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Armstrong Faculty Senate Agenda   Armstrong Faculty Senate

4-21-2014

April 21, 2014 AASU Faculty Senate Agenda

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Armstrong Atlantic State University
Faculty Senate Meeting
Agenda of April 21, 2014
Student Union, Ballroom A, 3:00 pm

I. Call to Order
II. Senate Action
    A. Approval of the Minutes from [March 24, 2014 Faculty Senate Meeting](#)
    B. Remarks from Dr. Linda Bleicken, President
    C. Old Business
        1. FSR-2014-03-24-01: Deferred Action Status for Undocumented Students
        2. FSB-2014-03-24-03: Part-Time Faculty Compensation Taskforce Bill
        3. FSB-2014-03-24-04: Creation of the Student Research and Scholarship Council
        4. FSB-2014-03-24-05: Creation of the Faculty Research, Scholarship, and Awards Committee
        5. FSB-2014-03-24-06: Salary Inversion
        6. FSB-2014-03-24-07: Space and Payment Schedule for Part-Time Faculty
    D. New Business
        1. Committee Reports
            i. University Curriculum Committee (Appendix A)
                a. Curriculum changes
                b. Meeting minutes
            ii. Graduate Affairs Committee (Appendix B)
        2. Faculty Budget Priorities Resolution (Appendix C)
        3. Part-Time Faculty Bill
        4. Faculty Welfare Committee Update
        5. Executive Session

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    E. Senate Information
        1. Activity Period Update
        2. USG Faculty Council Update by President Baird
        3. Send Committee meeting dates and minutes to faculty.senate@armstrong.edu
    F. Announcements
III. Adjournment

Armstrong

PRESENT: Suzanne Carpenter, Becky da Cruz, Mirari Elcoro, Catherine Gilbert, Robert Harris, Jackie Kim, David Lake (Vice Chair), Kam Fui Lau, Lauren Mason, Rick McGrath (Chair), Phyllis Fulton (Catalog Editor)

ABSENT: Sara Gremillion, Denene Lofland, Anthony Parish

GUESTS: Laura Barrett, Delana Gajdosik-Nivens, John Hobe, John Kraft, Jeff Secrest, Teresa Winterhalter

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CALL TO ORDER. The meeting was called to order at 3:07 by Vice Chair David Lake, who presided until Dr. McGrath arrived.

APPROVAL OF MINUTES. The minutes of March 5, 2014 were approved as presented.

ITEMS

I. College of Education

Item 1 from the College of Education was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. **Create the following course:**
   PLAE 2000 Prior Learning Documentation   **2-0-2**
   Prerequisite: Permission of the instructor.
   Techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained. Graded "Satisfactory" or "Unsatisfactory."

   REQUESTED Effective Term: Fall 2014

   CURCAT:
   Major Department: College of Education
   Can Course be repeated for additional credit? No
   Maximum Number of Credit Hours: 2

Grading Mode: S/U
Instruction Type: Lecture
Course Equivalent: none

Rationale: The Adult Learning Consortium and eMajor programs ask us to expand our Prior Learning Assessment (PLA) options; they believe that adult learners frequently come to universities already having achieved certain learning outcomes and only need the chance to demonstrate course competencies. PLA options include, but are not limited to, CLEP, credit by departmental examination, advanced placement credit, International Baccalaureate credit, and portfolio assessment. The ability to gain college credit through PLA options will facilitate adult learners' progress through college and help us achieve Complete College Georgia goals of improving retention, progression, and graduation rates.

Two cohorts of Armstrong faculty have completed (or are completing) PLA workshops and generally support including a portfolio PLA for students.
- 2012-2013 Cohort: Trish Holt (COE, Adult Education), Dennis Murphy (CLA Criminal Justice), Joy Reed (CST, Computer Science), Christine Moore (CHP, Respiratory Therapy), and Greg Anderson (Orientation and Advising).
- 2013-2014 Cohort: Barbara Hubbard (COE, Childhood Education), Matthew Draud (CST, Biology), Thomas Murphy (CST, Engineering), Sara Plaspohl (CHP, Public Health), Maya Clark (CHP, CSDS), Catherine Gilbert (CHP, Nursing), Carol Benton (CLA, Music), June Hopkins (CLA, History), Beth Howells (CLA, English), Melanie Link-Perez (CST, Biology), and Nancy McCarley (CST, Psychology).

