

Glenville State College Faculty Senate Minutes

February 2, 2010

I. Call to Order and Roll

President Dennis Wemm called to order the Glenville State College Faculty Senate at 12:23 p.m. on February 2, 2010 in the Mollohan Center Conference Room, Room 319.

Senators present: Dennis Wemm, Arthur DeMatteo, Liza Brenner, Jonathan Minton, David O'Dell, Fred Walborn, Larry Baker, Paul Peck, J. Morgan, Rick Witte, Dorman Batson, Lisa Castle, George Hoshell, John Taylor, Jill Haasch, Cinda Echard and Connie Stout

Senators absent: 0

Others present: Dr. Kathy Butler

II. Approval of Minutes and Ongoing Reports

Motion to approve minutes of January 19, 2010 Faculty Senate meeting. Motion passed and minutes approved.

Comments from visitors:

- Kathy Butler states she saw the resolution presented by the Senate and was very humbled by it. Never the less, she will be stepping down at the end of the year. It has been a stressful year, and stepping down would take some of the stress off.

Reports:

Dennis Wemm (President's Report):

- The Facilities Planning Task Force – Maintenance meeting will be Feb. 17th. The focus will be issues of deferred maintenance and safety issues. Several Senators noted the following issues: 1. Need new heating system in LBH 2. Basement in Admin building HOT.
- Dr. Barr invited Wemm to his office. Dr. Barr would have liked to have prior notice of receiving the resolution regarding Kathy Butler. The Board of Governor's received it first.
- During the Senate meeting February 16th, the Senate will solicit questions from the President.
- O'Dell wonders if there is a speedier response instead of using GSC campus mail when sending and receiving ballots. Larry Baker is going to look into an electronic voting system.

Paul Peck (ACF and Board of Governors Representative Report):

- (see appendix below)

Series 19 (see below)

- Regarding Series 19 below, Kathy Butler states the purpose of presenting this document is to aid the state in cleaning up the language. School districts and higher education were interpreting this document in different ways. Schools would like to get students interested in college early on and so they offer college classes while in high school. GSC was only charging high school students on campus the high school rate. This is incorrect, and clarification in the language of Series 19 will eliminate these interpretation issues.
- Wemm opens the floor for comments.
- Peck sees no glaring problems.
- Baker states Series 19 was reviewed by the Senate and there in no action needed.

Series 51 (see below)

- Wemm states the purpose of Series 51 is to set guidelines on how textbooks are handled. The state would like a single coherent policy under HEPC.
- Kathy Butler states there have been Public Hearings regarding this issue all over the state. Federal Mandates are regulating cost and making information available regarding textbooks. A big issue is the cost of textbooks. They are exploring different media styles to give students low cost options. Faculty are required to publish ISBN numbers ahead of time so students can choose which type of textbook they want. GSC will pilot through Follett fall 2010. At West Virginia State University in Charleston, students have set up their own website. They exchange books. GSC is the only college in the state that does not have a Board of Governor's textbook policy.
- Baker proposes a language change for 3.1.3 in Series 51.
- Fred likes the idea of multiple professors' teaching the same classes using the same textbooks.
- Peck proposes a language change for 3.1.1. (GSC limitations to control on a for-profit institution.)
- J. Morgan asks if there is recourse for Follett not living up to their contract. Can GSC terminate the contract?
- Peck states that online competition keeps costs down.
- Baker states that we need to have the GSC business department look over the contract and see if it's plausible. They need to know that this is open for comment.
- Peck states that 3.1.7 is poorly worded.
- Wemm asks the Senate to look over Series 51 the next two weeks and we will discuss it during the next meeting.
- Wemm requests the Senate to send any questions they have for the President before the next meeting.

Larry Baker reports: (Vice President)

- The GSC Staff Council, on January 21, 2010, endorsed the tuition waiver draft policy that the faculty senate approved and sent to the president on 12/4/2009.

IV. NEW BUSINESS

- No new business at this time.

III. UNFINISHED BUSINESS

- No unfinished business at this time.

V. Adjournment

Meeting adjourned at 1:20 p.m; motion to adjourn by Castle/Taylor (m/s). Motion passed unanimously.

