

**Colorado School of Mines
Faculty Senate Minutes
October 24, 2017 2:00-4:00 p.m.
Guggenheim Boardroom**

ATTENDEES:

Reed Maxwell (President), Linda Battalora (PE), Sumit Agarwal (CBE), Tzahi Cath (CEE), Paula Farca (HASS), Vaughan Griffiths (CEE), Jeff King (MME), Jon Leydens (HASS), Paul Martin (AMS), Chuck Stone (PH), Neal Sullivan (ME), Mark Seger (CH), Marcelo Simoes (EE) **Representatives:** Lisa Nickum (Library), Bo Sinkler (USG), Heather Lammers (GSG)

APOLOGIES: Terri Hogue (BOT)

GUESTS:

Tom Boyd (Interim Provost), Sam Spiegel (Trefny Center), Carol Smith (Library), Anna Seiffert (Library), Ye Li (Library), Priscilla Nelson (ME), John Speer (MME)

1. Approvals

1.1. Approval of October 10 minutes will be postponed to the next meeting.

2. Tom Boyd— Committee process discussion and online education

2.1. Boyd offered suggestions to streamline council operations for senate consideration. Council chairs may want to consider having a consent agenda; minutes and non-controversial items that you can dispatch immediately at the start of the meeting, and have more time to discuss substantive issues. The Handbook committee schedules meetings every two weeks in the beginning of the spring semester. The Fall is busier for graduate and undergrad council. Consider scheduling meetings every other week, or longer meetings in the Fall semester, which is busier and fewer meetings in the Spring. This allows for more time to have substantive discussion on important items. Adjust times and schedules as needed to increase efficiency during the busier semesters.

2.2. AA is requesting recommendations and input from Faculty Senate for a revised profile of a Mines graduate. The current profile is from twenty years ago,

and Boyd is asking for Senate input. The Mines graduate profile defines the institutional outcomes we expect all our programs to meet in terms of educational objectives. Tied to the current mission of Mines.

2.3. Tom Boyd and Sam Spiegel— **Presentation: Strategies and Initiatives for Developing Fully-Online Courses and Programs.** Presented at campus conference workshops that were well attended. This is a brief synopsis of the presentation.

- **Benefits our Students and Alumni**—For those entities that cannot physically come to campus. Graduates can work and finish a master’s degree online. Residential students, once in the workforce, will be learning online. Opportunities for alumni to re-tool.
- **Establish an Online Presence**—Increase Brand awareness. Engage alumni proactively. Grow partnerships with industry, and provide a new revenue stream.
- **National Higher Education Trends**—Total enrollment in higher education is flat or decreasing. Mines currently has no presence in the online market.
- **Online Participation Trends**—Online courses and programs are booming at public institutions. Peer public institutions are occupying an online market in Mines niche programs.
- **Fundamentals of Successful Online Courses and Programs**—Creditors require clear learning outcomes and student commitment comparable to face to face courses. Online courses require more upfront work so classes are engaging and efficient. Regional accreditation requires that courses are engaging. The Trefny center will work with faculty to make sure the course design is appropriate before the course is offered. Create a Mines community and appropriate support online. Students admitted every term, and minimal pre-requisites.
- **Initial Strategy**—Marketable to local populations. Courses and curricula may already exist but will need to be converted fully online. Relatively low-risk, low-cost option for initiating an online presence that could be expanded incrementally.

- **Development Priorities**—(proposed) Engineering and Technology Management non-thesis masters program. Professional Computer Science certificate program. Earth Resources stewardship non-thesis masters program. Space resources certificate and masters program. All programs must go through the Mines approval process.
- **Next Steps**—Finalize development priorities. Create course implementation team. Begin course development for approved programs. Invest in Team Online recommendations. Initiate and pursue required approvals. Review and revise online incentive model.

