FACULTY SENATE Executive Meeting
Special Meeting
September 27, 2016
12:30 P.M. in CTC 103

Present: *Monica Dillihunt, Carmen Scholz, Joseph Taylor, Christine Sears, Ramon Cerro, Mike Banish, Tim Newman, Earl Wells, Eric Seeman*

Ex-Officio: Provost Christine Curtis

Guests: Roy Magnuson

➢ Faculty Senate President Mike Banish called the meeting to order at 12:31 pm.
➢ Summary of meeting:
   o Bill 393 passes with friendly amendment.
   o Bill 394 does not pass.
   o Bill 395 passes.
➢ **Class Scheduling Ad-Hoc Committee Presentation, Roy Magnuson**
   o Clever Scheduling
      ▪ I am the chair of the ad-hoc scheduling committee. I have a new respect for the task force that worked on this. We have a report here. I will go through it out of order. I am starting with third section – clever scheduling. Number one is registration clarity. This will warn students of difficult transit. We could capture a couple of things this way. Maybe some problems go away because we warned the students. Just by the act of providing the warning, we may reduce the problem.
      ▪ The second point is relocation. If there are particular classes causing the problems, maybe relocate the class location. Without data, it is hard to know which courses are causing the problem exactly. Professors will not like this, but I think they are reasonable. We have a large number of students with this issue, how many would this help.
   o Increasing the interval between classes
      ▪ Decrease class time by five minutes. We don't understand the nature of the problem. Will the twenty minute interval address the problem? If you are trying to walk from Morton to Tech, twenty minutes won't help with the problem. One of the things that came out of the committee is we need to better understand the problem. The committee went around the same circle. Task force recommended cutting five minutes and that adds a day. I thought this proposal was completely dead. It came apparent that there are sections of the college that are against losing any contact time. We realized this is a disproportion on MTF. If you met one time a week you lose five minutes. If you meet three times a day, you lose fifteen minutes.

The calculations just gets loner. Long term you are losing a lot of time, and would have to add four days back. That has broader support than imagined.

- Increase intervals between classes are next. This would keep class time the same. Twenty minutes between classes is highly accepted. The problems come if you shift out, the day gets longer. Late evenings really didn't sit well with a lot of people. I would have to say on a gut level, you want something resembling normal business hours. There is end of day problems. There are possible solutions. Scheduling end of the day could be more flexible. We need to do more analysis to make sure that this would be a solution and not causing problems.
  - Provost – This would be for one day a week classes.
- Increases interval between 55-minute classes only: MWF afternoon classes have been shifted to match eighty minute classes. There is a forty minute interval between afternoon MWF classes. If we look at the morning, we have a conflict. In the current set up, there are a lot of conflicts. It does occur to us that you could do the same thing in the morning and shift the start time. You got rid of a class, so on MWF the last slot has to be shifted. There is room to do that. That is a forty minute slot.
- Alternate long and short classes: You have two incompatible systems going. The other advantage is people are trying to schedule MWF classes. This is a radical plan. You could have a 60 minute class with 20 minute interval. This would make the semester longer. You could have a longer study period during finals. How much time do we need to actually resolve the issue? These time slots are pretty nice. This 180 minute cycle creates really nice class time. You could do a short class, long class, then lab. You have more options in creating your schedule.

o Decrease in transit time

- We can increase the interval between classes, we can do clever scheduling. We can do bikes to do things faster. The bikes that are available for rent are fully rented and the daily rentals are pressed. Maybe we should provide another chunk of bikes. That could help alleviate the transit issue. Also, these bikes are rented out per semester so they can be turned in at the end of the semester if not needed. You would have to have more bike racks, more bicycles, etc. This is a kind of thing is where you alleviate an issue not all of it. Maybe run a beta test and see how shortening class by five minutes would work. You can do the experience and be more data driven. You may have priority parking. You can receive a priority parking decal if your schedule meets a certain criteria.
- What is coming out of this isn't a specific recommendation. We can be data driven about this to see what we are doing won't impact the problem. We don't want to do anything that will cause more issues and not help in any way. There is no excuse to not be smart. Faculty morale is disrupted when administration throws proposals that are annoying. Faculty morale is encouraged when you do something that works well.
  - Ramon – Can you say what the recommendation of your committee is?