Appendix

Report of ACF Representative to the Faculty Senate on February 2, 2010

The Advisory Council of Faculty (ACF) met on January 21, 2010 at the HEPC office in Charleston. I participated by teleconference phone. A report was given on the RBA Adult Learning task force's work. House Bill 2700 on "academic freedom" was noted. It appears highly unlikely to pass but would have "highly negative consequences" (WVU sources). Senate Bill 6 would provide that higher education workers could serve in the legislature without forfeiting any benefits which they currently have. It has passed the Senate Education committee and is now in the Senate Judiciary committee. Efforts to reform PEIA were noted and it was suggested that ACF may need to "be in solidarity with AFT" on this issue. On the intertwined issues of tuition freeze, pay increases, and local board autonomy, it was suggested that the ACF may wish to work in concert with the Council of Presidents.

The draft letter to HEPC Chairman Hendricks with ACF suggestions on retention of students was reviewed.

Mark Goldstein distributed the flyer and registration form for the Great Teachers Seminar; he reminded us that the cost to each college is only \$256 for room and board for a participant and that adjuncts can attend.

A quote from Chancellor Brian Noland that "we don't have too many colleges" was reported. It was also reported that he had said that West Virginia needs a 12 % increase in enrollment per year for 10 years to catch up to other states. [Some skepticism was noted on this figure, since it would amount to having enrollments three times larger than currently at the end of the 10 years.]

Much discussion took place in planning for ACF participation in Higher Education Day at the legislature on February 19.

HEPC was scheduled to meet on January 22. One agenda item would be to put Series 51—the textbook affordability policy—on 30 day comment. Several ACF members present at the meeting expressed concern about some of the provisions of the policy.

Chuck Bailey read a summary of some recommendations made by consultants to the legislature regarding personnel policies in public higher education. [Senate President Wemm has circulated a copy of this summary to the Senate; he found that the summary originally appeared as a summary by AFT in a legislative update.] The recommendation which drew the most comment was a recommendation that the “campuses will move away from tenure and towards a pay-for-performance compensation system”.

TITLE 133

PROCEDURAL RULE

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 19

GUIDELINES FOR THE OFFERING OF COLLEGE EARLY ENROLLMENT COURSES FOR HIGH SCHOOL STUDENTS

§133-19-1. General.

1.1. Scope: This policy establishes guidelines for West Virginia public colleges and universities for the offering of college courses for high school students.

1.2. Authority: W. Va. Code ' 18B-1-1A; 18B-1B-4

1.3. Filing Date - July 2, 2002

1.4. Effective Date - August 1, 2002

§133-19-2. Purpose.

2.1. Legislative goals established for West Virginia state colleges and universities provide that higher education in West Virginia should contribute fully to the growth, development and quality of life of the state and its citizens. Among these goals is a statutory provision (W. Va. Code '18B-1-1A) which states that more opportunities should be available for advanced high school students to obtain college credit prior to high school graduation.

Currently, most of the state colleges and universities offering undergraduate programs offer some college courses in high schools for high school students.

The purpose of this policy is to provide guidance to the institutions in matters of curriculum, selection of faculty, quality control, admission, and setting tuition/fees as they continue to offer and expand the number of college courses for high school students. This policy details the responsibilities of the state higher education institutions regarding early enrollment programs in matters of curriculum, selection of faculty, quality control, admission, setting tuition/fees, and accountability.

§133-19-3. CURRICULUM Principles.

3.1. Any off-campus credit instruction must meet the same rigorous standards as required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the North Central Association. Thus, any college course offered for high school students must meet the standard of a campusbased college course. Each course needs to include the equivalent syllabus, text, assignments, assessments, evaluation of students, and evaluation of faculty as the campus course.

The curriculum will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school. In support of providing opportunities for high school students to obtain college credit prior to high school graduation, early enrollment opportunities shall be designed

to follow these principles:

- 3.1.1. Expand access to college
- 3.1.2. Increase the college-going rate
- 3.1.3. Increase student success in college
- 3.1.4. Enhance college affordability

While additional programs exist for high school students to obtain college credit, this rule applies to opportunities for early enrollment in college courses.

Clarification and definition(s) of existing college credit options are provided in order to distinguish these early enrollment opportunities.

3.2. Definitions for reporting purposes

3.2.1. College credit opportunities which will be counted as credit hours attempted and/or earned for early enrollment reporting purposes are those course sections that are delivered primarily to eligible high school students. The local high school will decide if high school credit will be offered for these courses.

3.2.2. College credit opportunities which are not counted for early enrollment reporting purposes.

3.2.2.a. EDGE (Earn a Degree, Graduate Early)

3.2.2.b. The College Board Advanced Placement Classes

3.2.2.c. CLEP Examinations

3.2.2.d. Articulated Credit

3.2.2.e. Campus Based Courses Not Offered Primarily for High School Students

§133-19-4. CREDIT Courses.