Consider the proposed course with the following policy guidelines for implementation:
- Armstrong Policy:
  - Each college is to have a PLAX 2000 course, much like each college has a FYSX course for first class to facilitate tracking credit for faculty depending on the college in which they reside
  - When credit by exam is available, then portfolio is not an option
  - Portfolio option is available only when approved by department:
    - If course and SLOs are approved a priori, student must notify faculty/department of intent to submit a portfolio one semester prior to grade's due date
    - If course and SLOs are not approved a priori, student must request option from faculty/department two semesters prior to grades due date
  - Portfolios may be submitted only after successful completion of PLAX 2000
  - Students must submit evidence of learning to satisfy approved SLOs

- Students shall be charged a $250 fee for each 3 credit submission where $200 goes to the faculty member and $50 to the institution
- Awarded K credit
- Valdosta's PLA 2000 course: Valdosta's PLA 2000 course is to be available to Armstrong students through the GoView system once Armstrong approves of this option for the Armstrong catalog.

o Proposed catalog entry:

Prior Learning Assessment (PLA): PLA is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed. This assessment determines whether or not awarded academic credit will be awarded at Armstrong. The university works with students from diverse backgrounds to evaluate their prior learning and determine if it is commensurate with the standards and requirements of college-level learning. A total of 45 (proposed cap) semester hours can be earned through any combination of CLEP, credit by departmental examination, portfolio assessment, International Baccalaureate credit, and advanced placement credit. For more information about PLA at Armstrong, consult the PLA website at <http://www.Armstrong.edu/???/>.

Portfolio Assessment: Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience; it must also identify the particular learning outcomes.
If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAX –Prior Learning Documentation). This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The PLA Documentation Course is a two credit-hour course and is taught by a PLA trained faculty member. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the semester, they should have materials ready to submit to faculty assessors from the program in which they are seeking credit. Students should be aware, however, that some courses are not available for portfolio assessment regardless of documentation. Individual

departments determine which courses, if any, are available for PLA credit by portfolio.

A. Adolescent and Adult Education (no items)

B. Childhood and Exceptional Student Education

Items 1-5 from the Department of Childhood and Exceptional Student Education were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore are marked "For Information Only" for the report to the Senate.

1. **Create the following course:**
    SPED 5010U/G TECHNOLOGY FOR THE SPECIAL EDUCATOR   3-0-3
    Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
    Graduate Prerequisite: None
    Description: Course covers methods for using technology to support and extend instruction, the appropriate use of assistive and adaptive technology, techniques for selecting and utilizing computer based instructional programs, and methods for developing multimedia-based interactive instructional materials.

    Rationale: The content covered in SPED 3001 and EEXE 6010 will be addressed in SPED 5010U/G. Graduate students will complete an additional project analyzing technology for the special educator.

    REQUESTED Effective Term: Fall 2014

    CURCAT:
        Major Department: Childhood and Exceptional Student Education
        Can course be repeated for additional credit? No
        Maximum Number of Credit Hours: 3
        Grading Mode: Normal
        Instruction Type: Lecture
        Course Equivalent: SPED 3001 (undergraduate), EEXE 6010 (graduate).

2. **Create the following course:**
   SPED 5130U/G Assessment in Special Education   3-V-3
   Undergraduate Prerequisite: Admission to Candidacy in the
   Department of Childhood and Exceptional Student Education
   Graduate Prerequisite: None
   Description: Instruction in formal and informal assessment techniques and instruments appropriate for use in assessing students with disabilities. Demonstrates the use of assessment data to determine eligibility for services and to develop and evaluate individual education plans (IEP). A field experience is required.

   Rationale: The content covered in SPED 3006 and EEXE 6130 will be addressed in SPED 5130U/G. Graduate students will complete an addition project analyzing assessment for the special educator.

   REQUESTED Effective Term: Fall 2014

   CURCAT:
      Major Department: Childhood and Exceptional Student Education
      Can course be repeated for additional credit? No
      Maximum Number of Credit Hours: 3
      Grading Mode: Normal
      Instruction Type: Lecture
      Course Equivalent: SPED 3006 (undergraduate), EEXE 6130 (graduate).

3. **Create the following course:**
   SPED 5232U/G TEACHING MATHEMATICS AND DISABILITIES   3-V-3
   Undergraduate Prerequisites: Admission to Candidacy in the College of Education, SPED 5110U, SPED 5130U
   Graduate Prerequisite: SPED 5110G, SPED 5130G
   Description: Strategies and techniques for teaching mathematics through research based and technology enhanced approaches. A field experience is required.

   Rationale: The content covered in SPED 4002 and EEXE 6232 will be addressed in SPED 5232U/G. Graduate students will complete an additional project analyzing research based and technology enhanced mathematics strategies and approaches.

