Faculty Senate Meeting Minutes

September 14, 2005

Attendance:

Priest, John; Dias, Rasika; Boles, Rebecca; Gintole, George; Vaccaro, Mary; Bacon, John; Prater, E.; Hegstad, L.; Hunt, Graham; Savage, Sam; Brandt, Andrew; Kumar, Mohan; Nussbaum, Charles; Ingram, Tom; Kongevick, Joe; Polk, Elmer; Stader, David; Saxon, Gerald; Crowder, Bill; Ho, Jennifer; Silva, David; Sol, Antoinette; Young, Robert; Cobb, Norman; Jordan, Cathleen; Porter, Laurie; Cordero-Epperson, Minerva; Kribs-Zaleta, Christopher; Weber, Mary; Levine, Daniel

Call to Order:

The meeting was called to order at 2:40 p.m. by Senator Formanowicz.

Remarks by the Chair:

UTA has sort of taken a step up in the Faculty Advisory Council. Dan Formanowicz has been elected co-chair of the Faculty Quality Committee of the Advisory Council which that puts him on the Executive Committee. I have been elected Chair-Elect of the Faculty Advisory Council which means for three years I will exercise the leadership position. John Priest will be our second representative to the FAC because I no longer count towards UTA’s representation and Harriett will be the backup for either Dan or John. We still have Toni Sol representing us at Texas Council of Faculty Senates.

The Receivership Policy was sent to the President after we approved it. The President and Provost had some questions on it, so Senator Formanowicz and I met with them over the summer about those questions and are beginning to come to a meeting of the minds on the issue of receivership. It is in progress. I foresee that we’re not that far away from completion to getting the policy approved.

I want to thank all of you for staying on for the extra semester. Those of you who are up for election or re-election, your department should complete that process by December so that in the first senate meeting of next year, we will begin the actual two-year cycle of the new calendar for senators.

Also in December, (after the December meeting) Senator Formanowicz will automatically take over as Senate Chair and I will become Past Chair. We will have elections in the last senate meeting of this year for a Parliamentarian and a Secretary. Those two officers will take over as of January 12. By the first meeting, we should totally be on the new cycle.

Senator Formanowicz and I went to an Executive Committee meeting of the FAC to set the agenda for the full FAC meeting which will be held on the 6 and 7 of October. We
will bring back whatever we can that was discussed at the FAC at the next senate meeting.

Senator Formanowicz:
As we are continuing discussions about the Receivership Policy, the President has agreed to send the policy down to the Office of General Counsel which has been done. It has actually gone to the Office of General Counsel in Austin as if we had approved it. There may be some modifications given our discussion, but in terms of getting it through the system, we’ve begun that process as well.

Remarks by the President:
Welcome everyone to our new academic year. We’re off to a fast start. I just want to say that after hearing about all the representation we’ll have working with UT System and the FAC that this trio sitting next to me will be passionate advocates for UTA while they’re serving in this broader advisory. We are proud to have them representing us on the FAC.

Many of you are obviously aware of the new students you have in your classrooms from the New Orleans area. Under the leadership of the Provost and a team of people volunteering over the last two weeks, there has been an incredible effort to reach out to displaced students. At the end of the day, we’ll have over 200 students who are now registered for classes at UTA. It wouldn’t be possible if it weren’t for the accommodation and flexibility and the sense of compassion of our faculty. I want to say to you as representatives of the faculty that this is in the finest traditions of an academic community and particularly in the finest traditions of outreach for UT-Arlington. I would like to think that our new students may be able to return as soon as possible to their homes, but we certainly welcome any of them who want to make Arlington their home for a longer term.

There was a story in the paper about faculty who are also here. We are certainly trying and all of you are part of that in reaching out to faculty members who have been displaced. There has been a tremendous amount of effort that’s been made and the whole generosity of the university community that’s taking place with recovery efforts which are on-going. Our university is proud of all of the things that people have done; individually and in groups across the campus.

