



Outstanding Issues
11/14/03 – Gillis Bldg. – 2:30

ATTENDEES: Jayna Cheesman, Deb Claunch, Connie Ray
PRESIDING: Jayna Cheesman
PROJECT COORDINATOR: Jayna Cheesman, Kathy Hamperian

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<ul style="list-style-type: none"> • TAs paid by fellowship 	<ul style="list-style-type: none"> • Jayna said the first issue is a policy issue. She said reports have identified some TAs being paid by fellowships through financial aid. In trying to identify all instructional people, Jayna said if the TA is on scholarship, they do need to go through Financial Aid. Jayna said a cross reference will be needed of those in Financial Aid and those in HRS. <ul style="list-style-type: none"> ○ ACTION: A report will be generated comparing FAM Fellowships with Instructors in SIS, and Instructors in SIS with TAs in HRS beginning with Fall 03 data. Look for those receiving fellowships, but being used to teach. ○ POLICY: How should FAM Fellowships be handled if the person is teaching?
<ul style="list-style-type: none"> • Open Records request 	<ul style="list-style-type: none"> • Jayna said a decision has been made to cleanse the data back to five (5) years for the Warehouse. She said if an Open Records request is made for data older then five (5) years, will the University be required to get the data? Connie said yes. Deb asked if the three (3) day turn-around for Open Records requests would apply to data older than five (5) years. Connie said no, the three (3) day turn-around would not apply.
<ul style="list-style-type: none"> • Matching credentials 	<ul style="list-style-type: none"> • Jayna said, in determining the logic for matching credentials, all TAs associated with courses have to pass the English Language assessment. She asked if Full-time Faculty have to have the language assessment as well. Connie said she wasn't sure. HRS Screen 06F has field EF049, which indicates whether or not English is the first language. It also includes EF051, which indicates the English language qualification level of the teaching assistant. This data element applies only to teaching assistants for whom English is not the first language. Connie said these fields have not been populated in the past. • HRS Screen 15F lists the first, second and third teaching area credentials for TAs. The Degree discipline is entered using the 6-digit CIP code. Connie said Christy Jacks is working on a table for Diane Gagel which lists each CIP code and the terminal degree, (master, doctorate, etc.), which applies to each code. This recommendation, defining the terminal degree, will be given to Provost Nietzel for approval. Connie said the first four (4) digits of the CIP code will probably be used as a cutoff for determining whether or not the instructor has the right credentials for teaching the course in SIS based on the course's 6 digit CIP code. 15F does not have an 'English Language Requirement' element yet. <ul style="list-style-type: none"> ○ ACTION: The cross-reference table of CIP codes and terminal degrees needs to be loaded to the Data Warehouse. • Connie said Diane will use Christy's table to set this value. • Connie said TA credentials require a Master's or higher degree in the discipline OR 18 hours in the discipline. There can be a primary and/or secondary teaching area. For instance, Psychology may be at level 42. For teaching a Psychology course at the counseling level a CIP code of 420601 may be required, but for teaching a general Psychology course, a CIP code starting with '42' may be all that is required. Connie seemed to think TAs with qualifications in a specific area would be able to teach a general level course, whereas TAs with qualifications in a general area would probably not be able to cross to

