
College of Arts and Sciences: College Council
Meeting Minutes

College of Arts and Sciences (COAS)

10-6-2006

College of Arts & Sciences Council Meeting : 2006 : 10 : 06

University of South Florida St. Petersburg. College of Arts & Sciences.

Follow this and additional works at: https://scholarcommons.usf.edu/coas_college_council_minutes

Scholar Commons Citation

University of South Florida St. Petersburg. College of Arts & Sciences., "College of Arts & Sciences Council Meeting : 2006 : 10 : 06" (2006). *College of Arts and Sciences: College Council Meeting Minutes*. 9. https://scholarcommons.usf.edu/coas_college_council_minutes/9

This Other is brought to you for free and open access by the College of Arts and Sciences (COAS) at Scholar Commons. It has been accepted for inclusion in College of Arts and Sciences: College Council Meeting Minutes by an authorized administrator of Scholar Commons. For more information, please contact scholarcommons@usf.edu.

CAS Faculty Council Agenda — October 6, 2006

1. **Approval of last meeting's minutes**
2. **Teaching loads.** Mark Durand recently sent a memo to all faculty asking us to look at teaching loads (memo attached). What should our response be? We encourage all interested faculty interested to attend and speak up.
3. **Report on child care.** Martine Fernandes will report on her findings (attached). The Council should then decide how to proceed.
4. **Faculty retention.** Councilors will report on their exit interviews with faculty who left in the last two years. We will then discuss whether these show that there are steps we (or the administration) can take to retain quality faculty.
5. **Deni Elliott** on the Ombudsman's work.
6. **Nominations for faculty to represent the college on the Dean's Search Committee.** Any faculty willing to serve should notify [Hugh LaFollette](#) before that meeting.
7. **Report from the ad hoc pre-health task force**
8. **Report from the nominations committee.** (Susan Fernandez)
9. **Report from the University Senate.** (Kathy Weedman)
10. **Other business.**
11. **Adjournment**

-----Original Message-----

From: Durand, V.Mark [mailto:VDurand@spadmin.usf.edu]

Sent: Tuesday, September 26, 2006 2:27 PM

To: vfueyo; gfranklin@spadmin.usf.edu; Gore, James

Cc: Cyndie Collins; jbaker@stpt.usf.edu; Christopher D'Elia; arsenaul@nelson.usf.edu; hohengar@stpt.usf.edu; jbaker@stpt.usf.edu

Subject: Defining Teaching Obligations

To the Academic Deans,
 Would you share this with your faculty? Thanks,
 Mark

I recently asked the academic deans to initiate a series of discussions regarding teaching obligations for all full-time faculty members. The immediate impetus for this discussion is the perception of uneven teaching loads required of faculty across programs. Some individuals, for example, currently teach a specific number of courses each semester based on historic precedents rather than on an equitable workload policy. This situation causes other faculty members to complain about the potential inequities. To help resolve the concerns I would like each member of our faculty to participate in this conversation.

It is obvious that a discussion of teaching will inevitably give rise to a number of important issues. For example, while conferring about the number of classes an individual teaches, consideration of the size of these classes should also be included. In addition, the intersection of service and research obligations with teaching loads must also factor into any program policies. Let me help frame these discussions with a few observations.

What is our mission? It is important to remember that the mission for USF St. Petersburg is multi-faceted.

USF St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close knit, student-centered learning community that welcomes individuals from the region, state, nation, and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institution system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

This mission includes goals related to our educational activities as well as our research and community engagement aspirations. A discussion of teaching does not diminish the role of service or research – the ideal is to integrate the three. Absent this integration, some members of the faculty contribute more or less in specific areas based on interest, skill and stage of their careers.

Are we a research university? The separation of academic autonomy that served as a prelude to our SACS accreditation caused some to question our role in the USF system and our distinctive mission. As is clear in our mission statement, we remain committed to our research goals. All major research universities embrace undergraduate and graduate education as well as service in their missions. This then begs the question – what kind of research university are we?