   REQUESTED Effective Term: Fall 2014

   CURCAT
      Major Department: Childhood and Exceptional Student Education
      Can Course be repeated for additional credit? No
      Maximum Number of Credit Hours: 3

Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: SPED 4002 (undergraduate), EEXE 6232
(graduate).

4. **Create the following course:**
SPED 5231U/G TEACHING READING AND DISABILITIES   **3-V-3**
Undergraduate Prerequisites: Admission to candidacy in the College of
Education, SPED 5110U and SPED 5130U
Graduate Prerequisites: SPED 5110G, SPED 5130G
Description: Research based, multisensory, technology enhanced
strategies and techniques for teaching reading, spelling, and written
expression skills in an integrated process. A field experience is
required.

Rationale: The content covered in SPED 4003 and EEXE 6231 will be
addressed in SPED 5231U/G. Graduate students will complete an additional
project analyzing research based enhanced reading, spelling, and written
expression strategies and approaches.

REQUESTED Effective Term: Fall 2014

CURCAT
    Major Department: Childhood and Exceptional Student Education
    Can Course be repeated for additional credit? No
    Maximum Number of Credit Hours: 3
    Instruction Type: Lecture
    Course Equivalent: SPED 4003 (undergraduate), EEXE 6231
    (graduate).

5. **Create the following course:**
SPED 5400U/G TRANSITION PLANNING   **3-V-3**
Undergraduate Prerequisites: Admission to candidacy in the College of
Education and SPED 4005 and SPED 5130G
Graduate Prerequisites: EEXE 6025 and SPED 5130G
Description: Offers strategies for working collaboratively with
parents/guardians, a variety of support professionals and related
personnel and agency staff to plan and provide appropriate special
education services to individuals in various instructional settings,
including transitions to secondary education or employment.
Emphasizes skills required for team building. A field experience is
required.

Rationale: The content covered in SPED 4008 and EEXE 6400 will be
addressed in SPED 5400U/G. Graduate students will complete an additional

project analyzing planning and collaboration to facilitate inclusion and transition.

REQUESTED Effective Term: Fall 2014

CURCAT
   Major Department: Childhood and Exceptional Student Education
   Can Course be repeated for additional credit? No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: SPED 4008 (undergraduate), EEXE 6400 (graduate).

Items 6-13 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

6. **Modify the following course**
    ECUG 3060 ~~Language Development, Birth To Grade 5 Language Arts: Oral Language, Writing, Spelling and Grammar~~ Language Arts: Oral Language, Writing, Spelling And Grammar   3-V-3
    Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
    ~~Language development emphasizing oral language, phonics, diagnosing and evaluating children's literacy skills through observational procedures to meet the needs of a diverse population including ELL and students with special needs. Emphasizes proficiency in establishing a culturally sensitive family involvement program in order to develop children's literacy skills.~~
    Developing foundational language arts skills emphasizing oral language, phonics, spelling, writing and grammar in primary and elementary grades to build the proficiencies required for reading, written and oral communication as well as self-expression. A field experience is required.

    Rationale: These course title and description changes better explain course content.

    REQUESTED Effective Term: Fall 2014

7. **Modify the following course**
    ECUG 3071 ~~Literature and Language Arts~~ Teaching Children's Literacy
    Prerequisites: Admission to Candidacy in the Department of Childhood and Exceptional Student Education, and EDUC 3200, ECUG 3040 and ECUG 3060
    Co-Requisite: ECUG 3072

~~Emergence of reading/writing processes during preschool, kindergarten, and early first grade years and the methods of presenting and integrating literature in the curriculum.~~ Utilizing the language arts skills gained in earlier courses, children's literature focuses on authentic literature that connects children to books, teaches the criteria for evaluation and selection of books, the multiple genres of literature, and the value of opening the world of literature to young children. Attention to integration of literature into the classroom and various avenues for responding to literature are covered. A field experience is required.

Rationale: These course title and description changes better explain course content. The co-requisite change reflects a program of study addition to meet new state requirements.

REQUESTED Effective Term: Fall 2014

8. **Delete the following course:**
   ~~SPED 3001 TECHNOLOGY FOR THE SPECIAL EDUCATOR   3-0-3~~

   Rationale: The content covered by SPED 3001 will be addressed in SPED 5010U/G.

   REQUESTED Effective Term: Fall 2014

9. **Delete the following course:**
   ~~SPED 3006 Assessment, Eligibility, and IEP Development   3-0-3~~

   Rationale: The content covered in SPED 3006 will be covered in SPED 5130U/G

   REQUESTED Effective Term: Fall 2014

10. **Delete the following course:**
    ~~SPED 4002 TEACHING MATHEMATICS TO STUDENTS WITH DISABILITIES   3-V-3~~

    Rationale: The content covered in SPED 4002 will be addressed in SPED 5232U/G.