I’d like to give an update on the effort to find a location for the Univeristy Club. We have finally found a place with the movement of the Office of Information Technology out of Davis Hall to a new building over near Ft. Worth. There now is space that has been identified. We have plans in the works to open a University Club which will be open to faculty and staff. We originally hoped that we could be finished with the construction in early January, now it looks like we won’t be able to open the club until the first week of March. I think it will be something people will be very pleased with. We have a working committee of faculty and staff involved. We all look forward to the new University Club opening in March.
I want to warn you that next Tuesday we’re going to have a new president for the day here at UTA. He is the new president at UT-Dallas, David Daniel. I will be at UT-Dallas for the day and he will be here. The reason for this is to symbolize what we hope will be a new, much more cooperative relationship between the two institutions so that we know each other as collaborators and not competitors. Next Tuesday should be an interesting day for all of us. We really are trying to work on putting our strengths together from the leadership level as well as the grassroots level given the fact that of our locations in the Metroplex, our affiliation with UT System, and trying to maximize the value in that. You will be hearing more about it.

We don’t have any enrollment figures, but an overview of where I think we’re going to be. We are going to be slightly up in our undergraduate enrollment and slightly down in our graduate enrollment. Overall, we’re going to be incrementally higher. Last year was record enrollment. Overall, we’re going to be a little higher than that this year. We also have the addition of the special students who have been registering after the hurricane. But as the Provost pointed out earlier, those students have joined us after the numbers were calculated. Our numbers may actually be higher than reported. There is a lot to be encouraged about. We also have the opportunity to welcome new faculty this fall. We’ve got some great additions to the faculty which means more colleagues to join in our mission here at UT-Arlington.

**Remarks by the Provost:**

I would like to second the President’s thanks those who participated in getting the Katrina displaced students into our classes. Last week we held a centralized event for two days where we literally talked to hundreds of students (233 were ultimately registered). Every academic unit on the campus had advisors hard at work to help these students with probably the most challenging advising they will ever have to do because they didn’t have their transcripts, etc. I really appreciate their efforts. I think that the faculty ought to be commended for their gracious acceptance of these students into their classes especially knowing that in some instances that it will be more work since students are arriving late and so forth. I think I was probably a little presumptuous when I said that I knew the faculty would welcome these students, but for once I was right. Thank you.

We have our Fall Faculty Meeting next Monday (9/26) at 4:00 p.m. and a reception that will follow. This is the faculty meeting where we welcome our Professors Emeritus and congratulate them on their accomplishment. Please plan on joining us.

I would like to remind you of our new Faculty Mentoring Program opportunities. I strongly urge you to participate in that program. Feedback from last year was that is was a success. We have expanded the program in response to what we heard from participants last year. If you have not signed up, please contact Linda Wilson in my office.
We have two events that are forthcoming in the month of October and we are still working to firm up the dates and get out announcements. I would like to just preview them for you very briefly so you’ll look for them. I’m hoping some of you will join us for some of these events. First, President Spaniolo managed to acquire a very interesting documentary video on higher education. It’s approximately two hours and entitled “Declining by Degrees.” It’s a commentary on the state of public higher education today. There are some very interesting insights which many of you may disagree with, but it gives perspectives on how others view higher education. During the month of October in the afternoon, we’re going to have a showing of the film and invite all faculty to attend. Hopefully, we’ll have some lively discussion to follow. We hope that this will be the first in a series of opportunities to come together to talk about important higher education issues.

Finally, we will also host a video conference in October on diversity in faculty recruiting. This is something that we will invite several representatives from each unit to attend. We won’t have the space available for all faculty, but we do need broad-based participation. We need those who volunteer to attend to be prepared to take this information back to their units. Typically, the departments are gearing up their search committees for the searches this academic year. You all know that as an institution, we are committed to increasing our diversity and in many areas much work remains to be done. This video conference should assist us in best practices.

I want to introduce our next speaker who is a Faculty Administrator Intern in my office, Victoria Farrar-Myers. She has joined the Office of the Provost for a two-year period as an intern. One of her major responsibilities would be to get us re-accredited. She is going to lead a SACS Quality Enhancement Plan Initiative. Those of you who know Victoria know that she is ideally suited for this important work which requires that she work very closely with the faculty on an important planning initiative. She will work on arranging other special projects, and I am pleased that she has joined us. Victoria will share some information on the QEP.

QEP Presentation

Victoria Farrar-Myers:
I would like to talk about what QEP is and how it relates to SACS re-accreditation. Many of you know about it, but a lot of the people in your departments may not know about it.

