UHCL Faculty Assembly Meeting – March 26, 2012 Minutes

Bayou Building – Forest Room

Meeting was called to order at 11:45, March 26, 2012.

The Faculty Senate Fall meeting Minutes approved.

The Faculty Senate President opened the meeting and introduced President Staples who gave a status report on the forthcoming Southern Association Colleges and Schools visit in April, 2012. Dr. Staples thanked faculty who prepared SACS reaffirmation documents and preparing the Quality Enhancement Plan for SACS.

He announced 6 UHCL downward expansion committees and forthcoming admission standards to be approved for Fall 2014. He opined Texas Higher Education Funding is uncertain because of Texas Medicaid and School funding; he reminded faculty that the State Legislature will change soon and several current members will be replaced because they are not running for election. He encouraged faculty to attend the Faculty & Staff awards in Atrium 2 on April 11.

Provost Stockton thanked faculty and Dr. Mugh for work on SACS with special thanks for Pat Cucheons. He also thanked faculty for over 200% increase on grant funding.

President Norwood called for nominations for President-Elect. Two who had agreed to run were nominated: David Garrison & Chris Ward. He called for faculty to volunteer for the April 24th collaborative project with Student Services and the Student Government Association, providing student grab bags– volunteer for April 24th. He then introduced the speaker, former faculty senate president at UH Victoria during their four – year downward expansion. The speaker opened his presentation with what was unanticipated, the degree of parental environment. Students lacked life management skills, had serious educational deficiencies and no sense of time management. They used cellphones all the time and but not textbooks which many did not purchase or read. Students demanded faculty time and faculty received lower evaluations from the new lower division students. Adjuncts had to teach given insufficient faculty. All faculty adapted to a shift in pedagogy that required teaching students how to learn.

Their first year experience orientation was important. Initial conflicts between academic affairs and student affairs were resolved through negotiating who does what for 1st year. A rigorous assessment of first year experience yielded important conclusions: Offer a freshman seminar about how to study/take notes for two credit hours. The common reader program incorporated into all freshmen courses would be continued although University should have an active committee for this program.

The Dr. Akins responded to several questions including a request to provide the slides to his talk. The meeting was adjourned at 1:00 p.m.