- - Roy - Don't change the schedule right now. If you can do it, put in the registration warning. Study all these solutions further with real data.
  - Ramon – I teach only one sophomore class. We don't ever have a problem. The only time we had an issue is if the student had a math class right before. They may have only been one to two minutes late.
  - Roy - I did a quick study on 20 students. One in twenty had a tight schedule right now, one in the past. It could be much higher or lower. One other person said they had the problem and they got a bike. One thing coming out if there is so many problems; you do a warning so many goes away. Each solution may take away the issue rather than one big solution.
  - Carmen – Why did this problem come up and why the rush?
  - Roy – We have a lot of problems in Tech Hall.
  - Carmen – Using Tech Hall for freshmen classes is causing the problem?
  - Roy - Not just freshman but sophomore classes. I don't know what the biggest issue is, but MSB looks like it is being underutilized. I am satisfied that we have a problem. A more detailed understanding of how many students and what classes can really give more insight on the problem and make accurate solutions. I do believe our current scheduling is irrational. We need reform in scheduling either way. Work on this should be on-going. The task force takes it as an article faith, when you look at solutions it isn't clear how that will resolve the issue.
  - Ramon – It would help if faculty would finish their class on time. There was a professor starting late and overrunning by ten to fifteen minutes.
  - Roy - I would say I was one that would cause that problem.
  - Earl – Maybe communicating that to the faculty would be an effective way.
  - Roy – Yes, and get some feedback. ENG and Science don't want to lose a minute. Maybe we need to rethink how we are teaching things. At a reflex level, those colleges don't want to lose contact time.
  - Joseph – What was the prompt for the task force?
  - Provost – We were in Shelby King and watched students try to get to Tech. The cars posed a safety issue as well. In fall 2015, we noticed the issue. There was discussion in the academic year. We sent out a survey to the faculty. The survey went out to faculty and then the comments showed there was a concern about labs and how they are integrated. We decided we needed to look at it again. The people on campus are associate deans. I asked Mike and Kader to join in on this. I could impose on them due to their position. Most of these associate deans teach. They are in classes. They did study it and have their own personal experience of students coming in late and faculty going long. I gave a short time frame if we are going to do anything by next academic year. We have to make a decision. I am not sure I follow what you are saying in regards to a two week beta test. I think it would cause havoc in some areas. I guess I would like to have anything we try to be a pilot and test to see how it goes. I think some ideas are intriguing. Everything we have to figure out is how we will run labs. The chemistry labs have been critical this semester.
  - Carmen – We offer labs five days a week. With clever scheduling of classes, students should be able to work around it. In COS, we have Jennifer and Morgan to watch for students picking lab time's conflicting with their schedule. You are increasing their work load by asking them to watch these schedules.

- Provost – You all suggested cluster scheduling. Most issues are with chemistry labs coming in as freshman. If we can get them during orientation, that may help alleviate that problem. Business tried cluster scheduling this last year. I can't say we could institute it university wide. Each college would have to do it their own way.
- Roy – This is something that could take a bite out of the problem.
- Mike – My class is in Tech Hall. I have issues coming in late. I actually have them say it's time to leave, so I don't run over. If I move my class to 8, I would only have one problem. If you have the data to say CH 201 has problems on both ends, move that class.
- Roy – If you understand the problem well, you better solve the issue.
- Ramon – There is another issue here. It took years to come up with a schedule. The only time we have conflicts in the past five years if they take chemistry their senior year.
- Roy- There is something to be said here. There is dark matter here. Everyone will be conscious of the new problems, but less on the problems to fix.
- Provost – The people at the departmental level know. Scheduling is done at this level. All these interactions were done so the students could take the classes. I am sure the associate deans were thinking about the issues.
- Ramon – Can I make a motion to fund three Industrial Engineers to complete a study to find out what the issue is?
- Mike – Can I ask you to hold that for a friendly amendment?
  o Bills
    - Mike – You have in front of you three bills. The first bill is 393. This is what the committee all agreed upon this. Can I have a motion to introduce bill 393? All in favor. Ayes carry.
    - Mike – Ramon, would you like to add a friendly amendment to fund three industrial engineering seniors to study the issue?
    - Ramon – There is funding and we can do a semester study on this. It looks like after all this talk; no one knows what the problem is.
    - Monica – I think that was what Joseph was asking. Have you all collected data?
    - Provost – Data on how many students are late?
    - Monica – No, data that states there is a problem.
    - Provost – No we haven't done an exhaustive study. We hear a lot of complaints.
    - Monica – You said that you surveyed?
    - Eric – We did that with the faculty. We asked what they thought about different options. We had 165 responses. It was broadcast out to everyone and responses were anonymous. I can get the data.
    - Joseph – I did research and sent this out before we met as a committee. I sent these options to college and asked them to rank them. Shortening class time was one, and the Presidents came in second.
    - Mike – I think Ramon has a friendly amendment.
    - Ramon – Many cases there is a perception. You have 50 different sections of 101.
    - Joseph – Part of the problem is that on the back end when they come to take compensation they dump them on part-timers. They teach overloaded sections because they have to take this to fit their schedule.

