

## **Notes of ACC Meeting, 12 December 2007, Fremont Room (duBois), 1:00-3:00pm**

Due to some confusion about the agenda, several items were taken out of order.

### **2. Updates from the Executive Director.**

- A. Suggestions for possible ACC workshop topics included: student recruitment and outreach, especially focusing on best practices and retention; and negotiations with new faculty hires.
- B. Roy St. Laurent gave an update on the work of the Faculty Senate Committee on Administrative Evaluation concerning the inclusion of faculty input into the process of evaluation of chairs. The arrows on the flowchart (see the ACC website for this) distributed in advance of the meeting indicate the following: (1) the chair would provide to the faculty in his/her unit (and to his/her dean) a statement of his/her accomplishments (self-evaluation) in the role as chair for the period under evaluation; (2) all faculty in that unit would anonymously fill out a standard instrument (to be developed) to provide evaluative feedback on the chair's accomplishments, performance, and leadership to be forwarded to a department committee (possibly the FSC) for collection/collation; (3) the unedited, collated faculty responses are forwarded to both the chair and the dean-supervisor of the chair; (the chair at this point could "respond" to the faculty comments by forwarding a letter of response to the dean; (4) the dean would use the chair's self-evaluation, faculty input, and chair's response, together with other measures, in determining the chair's evaluation, which is forwarded to the chair; (5) (optional) the chair could respond to either/both the faculty and to the dean concerning the faculty's comments and the dean's evaluation; (6) the dean would provide some type of response to the faculty thanking them for their input into the process. The Senate Committee suggests that this annual review of chairs be scheduled to take place in parallel to the annual review process for faculty (i.e., in the Fall semester).
- C. Members of the Executive Committee will represent the ACC at the President's Leadership Retreat scheduled for January 9<sup>th</sup>. Note: early in January, the Retreat was rescheduled for sometime in March due to the uncertainty in the state budget for the next fiscal year.

### **1. Discussion with the Provost: Liz Grobsmith**

- A. Seventeen nominations for President's Distinguished Teaching Fellows have been received. It is not yet certain whether two or possibly more than two will be chosen this year. These Fellows will form the core of a University Teaching Academy, but the Academy will include others as well.
- B. Macro-budget requests are still being received by the Provost from the various colleges. Certain items are likely to be priorities: anticipating increased growth in the number of freshmen, monies to regularize faculty lines, and possibly to provide additional temporary staffing will be a priority. Other priorities might include: increasing the tuition remission for graduate assistants from 50% – though to what is still unknown; funding to address ongoing renewal of university facilities; operations dollars for the International Office; and resources for the Honors Program.
- C. The process of establishing Yuma as an independent branch campus is moving forward. Certain degree programs and college structures are being split-off. A new Bachelors of Business Administration has been established there. College of Education programs at Yuma will be split from the corresponding programs on the Flagstaff campus, with the exception of Educational Psychology (due to accreditation requirements).
- D. On the agenda for the January ABOR meeting is approval of a new B.S. in Biomedical Sciences.
- E. Airport interviews with candidates for the Dean position of the School of Nursing are proceeding. One on-campus interview is scheduled at this point.
- F. The Task Force on Global Education will be constituted in January. Two of the areas the group will look at are international education and global sustainability.

### **3. Proposal to resurrect the Ombuds Office: Susanna Maxwell, Diane Verkest and Gary Buckley**

- A. University staff organizations CSAC and SPCA have produced a survey of staff concerning the need for an Ombuds service for staff. President Haeger appears to be receptive to the proposal to resotre

an Ombuds program available to both faculty and staff. This would include a full-time 12-month professional Ombudsperson (either a current faculty or staff member or filled via a national search); a ½ time 9-month faculty position; and a part-time office position.

- B. The voluntary faculty Ombuds program would be held in abeyance while this new program gets up and running. (Later, it was suggested by an ACC member that maybe the current volunteers could somehow be linked to the new program. Logistics and time constraints were raised as practical considerations that might preclude such an approach.)
- C. Though faculty and staff issues can be very different, it should be possible to hire someone who knows the university culture and can be trained in ombuds functions, or vice versa. Whoever staffs the office must have some minimum understanding of all areas, but the plan is to have people with expertise in each employee classification available.
- D. The chairs expressed strong support for this proposal.