    REQUESTED Effective Term: Fall 2014

11. **Delete the following course:**
~~SPED 4003 TEACHING READING, SPELLING, AND WRITTEN EXPRESSION TO STUDENTS WITH DISABILITIES~~ ~~3-V-3~~

Rationale: The content covered in SPED 4003 will be addressed in SPED 5231U/G.

REQUESTED Effective Term: Fall 2014

12. **Delete the following course:**
~~SPED 4008 PLANNING AND COLLABORATION TO FACILITATE INCLUSION AND TRANSITION~~ ~~3-V-3~~

Rationale: The content covered in SPED 4008 will be addressed in SPED 5400U/G.

REQUESTED Effective Term: Fall 2014

13. **Modify the following program of study:**

B. Major Field Courses ....36 hours
~~SPED 3001 – Technology for the Special Educator~~
SPED 5010U – Technology for the Special Educator
~~SPED 3006 – Assessment, Eligibility, and IEP Development~~
SPED 5130U – Assessment in Special Education
~~SPED 4002 – Teaching Mathematics to Students with Disabilities~~
SPED 5232U – Teaching Mathematics and Disabilities
~~SPED 4003 – Teaching Reading, Spelling and Written Expression to Students with Disabilities~~
SPED 5231U – Teaching Reading and Disabilities
SPED 4004 – Curriculum and Instructional Strategies in the Content Areas
SPED 4005 – Strategies for Developing Social Skills and Behavioral Controls
~~SPED 4008 – Planning and Collaboration to Facilitate Inclusion and Transitions~~
SPED 5400U – Transition Planning
SPED 4740 – Internship I: Directed Field Based Research
SPED 4750 – Internship II: Student Teaching

Rationale: The content covered in SPED 3001 is now addressed in SPED 5010 U/G. The content covered in SPED 3006 is now addressed in SPED 5130U/G. The content covered in SPED 4002 is now addressed in SPED 5232U/G. The content covered in SPED 4003 is now addressed in SPED 5231U/G. The content covered in SPED 4008 is now addressed in 5400U/G.

REQUESTED Effective Term: Fall 2014

II. College of Health Professions

A. Diagnostic and Therapeutic Sciences (no items)
B. Health Sciences (no items)

C. Nursing (no items)

D. **Rehabilitation Sciences**

   Communication Sciences and Disorders

   The agenda items from the Department of Rehabilitation Sciences were postponed at the request of the department and were not considered.

III. College of Liberal Arts

Items 1-3 from the College of Liberal Arts were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. **Create the following course:**
   PLAL 2000 Prior Learning Documentation   2-0-2
   Prerequisite: Permission of the instructor.
   Description: Techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained. Graded "Satisfactory" or "Unsatisfactory."

   REQUESTED Effective Term: Fall 2014

   CURCAT:
       Major Department: College of Liberal Arts
       Can Course be repeated for additional credit? No
       Maximum Number of Credit Hours: 2
       Grading Mode: S/U
       Instruction Type: Lecture
       Course Equivalent: none

Rationale: The Adult Learning Consortium and eMajor programs ask us to expand our Prior Learning Assessment (PLA) options; they believe that adult learners frequently come to universities already having achieved certain learning outcomes and only need the chance to demonstrate course competencies. PLA options include, but are not limited to, CLEP, credit by departmental examination, advanced placement credit, International Baccalaureate credit, and portfolio assessment. The ability to gain college credit through PLA options will facilitate adult learners' progress through college and help us achieve Complete College Georgia goals of improving retention, progression, and graduation rates.

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    - Portfolios may be submitted only after successful completion of PLAX 2000
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- o Proposed catalog entry:

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portfolio assessment, International Baccalaureate credit, and advanced placement credit. For more information about PLA at Armstrong, consult the PLA website at http://www.armstrong.edu/Departments/adult_learners/adult_prior_learning_assessmen t

Portfolio Assessment: Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience; it must also identify the particular learning outcomes. If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAX –Prior Learning Documentation). This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The PLA Documentation Course is a two credit-hour course and is taught by a PLA trained faculty member. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the semester, they should have materials ready to submit to faculty assessors from the program in which they are seeking credit. Students should be aware, however, that some courses are not available for portfolio assessment regardless of documentation. Individual departments determine which courses, if any, are available for PLA credit by portfolio.

