

Faculty Senate
October 6, 2017
Meeting Minutes

Attendance:

Bradley Knockel	Dan Peterman	Everetta Mora	
Aaron Cowan	Renee B. Gutierrez	Diana Lucero	
Melanie Viramontes	Charles Fatta	David Valdes	
Melissa Franklin	D. Jim Batzer	Debra M.	

Establish Quorum: Yes

Agenda Approved: Dan moved to approve. Debra seconded. Unanimous consent.

Announcements:

1. Academic Integrity Policy Enhancement draft for review

Minutes:

Changes to name spellings.

Daniel moved to approve minutes. Second by Melanie. Unanimous vote to approve.

Comments on minutes:

Some members of CCC have been there for 10+ years.

Kevin Dooley updated us on his work

Academic Integrity Policy

- Draft sent to senators for review.
- Is the word "attempt" appropriate here?
- Question about definitions. Is resubmission of work considered plagiarism in this policy?
- Melanie will update full senate @ next meeting on Nov 3.

CTL Representative Replacement

- Jim B motions to nominate Dan Peterman as CTL Rep. Deborah seconds. 1 abstention. All others present vote yes.

MSE FT Senator Vacancy

- David V. motions to declare a vacancy for Scott Whitlock's FT MSE position. Melanie seconds. Unanimous approval.
- The individual filling the vacancy might have this time count against their term limit.
- Needs to be offered to all of MSE by Phil Carman.

Transparent Course Costs:

- **Executive Council of Students:** (ECOS) broached this topic initially.
- **Conversation participants:**
- Glenn Damiani, Christine Duncan, Elsie Hall, Jimmy Thompson, Brad Knockel, and Dean John Cornish (MSE) are all conversing on this topic via email.
- Some courses do not indicate costs in catalog. They only discover some of these costs on first day of class.
- Culinary and HWPS needs to be included.
- Knowing costs may deter some students.
- \$, \$\$, and \$\$\$ might indicate relative costs.
- May also create internal pressure to control prices in departments
- Two issues involved: Standard fees that students can research versus “hidden fees”
- Financial aid says it will only pay for “required” texts. However, there are sometimes free or cheaper options.
- Instructors might send out emails or have a course description that warns students that used books are often available at cheaper rates.

DL Course Policies Draft

- Erica Volkers has lead initiative to create this policy.
- CNM Consensus Course (as opposed to Master Course)
- CNM Template Course: Recommend that only 60% remain constant.
- CNM Individual Course: Entirely self-designed, within certain restrictions
- Departments and disciplines would make decisions on which of these were available, with approval of administrators.
- Goal is to get all courses to meet QM certification standards. Consensus courses may be easiest to get certified, whereas individual course would be more difficult.
- Collaborative team process is used to build consensus courses.
- There will be some flexibility beyond merely grading assignments
- The content is “front-loaded” by being created entirely before the semester begins
- Hybrid or blended courses would not fit under this policy
- There may still be conflict between this policy and the CBA
- Program level decisions resulting in adoption will be made (1) collaboratively (2) involve faculty consent and (3) consist of review and revision.
- Question: Who is the final decision-maker on adoption?
- Question: Will it involve a vote versus an administrative mandate?

Statewide General Ed

- New model has 31 credit hours.
- NM Law only requires 30 hours.
- Extra one credit is because of laboratory requirement
- 22 credits common, 9 elective
- 9 elective is decided by institution, not student.
- Rubrics exist for essential skills, but do not map onto specific content areas.
- An experiment was conducted to apply Gen Ed rubrics for college algebra syllabus.
 - Many math instructors surveyed do not want to be locked into all these objectives

- However, many faculty do want to see critical thinking and communication included
- The issue is how these can be assessed.
- Rubrics might best be thought of as a “guide” but not a “prescription”.
- Narrative from instructor explaining how the objectives are met might be used
- But how can we measure results and improvement from the narrative?
- Would different disciplines agree on concepts of “critical thinking”?
- Do we really mean “problem-solving”?
- Computer skills are not present as a content area.
- Information literacy is described along with “digital literacy”, but this is using the technology not understanding details of how the technology works.
- Computer security is not included as well
- The rubrics for essential component skills may not always reflect a stepwise progression of skill mastery.
- Narratives might be used for the first couple years of implementation and then used as a basis for creating rubrics in areas like critical thinking in a specific discipline.
- Many people giving feedback so far have said that the standards are still vague and confusing.
- HED will eventually codify these standards into administrative law.
- Accreditation is a separate issue
- What problem is the General Education requirement solving?
- Send an email to David if you have more concerns about Gen Ed

Meet with Deans Result

- Debra reported on meeting with Deans.
- Erica Volkens said student evaluation question have not been updated in five or more years
 - Is instructor showing up on time to class
 - There might be gender, culture, and ethnicity bias in present questions
 - She suggested that best practices should be applied
- Assessment: Differences between certificate and degree programs
 - Financial aid guidelines were reported to be a factor here

Adjourn

David motioned to adjourn. Dan seconded the motion. Unanimous vote to adjourn.