholarly and/or creative contributions to the practical aspects of their field and/or contributions to the scholarly and/or practitioners' organizations in the field.

Faculty at the rank of Clinical Professor have earned the doctoral degree or have attained an equivalent level of achievement in the field of their appointment or an appropriately related field; they ordinarily have at least ten years of professional experience in this field as practitioners and/or educators; they demonstrate seasoned leadership in their teaching; they have produced a distinguished record of scholarly and/or creative contributions to the practical aspects of their field; and they are recognized as leaders within the scholarly and/or practitioners' organizations in the field.

D. Terms of appointment

A Clinical Instructor receives an initial letter of appointment for a full year, and may receive an additional appointment for a second year. In order to continue as a Clinical faculty member for a third year, the faculty member would need to be appointed as a Clinical Assistant Professor for that year

Clinical Assistant Professors receive letters of appointment for a full year, and their appointments may be renewed for a maximum of seven consecutive years (including any years spent as Clinical Instructor). During the third year of a Clinical Assistant Professor's appointment (including any years spent as Clinical Instructor), a formal evaluation of his or her work will be conducted by his or her department chair, the tenured members of the department, any Clinical Associate Professors or Clinical Professors in the department, and the dean or the dean's representative.

A Clinical Assistant Professor may apply at any time for promotion to the rank of Clinical Associate Professor with the approval of his or her department chair, the dean, and the Provost. Any Clinical Assistant Professor in his or her sixth consecutive year (including years spent as Clinical Assistant Professor or Clinical Instructor) will be considered for promotion to the rank of Clinical Associate Professor. If a Clinical Assistant Professor successfully applies for promotion to the rank of Clinical Associate Professor, his or her appointment as a Clinical Associate Professor will commence in the year following the year in which the application was made. If a Clinical Assistant Professor is not promoted to the rank of Clinical Associate Professor in the sixth year, the Clinical Assistant Professor will receive a terminal contract for the seventh year; the Clinical Assistant Professor's appointment will end at the conclusion of this seventh year.

Clinical Associate Professors are ordinarily appointed for three-year terms. In the third year of a term, the school and department will determine whether to renew the Clinical Associate Professor's appointment for another three-year term. If this decision is negative, the Clinical Associate Professor will receive a terminal contract for the following year; his or her appointment will end at the conclusion of that year. There is no limit to the number of three-year terms that a Clinical Associate Professor might serve.

Clinical Professors are ordinarily appointed for five-year terms. In the fifth year of a term, the school and department will determine whether to renew the Clinical Professor's appointment for another five-year term. If this decision is negative, the Clinical Professor will receive a terminal contract for the following year; his or her appointment will end at the conclusion of that year. There is no limit to the number of five-year terms that a Clinical Professor might serve.

Employment as a Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor is not a tenure-track appointment and creates no expectation of eligibility for tenure; tenure is not granted at Baylor unless application for tenure is made by the faculty member and approved by the Provost and President as specified in the University Tenure Policy. In order to continue past the seventh consecutive year, the faculty member must apply for the rank of Clinical Associate Professor before or during the sixth consecutive year of employment as a Clinical Assistant Professor or Clinical Instructor. Appointment as a Clinical Associate Professor will not be granted by default; there is no *de facto* appointment as a Clinical Associate Professor.

Clinical Instructors or Clinical Assistant Professors in their first or second year of consecutive, full-time service at Baylor who will not be reappointed for a subsequent year must be notified of the intention not to reappoint by April 15. Those in their third year of consecutive, full-time service at Baylor who will not be reappointed for a subsequent year must be notified of the intention not to reappoint by December 15; if they are notified after this date, they will receive employment for the following academic year. Those in their fourth, fifth, or sixth year of consecutive, full-time service at Baylor who will not be reappointed must be notified of the intention not to reappoint by April 15 of the year preceding the final year of employment at Baylor. A non-reappointment decision can be reached as a result of a third-year review (as described in Section III.C.8-9) or at the point of the consideration of application for promotion to the rank of Clinical Associate Professor (as described in Section III.D.8-12), but such a decision may also be reached by the Provost in consultation with the Clinical Instructor's or Clinical Assistant Professor's dean in any of the other years.