What is QEP?
QEP is the SACS re-accreditation process that we are entering at this point and will culminate with the SACS on-campus review in the spring, 2007. It consists of two parts: 1) the compliance side and; 2) QEP. Compliance is probably what most of you who have experienced with SACS before are most used to. That’s where we have to certify and check off our various standards and make sure our faculty are accredited. The QEP is a brand new part of what SACS is requiring. Quality Enhancement Plan thus forth called
QEP is a mini-strategic plan that must be designed around a particular theme that is appropriate for this university. Its main goal is to enhance student learning. The mini-strategic plan is just that. We have to work through the academic community, through faculty to identify an appropriate theme that fits with our mission statement and strategic planning initiative. From there, we have to fully develop a plan. By the time we submit this in the December, 2006 to SACS for review, it will be a 75-page document that clearly articulates our theme, how we are going to actually implement it and how it is well-grounded in our strategic planning process along with our mission statement.

Finally we will have a line-by-line item budget articulating not only how we are going to integrate it university-wide, but how it will be integrated in the colleges, units and the departments. That is as specific as SACS wants us to be. Let me remind you that this is a strategic plan in the sense that it doesn’t end when SACS comes on our campus and says yes, you’re re-accredited. That is just the beginning of QEP. The QEP is actually a living document that will continue to exist for those 10 years between visits of SACS. At the five year point, SACS will actually return and ask us to produce data from the units on how we’ve gone about implementing QEP. The QEPs that everyone is so fond of, will actually become part of the vehicle and part of the goals that are being set that will help us demonstrate to SACS that we are doing this.

SACS is asking us to do this. I would like for the faculty to think of this as not just a SACS requirement, but an opportunity and a way for us to think about engaging our students in a different way. I’ve heard a lot of people around this room and I’ve uttered the same things about wanting to enhance student learning, wanting to engage students in a different way, and wanting to have the resources to do that. Also, finding new pedagogies, new opportunities, and new ways of students participating in co-ops or internationalized curriculum. All the things as a faculty member that I have asked for or thought, are the types of things I’m (and SACS) asking in crafting this QEP.

You saw a memo come out from the Provost’s Office asking for faculty to go to a website and participate in a survey. On that website is a list of seven topics that came out of strategic conversations with faculty. These topics are things that faculty said were of interest and could perhaps be the focus of this QEP. If you go to the website, you’ll see that we’re asking for rankings of the seven topics as well as allowing submission of alternate topics. One word about programming, some individuals who decided to add their own topic seemed to have loaded it so everyone else gets to see the added topic. We are working with our programmer to take down those additional topics so as not to cause confusion. The reason that we started with that is to try to reach as many faculty as possible in a timely manner.

As the coordinator for QEP, I’m asking you as Faculty Senate members to help me reach as many faculty as possible on this campus. I know not everyone likes the web, but I need an opportunity whether in your department, in conversations you might have, or via emails regarding issues that have arisen in your unit that haven’t been discussed due to a lack of venue to share with someone. It is critical not only because we have to have input for SACS, but it is critical because this is the kind of dialogue that as faculty at UTA
allows us to own where we are going with our institution. I will say that I as a faculty member am excited about the possibility of crafting something that will allow us to craft how our students learn on this campus for years to come. My first request to you is to give me your input. Tell me the various things that are going on out there. Studies you’ve done, research you’ve done, data you have, the people that I should talk to. Please go back to your departments and talk with faculty about this website. Encourage them to go back to the memo and click on the website and give an opinion because it is necessary. It is being listened to. It is an important part of what we need to do at this point. I strongly remind you this is not a plan that we just finish, check off, and leave in a year. This is a plan we live with for the next 10 years. It is something that we need to own and important that we have a full, open, and free discussion process.

I have available a bullet-pointed information sheet for you to bring back to your units if you’d like to share with people who don’t want to go on the website. This is a way for you to quickly draw the important points. I do want to draw your attention to that time line that’s listed. It is essentially presenting what we need to do and when we need to accomplish it for the Quality Enhancement Plan. Later this semester, I will conduct two focus group meetings. They are open to all faculty of this university. If there is someone in your unit or department that is interested in talking about an issue that is related to the QEP or student learning that you want to see done in your classrooms, please ask them to attend. I would also like to ask your colleagues to those focus groups so we have a chance to reach everyone who may not go on the website.