Discussion with Senate continued: Nickum asked if there was a library cost included in the online programs? Boyd said it is included. Spiegel said there is a faculty committee looking at the standards for course design, and there is library representative on the committee. Spiegel is working on the first online course offering. It is an online course to teach faculty how to develop online courses. There is an accreditation requirement that there is evidence of clear training for faculty in course design and course facilitation. There will be two online course options, one for designing the courses and another for teaching the course. Any degree course or program offered online will go through the current approval process. Asked departments how many online students do you want and how many faculty do you need?

3. Priscilla Nelson—Draft Proposal to create an Institute of Stewardship of Earth's Resources (ISER). Nelson previously worked with the National Science Foundation, and interacted with many universities. University of California at Davis has a graduate program where the bulk of graduate students get degrees not in their departments, but in graduate groups. When the discussion of Institutes camp up on the Mines campus. Nelson drafted a proposal to create an Institute of Stewardship of Earth's Resources at Mines that awards MS and PHD degrees in interdisciplinary earth resource development. Nelson presented the proposal to Boyd, and shared with some people in the room to see what the response may be. Nelson has not convened the entire faculty to gauge the interest. The proposal would create a separate Institute that would report directly to the administration. Nelson said that there could be two tracks: one on the engineering and science side, and the other on the policy and environmental

aspects. UC Berkeley has had a lot of interest in their program. It is uncertain how an institute concept would be approved on campus as of now. Nelson is here to provide information to the Senate. Please take a chance to review the proposal and return for discussion. Nelson believes that Mines is one of the only institutions that could put this package together. The actual curriculum would have to be developed by the faculty group involved. A separate entity would have to be created to develop and administer the degree programs. Simoes said the graduate council currently has a space program and an earth resource proposal. Is it possible the programs could support each other? It looks like this program should go through graduate council first and the faculty senate last? Maxwell said that Nelson was looking at getting Senate input before it goes to the graduate council. It is not a program yet. One of the components with the institute process, such as the water institute, is a need for an institute program to have input along the way from Senate before it goes to the graduate council. Nelson is on the committee for the space resources, and if this concept moves forward, space resources may want to be a part of this institute. There is not a clear path as to how an institute would be created at Mines. Maxwell invited Nelson to come to Senate to discuss and get input. There is value in the senate discussing the process, and approval of institutes and programs moving forward. Spear has discussed the institute with Nelson and read the document. Spear believes this is huge opportunity for Mines, and there are other ideas for degree programs linked to the institute. King said on the Mines campus there is no definition for a program, an institute or a research center. It is confusing to the students and faculty, and it is not well defined on campus. Cath said that possibly someone from UC Davis can come to the campus and help envision the model. Leave the document with the Senate and allot some time at the next meeting for additional discussion.

4. Teaching Faculty Multiyear Contract Survey—Chuck Stone, Carol Smith, Ye Li
Discussion on this subject began a year ago. Survey will go out to the faculty tomorrow and will receive the results by November 3rd to discuss at the next meeting. Smith said that teaching faculty, library faculty are at-will employees in the State of Colorado. There is a fundamental difference between a post-hoc one year grace period, and the in advance multi-year contract. The advance multi-year contract is a binding contract, and is being adopted by peer Colorado institutions. It has also come up in candidate interviews as a competitive issue with peer institutions. There was also a material change in the faculty handbook language

last year which removed the language that allowed administrative faculty to pursue grievances if they are let go. There was a process in place that was removed from the handbook a year ago. Farca asked how binding is the multi-year contract? The state statute limits it to no more than three years. It would be useful to know what the review process would be for multi-year contracts. The action items include: administering the survey on campus, the clarification of library faculty handbook committee, and to develop a sub-committee to discuss the sabbatical experience for the teaching faculty. **Motion to approve to administer the survey to have results and continue the discussion on recommendations: Seger, second; Sullivan. Unanimous Approval**

5. Teaching Faculty Sabbatical Experiences—Linda Battalora will head up a sub-committee and draft up ideas and guidelines for sabbatical teaching experiences for teaching faculty. Battalora will confirm that the library faculty is included in this teaching faculty.

Adjourned at 4:04 p.m.

Next meeting is November 14, 2017 2-4 in Guggenheim Boardroom