

Minutes of the Faculty Assembly Meeting - February 6th 2004

The first Faculty Assembly Meeting for the Spring 2004 semester was held on February 6th 2004 in ED 313. The meeting began at 10.35 and was presided over by Michele Acker-Hocevar (Chair.) Those present were: Drs. Eileen Ariza, Ira Bogotch, Michael Brady, Valerie Bristor, Gail Burnaford, Cynthia Core, Marta Cruz, Ali Danesh, Carlos Diaz, Deborah Floyd, Michael Frain, Penelope Fritzer, Rose Gatens, Deb Harris, Susanne Lapp, Mary Lieberman, Joan Lindgren, Pat Maslin-Ostrowski, Jane Matanzo, Peter Messmore, Alex Miranda, Carmen Morales-Jones, Dan Morris, Paul Peluso, Don Ploger, Angela Rhone, Barbara Ridener, Perry Schoon, Dilys Schoorman, Lydia Smiley, Tony Townsend, Roberta Weber, Cynthia Wilson, Dianne Wright, Hanizah Zainuddin.

Welcome and Update

The meeting began with Michele announcing that Perry Schoon, Vice Chair of the Faculty Assembly had been appointed Interim Chair of the Department of Educational Technology and Research. She congratulated him on his appointment and, at his request, granted him a few minutes to address the Assembly. Perry read a written statement (see attached) announcing his resignation from the position of Vice Chair of the Faculty Assembly, effective from the end of the meeting. Perry also handed the secretary a longer written statement that he had wished to read at the meeting, but in the interest of time, wanted to be included with the minutes.

Michele informed the Assembly that this issue had been previously discussed at the Steering Committee meeting in January and noted that the Steering Committee had intended to bring forward a resolution of support for Perry to continue, because the current constitution supported a chair serving as an officer. Pat Maslin Ostrowski noted that it was a sad time when a chair was seen as adversarial to faculty, and Paul Peluso commended Perry on his integrity in his work as a Steering Committee Member. Dilys Schoorman moved and Mike Brady seconded a motion that Perry serve as an invited non-voting member on the Steering Committee. The motion carried unanimously.

Michele presented a chart that demonstrated the plans of the Steering Committee, Ad Hoc Committees and Leadership Team for the rest of the semester. This included the following:

February: - Recommendations for the Search Process, Retreat to work on changes to the Constitution, Survey on Faculty Assignments, Design survey on P&T

March: - Visit with the Provost, Evaluation of the Dean and Associate Deans

April:- Nominations of Officers, Votes on recommendations of Salary Equity Committee and Faculty Assignments Committee, Votes on P&T process-oriented issues

The minutes of the previous meeting were accepted unanimously. The motion was made by Mike Brady and seconded by Dan Morris.

Michele then clarified how agenda items were selected. She explained that agenda items were brought to the Steering Committee who would decide how best the issue would be served. She noted that sometimes an issue would be deferred to a committee because it

was better handled as part of the cluster of issues rather than piecemeal. Perry then presented the model of the working structure of the current Faculty Assembly that illustrated the decision making process. It was underscored that the decision making process was intended to be transparent and to facilitate greater faculty participation. It was not the intention to ignore any single issue.

Alex Miranda raised the issue about the position of the chairs, especially since they were no longer deemed "in unit" with regard to collective bargaining. Carlos Diaz noted that the Faculty Assembly had always considered those with professorial rank, which included chairs, to be part of the Assembly. The only stipulation was that those holding the position of Associate Dean or Dean could not hold the position of officer, but that the intention of Faculty Assembly had been inclusiveness. Larry Decker and Dan Morris endorsed this idea. Some concerns about the corporatization of the academy were voiced.

Recommendations on the Search Process

Dilys then led a discussion on the recommendations for the search process (distributed prior to the meeting in electronic format; on paper at the meeting) that had been made by Cynthia Wilson and Jane Matanzo. Cynthia and Jane noted that they had tried to take into consideration multiple perspectives on the data that they had received, including the perspectives of administrators, search committee members, faculty and candidates.

There was some discussion about whether the recommendations should be viewed as "guidelines" or "policy." Dilys suggested that we return to that discussion after reviewing the recommendations. Each recommendation was reviewed and all items on which the assembly agreed unanimously in concept were marked in green; those items with which certain members did not agree were marked in red (see attached). Carlos Diaz moved and Mike Brady seconded the motion that the items that had been marked in green (indicating consensus) be approved in concept, and that they be incorporated into a final document to be voted upon by the Faculty Assembly. The motion carried unanimously.