- Carmen – I still don't understand how big the problem is. You mentioned a point I liked. If English is the problem. Why can't you station one of your part-timers in our building to offer a class there.
- Carmen – Seconds Ramon's amendment. 5 ayes. 3 oppositions. It did not pass.
- Christine – I am not against gathering data. What you are seeing is a liberal arts/science split. I wonder if you change the amendment.
- Monica – This is my concern from the beginning. I was confused as to what we were voting on. There was a task force that consisted of faculty to study this. I wanted to hear what they did and how they came up with what they came up with. Have they identified the true problem?
- Joseph – There isn't any data.
- Provost – I don't know that the task force came up with a recommendation. I don't think the task force came up with any data from the survey.
- Monica – The original task force came forth with a recommendation.
- Ramon – The task force didn't get hard data.
- Monica – That is why I am asking that question.
- Mike – Kader did the class scheduling task force. We split it into two and I was on the calendar task force. I can tell you that nobody asked for data of how many students have to go from Morton to Tech, ENG, or MSB. What percentages have to do this transit?
- Monica – So students weren't surveyed?
- Mike – I am hesitant to say surveyed students. The data was pulled from banner. I should be able to see that in banner.
- Ramon – The only thing we did is to say there is a problem. What would be the way to solve it? We never asked the question, what is the problem? I have students coming and telling me no one explained this to me. They can exaggerate.
- Provost – The information received that started discussion was from faculty. That is where our data came from.
- Mike – It is antidotal.
- Provost – It was the task force duty to come up with a solution. They should have collected data. We say it should have been easily collected from banner, but that may not be so.
- Mike – Three industrial engineers. I am going to make a friendly amendment to add a tech writer.
- Provost – I went to Jason Green's retirement. I spoke with people there that do research. I asked these questions of how we figure out how to optimize our schedule. That would include time, place, and integration. They told me by various computer simulations you could get about 65 – 70% accuracy. You do have different factors that make it constrained to get actual data. Whether three students can do it in six months, I have no idea. They said it is truly an intricate problem. If we pass the problem on to them, they may be able to help us.
- Ramon – I never said to let the students make recommendations, but to collect data and pass on to the task force.
- Provost – Even getting the key information is going to be a major task. All those suggestions are fantastic. Who has the time and is willing to do this?

- Joseph – It boils down to two things: changing the schedule or integrate smaller changes. That would allow time for collecting data.
- Earl – Changing the schedule could risk creating more problems.
- Carmen – I see two issues. We can't pinpoint the true problem. Let the students collect data. The other issue reoccurring is Tech Hall. That is the building out of the way. If you had a crystal ball, is there a possibility the university could create a lecture hall to get rid of Tech Hall?
- Mike – My gut feeling without any data is that this is a sophomore problem. I don't think this is a junior and senior problem. I don't think this is much of a freshman problem. If you look at the actual 25% that is causing the problem. I think you can get to Morton to MSB, Morton to Shelby in fifteen minutes.
- Joseph – I can't do it.
- Provost – I can't.
- Mike – How much of a problem do you have? The system should tell the students they are backing classes. It would seem like just a small warning would help. This seems to be a problem that is made up because we haven't been smart in many areas. We may come in with bigger problems because we are pushing classes back farther. That could create family problems. I think we need to sit down and collect data starting with sophomores first. That is my idea.
- Ramon – I think what we need to identify what classes' cause the problem and how many students are involved in them. You can't solve a problem that isn't defined. You solve the wrong problem. Whatever choices we make may not solve the problem.
- Monica – As we grow, we are going to have more problems.
- Christine – I wonder if there would be value in making small changes for a semester and collecting data for a semester.
- Earl – A well thought out solution is needed. Do we need to have a band-aid in the interim? That would give us time to study data. It would be evolutionary not revolutionary.
- Provost – I think the task force thought their suggestion of fifty minute classes with twenty minute interval was an evolutionary approach until we figure out what to do. The President came back and said keep class time the same. This is the least disruptive. This would give students more time to get across campus. What takes a healthy student fifteen, may take another twenty.
- Monica – Business was totally opposed to twenty minute interval and no class start change. They want to keep the schedule the same and adjust the bottom half.
- Provost – That was my suggestion in the senate meeting. I am suggesting one day a week. Let them choose their time.
- Joseph – It is going to get harder to do these little things. Finding out what classes are causing the problems. You can't pick out one class that will fix the problem. You can change the schedule and see if that would fix the problem. Contact hours are very important.
- Carmen – You will have us screaming. We have so much to teach in the time we have.
- Joseph – This is pretty much nationwide.

