

12-14-2000

## Minutes, December 14, 2000

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**MINUTES**  
**Faculty Senate**  
**Dec. 14, 2000 – 11:30 a.m.**  
**Science Building, Room 102**

1. **The meeting was called to order by Louis Belby, chair, at 11:37 a.m. Roll was taken.** Members unable to attend: Roger Crossley, Mary Em Kirn, Peter Kivisto, Charles Mahaffey, Norm Moline, Paul Olsen, Megan Quinn, Jeffrey Coussens, David Crowe, Jon Hurty, & Gary Mann.  
Excused absence: Jack Garrett, Johnathan Miller, & Sue O'Dell.
2. Upon a **motion** by Lou Belby and **seconded** by Peter Xiao **the Minutes of Nov 9, 2000** were **approved** with the following **corrections** made by **Mike Kirn for the Advanced Standing and Degrees committee:**

The motion to approve the graduation candidates for fall term was made by the Advanced Standing and Degrees committee, not Mike Kirn.  
On the subject of the cutoff for *magna* and *summa cum laude*, AS & D's motion was to wait and see before deciding whether to change these cutoffs; the motion was *not* simply to leave the cutoffs as they are. The motion about honors cutoffs was made only in regard to *magna cum laude* (3.75 GPA) and *summa cum laude* (3.90 GPA). The cut off for *cum laude* (3.50) is set in the catalogue.

3. **Educational Policies Committee – Richard Jurasek**

Dean Jurasek, on behalf of EPC, made **motion** to  
a. approve the 2001 Summer School calendar.  
Bill Hammer **seconded**, and the motion was **approved**.

Dean Jurasek, on behalf of EPC, made **motion** to add two new off-campus summer school courses in Geology:

- b. **ADD:GL 105 (NB), “Introductory Physical Geology in the Rocky Mountains”/3-credits.**  
Introduction to earth materials and processes during a rigorous two-week summer field study in Wyoming. Not to be taken after GL101. Students who have had GL101 should sign up for GL205. Prerequisite: Consent of the instructor.
- c. **ADD:GL 205 (NB) “Advanced Physical Geology in the Rocky Mountains,”/3-credits.**  
Rigorous two-week summer field study in Wyoming. Students master fundamental concepts of geology through fieldwork, map interpretation, and reading scientific literature. Prerequisite: GL101 or GL 105 and consent of instructor. Not for credit after GL200.

Bill Hammer **seconded**.

During discussion, the following points were established or clarified:

- These courses would be offered at the end of summer, rather than the beginning of summer, in the hopes that the course will soon draw in-coming first-year students. The course will end in time for first-year students to attend orientation with the rest of their class.
- The tuition for these courses will be between \$1,500.00 and \$2,000.00, depending on the number of students who register. This cost in this case is more than the cost of an on-campus course, but the extra tuition covers the added expenses of traveling and lodging not incurred in an on-campus course.
- Faculty compensation for these courses will be identical to any other summer school course.
- Though students and faculty in the two courses will travel together, the courses are substantially different: GL 205 is designed for students who have already taken an Geology course on campus, and will carry higher expectations than GL 105.

The motion was **approved**.

Dean Jurasek, on behalf of the EPC, made **motion** to

d. **ADD: JA 305 (C) “Cultural Expression of Japan”/ 3-credits.**

This course will examine various aspects of traditional Japanese arts such as Koto music, Kabuki and noh theater, ukiyoe and kimono. In addition to a historical examination, the course will also explore uniquely Japanese characteristics which are shared by all of these cultural expressions, including the treatment of nature and the use of space and silence. This approval applies only as a one-time off campus offering on Asia Term, 2001.

Dara Wegman Geedey **seconded**.

During discussion the following points were established or clarified

- This course is a one-time offering for Asia term. It is thematically organized and well-integrated with the site.
- The course is being offered once only because of the limited availability of faculty who can teach it. Approving the course once, however, does not preclude the course from being offered in the future. It would simply have to be proposed and approved again.

The motion was **approved**.

4. **Report on hourly wage scale adjustment** – President Tredway

President Tredway reported that as of January 1, 2001, the college would raise hourly wages (primarily affecting cooks, secretaries, custodians, and groundskeepers) by one dollar at the entry level and by fifty cents at the upper level, with a sliding scale in between. The college is taking this action to stay competitive in the Quad Cities job market, and to be fair to its workers. The wages increase will cost the college \$300,000.00. In addition, the trustees have appropriated \$300,000.00 to increase faculty salaries over and above the regular yearly raises. This money will be parceled out in two halves, \$150,000 for this

year's salaries and \$150,000.00 for next year's salaries. So next year the college will have budgeted a total of \$600,000 for wage and salary increases.

During discussion, the following points were established or clarified:

- The current hourly wage is about \$7/hour or \$14,000 per year, which the president said was “unconscionable,” since many workers can barely afford the cheapest health insurance at this wage.
- Administrative salaries are set by competitiveness, and so are not affected by either wage increase.
- Student workers make the minimum wage, but that is going up. Students who have higher skills that makes them competitive in other markets (such as computer skills) receive more than the minimum wage.
- *Every* worker on an hourly scale will see a pay increase, no matter how long they have been working at Augustana. This increase will be in addition to the normal annual raises of approximately 4%.

#### 5. **Report of Norms for Student Rating of Instructions Form** – Tim Schermer

Tim Schermer, speaking for the Student Ratings Supervisory Committee, reported on the norms for the Student rating of Instruction forms (SRIs). He explained the following:

- The instrument has good statistical properties.
- It also has good informative value: the scales are meaningful.
- Context questions (such as whether or not cheating occurred, and the level of work the course required) turned out to be valuable in interpreting the results.
- Some variable can affect scores (see attached handout for an estimate of the amount of explanatory value of variance in ratings for each variable. On this sheet, the section on whether cheating occurred should be shaded, to indicate a negative correlation). Expected course grade, in particular, is a factor that seems to affect the scores, contributing a 9.4% variance. This should be taken into account when interpreting the scores.
- Schermer thinks this data should be of value for merit and tenure decisions, but cautions that they need to be interpreted properly. In particular, he cautioned that we need to be conservative in making judgments about how *different* any given faculty member's performance is from his or her peers. For that reason, the SRSC decided not to give out specific decile rankings, but rather to indicate three general levels of performance: low (bottom 20%), middle (middle 60%), and high (top 20%).
- Given the data, Schermer made the following generalizations and gave the following advice: control for cheating, since the student perception that cheating occurs often is associated with lower scores; use more active learning techniques and classroom discussion, since these are associated with higher scores; act collectively to make course more rigorous, since lower expected grades are associated with lower scores. Students also seem to respond to instructor enthusiasm, he noted.

In the future, Schermer said that the SRSC could give subscales for courses in various disciplines, Mike Wolf, chair of the SRSC, added that right now the committee was not inclined to make the data for any particular department or course available to the rest of the campus, since we only have one year's worth of data, and the numbers might be misinterpreted. The SRSC will share these numbers only with the particular departments involved, unless the faculty instructs otherwise.

Wolf, on behalf of the SRSC, then made **motion** to call a faculty forum on Tuesday, December 19, at 4:00 p.m. At this forum the faculty could discuss any concerns about the SRI data and how it is being reported. The SRSC is particularly interested in how to make the form that reports individual SRI results more interpretable and user-friendly.

Jim Winship **seconded** and the motion was **approved**.

## 6. **Adjournment**

Mike Nolan **moved** to adjourn the meeting and Jeff Strasser **seconded** the motion. The meeting was adjourned at 12:25 p.m.

Respectfully submitted,  
Laura Greene  
Secretary