2. **Create the Minor in Tourism Studies (15 hours):**
   Required (3 credits):
       SOCI 3700 Sociology of Tourism or GEOG 5860U Tourism Geographies
   Remaining 12 credits to be selected from this list, with at least nine hours from two disciplines other than the student's major.
       ANTH 4020 Archaeology of the Southeast
       BIOL 3470 Environmental Restoration
       COMM 3060 Public Relations
       ENGL 3720 Business and Technical Writing
       ENGL 5700U Promotional Writing
       FREN 3040 Business French
       HIST 5810U History of American Architecture
       HIST 5830U Historic Preservation
       HIST 5850U Heritage Tourism
       HIST 5870U Museum Studies
       JOUR 3460 Travel and Tourism Writing
       SPAN 4130 Business Spanish

*Other courses may be substituted by program coordinator as topics are deemed appropriate.

Rationale: To prepare students with the skills and knowledge to serve as leaders in the tourism industry.

REQUESTED Effective Term: Spring 2015

USG Rule for minors: A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor.

Program Description:
The minor in Tourism is an interdisciplinary program designed to prepare students with the skills and knowledge to serve as leaders in the tourism industry. It provides a comprehensive academic foundation for all students, both experienced professionals and those new to the field. Students completing this minor will be able to enhance their career opportunities and their communities through an understanding of the local, regional, and global implications of tourism.

Program Goals:
1. To equip students with a broad knowledge of theory and research in tourism.
2. To provide a strong research component focused on the needs and critical evaluation of tourism.
3. To prepare students for careers in the public and private sectors.
4. To encourage originality and creativity in the representation of and rhetorical approaches to the tourism industry.
5. To equip students with a broad knowledge of theory and research in tourism.
6. To provide a strong research component focused on the needs and critical evaluation of tourism.
7. To prepare students for careers in the public and private sectors.
8. To encourage originality and creativity in the representation of and rhetorical approaches to the tourism industry.

Program Outcomes:
Upon completion of the minor in Tourism, students will be able to:
1. Identify and analyze historical events and their effects on the development of tourism.
2. Articulate levels of civic responsibility within tourism contexts at local, regional, national, and global levels.
3. Employ proficient written and oral communication skills necessary for community outreach, customer service, and organizational teamwork.

4. Apply knowledge and skills to experiential learning opportunities (such as internships and study abroad experiences).
5. Demonstrate knowledge of current events and future trends, including sustainability and the global impact of travel and tourism.

3. Modify the following Program of Study for Law & Society

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN LAW AND SOCIETY

    C. **Approved Electives** .... **15 hours** ~~6 hours~~
         15 hours of any 3000 or above level courses ~~6 hours of approved electives at the 3000+ level~~
    D. **Free Electives** .... **9 hours** ~~18 hours~~

Rationale: The change in upper division and lower division electives reflects the practice in use for this major. The change in wording from "approved electives" to "any 3000 or above level courses" is what is needed for DegreeWorks.

REQUESTED Effective Term: Fall 2014

A. Art, Music, and Theatre (no items)

B. Criminal Justice, Social and Political Science

Items 1-2 from the Department of Criminal Justice, Social and Political Science were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following Program of Study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE
Track I: General Criminal Justice
D. Approved electives .... **21** ~~6~~ **hours**
    6 hours of ~~approved~~ electives must be at the 3000+ level
~~**E. Free Electives** .... **15 hours**~~

Rationale: The change in upper division and lower division electives reflects the practice in use for this major. The change in wording from "approved electives" to "any 3000 or above level courses" is what is needed for DegreeWorks.

REQUESTED Effective Term: Fall 2014

2. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE
Track II: Cyber Security
D. Approved Electives .... **6 hours**
6 hours of ~~approved~~ electives at the 3000+ level. If internship is less than 12 credit hours, those hours are to be made up in upper-level (3000+) electives.
E. Free Electives .... **12 hours**

Rationale: The change in upper division and lower division electives reflects the practice in use for this major. The change in wording from "approved electives" to "any 3000 or above level courses" is what is needed for DegreeWorks.

REQUESTED Effective Term: Fall 2014

C. Economics (no items)
D. Gender and Women's Studies (no items)
E. History (no items)
F. Languages, Literature, & Philosophy (no items)
G. Liberal Studies (no items)
H. Honors Program (no items)

IV. College of Science and Technology
A. Biology (no items)

B. Chemistry and Physics

Items 1-3 from the Department of Chemistry and Physics were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following program of study:
   PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN CHEMISTRY

   A. General Requirements
   Core Areas A, B, C, D, and E   42 hours
   Chemistry majors are required to take MATH 1113 in Core Area A and MATH 1161 in Core Area D
   Area F   18 hours
   CHEM 1211 and 1212 (and labs) – Principles of Chemistry I, II (unless taken to satisfy Area D, in which case replace with 8 hours of lower division electives)
   Choose one sequence from:
      PHYS 1111K – Introductory Physics I and PHYS 1112K – Introductory Physics II or
      PHYS 2211K – Principles of Physics I and PHYS 2212K – Principles of Physics II