In terms of the timeline, first and foremost by the end of this fall, we need to have at least a theme that we can start to work QEP around. In addition, your teams will be asked to elect an individual to serve on the QEP Programming Committee. This committee will to work out the 75-page document. By the end of this fall, we will have a generalized theme to hand off to the QEP Programming Committee. This spring we’re off and running producing a general outline and by summer producing a draft. By next fall, we will finalize a draft. By December 2006, we will have that draft completed and sent off to SACS.

When SACS comes on campus, the QEP is the focus of the review. It is also important to realize that the SACS people, when on campus, will talk to faculty about the process and they’ll be interested in your insight. I’ve provided for you a step-by-step breakdown of what needs to be accomplished and when. You will know what is happening and so if people in your areas and colleagues ask about it, you’ll at least have a quick reference sheet you can give out. If needed, I will send out to you this one-page handout that you can share either electronically or printed with your colleagues. In the blue box on the front page, is the website where the survey is located. Also, on the left side of that webpage is a link for Frequently Asked Questions (FAQs) and also examples from other institutions.

The QEP has only been in existence with SACS for the last four years. We’re sort of in the infancy of figuring out what they want and how to do this. There are several examples of other universities that have gone through this initial phase so you get a sense
for some of the themes. For example, critical thinking was a theme, also use of technology, and first year experiences. I encourage you to think about that. Email me any ideas that you have. I’d appreciate your help.

Senate Chair Reinhartz:
I personally believe that if QEP is properly developed with the broadest input possible and that if it is properly implemented, it can be a vehicle for greater faculty unity, campus community unity, and a vehicle for direction of the campus. Let me amplify Victoria’s remarks about how serious this is. In other words, in the UT System, UTEP is up this year. That will be the first system school we see do the new way. We are then next, then Pan American, then Austin. So within the UT System, this is going to be very interesting. What we do here may facilitate other system units. Again, the broadest possible faculty input we can get will make this work.

**Question about QEP:**

Senator Priest:
Could you give us a couple of examples of themes that universities chose and what they did to implement those?

Victoria Farrar-Myers:
There is a listing on the website, but there have been many different themes that have been chosen. Primarily, the first schools that went through this (the class of 2004 which was the initial class) took themes that were more tailored to things like learning across the core (core requirements), reading across the curriculum, writing across the curriculum, and student engagements (defined as extern- and internships). There have been different manners in which this has been pursued.

In relation to your second question of implementation, first and foremost they had to have implementation across the university and in the units. If you read some of these plans, there is detail on how that takes place. For example, the University of Dallas, Professional Education, they did ask each of their departments to develop ways in which these students would have an experience in their chosen professions. The measurement of that would be success rates in terms of retention, graduation, and facilitating knowledge of one’s chosen profession. I hedge that by telling you I attended a conference this summer in which those that had gone through this process spoke about what they did. The agreement around the table was they had a plan, they were implementing it, but were not sure they were implementing correctly. Some folks were wringing hands saying they wished they had a broader conversation and talked through some of these issues, and then the implementation wouldn’t have been so hard.

When you look at some of the examples, SACS has indicated they will be focused on how we implement.
Senator Silva:
It sounds as if you’re talking about primarily undergraduate education. Can it be applied to graduate as well?

Victoria Farrar-Myers:
In the SACS accreditation guidelines, it indicates across the university. In implementation of that, many of the institutions have chosen to focus on the undergraduate level. It doesn’t have to be that way; however, it can be such if the university decides it. The one thing that SACS does say is that if it is tailored to an undergraduate experience, it must make logical sense given our mission statement and the strategic planning initiative.

Senator Silva:
In the context of developing themes at other institutions going through the QEP process, what do you anticipate the additional burden to be on our faculty and department chairs?

Victoria Farrar-Myers:
I want to be careful about the words “additional burden.” I think there is already a burden on the faculty that the QEP could take advantage of. Let me explain. You’ve already been doing QEPs. In fact, SACS doesn’t want it to be an “add-on.” I think what’s important is to identify things we do well or things we want to do better if we had more resources. I encourage those who are going back to their departments to ask what can be enhanced or what strength can we build upon. QEP is not adding something new on top of everything else you have to do, but is what you are doing already that we may take advantage of to use as part of our plan. You are already doing some interesting things with ESL and so if our theme emerges as internationalizing the curriculum, I could see that what you’re already doing in some cases would fit nicely in the QEP. We wouldn’t ask you to do anything more than what you’re already doing. Once the theme does emerge, I encourage the units/departments to think about what you’re already doing, don’t re-invent the wheel.