Committee reports

Salary Equity Committee

Perry reported that the Salary Equity Committee had come up with a model that would address issues of salary equity. The committee planned to present this model to faculty at department meetings. Perry also noted that the committee had taken into account merit, equity and compression in their deliberations. He informed us that a brief questionnaire would be sent out to faculty and invited the faculty to provide feedback on additional concerns that related to faculty salaries.

Equity in Assignments Committee

Ira Bogotch presented the results of the survey of chairs on faculty assignments. He presented tables that indicated the following: Distribution of course load across the college (for N=74, the highest percentage taught 6 courses across Fall & Spring), Percentage of faculty who taught overloads (48%) and those who had course releases (27%), College-wide division of assignments, Department Chairs' criteria for calculating

assignment percentages, Chairs' comments on Departments' process for faculty assignments, and additional comments from the chairs.

Ira commented that it appeared that while the chairs' heart were in the right place with regard to trying to provide reasonable assignments, due to institutional constraints it appeared that their behaviors as reflected in the assignments did not always indicate their commitment.

Democratic Decision Making Committee

Pat Maslin-Ostrowski announced the dates for their next meetings: February 13th, March 19th, April 23rd from 12-2.

Pat also distributed three items for consideration by the Faculty Assembly, two pertaining to the constitution (see attached) and the third pertaining to the formation of a committee to explore the formulation of a code of ethics. The first two ideas were to be incorporated into the discussions to be held at the retreat on the constitution (Feb 27th). The following motion was presented by Pat and seconded by Carmen Morales-Jones:

A Special Committee, The Ethics Committee, be formed and charged with studying the issue of a code of ethics for the College, to facilitate dialogue among faculty of the College regarding a code of ethics, and to report its findings to the Faculty Assembly with the goal of formulating a resolution to be brought to the Faculty Assembly for vote by the spring 2005 meeting. The committee will sunset the last day of spring semester 2005.

The motion carried unanimously.

Suggestions for constitutional changes

Michele also presented the topics identified by the Steering Committee that would be considered with regard to changes to the constitution. They were: clarification of who should be members, clarification of the role of department chairs in the context of the new bargaining agreement, the need to add guiding principles of the Assembly to the Preamble,

attendance requirements for Steering Committee members, clarification of the link between the COE Assembly and the Faculty Senate, correcting the numbering system within the document. She invited the faculty to send their suggestions for changes to the constitution to their Steering Committee representative.

Gail Burnaford asked about the relationship between the College of Education Faculty Assembly and the University Governance structure. Michele informed the assembly that we had asked Fred Hoffman to come and speak to the Steering Committee on March 5th to educate us on that issue. At this point, the COE Faculty Assembly was operating somewhat independently of the University governance structure. Cynthia informed Michele that the Chair of the Faculty Assembly was a non-voting member of the Faculty Senate.

Dean's Report

Valerie Bristol, speaking on behalf of Dean Aloia, distributed a tabulation of the Graduate Assistants assigned to the COE (as requested by the Faculty Assembly leadership team.) The table indicated the following distribution of the total of 30 Graduate Assistants:

Dean's Office (Boca): 3

Ed. Technology Lab: 5

Davie: 4

Jupiter: 1 (unfilled)

Treasure Coast: 1 (unfilled)

ETR: 1

CE: 1

CS&D: 1

TE: 2

ESE: 1

ES&HP: 8 (7 teach)

EL: 1 (and one unfilled)

Perry moved and Deb Floyd seconded that the dean be asked to make the assignment of graduate assistantships more equitable across of departments and other entities within the college. The motion carried unanimously.

Any other business

Michele noted that the charter college proposal e-mailed to us by the dean had been raised as an issue to be discussed under this agenda item. She asked if there were any other items that needed to be raised. Nothing else was suggested.

There was much discussion on the concept of the Charter College. A variety of concerns emerged. From these concerns, several questions arose, that the faculty felt needed to be presented to the dean. They were:

- What is a Charter College?
- How will faculty and chairs be involved?
- What are the regulations that we are trying to get away from?
- What new regulations will we be subject to? What are we freeing ourselves from and what are we getting ourselves into?
- What is the difference between a Charter College and a Deregulated College?
- What are the accountability and fiscal implications of such a proposal?
- How does this impact programs, degrees, P&T, collective bargaining?
- What is the role of departments in the college that are not involved in Teacher Education in this plan?
- Whose idea was this? Who was the first person to propose this?
- Who wrote the draft that was e-mailed to the faculty?
- Who is discussing it?
- What has been the nature of faculty input - esp. from those in the area(s) of teacher education - in the creation of this plan?
- What does it mean that the college "stands poised on 'ready'....."?
- Is this a foregone conclusion?