The term “Research I” continues to enter into our conversations as an indication of the level of research conducted at an institution. For clarification purposes, this designation is no longer used by the Carnegie Foundation, the body that in 1970 created the Carnegie Commission on Higher Education to classify

colleges and universities. Instead, doctoral granting institutions only are classified by a measure of research activity (not quality). The factors that enter into this calculation include research and development expenditures (how much awarded grant money is spent in a particular year); research staff (postdoctoral appointees and other non-faculty research staff with doctorates); doctoral conferrals in humanities fields, in social science fields, in science, technology, engineering, and mathematics fields, and in other fields (e.g., business, education, public policy, social work). Based on these calculations, the USF system is rated in the top category – “very high research activity”.

When USF St. Petersburg is classified, will we be rated as engaging in “very high research activity”? Because we do not currently offer our own doctoral degrees and because our grant expenditures do not approximate those other large institutions (it is not based on grant activity relative to the size of the faculty) we will not be eligible for this Carnegie rating. However, in the absence of this rating we are still a “research university” as a result of our mission and the accomplishments of our faculty.

What is the expected teaching load by individual faculty at research universities? The answer to this question will clearly vary by discipline. My hope is that in your conversations about teaching you will research the range of teaching expectations at comparably sized research institutions. As you proceed with these discussions, keep several caveats in mind. “Teaching load” is often determined at research universities both by the number of courses taught in a particular semester as well as by the number of students taught in that same semester. Institutions will often define a class as requiring a minimum number of students, with very low enrolled classes not counted in the teaching load that semester. At the same time, some institutions define classes with very high enrollments (several hundred) as more than one class (e.g., 1.5 or 2 classes), because of the workload implications.

It is also important to remember that a “research teaching load” (a reduced expectation for teaching as a function of the research activity of the instructor) is often assigned retrospectively, not prospectively, at these institutions. In other words, a course reduction is awarded for the publication of major works (e.g., books) or significant productivity (e.g., several peer-reviewed publications in a single year) not for the promise of future productivity. One of the implications here is that course reductions are awarded to individuals based on their own personal level of productivity, not simply on membership in a group. Therefore, if my program is highly productive each year, but in the past year I personally did not meet the criteria for being a “research active” member, I would not receive a teaching reduction.

Where do we start? It may be helpful to review the bargaining agreement language regarding “Assignment of Responsibilities”, especially as it relates to numbers of hours of assignment.

C. The University and the UFF recognize that, while the Legislature has described the minimum full academic assignment in terms of twelve (12) contact hours of instruction or equivalent research and service, the professional obligation undertaken by a faculty member will ordinarily be broader than that minimum. In like manner, the professional obligation of other professional employees is not easily susceptible of quantification. The University has the right, in making assignments, to determine the types of duties and responsibilities which comprise the professional obligation and to determine the mix or relative proportion of effort an employee may be required to expend on the various components of the obligation.

D. Furthermore, the University properly has the obligation constantly to monitor and review the size and number of classes and other activities, to consolidate inappropriately small offerings, and to reduce inappropriately large classes.

This language suggests that the minimum baseline is 12 contact hours of instruction (four 3-credit courses per semester). Reductions from this number occur when there are assignments in other areas. For example, a full-time instructor with no other significant assignment would be expected to teach 4 courses for the fall and spring semesters, respectively. Tenured and tenure-track faculty members, who typically have service and research assignments, would be expected to teach fewer than the 4 courses per semester.

Reductions from the 4 course per semester assignment should be based on specific definitions of what it means to be “research active” and “service active.” Here is where the faculty need to come to consensus regarding recommendations about the definitions of these concepts and how they are applied.

What does it mean to be “service active?” Faculty members at most institutions are expected to provide some level of service. Attending faculty meetings, responding to occasional requests for information and meeting with students are among the regular activities assumed to be part of the routine obligations of every member. Beyond these expected activities are service assignments that involve additional and significant obligations (e.g., committee membership). Obviously, simply being a member of a committee does not necessarily result in significant service. Some standing committees, for example, may not meet at all during a particular year. At the same time, other service activities (e.g., chair of the Faculty Senate, annual review committee participation) can involve significant time commitments. These issues should be considered when defining the meaning of “service active” as you consider course load policies.