Provost Dunn:
In response to the comment about “can’t we just teach,” I would like to add that the QEP is all about how you teach. Yes, you can just teach and must do it well. The QEP arrives at through faculty input and faculty governance and decision-making about how we teach.

Senator Porter:
Are we asked to come up with one comprehensive umbrella theme or would that be multi-layered?

Victoria Farrar-Myers:
Universities approached it differently. Those that I have spoken with and those that have gone through the process before have done that in two ways. Yes, they want a comprehensive theme that ties everything together; for example, student engagement.
How do you actually go about implementation is what the QEP Planning Committee is charged with. That may take various venues. It may be within the residence hall or within co-curricular activities or within the classes that are part of that subject. There are different ways to roll the plan out. It depends on what the university decides. SACS doesn’t dictate on how it needs to be done. Some universities have decided to take pieces of it and do the pieces as opposed to the bigger theme. Other universities have decided on the bigger theme and try to fit everything to that theme. It’s going to depend on the QEP Planning Committee and how they approach it as well the feedback we get from the greater university and faculty as we move forward and develop that plan. I guess my best answer to you right now is that depends what fits best with UTA as we develop the theme.

Andrew Brandt:
(Inaudible)

Victoria Farrar-Myers:
Is there going to be a lot of new dollars? I would say not. In most of these universities that do this, there aren’t new dollars. What they’re doing is re-looking at how they’re spending their dollars and spending more strategically. If you think of the examples, like student engagement, we already have an orientation program. Some things are already happening, but they are very disparate. This plan is an opportunity to bring together what is already occurring, but making it more coherent and make the spending of those dollars much more streamlined.

Provost Dunn:
I agree, but I would suggest that there will be some additional resources to support the implementation. In some respects it gives us an excuse to put resources behind something we want to accomplish. Unless one is terribly creative I think it would be hard to do all one has to do to follow through with implementation without additional resources.

President Spaniolo:
I would just like to underscore the fact that we ought to look at this as an opportunity to do something we want to do to improve the institution and really devote ourselves in making it effective.

Victoria Farrar-Myers:
One more point about the website. There was a question that was raised about the website. On the website there is the ability to add a theme and if you would like someone to talk to you about your theme. There is an opportunity for you to self-identify as well as identify your unit. You do not by any means have to do that, although I would encourage you to click on it and tell what unit you’re from and that way we have a sense of who is responding. There is no tracking or knowing who you are. We just want your input.
I would also like to give you a heads up about developing or bringing together all the current data that we have. We would like an assessment of the data that we’ve already gathered on campus. The NESY, which is something that was brought to this group last year, is a survey of students and student engagement. Many of your units do assessments. All of that material can be brought together and used in crafting this plan. One of the things that emerged out of the student survey over the last two years is attachment/engagement with faculty. Students said this is something they would like to see more of. More specifically, students would like an attachment to faculty through their coursework in classes. The problem with this is we have one side of a conversation and we don’t have the other side. The other side is faculty. We have not surveyed our faculty in a number of years. We have this data out there with students’ input, but we have no corollary about what faculty feel about the same issues. Especially given this planning process and strategic planning and faculty, it is important that we have that. Coming in the spring, will be the FSSE (Faculty Survey of Student Engagement). There are copies of the actual tool on the back table. If you are interested in looking at it, please take one. If you’re interested in receiving one, I can advise you of the website. We will pursue this in the spring.

**Committee Reports**

No Reports.

Senate Chair Reinhartz:
There are two committees I’m going to charge. One of which is the Business Liaison Committee run by Senator Rasheed and that is to continue the work that Harriet Amster’s Ad Hoc Committee began on administrative salaries, perks, etc.