One hour excess for MATH 1161 from Core Area D
One hour lower division ~~approved~~ elective
Physical Education   3 hours
First-Year Seminar   1 hour

Rationale: See below

2. **Modify the following program of study:**

    **PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
    CHEMISTRY**
    A. General Requirements
        Core Areas A, B, C, D, and E   42 hours
        Chemistry majors are required to take MATH 1113 in Core Area A and MATH
        1161 in Core Area D
        Area F   18 hours
        CHEM 1211 and 1212 (and labs) – Principles of Chemistry I, II (unless taken to
        satisfy Area D, in which case replace with 8 hours of lower division electives)
        Choose one sequence from:
            PHYS 1111K – Introductory Physics I and PHYS 1112K – Introductory
            Physics II or
            PHYS 2211K – Principles of Physics I and PHYS 2212K – Principles of
            Physics II
        One hour excess for MATH 1161 from Core Area D
        One hour lower division ~~approved~~ elective
        Physical Education   3 hours
        First-Year Seminar   1 hour

    Rationale: See below

3. **Modify the following program of study:**
    **PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN APPLIED
    PHYSICS**
    A. General Requirements
        Core Areas A, B, C, D, and E   42 hours
        Applied physics majors are required to take MATH 1113 in Core Area A and
        MATH 1161 in Core Area D
        Area F   18 hours
        PHYS 2211K, 2212K – Principles of Physics I, II (unless taken to satisfy Area D,
        in which case replace with 8 hours of lower division electives)
        MATH 2072 – Calculus II
        MATH 2083 – Calculus III
        One hour excess for PHYS 1000 or from any science or math course ~~approved by
        the physics faculty~~
        Physical Education   3 hours
        First-Year Seminar   1 hour

C. Related Field Courses   23 hours
    CHEM 1211 – Principles of Chemistry I (and lab)
    CHEM 1212 – Principles of Chemistry II (and lab)
    CSCI 1301- Introduction to Programming Principles or ENGR 1371 – Computing
    for Engineers
    MATH 2160 – Linear Algebra
    MATH 3411 – Differential Equations
    A three semester-hour upper-division math course (3000 or 4000 level, excluding
    MATH 3411, 3900, 3911, 3912, 3932, 4000,4750, 4900, 4910, 4961, 4962, 4963,
    5412U, 5600U, 5700U, 5900U, 5911U), ~~approved by the physics faculty.~~
    Three semester hours of related field electives approved by the physics faculty.

Rationale: Approved electives were more precisely defined for the sake of better advisement through DegreeWorks for all three degrees. The list of excluded math courses are education-oriented math courses that are not appropriate for the Applied Physics degree. The Physics faculty found it more expedient to define what should be excluded than what is included.

REQUESTED Effective Term: Fall 2014

C. Computer Science and Information Technology (no items)
D. Engineering Studies (no items)
E. Mathematics (no items)
F. Psychology (no items)

OTHER BUSINESS

A. **Informational Item: POLS 5120U/G renumbered to POLS 5140U/G.** The number used for creation of Asian Regional Security, POLS 5120U/G, has been previously used. The number is being changed to POLS 5140U/G.

B. **Informational Item: Area D for B.S. in Medical Laboratory Science.** It was discovered that there is conflicting information in the catalog that goes back at least to 1998. In the current catalog on page 72, Medical Laboratory Science is listed under Clinical Health Majors, which indicates Area D.IIB in the Core. However, on page 100 in the degree program it specifies Area D.IIA. Assistant Dean Donna Brooks and Department Head Dr. Doug Masini have requested that this long-standing typo be changed: Medical Laboratory Science uses Area D.IIB.

C. **Informational Item: BOR Approval of the B.S. in Business Economics.** Dr. Linda Bleicken announced that the Board of Regents has approved the B.S. in Business Economics for Fall 2014.

D. **Graduate Curriculum Committee e-meeting.** Ms. Fulton announced that the Graduate Curriculum Committee, which held its last scheduled meeting on March

26, voted to have an e-meeting after today's UCC meeting in order to consider the 5000-level courses being created by the Department of Childhood and Exceptional Student Education.

E. University Curriculum Committee elections. There was brief discussion about UCC elections and whether/how they had been conducted in the various colleges. Since elections were not completed in time for today's meeting and since Dr. McGrath has completed his fourth consecutive year, Vice Chair David Lake will act for the committee if any emergency items arise during the summer.