- o Provost – This is the graduation retention rates requested. We have work to do. We have good students, excellent faculty. We have to get our graduation rates up.
  - Mike – I am going to go back to the first bill I suggested to you. The way I see this bill is this is a complicated problem. There is a motion to have students study to collect data.
  - Monica – I have a question. Are we proposing to have some small change?
  - Mike – No, this would give no change and just study the problem.
  - Ramon – This survey the Provost handed out is outstanding. We need something similar.
  - Mike – All in favor of bill 393. Ayes carry. If you want to consider them, there are two more tucked in behind. There are contradictory to the first, but I want to give faculty choices. We don't have to put it before them and say we are just going to study. Christine – Are you and the President going to do something period or give us time to do a study?
  - Provost – My strong sense is the President wants to move to twenty minutes. I think he would want to study it and do some more changes in 2018. There are some small steps the committee came up with that we need to do anyway. The cluster scheduling, Georgia State has shown it really works. We are going to be doing several things. I think he wants to do twenty minutes.
  - Ramon – If the question has made up his mind, why are we wasting our time?
  - Eric – I have the data from the survey done last year. The question we were asked to address was not about scheduling change but adopting twenty minute class time. 142 were completed and I can send it. Of the 142, 76% strongly agreed fourteen week schedule was a good idea. Twenty minute between class times was strongly endorsed by 94%. In comments, there were a number of significant problems. Some were no one would show up for early class times. Twenty minutes seems to be the most popular.
  - Provost – Like I said he is strong in the twenty minutes, but I think he can be swayed by additional study.
  - Mike – Having said that, that was my thought based on what I was hearing. You have two other bills 394 and 395 that are attached. They both accept twenty minutes between classes. One of them forming a current class time and pushing the schedule later. The other one is going to twenty minutes and 50/75 minute class times and pushing the semester out to make up for the lost time. There could be another bill to state we are going to twenty minutes and 50 minutes class time and not make up lost time.
  - Joseph – If you go back to the old exam time, you have two dead days at the end of the semester. You can add back one day. You only lose 105 minutes on TTH classes. On MWF, you lose 205 minutes. You add two days for this and you only lose 105 minutes. I don't think that is nuclear. If you add nothing, our contact time per credit time is equal to Tuscaloosa. If you add one, you mimic Auburn. Our contact time is higher than anyone else. That is great for advertisement.
  - Earl – One thing that comes from the ENG area is we have to decrease our curriculum, plus contact time. What will have to be lost? It's a challenge. That is why there is resistance. The question I have is for testing. You lose time for testing.
  - Mike – I am going to ask for a vote on senate bill 394.

- Provost – This says classes will start at 8. If a college wants to start a class at 7, are they allowed?
- Mike – If someone wants to make a friendly amendment, we can do that.
- Provost – Business is interested in doing a 7 am class.
- Mike – This is what the normal schedule would be. All in favor of bill 394. 2 in favor. 4 opposed. Bill does not pass. All in favor of bill 395. Ayes carry. 1 opposition. Bill passes.
- Mike – I need a motion to reintroduce bill 393 for amendment. Ayes carry.
- Monica – Change the last sentence to "The senate recommends the schedule change be a pilot and further data be collected".
- Mike – All in favor of amendment to bill 393. Ayes carry. 1 abstains.
  - Monica Dillihunt motions to adjourn meeting. Ayes carry.

Meeting adjourned at 2:00 pm.