Appointment to the rank of Clinical Associate Professor generally follows both (1) six years of consecutive, full-time service as a Clinical Assistant Professor or Clinical Instructor at Baylor and (2) successful application for the rank of Clinical Associate Professor, according to the Procedures for Evaluation and Promotion of Clinical Professors. Appointment to the rank of Clinical Professor generally follows the processes outlined in that document as well. However, in some cases different processes may be used to appoint faculty members to the rank of Clinical Associate Professor or Clinical Professor (for example, following significant periods of service at Baylor or at another institution in a capacity other than that of Clinical Assistant Professor, or in a non-academic setting); such an appointment would be made by the President, in consultation with the Provost and the relevant Dean. In any event, application for and appointment to the rank of

Clinical Associate Professor or Clinical Professor is not an application for tenure, and Clinical faculty have no guarantee of continued employment beyond the term specified in this policy.

A faculty member who is promoted from Clinical Instructor to Clinical Assistant Professor, from Clinical Assistant Professor to Clinical Associate Professor, or from Clinical Associate Professor to Clinical Professor at Baylor will receive a salary increase recognizing the promotion in rank. However, if budgetary constraints make such an increase impracticable in any particular year, the promoted faculty member will receive an increase in the next budget period when funds are available.

Appointment to the rank of Clinical Associate Professor or Clinical Professor acknowledges the anticipation that the faculty member will continue to provide valuable service to the university. However, because Clinical faculty do not hold tenure at Baylor, it is possible that they will at some point not be reappointed to a new three- or five-year term, for example because of a change in instructional needs within the department, or because of poor performance on the part of the faculty member. A Clinical Associate Professor or Clinical Professor who is not to be reappointed must be given a terminal one-year contract by April 15 of the academic year prior to the final year of service.

D. Alteration of schedule due to FMLA or similar circumstances

A Clinical Assistant Professor may request an extension of the time limit for application for appointment as a Clinical Associate Professor if circumstances have limited his or her ability to demonstrate the professional credentials for the Clinical Associate Professor appointment. When a faculty member takes a leave for one of the reasons specified in the University's Family Medical Leave Act Policy (BU-PP 408) for three months or more, the year in which the leave is taken is not counted as a year towards the Clinical Associate Professor decision. In the situation in which a faculty member chooses to take less than three months of leave under the Family Medical Leave Act Policy, but the faculty member's regular dedication to his or her duties as a Clinical Assistant Professor has nevertheless been seriously disrupted, he or she may request that the year in which this occurs not count as a year towards the Clinical Associate Professor decision. The faculty member who desires such a one-year extension, for FMLA or other reasons, must apply through her or his department chair and dean to the Provost. Any request for extension should be made as soon as possible, but in no event later than the end of the contract year in which the situation occurs. The Provost shall respond to any such request within ten business days. Final approval of such extensions rests with the Provost and will be evaluated on a case-by-case basis. Under no circumstances may such an extension be used to reach a negative Clinical Associate Professor decision for a faculty member; furthermore, a lack of productivity during the year in which such an extension was granted should not be counted against the faculty member in the Clinical

Associate Professor decision. However, the quality of work on assignments that the faculty member did perform during this year may be considered in the Clinical Associate Professor review.

E. Dismissal during term of appointment

The appointment of a Clinical Faculty member may be canceled during the term of such appointment pursuant to the procedure provided in BU-PP 705, Dismissal. Such cancellation shall terminate all rights arising from the appointment and this Policy, including any right to reappointment and any right to notice of non-reappointment. Nothing herein in any way limits Baylor's right not to reappoint a Clinical Faculty member, provided adequate notice has been given as provided in this Policy.