4.1. In cooperation with a local school system, an institution may offer an undergraduate college course in a high school for advanced high school students who qualify for college admission. At the discretion of the high school, the course may be offered for high school credit, i.e. the student will be awarded high school credit as well as college credit for successful completion of a course. Any early enrollment course must meet the same rigorous standards as those required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the Higher Learning Commission of the North Central Association and for assuring institutional credibility. Courses must utilize college-approved syllabi, texts, assignments and assessments. Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty. The higher education institution must facilitate communication between the appropriate academic department and the early enrollment faculty member to assure quality.

4.2. Courses will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school.

4.3. Attendance in college courses offered in high schools will be limited to those students registered for college credit.

§133-19-5. CORRELATION WITH ADVANCED PLACEMENT

5.1. The College Board Advanced Placement program shall continue to be encouraged, and the credential for granting college credit shall remain student performance on the Advanced Placement exam. No credit will be awarded for College Board Advanced Placement courses based solely on successful course completion.

§133-19-65. Faculty.

65.1. All faculty serving as instructors for college credit-bearing courses offered to advanced level high school students, whether on the college or the high school campus, must meet the minimum faculty credential requirements for instructional rank at the college which will grant the credit. Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university that will grant the credit.

6.1.1 Credentials of faculty who serve as instructors for college credit-bearing courses must be approved by the chief academic officer of the college and/or university and the department which will grant the credit.

6.2. The institution granting credit shall assign adjunct part-time faculty status to high school teachers who teach such courses. Employment of any adjunct part-time faculty must be consistent with any commission and/or institutional standards on employment of adjunct, part-time faculty. The institution granting college credit shall assign adjunct/part-time faculty status to high school teachers who teach college courses in the high school. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.

§133-19-76. Admissions.

76.1. High school students desiring to enroll in a college credit-bearing course must apply for an admission status and meet all admission requirements for the institution which is offering the college credit course. Additionally, students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal. High school students desiring to enroll in a college credit-bearing course must apply for early enrollment admission status and meet all early enrollment admission requirements for the institution which is offering the college credit course.

6.2. Students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal.

6.3. Opportunities for early enrollment are for students of junior and senior status in the high schools. Any exception must be approved by the institution's chief academic officer.

6.4. Alternative admission requirements may be applicable for specific statewide academic initiatives.

§133-19-87. Tuition/Fees.

87.1. High school students enrolled in college early enrollment courses in the high schools will be assessed tuition/fees consistent with the institution's approved fee structure. Alternatively, to make college courses more accessible to high school students, an institution may establish a special tuition fee structure for high school students as provided in Section 87.2 of this rule.

87.2. Special tuition/fees for high school students established by any West Virginia public higher education institution must be set, at a minimum, at three-fourths of the rate of the lowest regular off-campus rate established by any West Virginia public higher education institution. All high school students must be charged the special tuition/fee rate or the regular tuition/fees approved for the institution granting the credit. The credit-granting institution may not use its own resources to pay any student's assessed tuition/fees. Except for tuition/fee waivers in third party sponsored agreements, no tuition/fee waivers are to be granted.

§133-19-98. School Reimbursement and Credit Hour Accrual.

98.1. College courses offered to high school students in the high schools will be taught by either regular or adjunct part-time faculty members of the institution granting the college credit. In the special circumstances of a high school teacher who teaches the course during the regular school day, the college granting the credit may reimburse the high school for the instructor's service. Early enrollment courses will be taught by full-time or adjunct/part-time faculty members of the institution granting the college credit.

98.2. Consistent with Higher Education Policy Commission policies, student credit hours generated by high school students registered in college classes will accrue to the institution granting the credit. When a high school teacher teaches an early enrollment course during the regular public school day the institution granting the credit may reimburse the high school/county board of education for the

instructor's service.

8.3. Consistent with the Higher Education Policy Commission and the Council for Community and Technical College Education policies, credit hours generated by high school students registered in college classes will accrue to the institution granting the credit.

§133-19-109. Accountability.

109.1. Each college or university offering college courses for high school students may in accordance with provisions of this policy make arrangements for award of dual credit with the participating high school. Each institution which offers college level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary.

109.2. Each college or university which offers college-level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary. Each institution will submit reports in compliance with requirements set forth by the specifications of the WV Data Policy Advisory Council, the Higher Education Policy Commission, and the Council for Community and Technical College Education.

9.3. Each institution will designate an individual who will be responsible for coordinating and reporting early enrollment opportunities for high school students. Each institution will provide contact information for this person by July 1 of each academic year.