ADJOURNMENT. The meeting was adjourned at 3:49 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee

Armstrong

The following items from the Department of History were submitted after the final meeting of the UCC. There was need to expedite approval so the course could be offered in Fall 2014.

The undergraduate portion of Item 1 was approved by UCC Chair Rick McGrath on behalf of the committee and is marked "For Information Only" for the report to the Faculty Senate.

Item 2 was also approved and is recommended to the Faculty Senate for approval.

1. **Modify the following course:**
   HIST 5720 U/G HISTORICAL ARCHAEOLOGY   3-0-3
   Undergraduate Prerequisites: ~~HIST 3820 or ANTH 3820~~ HIST 3500 or ANTH 3820
   Graduate Prerequisites: None

   ~~Description: The historical archaeology of the new world from the first arrival of Europeans and Africans to about 1800. Attention focused on the south and the Caribbean, but other frontier contexts may also be included. Emphasis given to anthropological archaeology as a perspective for the writing of history and as a sub-field within public history.~~ Examines how archaeological artifacts, methods, and theories are employed in interpreting the past. Emphasizes using archaeological evidence consistent with the disciplinary standards of history. Chronological and regional focus depends on the expertise of the instructor. May be repeated as topics vary.

   Rationale for change:
   1. The current catalog description reflects the course as it was taught more than a decade ago by a professor who is no longer with the department.
   2. The current catalog description encourages topical redundancy with ANTH 4020.
   3. The revised description allows for faculty with expertise beyond the colonial Americas to teach the course.
   4. The revised description enables the department to award students credits for archaeological field schools or experiences beyond the American South and the Caribbean.

   REQUESTED Effective Term: Fall 2014

CURCAT:
Major Department: History
Can Course be repeated for additional credit? ~~No~~ YES
Maximum Number of Credit Hours: ~~3~~ 9
Grading Mode: Normal
Instructional Type: Lecture
Course Equivalent: None

2. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN HISTORY

A. General Requirements
Core Areas A, B, C, D, and E .... 42 hours
Area F .... 18 hours
HIST 1111–Civilization I or HIST 1112/H–Civilization II/Honors ~~(If both taken to satisfy core area B or E, substitute an approved global perspectives course.)~~
HIST 2111–History of America to 1877 (If taken to satisfy core area E, substitute a humanities or social science course at the 1000 or 2000 level.)
HIST 2112–History of America since 1865 (If taken to satisfy core area E, substitute a humanities or social science course at the 1000 or 2000 level.)
Foreign Language 1002–Elementary Language II
Foreign Language 2001–Intermediate Language I
Foreign Language 2002–Intermediate Language II
Physical Education ....**3 hours**
First-Year Seminar...**1 hour**
B. Major Field Courses .... **33 hours**
HIST 3500–Introduction to Historical Methods
Six credits (either course may be repeated as topics vary):
    HIST 4020–Research Seminar in World History
    HIST 4030–Research Seminar in American History
One public history course from the following list:
    HIST 3800, 3991, 4871, 5700U, 5750U, 5770U, 5790U, 5810U, 5839U, 5850U, 5870U, 5890U
Seven other history courses at the 3000 level or above (it is highly recommended that students take courses in American, World, and Pre-Modern history)
Portfolio requirement

<u>Rationale.</u> Changes are necessary to make Catalog requirements consistent with Degree Works capabilities.

REQUESTED Effective Term: Fall 2014

Armstrong

Graduate Affairs Committee
Burnett Hall Board Room
Minutes: April 1, 2014

PRESENT: Maya Clark, Becky da Cruz (vice chair), Ray Hashemi, Chris Hendricks, Patricia Holt, Anne Katz, Linda Ann McCall, Anita Nivens, Sara Plaspohl, Daniel Skidmore-Hess, Patrick Thomas, Anne Thompson, Teresa Winterhalter, Carey Adams (*ex officio*), John Kraft (*ex officio*), David Ward (*ex officio*), Yvette Upton (*ex officio*), Austin Deray (*ex officio*)

GUEST: Jill Bell, John Hobe

I. **Call to Order.** The meeting was called to order at 2:30 p.m. by Vice Chair Becky da Cruz.

II. **Minutes of March 4, 2014.** The minutes were approved by email on March 12, 2014.

III. **Committee Reports**
   A. Graduate Faculty Status (see Attachment 1)
   The committee accepted the report of the Graduate Faculty Status Committee as presented.
   B. Graduate Curriculum (see Attachment 2)
   The committee accepted the curriculum items in the report of the Graduate Curriculum Committee (GCC) as presented. The report should proceed through the Senate as an action item for Presidential approval.
   C. Graduate Student Appeals

IV. **GSCC**
   Mr. Deray reported that the flyers for Graduate Appreciation week had been emailed to committee members. Activities are being finalized today.