In the midst of this discussion on the Charter College, Michele called for a motion to increase the time of the meeting. Mike Brady moved that we extend the meeting by 15 minutes. This was seconded by Carmen Morales Jones. The motion carried unanimously.

Dilys read out the questions that had been generated thus far. Peter Messmore then proposed that the dean be asked to come before the faculty as soon as is possible in a meeting where the Charter College is the single and only agenda item, in order to respond to the questions generated. This was seconded by Perry Schoon. The motion carried unanimously.

As there was no further business, there was a motion that the meeting be adjourned. The meeting was adjourned at 12.45 p.m.

Submitted by:
Dilys Schoorman
Secretary, COE Faculty Assembly

ATTACHMENTS

Statement from Perry Schoon

As most of you are aware, I am now the Interim Chair of Educational Technology and Research. This appointment has the potential to create a conflict of interest. I believe that the work of this assembly is so vitally important to the future of this college. I feel that this team has created a positive culture for our college and that no faculty member should ever have to question the integrity of its elected leadership or representatives. Consequently, I want to announce that I am resigning as Vice-Chair of Faculty Assembly effective at this conclusion of this meeting.

I kindly ask the Chair (Michele) for 2 or 3 minutes so that I can read some statements into the official assembly minutes.

I have known Dilys Schoorman since my arrival at FAU 7 years ago. I have not, however, had the opportunity to work closely with her until we were both elected for the assembly positions. To those of you who have worked closely with Dilys, you already know the type of person she is. To those who have not worked with her, I want to tell you what she is and who she is.

Dilys has been your staunchest ally in the effort to improve our college. Without her, I truly believe this team would have failed. She has worked non-stop since she arrived at FAU at fighting for your rights as faculty members. When Michele and I felt we have had enough, Dilys has pulled us off the mat and invigorated us. She is one of the most straightforward, honest, and ethical people I have had the pleasure to work with. She has what I consider to be the most positive attribute in a leader – she is someone who listens.

While some of you may not agree with each other's opinions, I can tell you that Dilys will always provide a logical, persuasive, and in 99% of the cases, correct argument. Whenever politics have come into play, Dilys has been above it all. She has an incredible ability to move ahead in a fair, and positive direction no matter what she is confronted with. Dilys does all this knowing that there likely will be no personal reward to any of it.

I would recommend Dilys for any leadership position that comes up in her lifetime and would welcome the opportunity to be lead by this incredible faculty member and scholar. She is the true epitome of a colleague and I also consider her my friend. Thanks Dilys

Michele

Michele and I have had the opportunity to work closely with one another since our work on the Annenberg project. She never fails to impress me. I have never heard a bad word from anybody about this lady. I would be surprised if I did and I certainly would never believe it. Michele has the ability to turn any negative into a positive. She makes everyone feel good about him/herself and always has a smile on her face no matter what conditions she is working under.

Michele is a natural born leader. She is focused, organized, and is a visionary. She always has the "big picture" in mind. While this attribute can be found in many people, what Michele has is unique. She knows how to devise a plan, implement it, and produce results. I am sure most of you have worked with Michele in some capacity because she is always leading something somewhere. I would hope Michele that you would someday lead a college. I would certainly apply there.

Finally, I just want to say that I look up to you and so should anyone who is trying to become an academic. One of the best recommendations for an applicant for a faculty position that I have ever seen came from one of the true leaders in our discipline, Walter Wager. He wrote about this applicant's credentials, his ability to conduct research, etc... And then, at the end of this recommendation letter, he wrote "The best thing about this candidate is that he is a truly nice person". I would write that about Michele.

Thanks Michele and Dilys for putting up with my nonsense, steering me in the right direction, and for being great colleagues and my friends.

Recommended Faculty Search Process

Items approved in concept:

Identification of positions/placement of ads

- Position vacancies should be identified during January-April. (Wording change requested.)
- Ads for positions to be filled should be written by September 15 and placed in multiple, diverse outlets by October 1. (Wording change requested.)
- COE website should be equipped for inquiries.

Centralization

Dean's staff will:

- Reimburse all hospitality/travel expenses in accordance with University policies.
- Oversee contractual process.