TITLE 133

PROCEDURAL RULE

HIGHER EDUCATION POLICY COMMISSION

SERIES 51

BOOKSTORES AND TEXTBOOKS

§133-51-1. General.

1.1. Scope - Rule establishing process and guidelines for institutions to adopt rules governing the selection, adoption, use and sale of textbooks and other course materials.

1.2. Authority - - W. Va. Code § 18B-1B-4, 18B-10-14.

1.3. Filing Date -

1.4. Effective Date -

§133-51-2. Purpose.

2.1. To require institutions to promulgate rules that fully and adequately address the mandates in W. Va. Code § 18B-10-14 regarding the operation of bookstores and the actions of employees of the institution in the selection and adoption of textbooks and course materials.

2.2. To require institutions to promulgate rules that will effectuate the mandates regarding textbooks and supplementary course materials set out by Congress in the Higher Education Opportunity Act (HEOA) enacted on August 14, 2008, and any successor to that Act.

2.3. To require institutions to promulgate rules addressing the recommendations of the Statewide Task Force on Textbook Affordability contained in the final report of that Task Force jointly adopted by the Higher Education Policy Commission (Commission) and the Council for Community and Technical College Education.

§133-51-3. West Virginia Code Mandates.

3.1. Each institutional governing board under the jurisdiction of the Commission shall promulgate rules that fully and adequately address the statutory mandates of W. Va. Code § 18B-10-14. Specifically, these rules shall, at a minimum:

3.1.1. Provide specific mechanisms to ensure that bookstores operated at institutions under the governing board's jurisdiction minimize the costs to students for textbooks and course materials. To that end, the governing board rule shall:

3.1.1.1. Commit, to the maximum percent practicable, the number of used books the bookstore will repurchase from students at the end of each semester.

3.1.1.2. Commit, to the maximum percent practicable, a range of percentage repurchase prices based on the new textbook price.

3.1.1.3. Commit, to the maximum percent practicable, to a selection procedure that will ensure certain basic textbooks will be utilized for a reasonable number of consecutive years without new editions being adopted, or selection of basic textbooks where earlier editions are easily utilized in the courses.

3.1.2. Prohibit any employee of the governing board from receiving any payment, loan, subscription, advance, deposit or money, service benefit or thing of value, present or promised, as an inducement for requiring students to purchase a specific textbook or supplemental course materials, provided, however, that an employee may receive royalties or other compensation from such sales that include the employee's own writing or work. An employee may also receive free sample copies, instructor's copies and instructional material but may not resell those items and retain the proceeds.

3.1.3. Prohibit any employee of the governing board from requiring for any course a textbook that includes his or her own writing or workbook if the textbook incorporates either detachable worksheets or workbook-style pages intended to be written in or removed from the textbook. This does not prohibit an employee from requiring as a supplement to a textbook any workbook or similar material which is published independently from the textbook.

3.1.4. Provide firm deadlines for faculty to be assigned to courses and textbooks and course materials to be selected prior to each semester.

3.1.4.1. For those deadlines not met there shall be a mechanism in place reasonably calculated to ensure that used textbooks, if available, can be located and purchased by the time of enrollment each semester, to the maximum extent practicable.

3.1.4.2. This mechanism may include such measures as default selection of certain textbooks, continuing to use the previous textbook, or having a chair or dean select the textbook. Any such textbook default selection must be strictly enforced and faculty not allowed to change the selection

3.1.5. Provide that a listing of all selected textbooks and materials selected and assigned prior to each semester shall be prominently posted immediately after such selection process is completed and the textbook and course materials are designated for order by the bookstore.

3.1.5.1. In a central location on campus communicated to the student body;

3.1.5.2. In every campus bookstore operated at the institution;

3.1.5.3. On the institution's website; and

3.1.5.4. With the International Standard Book Number (ISBN), edition number and any other relevant information regarding each textbook or supplemental course materials.

3.1.6. Provide that by November 1 of each year, the institution shall report to the Chancellor of the Commission, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 3.1.5 of this rule.

3.1.7. Provide that all revenue the institution receives from a private entity for bookstore operation be utilized for non-athletic scholarships at the institution.

§133-51-4. Federal Mandates.

