Senate meeting November 5

Attendance: Samantha Jones, Miriam White, Sue Rickers, Halbana Tarmizi, Amber Fryklund, Sarah Young, Bill Graves, Sheila Paul, Nancy Hall, Francois Neville, Heidi Hansen, Baozhong Tian, Dennis Lunt, Bill Joyce, Paul Kivi, Season Ellison, Ryan Sayer, Christel Kippenhan, Travis Ricks, Holly LaFrerriere, Elizabeth Rave, Joann Fredrickson, Jan Heuer, Janice Howard, Steve Carlson, Gary Rees, Debra Sea, Derek Webb, Lainie Hiller

Meeting called to order 4:03pm

Tony Peffer and Michelle Frenzel

MF-as you are aware, we have a proposal based on feedback from several people to change graduation honours, when they graduate from BSU. Currently, policy is twofold, records when student graduating with bachelor’s degree, if they have 50 credits, letter graded, and their GPA is 3.5 or higher, they graduate with honours, three different levels of honours. There is a second piece to the policy, re transfer students, from more than 10 years ago. If you earn between 30 and 49 GPA credits at time of graduation, and you have a 3.5 at BSU or higher AND a 3.5 at every institution you’ve ever attended, then you can graduate with honours. The number one complaint we get in records is complaints from transfer students with regards to this policy. It’s done manually, and we are looking at transcripts to make sure we are awarding properly. As a result of the complaints we get, I brought a proposal last year to IFO M&C, and it wasn’t the best, and so with feedback from M&C, did a little more research, and with Academic Affairs committee, we came up with a new one and that’s the one before you today.

The way I wrote this, was using legislative mark-up. In a nutshell, instead of 50 credits, we would require 30, and it would just be one rule- 30 credits or more at BSU. But because we are reducing the credits, we are increasing the GPA. We don’t want to put BSU in a position where we are awarding more honours than we already are. The three different levels within the honours award would change the GPA required. See handout.

MF- have to have 30 credits to be considered.

HH- so transfer students might have a lower GPA, so they might be getting a better deal than our current students?

MF- maybe.

PK- this policy makes it harder for our 4-year students and easier for the transfer students. We don’t want it to be harder for our students. This policy will impact students even though they’re not transfer students.

MF- we have about 26 students currently who would be added under the policy.

PK- why don’t we just do the 30 credits but leave the GPA the same? I don’t want to punish the students already here.

MF- to clarify, if we do that, there are more transfer students that would qualify. Under that we added 100 students.

SJ- what if we leave the 30 upper division students across the board for all, so it’s same bar, and then the GPA minimums are adjusted?
CK- everyone who meets the upper 30, it’s all the classes they’ve done at BSU, they can be considered, and then you look at the GPA across all classes.

MF- it would be really complicated. You run into, you can’t just say the last two semesters, because it might be 2.5 semesters and you get down a rabbit hole really quickly

JH- what if we took, within the major, upper division, within the major. Regardless of where they went. Only we have control over what our standards are, so if we just looked at the upper division credits within the major at BSU only?

MF- it’s how we track it- the major GPA is in one spot, in DARS and it just comes out in one report. I think it would cause complaints in another manner.

Miriam White- it’s harder to hold your own for four years than it is for two years, in an area that you love. For me, my GPA got better when I was in my major.

CK- for me, graduating with honours seems a little bit that you are a well-rounded individual. I don’t think that just taking the major, is what BSU stands for. I think it should speak more for a well-rounded individual.

JH- I accept that, it makes sense

CK- I don’t think we should disadvantage the students that are at BSU the whole time. They committed here for 4 years, shouldn’t we give them a little benefit? I’m struggling with how to do it

TP- would it be really a problem to have 3.6 for transfer and 3.5 for BSU?

TR- question re how many this affects overall. How many BSU grad summa, magma, cum laude

MF- in 2018, 300 with honours total. 60 with cum laude

TR- we had about 900 -1000 graduating, so 25%?

MF- 105 were magna and (rest were) summa

TR- and 26 were transfer

MF- 26 more received with the caveat

MF- implementing the changes will keep it neutral

TR- and will it change the current on-campus students? Right now we have 25% getting honours, and if we change it, what will it look like? How does it affect? We are talking about not punishing our on-campus students and I want to know what’s going to happen to them if it’s inconsequential, I won’t worry about it

MF- so you want to know how many of our current freshman will be affected, or current students?

TR- I am all for efficiency, and making your job easier, but I want to know that number

TR- if you went retroactively, it was 30% last year, how many would we have this year?

DW- I interrupt, and do you want to be here next Monday we need to think about process.

KM- with the, the big thing is you’re taking out the lines for the transfer students and their previous work isn’t counting and I think it’s going to benefit the transfer students more.

HH- why don’t we just do a cumulative GPA?
MF- we would have to set up DARS to evaluate every course, it would have to recalculate every course that they took, and one master cumulative GPA

HH- why?

TP- it could be from multiple schools. The one person possibly that I would like to add, if had 18 six credits of Cs, and then they go back to school in their 30s, they couldn’t earn honours even if they earned 130 credits here, because they have those 6 credits out there

HH- SHOULD they earn honours here?

TP- I would like to think so

JH- what is the national average, what is the percentage of students that graduate with honours. 25% seems like we are rock stars.

MF- we aren’t the highest in the system

JH- not being critical, and I look at my classes and they aren’t 25% honours students

DW- it’s all over the map. There’s no benchmark. There’s no easy solution and it’s complicated.

MF- whatever we come up with, there will be a group of 40-60 who it changes for, but then there would be another group that it benefits. With this change there will be 50-60 students who miss out, and 50-60 who get in

HH- the ones who miss out will be our students, and transfer students will be getting in?