Roles of departmental faculty/search committee members

- Professional behavior and ethics surrounding interviews should be held to highest standards.
- The composition of the search committee (i.e., from within department, outside department, or a combination) including the person selected to chair the search committee, should be decided by the department having the vacancy and coordinated by the department chair.
- Departmental faculty should have opportunity to review candidates' vitae and give input to the search committee before interview invitations are extended (one possibility is through the development of a form that can be used for pre-interview faculty input).
- Search committee prescreens candidates via telephone conference calls.
- References are called by selected search committee members.
- After references have been screened and faculty input considered, the search committee selects candidates to be interviewed in accordance with University guidelines.
- Interview schedules are devised by the search committee and should consist of departmental opportunities to hear candidates present and/or teach, meet faculty individually or in small groups, meet with students, and/or be involved in ways decided upon by the department.
 - The search committee will conduct a formal interview with each invited candidate.
 - It is expected that an individual meeting will be scheduled for the candidate with the department chair.
 - Meeting opportunities may include the associate dean(s) of the campus(es) to which the candidate will be assigned.

- An open invitation may be extended to other associate deans to attend given scheduled meetings.
- It is expected that departmental faculty will volunteer to transport candidates and host candidates during mealtimes (which are to be reimbursed).
- It is expected that the Dean will communicate with the search committee chair/ chair of the department as to the status of candidate selection. The search committee chair will inform departmental faculty of any status reports.
- After the candidate has accepted employment, an initial mentor selected by the department will communicate with the prospective faculty member. (See Faculty Handbook). Facilities, equipment, and appropriate supplies will be made available by the respective departments.

Items yet unapproved in concept, in need of further discussion:

Centralization

Dean's staff will:

- Handle travel/hotel arrangements and EEOC paperwork.
- Scan all candidate information including letters and make available electronically to all faculty. A password available to internal COE staff and faculty will be provided to limit outside accessibility.
- Handle follow-up letters to candidates not selected.

Roles of departmental faculty/search committee members

- A brief introductory meeting will be scheduled with the Dean and will be followed up by a more extensive interview to occur at the conclusion of the candidate's visit. These two meetings will allow the candidate to meet the Dean initially and to then ask follow-up questions and discuss what was learned throughout the interview process.
- Provide candidate an opportunity to meet with faculty, students or other members of the university community in accordance with candidate's choice.
- Departmental faculty will be provided a means (i.e., form, etc.) to give confidential input about interviewed candidates to be submitted to the search committee.
- The search committee considers all input and makes recommendations to the Dean. The recommendations will be the name(s) of candidates deemed appropriate for the position and will include support as to why the candidate(s) was recommended.

Constitutional changes suggested by Democratic Decision Making Committee

1. *The Democratic Decision-Making & Communication Committee hereby moves that in order to strengthen the leadership structure and to ensure continuity of leadership,*

“Section 3. Officers and Election Procedures for Officers. B. Terms of Office” of the Constitution of the COE Faculty Assembly be changed to:

*Officers shall serve terms of office beginning the first day following the conclusion of the spring semester and ending on the last day of the following spring semester.

*The Chair shall serve for a one year term.

*The Vice-Chair shall serve for a two year term: year one as Vice-Chair, year two as Chair.

*The Secretary shall serve for a one year term.

*In the event that the Vice-Chair is unable to complete the term and cannot serve year two as Chair,

a. when spring elections take place, in addition to electing a new Vice-Chair, a special election will be held to elect a chair for a one year term, and

b. the outgoing Chair will serve as an Ex Officio Member of the Steering Committee.

Thus, in order to pass along the wisdom and experience of faculty assembly leadership we move that:

“Section 3. Officers and Election Procedures for Officers. A. The Officers. 1. The Chair.” be changed to:

*1. e. To provide leadership continuity during the first year of the new process, the outgoing Chair of the 2003/04 Assembly will serve as an Ex Officio member of the Steering Committee. As past-chair, he/she/ will serve in advisory, non-voting capacity to the Steering Committee.

1.f.

Beginning with the 2004/05 COE Assembly, in the event that the Vice-Chair is unable to complete the second term of office and become the new Chair of the Assembly, the outgoing Chair will serve as an Ex Officio member of the Steering Committee as a non-voting advisor.

2. *The Democratic Decision-Making & Communication Committee hereby moves that in order to support effective leadership by the officers, the Faculty Assembly requires an effectively functioning system of Standing Committees, and that*

“Section 6. 3 Committees. Standing Committees” of the Constitution of the COE Faculty Assembly be changed to include:

*The Assembly will establish standing committees as follows

1. The Connections Committee. Purpose is to foster intellectual dialogue and to facilitate faculty collegiality and sharing of research.

2. Democratic Decision-Making & Communication Committee. Purpose is to review processes and procedures relative to democratic governance and communication, and to make recommendations accordingly.

3. Equity & Work Life Committee. Purpose is to review issues related to diversity, equity in assignments and salary, and ethics, and to make recommendations accordingly.

4. Research Committee. Purpose is to conduct research and provide data to assist Faculty Assembly decision-making.