4.1. Each institutional governing board under the jurisdiction of the Commission shall promulgate rules that fully and adequately address the federal mandates regarding textbooks contained in the Higher Education Opportunity Act of 2008 (Public Law 110-315). Specifically, these rules shall, at a minimum:

4.1.1. Provide that textbook publishers soliciting any employee of the governing board to select textbooks or supplemental course material provide that employee, in writing:

4.1.1.1. The price of the textbook and supplemental course materials;

4.1.1.2. The copyright dates of the three previous editions, if any;

4.1.1.3. A description of substantial content revisions from the previous editions;

4.1.1.4. Whether the textbook is available in other lower; cost formats and, if so, the price to the institution and the general public;

4.1.1.5. The price of textbooks unbundled from supplemental material; and

4.1.1.6. The same information, to the extent practicable, for custom textbooks.

4.2.1. Provide that no employee of the governing board shall select or assign a textbook or supplemental course materials if the publisher has not supplied the information, in writing, required by Section 4.1.1 of this rule.

4.3.1. Provide a penalty for publishers that do not supply the information

required by Section 4.1.1 of this rule.

4.4.1. Provide that the institution shall provide on its electronic course schedule, or through a link to its bookstore's website, prior to course enrollment each semester for all required or recommended textbooks and supplemental material:

4.4.1.1. The ISBN number and retail price, or if the ISBN number is not available then the author, title, publisher and copyright date.

4.4.1.2. If such disclosure is not practicable, then the designation "To Be Determined."

4.4.1.3. A reference shall be made on any written course schedule to the information available on the electronic course schedule accessible through the institutional website and the internet address for the electronic course schedule.

4.5.1. Provide that the institution will include on its website or through a link to its bookstore's website and electronic course schedule any of its policies or provisions for:

4.5.1.1. Rental of textbooks;

4.5.1.2. The purchase of used textbooks;

4.5.1.3. Textbook repurchase or buy backs; and

4.5.1.4. Alternative content delivery programs.

4.6.1. Provide that the institution will update its policies to comply with any future federal mandates.

§133-51-5. Textbook Affordability Committee.

5.1. Each institution shall establish a permanent Textbook Affordability Committee consisting of faculty, students, administrators and bookstore representatives which shall meet periodically, but at least annually, to advise the faculty senate, student government, administration, and institutional board of governors on affordability issues and initiatives, textbook selection guidelines and strategies, and educational opportunities.

5.2. The governing board shall annually meet with the Textbook Affordability Committee to receive any recommendations or reports it may have generated and copies of any such recommendations and reports shall be transmitted to the Chancellor of the Commission.

§133-51-6. Required Provisions.

6.1. In adopting the policies required by this rule each governing board shall:

6.1.1. Adopt guidelines for faculty in the selection of textbooks and supplementary course materials that ensure appropriate, high quality course materials are selected but give students timely access to the most affordable materials. Institutions are encouraged to consider:

6.1.1.1. Requiring faculty to consider more than one textbook publisher and compare prices for textbooks and course materials;

6.1.1.2. Requiring that all new textbook selections submitted to the appropriate dean or chair for approval be accompanied by the written information required from the publisher pursuant to

Section 4.1.1 of this rule;

- 6.1.1.3. Discouraging selection of textbooks in which less than 50 percent of the content will be used in the course unless the same textbook will be utilized by the student in other courses;
- 6.1.1.4. Encouraging selection of textbooks that have low cost alternative editions available;
- 6.1.1.5. Encouraging selection of textbooks it is believed will not be revised by the publisher in the near future;
- 6.1.1.6. Utilizing consortiums which make available open source textbooks or course materials to faculty and students free or at low cost;
- 6.1.1.7. Directing an examination of the feasibility of operating a textbook rental program;
- 6.1.1.8 . Providing that the institution shall conduct training for all faculty, at the time of hire and periodically thereafter, on textbook selection and strategies that guarantee high quality course materials at the most affordable cost;
- 6.1.1.9. Providing that at least one administrator at the institution shall be designated as a liaison with textbook publishers, to be responsible for dissemination of relevant information to the faculty on textbook strategies and education and training opportunities regarding textbook selection, and to enforce the policies the governing board adopts.
- 6.1.1.10. Providing that the institution, to the maximum extent practicable, consider placing a copy of required textbooks on reserve in the institutional or departmental library;
- 6.1.1.11. Addressing the issue of providing financial aid to students prior to the start of classes that will allow them to purchase course materials; and
- 6.1.1.12. Addressing the institution's commitment to utilizing various 21st Century technology innovations for the provision of textbooks and course materials, such as electronic textbooks, online textbooks, print-on-demand services, open source materials, and institution produced textbooks.

§133-51-7. Deadline.

7.1. The rules required by this rule shall be adopted by each governing board within 180 days of the effective date of this rule