The other is that it has come to our attention that there are a few problems with clarification with regard to post-tenure review. What we need to do is tinker with the wording a little. It’s not a policy thing it’s a clarification thing. Senator Formanowicz’s committee will get us some wording quickly and fix it. The issue that came up has to do with chairs that are up for post-tenure review. In other words, quite clearly, when a faculty member is up there are chair reports on the faculty member, but who reports on the chair. That is the dean, but we don’t say it. It’s implied, we all know that’s the case, everybody understands it, we just have to spell it out and put in it there.

Foreseeably, there will be a couple more issues like that as the process continues to roll. Right now that’s where we’re at. That is not to say that other issues aren’t going to come up either from the FAC down to us or some that we’re actually beginning talk about here on campus.

**New Business**

Senate Chair Reinhartz:
We have an item that Senator Nestell brought up at the Executive Committee meeting last week. He went through a passionate discussion about his discovery that the library dumps books. When he tried to clarify the issue and ask a number of questions to the individuals
doing the dumping, the answers that he got seemed somewhat unsatisfactory. I have asked Gerald Saxon to talk a little bit with us in the absence of Senator Nestell about how and why the library disposes of materials. Senator Nestell ended up by telling us that once he discovered them dumping it, they now do it only at times when no one can see it.

Senator Saxon:
There’s nothing sinister about what the library is doing. Libraries do weed their collections. Every one of them takes materials and we say “deselects.” To put it into context, one of our primary goals in the library is to build a collection that is relevant, focused, and useable for our students, faculty, and those people who do research. In order to do that, we are constantly looking at what’s required and what to remove from our shelves.

We do deselect materials. We do it for a few reasons. We try to improve the quality of our collection. We want to increase the accessibility of what’s remaining in the collection. As many of you may know, students aren’t the most discriminating people in terms of using information. A lot of times they go to the most convenient source as opposed to the right source. What we want to do is to make sure the library is full of authoritative sources or as authoritative as they can be.

The library is extremely short on space which is one of the reasons why we’re filling a remote facility on Davis Street. Some of you may not know, but we have materials stored in Austin because we have no space on our shelves. We rent storage space on Lamar Street in order to make room.

There is a series of criteria that we use for the weeding. It’s different for each department and discipline. Basically, there are five different things we look at.

The first criteria is the age of the materials as it relates to a discipline. In history, for instance, age of the material might not be a relevant factor whereas in science or engineering the age of the material is in fact a very relevant factor.

We also look at duplication. If we have material in duplicate form we might weed that material; whether it’s print journals or five copies of a particular book -- particularly if the book hasn’t been used recently.

Third, is the physical condition of the material. If something is falling apart on our shelves we have to make a decision to either repair it or to weed it and deselect it.

The use of the material is also an important criteria. For every item that we deselect, we check the use. Has this item circulated? If it hasn’t circulated in five or ten years, then it is probably not going to circulate.

I mentioned authoritativeness. We’re all in various disciplines and we all know some books lose their authoritativeness over time and those are the materials that we try to remove.
Finally, in an edition that’s superceded by an earlier edition, we often times remove the earlier edition. We weed a lot of records. Records and materials go out of date very quickly whether we’re talking about almanacs or encyclopedias those kinds of things.

Basically, those are the criteria that we use to weed. Really to kind of get to the last questions, Nestell is right. We do take the material to the dumpster and dump it. Here is the reason why: I’ve been at the university since 1986 and we have disposed of materials in three different ways since I’ve been here. In the late 1980’s, we deselected our materials, packed them up, and sent them to surplus. There they sat in surplus where they would be made available at the surplus auction. These are state materials, we can’t just give them to people without going through a pretty elaborate system. For a period of time, surplus would offer them at auction and never sell one of them. After a period of years they came back to us and asked us not to send the books to them.

The second thing we would do is offer books on the first floor of the library. These were books that had been deselected or were gifts that had come to us that did not fit into our collection or that we had duplicate copies of. There was a period of time, where we were selling the books for 50 cents or a dollar on the first floor of the library. We didn’t sell any of them. As a result, we were throwing the materials away. Then we put Java City and the information terminals on the first floor and lost the space. Now we cut out the middle man. Now we deselect materials and they do get thrown in the dumpster. With this issue coming up, asset management met with us and told us what to do with the materials in surplus. We have worked it out. We’re going to take them to surplus and they will sit in surplus then faculty and other people who want to review them and want to actually purchase them, will have the opportunity to do so at the surplus auction.