#### **4. Long-Range Planning Subcommittee Report; and Climate Change: Marcus Ford**

- A. The Long-Range Planning Subcommittee of the University Strategic Planning Council looked at demographics, resources, climate change and other issues in developing a plan for the university for 2035. The plan, available at <http://www4.nau.edu/pair/UniversityPlanning/archivedStrategicplanningDocuments.asp>, included suggestions for calendar, curriculum and other matters. While President Haeger has alluded to the report in campus speeches, there needs to be a wider discussion of it, along with the issues of climate change that will particularly affect the Southwest and Arizona. Climate change in Arizona will have implications for increased forest fires, changes in agriculture, tourism, and the economics of the state in general.
- B. A public university has a special obligation to model good behavior, and educate students and the people of the state it serves. In fact NAU has committed to becoming carbon neutral by 2020. While the University is “practicing what we teach”, are we doing a good enough job teaching the issues of climate change? How can we improve our teaching in this regard?
- C. What is the sense that any of the proposals in the report will be accomplished? Change sometimes occurs more quickly than one expects. While some change is occurring, we are not as green as we could be. While there is evidence in some movement in terms of a curriculum focusing on climate change in certain areas (e.g., a new global studies minor in SBS), we need to take more risks and be more future oriented.
- D. How feasible is NAU’s goal of carbon neutrality by 2020? Is there an implementation committee? Not clear if an implementation committee is in place. In general, the administration is on board with this goal, while faculty appear to be less committed, and surveys show a large proportion of students have not been exposed to issues of global warming / climate change in their NAU education.
- E. As one example of administrative commitment to these goals, the Psychology Department received funding for a graduate assistant (from the Graduate College) to help determine the department’s carbon footprint and how to “green” their curriculum.
- F. What can the ACC do? Get involved by convening a campus-wide discussion, consider sponsoring a workshop on how to green the curriculum, or how to reduce a department’s carbon footprint. Sponsor a day-long symposium or showcase of best practices.
- G. While there was general support for the issues presented, the ACC took no immediate action.

#### **5. Bookstore Advisory Council: Ken Pegram, NAU Bookstore Manager**

- A. Ken Pegram reported on the success of the bookstore’s buyback / textbook savings programs. Relative to last year, the bookstore has returned an additional \$80,000 to students through faculty early adoption of texts for Spring semester that allowed the bookstore to buyback an increased number of students’ used books.
- B. The bookstore is proposing setting up a Bookstore Advisory Council as a way to connect to the University community. The group would meet once a semester or possibly once a month, and consist

of representatives from (possibly) the faculty senate, a dean's office, student life, student government, and distance learning. The focus initially would be on textbook issues and other course supplies.

- C. Generally ACC members were favorably inclined toward the idea, though one member suggested an annual questionnaire would be a better avenue to seek input on bookstore operations and that we don't need another committee.
- D. In light of the previous agenda item, what does the bookstore do to address sustainability issues in textbook adoptions? Used books are generally a more environmentally friendly approach. Publishers are increasingly providing alternatives such as customized textbooks that eliminate chapters that an instructor will not be using. Electronic textbooks are also possible. If there is interest in this, the bookstore can set up meetings with publisher representatives.

**6. Vista course life cycle proposal and related items: Don Carter, e-Learning**

- A. e-Learning is in the process of shutting down the old Blackboard system. In the process, they have developed a policy on how long to keep electronic courses that have been developed in the more recent Vista system. The proposal is to keep courses available in Vista for two years plus two weeks in order to give faculty sufficient time to move an old course to a new semester and download the course gradebook. In addition courses will be archived and can be restored later if need be. The ACC was generally supportive of the proposed policy and timeline.

Meeting adjourned at 3:10pm plus/minus 5 minutes.