

MINUTES
College Senate Meeting
Friday, August 22, 2008

Attendees: Laurie Thurneck, David Thompson, Bill Hurd, Terry Clore, Allen Duff, Bruce Glassco, Crystal Newell, Ed Kingston, Jennie Patteson, Marie Melton, Scott Huston, Beryl Solla, Linda Cahill, Kathy Hudson

Senate Meetings

It was decided that Friday afternoons at 2:00 p.m. is good. The 1st Friday of every Monday in Rm. 248 is preferable.

The Role of Senate

Recently, FPA discussed the College's governance structure. Some expressed concern that the FPA is heading in a different direction from the rest of the College community. Bruce Glassco suggested surveying both past and present Senate members to identify what works, etc.

Other Senate members noted that this discussion occurred last year. Many people felt that the Senate rubber stamped the committees' actions; fears were driven by being spread too thin among the various committees. In response to the faculty's concerns, the Senate reduced the size of the standing committees and the Senate. The Senate urges the faculty to bring their issues before it to be heard.

One question repeatedly asked is, how much value added does the Senate provide. Perspective is key. Every member represents a different area of the College; every one provides a different point of view. The Senate's role is to consider issues and policies that affect the entire College. The students also have a voice in the Senate.

The Senate also will be asked to develop a policy this year in regards to sex offenders on campus. This is something that affects the whole school and is appropriate to the Senate.

LIBRARY

Interlibrary Loan – The interlibrary loan policy is a revision of the current policy. Senate will approve this policy for the first time today. The main revisions are the inclusion of the last two sentences on page 1 in regards to the renewing and lending periods of ILLs. Some lending libraries will allow us to renew and other will not; lending time is dependent upon the policies of the lending libraries. Unlike students, faculty are not limited in their number of inter-library loan requests. Students and faculty must come to the library to pick up ILLs. All ILL books are due at the end of the semester. The following revision is to be included: after “Students are limited to requesting three books and ten periodicals at a time.” Insert: “Exceptions will be made on a case by case basis.” (under #4, Policy); **approved with revisions.**

Policies for Circulation of Materials, Use of Equipment and Space, and Operational Policies – After researching other libraries, the library created the Policies for Circulation policy. This policy basically outlines the procedures currently followed. The library currently allows students to check out 50 books and faculty to check out 100; however, Aleph does not notify circulation if the patron goes over the limit. C&I recommended the limits be dropped to 25 for both students and faculty.

The following suggestions were made: Place an * in the faculty/staff column by “limit of 25 books”. Under the box, add the following statement: “Exceptions will be made on a case by case basis.” Also, hyphenate in-library, in-building, etc. Under “policies governing computer use follow” (p. 1): the first sentence should read: “The primary purpose for having desktop computers...” The second paragraph (p. 2), first sentence, now should state: “Only currently enrolled students may...”

Some discussion ensued in regards to the replacement of lost or damaged student laptops. The borrower will be charged the replacement cost of a similar item if a laptop is lost or damaged. The students should be notified of the replacement requirement. A tent needs to be placed at the circulation desk; **approved with revisions.**

C & I

Curriculum Modifications – This policy is now a separate policy. It defines what minor and major curriculum changes are; major changes have to go through the notification process as outlined. Number 6 is a new part of the policy. The policy adds definitions and procedures to the VCCS policy of reporting academic change. Suggested revisions: add “(C&I)” after first reference to Curriculum and Instruction Committee; **approved.**

Awarding Academic Credit for Nontraditional Learning – This policy deals with awarding credit for nontraditional learning. The policy covers awarding credit for standardized assessment, e.g. SAT, ACT, GRE, etc. as well as credit for industry certification. When credit is awarded, it will be given in the form of a pass credits. Students may apply up to seven credits towards a degree.

Experiential learning for credit is handled differently. Documentation must be provided. Historically, the Humanities division accepted experiential learning for credit, e.g. fine arts and humanities. This policy defines the procedure for the rest of the College. If a student can demonstrate the learning outcomes of the course, experiential learning may be awarded for credit.