Senate Chair Reinhartz:
One of the things that Senator Nestell asked is why the public library or the Association of University Women hold a book sale?

Senator Saxon:
These materials have virtually no monetary value. In special collections when there are materials with monetary value, there is a process that one has to go through. We have to make lists, alter the materials first for the UT System, second for state-supported universities, and once it goes through that process, then we can actually sell the materials, which we have done. It is a long process that one has to go through.

Senator Porter:
Is there a possibility that we could donate them to a sister university overseas? I know that we have a reciprocal arrangement with a university in Prague. Their library is lacking and they are desperate need of books. Since these are academic books with no commercial value, they could have a great deal of value for that university. What an opportunity for good will and helping another university.

Senator Saxon:
Actually with the Katrina disaster, we have been in a process of destroying some print journals and we have stopped doing that because we want to make sure that the university libraries in the New Orleans and Biloxi area have access to them. We might be sending our materials to them. That is a possibility. The shipping for this type of material is extremely expensive, particularly when shipped abroad. Those libraries would have to be willing to pay from their end. Keep in mind if the materials are not relevant for our collection, they may or may not be relevant for theirs.

Those are the reasons why we do this. It is something that goes on in every library. It is not surreptitious.

Senate Chair Reinhartz:
Senator Nestell asked why discontinued journals or other materials couldn’t be turned over to departmental or college libraries such that they have in Geology (his own department). He was told by the midnight dumpers that it was not possible.

Senator Saxon:
I know the library has not been perceptive to that and probably the reason is that in about three years all of that material will be donated back to the library for us to go through the process.

There is a difference between a collection of books in a department and a library. We look at this material very closely.

Senate Chair Reinhartz:
I take it that Half-Price Books does not enter into this process.

Senator Saxon:
They would not be the least bit interested in it. We would have to go through the same elaborate process that we do in special collections.

Senator Boles:
I’m wondering with the success of things like E-Bay, if there’s not an equivalent for the academic world. Since you have to have a list anyway of the things you’re deselecting, if that couldn’t be placed somewhere so that any university had the desire to pick that reference, they could respond. It might be a way for surplus instead of having them in a box.

Senator Saxon:
As far as I know, there is no equivalent to E-Bay for academic books. I can say that what we are doing at UTA is probably in concert with what virtually every other university library is doing across the country. We’re getting rid of our print journals while everyone else is getting rid of their print journals. What we try to make sure is that there is a full blown print journal in one of the academic libraries in our consortium so that if there is ever an issue, we’ll have it at SMU or TCU, etc.
Senate Chair Reinhartz:
The simple truth is we need a new expanded modern library on campus. It won’t solve all of our problems, it might not solve most of them, but it is in desperate need. I would suggest that anywhere and everywhere you talk about it. Making the library with QEP would go a long way to enhance student learning. It would involve us all across the campus, graduate and undergraduate, faculty, staff and students.

Senator Porter:
Technically, according to the catalog, students shouldn’t be allowed to add or drop after add/drop week, but we have students coming to our department from the Registrar’s Office with forms issued by the Registrar after add/drop week wanting to get in our classes. It’s very hard for us to turn them down because they have forms from the Registrar’s Office. I was asked to bring that up to address the issue with the Registrar’s Office.

Senate Chair Reinhartz:
I will pursue it with the Registrar’s Office. I suspect what they’re doing is trying to make the decision take place at the department.

Old Business

None.

Announcements:

Senate Chair Reinhartz:
We have an opportunity in the planning process to make our voices heard and the first place is QEP. Don’t slough it off. The more interest they get on this site, the more they’ll have to pay attention to us. The president mentioned at his Advisory Committee meeting that by the end of this month, the Strategic Plan will be up on the web. Our input went to the deans last spring, the dean’s worked with it, now it’s up for commentary on the website. The worst thing that could happen is for administrators to say there is no interest.

Senator Formanowicz:
The University system is running a workshop on QEP and several of our faculty members (including me) will attend. We should know about what the system thinks is going on. There will be people in attendance from UTEP who’ve gone through the process already so we should have a better handle on what’s going on. Pay attention because if we don’t do it, they’ll do it to us.

The meeting was adjourned at 3:55 p.m.