Approved:

Kenneth Winston Starr, President

Date

Teaching, Learning, and Technology Committee
Report to BU Faculty Senate by
Rachelle Rogers and Lenore Wright
9 April 2013

TLTC Subcommittees

Presentation to the Faculty Senate
Rachelle Rogers
Lenore Wright
April 9, 2013

Background

- TLTC is an advisory committee appointed by the Committee on Committees
- Consists of faculty and staff from across the University
- In fall 2012, Provost Davis charged the committee to research and advise the administration regarding the direction of Baylor and technology-enhanced learning

Divide and Conquer

- Subcommittees were formed in order to accomplish the charge
 - The Environment
 - Guest Speakers
 - Faculty Focus Groups
 - Pilot Programs
 - Technology Tools

The Environment

- Members
 - Dennis Horton (chair), Robin Rogers, Steve McLain, Vincent Cronin, Michelle Brown and Nathan Roberts
- An Annotated Bibliography
- Review of Online Education
- Glossary of technology terms

Annotated Bibliography

- General articles
- Pedagogy
- MOOCs [Massive Open Online Courses]
- Discipline specific articles

Review of Online Education

- Peer Institutions
 - Boston College, Duke, Fordham, Northwestern, Notre Dame, Rice, SMU, Stanford, Syracuse, TCU, USC
- Texas Baptist Schools
 - Baptist University of the Americas, Baylor, Dallas Baptist, East Texas Baptist, Hardin Simmons, Houston Baptist, Howard Payne, Mary-Hardin Baylor, and Wayland
- Other Private Schools
 - Abilene Christian, Liberty, Mercer, Ouachita, Wake Forest, and Wheaton College

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Glossary of Terms

- Asynchronous learning
 - When learners participate in an online course at different times.
- Blended learning
 - An instructional approach that includes a combination of online and in-person learning activities.
- MOOC
 - A massive open online course designed for a very large enrollment

offered on the World Wide Web.

- Synchronous learning
 - When learners participate in an online course at the same time but in different locations.

The Speakers—Timeline

- Dr. Paul Lingenfelter, President of the State Higher Education Executive Officers (SHEEO) –February 13, 2013
- Joe Lynch, Executive VP for Academic Partnerships – February 25, 2013
- Jeremy Johnson and Alana Rose from 2U University Relations (Semester Online)-February 27, 2013
- Susan Metros and Joan Falkenberg Getman from the University of Southern California - March 18, 2013
- Dr. Brian Coppola, Robert Foster Cherry Award – April 3, 2013

Academic Partnerships

- www.academicpartnerships.com
- Graduate Professional Education & professional certification
- 3 year contract—to stop the contract, Baylor stops admitting students into the online program
- Assist with marketing and recruitment (Baylor admission requirements), first-level support for students in technology
- Baylor faculty provide the courses (AP will support in design and professional development)
- 4 to 6 month lead time

Semester Online

- www.semestersonline.org
- Invited to join the consortium
(Boston College, Brandeis University, Duke University, Emory University, Northwestern University, the University of North Carolina at Chapel Hill, University of Notre Dame and Washington University in St. Louis)
- 3 year charter affiliate
- Who participates?
 - Undergraduates apply to enroll in online courses
 - Taken as transfer credit following Baylor's policies
 - Courses taken while away from campus
 - Baylor determines the number of students and courses accepted for credit

Faculty Focus Groups

- Members
 - Lenore Wright (chair), Brian Marks, Lance Grigsby and Brittany Fitz
- Four focus groups
 - *Ad Hoc* Faculty
 - Administrators
 - General Education
 - Undergraduate Curriculum Committee

Summary of Focus Group Feedback

- Hybrid or blended models of online education
 - Teachers use technological tools and platforms to enhance supplement face-to-face experiences
 - Synchronous and asynchronous elements
- Online programs, certificates, and/or degrees at graduate, professional level
 - Begin on small scale, pilot programs
 - Summer courses a good starting point
- Online summer courses for enrolled undergraduates
 - For matriculated undergraduate students
 - Abilene Christian University named as a model

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3

Additional Considerations

- Assess student interest in online courses
- Reassess faculty workloads and expectations
- Create incentives for faculty to teach online
- Assess finances associated with online education
- Evaluate legal issues surrounding online information
- Clarify what is entailed by 'online education'

- Increase IT staff support to assist online instructors

Focus Group Participants

Administration Focus Group
 Ashley Patten (Instructor)
 Randi Adams (ITD, Nursing)
 David Bates (Libraries)
 Grant DuVang (ITD, Campus Living & Learning)
 Bob Harbeck (ITD)
 Sue Herring (HR)
 Steve Kay (HR/Busi. (Regina's office))
 Wes Johnson (ITD, A.A.S.)
 Susan Korman (ITD, Business)
 Kimberly Lape (ITD, Business)
 Margaret (ITD)
 John Lowe (Libraries)
 Kathleen Marley (HR)
 Lucy Rasmussen (ITD, Registrar)
 Beverly Niekirkman (Regina's office)