MF- these are just the transfer students who have between 30-49 credits. Another option is to do away with that transfer piece

CK- proposal- I see the problem with the policy is the second transfer student part, 1- everyone who has 50 or more credits at BSU and satisfies the criteria GPA, gets an honour 2 have less than 50 credits at BSU, where it becomes complicated so, my suggestion is to eliminate the complicate part,

**MOTION- to raise the GPA as you suggested for transfer students who complete 30–49 credits in residence at BSU, but keep the policy as it stands or the 50+ credits students currently at BSU, keep the 3.5, and for the 2nd group of transfer students who have 30-49 credits, raise the GPA those.**

MF- and that’s not changing things for the students who are already here.

**2nd- Liz Rave.**

DW- do you want to postpone the motion, or vote now, which makes the vote after the next M&C?

JH- vote now

FN- can we add a paragraph in the curriculum about graduating from the honours program vs graduating with honours

DW- motion carries

DW- approving the minutes

Keith move

**2nd Bill Graves**
Motion carried.

President’s report-

DW- there have been two meetings with the union heads. Lainie and I are working on venue. At eagles December 12th, reading day. 4-6pm, buffet style, with one free drink on union fees, then CASH bar.

Bookstore facilities update going on- it’s not university budget, it’s out of the company that runs the bookstore budget.

Commencement speakers- Hensrud spoke about the odd way they’ve been chosen previously they just sit around in council and talk about who might be a good person for speaker, she wold like names submitted, and then more formal process for vetting the speaker. That’s coming.

CK- the speaker is also named the outstanding Minnesotan

KM- president said whatever criteria were in place previously will still be in place

DW- sexual harassment training. It’s not optional, please choose one of the three dates, it’s law, mandated. Please do it.

Election Day is tomorrow. Please vote. Three are three faculty in IFO who are running.

DW- seniority roster, please check the information it’s time-sensitive.

BJ- our balance is $6133+

Negotiation isn’t here right now, negotiation’s first meeting this week, but they won’t start in earnest until the middle of the spring

Grievance report, we have one grievance that’s being looked into, which is a settlement, which was settled in august of 2015, and we are questioning if that settlement was enacted, but no new grievances at this time.

Old business- course request form. Here is the updated version, we submitted to them a proposed updated version and they tweaked it a little bit and here’s what they sent back, it’s very similar. We need to respond, they presented at M&C last week.

JF- if you sign it are you saying you’re following those best practises?

DW- I don’t know what you’re saying, that is why there are no checkboxes, it doesn’t’ bind you to anything

JH- when should we begin using this?

DW- good question, we have time to give our feedback, after that they can do what they want, and I don’t know how they’ll do that and when. If we don’t have any comments back I expect they will move forward with this

SJ- it says education using one of more of the technologies listed below, and it’s listed above.

DW- they changed technology to best practises, that’s a good catch

DW- in the box, would change the word “technologies” to “best practises”

DW- we don’t have to take action, we can point out the grammatical change and be silent
CK- may I ask what were some of those technologies? I don’t think it makes sense if you change that to best practises? Examples? Best practises are how you interact with your students, and technologies are different, so I don’t know if it makes sense to swap those words out, maybe you could put ...

DW- they took out our list of technologies and added best practises. These are the details that HLC present on.

JF- we have already gone down the quality matters road...

PD- Is it a problem to put best practise vs technology?

CK- I’m questioning if that makes sense because it changes the meaning of the sentence

SP- can’t we just move from above to below?

DP- we could just say nothing

KM- the problem with this is the first part of the first sentence, is what is coming up is the definition from HLC, and tech is part of that, but by changing to best practises, it’s a bit of bait and switch

DW- how about the “technologies listed by HLC” and move to below

JH- education that uses best practises and technologies identified by the HLC to deliver instruction to students

KM- we can’t change the words because it’s from the HLC- you’re saying it’s the HLC’ s definition when it’s not

DL- replace definition of distance education with requirement and remove the colon, and then replace technologies with practises.

**Motion** Faculty signing this form means you are agreeing to teach a distance education course per the higher learning commission definition of distance education. Distance Education uses one or more of the best practises listed below to deliver instruction etc...

2nd-

Motion carries

DW- calendar updates.

They are proposing to two things. Moving May and December grading due date, to give more time. They did move the grading dates. Proposing moving the Dec due date one day, and the May date also one date

Km- I think the earlier version just didn’t have the dates on there, which is why they’re now yellow.

DW- change they are proposing, moving duty day no classes day from September to November, after Veterans Day. They were worried about the four-day weekend. Last time that happened some students went home for their 4-day weekend just never came back. Ever.

KM- and then the following year we have two weeks before Labour Day, so we revert back.

JH- why does a 10 week course start on May 28th, because that pushes up right up to august start? Can we start earlier?
KM- there are some consideration for financial aid.

DW- are you moving to accept all of the changes, with exception of starting 10 week starting on May 20th.

JH- yes

JF- also 6-week starting on May 20

JH- MOTION move to accept all of the changes, with exception of adding an option for a 10-week course starting on May 20th and also 6-week course starting on May 20.

2nd JF

HH- motion to extend meeting for 10 minutes

DL- 2nd

Motion carries

DW- curriculum report.

PK- move to extend 5 more minutes

JH- 2nd

Carries.

Motion from curriculum committee to approve, doesn’t need a second

KM- I call the question

Motion carries

KM- I move that Porter Coggins be placed on the grievance board

Pat 2nd

DW- he just moves into that slot that was vacant, term expires august 15, 2019

Motion carries

Pat Donnay- motion to adjourn

JH- 2nd

Motion carries

5:25pm adjourn