Workforce Services now contracts with Ed2Go and provides noncredit classes like accounting. Some students may ask for this to count towards their academic credit. If so, the students will now have to demonstrate the learning outcomes of the course. There is a state and national push for awarding credit for experiential learning. We’re trying to stay ahead of the curve by developing this policy.

Deans and faculty will determine which courses are eligible for credit by final exams. Kathy recommends allowing credit by final exam on an ad hoc basis. We have a procedure that spells out who does what with an appeals process. C&I discussed this policy thoroughly. The VCCS has said that we can only charge the student \$5.00 for credit by exam. An appeals process has not been developed to date; **approved.**

Placement testing – This policy is a written procedure of what has been done all along. Everyone certifies or takes reading, writing, and math placement tests. People can retest for various reasons, however. This policy documents our practice from the last two years; **approved.**

Program review – This has been the practice for a number of years; it is now a policy. Each academic program is reviewed every five years. The following procedures outline a timeframe and who is responsible. The policy also updates the titles of the people responsible for the review. Suggested revision: change “chair” to “dean”; **approved with revision.**

Determining distance education substantive change – This policy ensures we know when a program hits the 25% threshold so that we notify SACS. The College follows SACS’ guidelines; this policy lays out our procedures; **approved.**

At-Risk Student Enrollment – The policy stems from the Title III leadership team. An at-risk student is identified as needing two or more developmental courses. Literature shows that to succeed, students need intrusive counseling. This policy develops our procedures for handling at-risk students. We place a hold on their record so they see a counselor in order to register. In this way we hope to be much more successful. The students cannot take any courses with prerequisites. They can, however, take art, dance, etc. They can take a handful of college-level courses where they can be successful. The counselors will direct them to developmental courses during the registration process. #7 generated a lot of discussion in C&I. Once students complete development coursework, they are no longer at risk; **approved.**

New instructional program development – Each area had different procedures, etc. when a new academic program was developed. This policy states that deans will collaborate with faculty and use data based on sustainability to develop new academic programs. The policy provides necessary procedures for program development. The policy is necessary because a local group requested an ASL program. Suggested revisions: add the first parenthesis on 2b under “Procedures” on pg. 1; extra space, second sentence under “Policy” first page, add “s” in parentheses under 1a on page 1; **approved with revisions.**

Auditing a course – This policy is a revision to the College’s current policy and differs from the VCCS’s. (They allow students to audit up to 60% of the course). Our cut-off for auditing a course is the add/drop date and will be based on space availability. Auditing is not counted towards our FTE which affects our budget. This is a consideration for us.

This policy iterates our procedure and what we have been doing for five years. This is the first time this policy has been presented to the Senate; **approved.**

Administrative Services

Intellectual Property – The College is required to have this policy. The second paragraph outlines who at PVCC is responsible. This policy deals with who owns intellectual property created at PVCC while using PVCC materials. Previously, the College referred to the VCCS policy.

However, if one takes unpaid leave, then the book and royalties are not owned by PVCC. If it is part a class project, then the students’ work is ours as well; **approved.**

Use of Facilities by Outside Groups Policy – When reserving rooms, use PeopleSoft. The College has never rented space in the main building before, only the Dickinson Building. This policy is in response to this. We say that we don’t cater, but we also don’t mention IT support. There was some discussion as to whether IT support should be itemized as a separate fee schedule, i.e. have additional fees for additional services. Currently, we do not have the structure to charge outside groups not brought in by Workforce Services. The fee schedule does pertain to state agencies, but we can waive the costs. Other colleges are charging state agencies as well. Proposed revisions: strike number 2 and add an * under the fee schedule box along with a sentence that states “Additional fees may apply for required personnel or equipment requests.”; **approved with revisions.**

Adjournment. Meeting adjourned 11:15 a.m.

Submitted by Crystal Newell