Ad Hoc Faculty Focus Group
 Helen Harris, Facilitator
 Kim Ph. Alexander (A.S., English)
 Lisa Baker (Business)
 Kristy Bender (Finance)
 Brooke Bester (Education)
 Chris Becker (Business, Marketing)
 Bill Booth (Computer Science)
 David Dutton (A.S., Religion)
 James Elber (Social Work)
 Glenn Egan (Education)
 Virginia Gama (A.S., Non-Campus Degree)
 Laura Hamilton (Lib.)
 Steve Langston (A.S., Religion)
 Brian McCornick (Business, Management)
 Greg Spegel (Computer Science)
 Tony Tisher (Education)
 Robert Wilson (Nursing)

David R. Egan, Facilitator

General Education Ctr. Focus Group
 Cynthia Vance, Facilitator
 L. Joseph Miller (A.S., Psychology & Neuroscience)
 Michael Alexander (Music)
 Michael Bates (A.S., Philosophy)
 Heidi Bostic (A.S., MEd)
 Dr. David Connor (Gen. Educ. A.S., Political Science)
 Nathan Cooper (Education)
 Andrew Dixon (Business, Marketing)
 Melissa Egan (Educational Engineering)
 Douglas R. Jordan (A.S., Journalism)
 Yvonne Lamborn (Nursing)
 Thomas Harbo (A.S., English)
 Doug Henry (Finance)
 Kim Kallison (A.S., History)
 David L. Baker (A.S., Mathematics)
 Janet Owen (Education)
 Karen Vance (Social Work)
 Wes Null (an offCO (V. Provost for Undergraduate Ed.)
 Frances Volkman (an offCO (Business and Economics))

Undergraduate Curriculum Ctr. Focus Group
 Theresa Myers, Facilitator
 Michael Alexander (Music)
 Todd Bates (A.S., Philosophy)
 Gia Chevo (Business)
 Margaret Cooper (Business)
 Dr. Hiramson (Gen. Educ. A.S., Physics)
 Paul Cochran (Engineering and Computer Science)
 Marka Hightower (Nursing)
 Doug Henry (Human College)
 Bill Jordan (Educational Engineering)
 Mary Ann Joubert (Educational Administration)
 Diana Kendall (A.S., Nursing)
 Barbara McKee (Education)
 Correne Patten (A.S., English)
 Gretchen Schreier (Education)
 Jan Swindner (Social Work)
 Dianne Vetter (A.S., English)
 Jonathan Hales (an offCO (Regina's))
 Wes Null (an offCO (V. Provost for Undergraduate Ed.)

Pilot Report

- Members
 - Sandy Bennett and Pattie Orr (co-chairs), Randy Adams, Shelby Garner, Steve Reid, Xin Wang and Abby Gamble
- The committee investigated numerous vendor partners
- Subcommittee members recommended Academic Partnerships (86 % of attendees supported)
- Second option being considered as a partner is Embanet Pearson
- Recommended becoming a charter affiliate of the Semester Online consortium (82% attendees and TLTC committee approval)

Possible Spring 2014 Pilots

- Groups indicating interest in piloting online graduate programs
 - Hankamer School of Business
 - Louise Herrington School of Nursing
 - School of Social Work
- Conversations with Deans and faculty

Instructional Tools

- Members
 - Sandy Bennett, Tim Logan (co-chairs); Pati Milligan, Rick Sowell, Becky King, John Lowe
- Engaging the future and what we recommend
- Blackboard
 - Faculty use for Spring 2013 – 79%
 - Student use for Spring 2013 – 96%
- Synchronous and asynchronous instruction
- Local and hosted systems
- Existing and newer technologies
- 27 categories of instructional technology

Significant Systems

- Current LMS for Baylor University
 - Blackboard Learn/Collaborate & Mobile Learn
- Comprehensive Online Partners
 - Academic Partnership
 - Embanet/Pearson
 - 2U: Semester Online
- Enterprise Systems for support for non-affiliated students
 - Jenzabar Higher Reach

5/6/13