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	<p>teaching a specific area level course. Connie said SACS does differentiate between undergraduate and graduate level courses. Will a Master's in the discipline suffice, or should the requirements be a Master's and a terminal degree in a related area? Screen 06F has similar data on faculty, but it may be formatted differently.</p> <ul style="list-style-type: none"> ○ ACTION: The logic for defining the credentials required for teaching a course needs to be defined.
<ul style="list-style-type: none"> • Calculation of contact hours 	<ul style="list-style-type: none"> • Faculty Contact hours should be based on the actual time on the course meeting pattern records, not the time 'padded' for time to change rooms.
<ul style="list-style-type: none"> • Foreign national 	<ul style="list-style-type: none"> • Jayna said one of the recommendations was that we might want to flag 'foreign nationals'. Jayna thought this may have been a result of changes made in SEVIS. She asked how 'foreign national' should be defined for students, faculty, TAs, etc. Jayna asked if it should be defined as anyone who is not a U.S. citizen. She also asked if HRS or the student data should be the record of source. After some discussion Connie said this was no longer an issue and should be removed from CMDM.
<ul style="list-style-type: none"> • Instructor type 	<ul style="list-style-type: none"> • Discussion about Instructor type, and defining Regular Full-time and Regular Part-time. Connie said she understands Regular full-time and Regular part-time to determine who gets benefits. Connie said the Appointment Series addresses the type (regular) of traditional faculty workload. PTIs are included. TAs do not have an appointment series. <ul style="list-style-type: none"> ○ ACTION: TAs should be added to the Appointment Series in the DWE, so they can be classified. • Everyone who is teaching a class should be in SIS, the system of record. <ul style="list-style-type: none"> ○ ACTION: Jayna will talk with Barry Rankin about how people listed on a course, but not in HRS as an instructor, TA, etc. should be handled. • Connie said all faculty are reported to IPEDS. There are three groups of instructor types: <ul style="list-style-type: none"> ○ 1) Appointment series equal to 'regular', 'special title', or 'lecturer'. ○ 2) TAs, GAs and RAs are grouped together. ○ 3) Other (not in HRS as an instructor) ○ ACTION: Add the following new elements for 'Faculty IPEDS Category Code': (Completed 11/15/03. Added to Appendix C New Elements.) <ul style="list-style-type: none"> ▪ 1) Instructional Faculty Group: Regular, Special Title, Lecturer ▪ 2) Instruction Only: Special Title, Lecturer ▪ 3) Service Only: Extension, Clinical ▪ 4) Research Only: Research Title ▪ 5) Regular Instruction, Services, Research ○ DATA NEED: Allocate 5 flags for each faculty, one for each new category. A faculty can only have one appointment series. (Completed 11/15/03. Added to Appendix C.)
<ul style="list-style-type: none"> • Student/Faculty Ratio 	<ul style="list-style-type: none"> • Jayna asked if the student/faculty ratio is always enrollment to one instructor. Connie said at the course section level, for one course, assume 1.0 FTE instructor for the course at the section level. • Course section student/faculty ratio = # students enrolled divided by one (1) faculty member. • Course student/faculty ratio = the sum of the number enrolled at the section, divided by the number of sections. • Pre-calculate these statistics only for courses that require instructors. (Added to Appendix B 11/16/03.) <ul style="list-style-type: none"> ○ ACTION: See copy of Gary Lindle's code for defining the level of the course, and individualized instruction. • When counting the number of instructors, rolling up to the course level, count heads. Ignore the percent of effort. (Added to Appendix B, 11/16/03.)
<ul style="list-style-type: none"> • Course Demand 	<ul style="list-style-type: none"> • Jayna asked if a new element and metric for defining the maximum seating by course, such as high, medium and low should be added. Connie said she would like to review the data first before deciding on the metrics. The following metrics were defined: 'Unmet need' is the number of students who attempted to add the course, but were unable to get any section of the

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	<p>course.</p> <ul style="list-style-type: none"> ○ <u>Lower level courses, 100 to 200:</u> <ul style="list-style-type: none"> ▪ High = Unmet need greater-than or equal to 50 students, or unmet need 26% or greater of total maximum seats in all active sections of the course (i.e. section not cancelled). ▪ Medium = unmet need between 30 and 49 students, and unmet need less than 26% of total maximum seats in all active sections of the course. ▪ Low = unmet need between 0 and 29 students and unmet need is less than 11% of total maximum seats in all active sections of the course. ○ <u>Upper level courses, 300 to 499:</u> <ul style="list-style-type: none"> ▪ High = Unmet need greater-than or equal to 20 students or 26% or greater of total maximum seats in all active sections of the course. ▪ Medium = unmet need between 10 and 19 students and less than 26% of total maximum seats in all active sections of the course. ▪ Low = unmet need between 0 and 9 students and less than 11% of total maximum seats in all active sections of the course. ○ <u>Graduate or Professional level courses, 500 to 899:</u> <ul style="list-style-type: none"> ▪ High = Unmet need greater than or equal to 5 students or 26% or greater of total maximum seats in all active sections of the course. ▪ Medium = unmet need between 3 and 4 students and less than 26% of total maximum seats in all active sections of the course. • Low = unmet need between 0 and 2 students and less than 11% of total maximum seats in all active sections of the course. • (Added to Appendix B, 11/16/03.)