What does it mean to be “research active?” With the comparison of teaching loads with other research universities, the definition of “research active” should also be made with other research universities. The number of publications (or comparable creative works), the expected quality of the outlets and other factors need to be considered. Being assigned a course load comparable to that of a research active member of a research university should require comparable scholarly activity.

I know this discussion will engender considerable emotion. My hope is that we can proceed in the way we do best - create a deliberate process whereby all views are considered and respected and where the welfare of our students takes primary consideration. I am ready to participate in this discussion at any level.

Mark

V. Mark Durand, Vice Chancellor
Office of Academic Affairs, BAY 204
University of South Florida St. Petersburg
140 Seventh Avenue South
St. Petersburg, FL 33701-5016
(O) (727) 873-4885
(F) (727) 873-4889
Email: mdurand@stpt.usf.edu

Here is some information I found about childcare downtown.

CHILDCARE DOWNTOWN:

BAYFRONT HOSPITAL DAYCARE

Talked with Miss Beth

Age: 2 months-Kindergarten

Rates: different according to job categories

Hours: 6am-6:30pm

Full time/ part-time: part-time possible with older children but prefer full-time

Number of children: 130

Other: interested in partnering with us for older children

extensive waiting list for babies.

Already have agreement with USF students working in medical area (training, etc.)

ALL CHILDREN'S HOSPITAL

All Children's Child Care Center 925 4th St S St Petersburg, FL (727)

897-4888

Talked with??

Age:..

Hours: 6:30-6pm

1 year wait for employees (6 spots for infants, 10 spots for toddlers) for 3000 employees

Could work with us with older ages

Full time/part-time: a lot of part-time, very flexible (around nurses schedule, etc...)

For an agreement with them contact: Debbie Hammock and her assistant Charlene Taylor.

Other: the daycare will be bigger when the new hospital is built.

Already have agreement with USF students working in medical area (training, etc.)

OTHER OPTION: HORTIN CHILD DEVELOPMENT (467 1st avenue North/ Christ United Methodist Church)

Talked to director

ages: 2 years-6

times: 6:30 am-6pm year round

Full time and part-time: very flexible, a lot of part-time options (2-3 mornings, afternoons, days, etc.)

openings for 2 years old in February/March 2007.

OTHER OPTIONS: DROP-IN

First Presbyterian Day School

716 N Shore Dr NE

St Petersburg, FL (727) 894-5889

They offer drop-in childcare 7.45 am-12pm (15 dollars)

PRESCHOOLS NEARBY (2-5 years)

Westminster Day School
 126 11th Ave NE
 St Petersburg, FL 33701
 (727) 822-5906
 9am-12pm + after care till 3 pm [flexible days: 2, 3,4 OR 5 days]

First Presbyterian Day School
 716 N Shore Dr NE
 St Petersburg, FL (727) 894-5889
 [2 days only for 2 years old 9-12pm]

North East Park Pre School
 3737 1st St NE
 St Petersburg, FL (727) 823-5252 [flexible days as well]

We might want to suggest for us to have access to Bayfront and All Children's centers, which are reserved for their employees now. With Hortin Development Center, we could get, like at the YWCA, a priority list. All children's and Hortin seemed to offer very flexible daycare which would answer some of our faculty and students' needs. The other preschools do offer flexible care but not long hours (at least not in downtown). There are other preschools of course further from campus....

We might want to involve the students in this issue because they also need flexible childcare. They do have part-time and hourly childcare at USF Tampa for students and any faculty or staff for that matter.

Let me know if you need me to proceed and how. The woman in Bayfront said she would talk to someone else and call me back regarding partnering. . . .

Do we need to get exact figures on who uses the YWCA? number of students, faculty, staff?... This year and/or previous years? I could get them from the director I guess next week, if need be.

I don't feel like doing a survey again for faculty, staff and students, but shouldn't we? How could we know what they need? Maybe we should distribute a form to fill out at the next CAS meeting? I could talk to the staff and design a form.

Let me know what you think,

Best,

Martine
 Martine Fernandes, PhD
 Agrégée de l'université
 Assistant Professor of French
 Department of World Language Education
 University of South Florida, Saint Petersburg