V. **John Kraft**
   Dr. Kraft reported that he'd had a question about whether seniors who are taking graduate classes under the senior privilege policy were eligible for graduate assistantships. They are not.

VI. **Carey Adams**
   More information will be coming soon regarding the internal search for the Associate Provost for Academic Affairs and Graduate Studies. A meeting with

the graduate coordinators will be built into the interview schedule. The candidates will also give a presentation that all may attend.

VII.   Jill Bell
Ms. Bell debunked the rumor that seniors taking graduate classes under the senior privilege policy are eligible for graduate financial aid. They are not.

Work continues on the online application. Toward the end of April Ms. Bell will be working with Enrollment Services and others on some upgrades.

VIII.   Other Business
A. Online graduation applications. It was noted that the lack of online graduation applications is a burden on students in fully online programs. Ms. Bell said she would talk to Kathy Platt in the Registrar's Office about the possibility of online graduation applications.

B. DegreeWorks. Phyllis Fulton announced that the graduate catalog for 2013-14 has gone live in DegreeWorks, as well as the catalog for 2014-15 for all items that have passed the approval process. If anyone encounters problems or sees anything that does not look right, they should contact Ms. Fulton.

VIII.   Adjournment. This is the last meeting of the academic year. The meeting adjourned at 2:43 p.m.

Respectfully submitted,

Phyllis L. Fulton
Coordinator of Faculty Information and
Graduate Catalog Editor

Armstrong

Graduate Faculty Status Committee
Report: April 1, 2014

Members: Tim McMillan, Andi Beth Mincer, Pam Mahan, Linda Ann McCall, Glenda Ogletree, Daniel Skidmore-Hess (Chair), Jane Wong

The committee recommends approval of the following applications for graduate faculty status:

Associate

Maxine Bryant   Criminal Justice, Social and Political Science   initial

Temporary

Kathleen Benton   Health Sciences   initial

Respectfully submitted,

Daniel Skidmore-Hess, Chair

Armstrong

GRADUATE CURRICULUM COMMITTEE
University Hall 282
Minutes, March 26, 2014

PRESENT: Michael Benjamin, John Hobe, Brenda Logan, Sara Plaspohl, Helen Taggart, Teresa Winterhalter (Chair), Phyllis Fulton (Catalog Editor)

ABSENT: Felix Hamza-Lup

GUESTS: Patricia Wachholz

CALL TO ORDER. The meeting was called to order at 2:06 p.m. by Dr. Teresa Winterhalter.

APPROVAL OF MINUTES. The minutes of February 19, 2014 were approved as presented.

ITEMS

I. College of Education
A. Adolescent and Adult Education (no items)

B. Childhood and Exceptional Student Education

Items 1-6 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee.

1. **Modify the following course:**
   RDEN 7185 Teaching Writers and Writing
   ~~Prerequisite: LING 5800U Advanced Grammar or equivalent course.~~

   Rationale: The prerequisite is no longer required.

   REQUESTED Effective Term: Fall 2014

2. **Delete the following course:**
   ~~EEXE 6010 TECHNOLOGIES FOR SPECIAL EDUCATION   3-0-3~~

   Rationale: The content covered in EEXE 6010 will be addressed in SPED 5010U/G.

   REQUESTED Effective Term: Fall 2014

3. **Delete the following course:**
   ~~EEXE 6130 ASSESSMENT OF THE EXCEPTIONAL STUDENT   3-V-3~~

   Rationale: The content covered in EEXE 6130 will be covered in SPED 5130U/G

   REQUESTED Effective Term: Fall 2014

4. **Delete the following course:**
   ~~EEXE 6232 METHODS AND STRATEGIES FOR TEACHING
   MATHEMATICS AND THE CONTENT AREAS   3-V-3~~

   Rationale: The content covered in EEXE 6232 will be addressed in SPED 5232U/G.

   REQUESTED Effective Term: Fall 2014

5. **Delete the following course:**
   ~~EEXE 6231 LANGUAGE AND LITERACY SKILLS FOR READING,
   SPELLING, AND WRITTEN EXPRESSION   3-V-3~~

   Rationale: The content covered in EEXE 6231 will be addressed in SPED 5231U/G.

   REQUESTED Effective Term: Fall 2014

6. **Delete the following course:**
   ~~EEXE 6400 COLLABORATION, INCLUSION, AND TRANSITION
   STRATEGIES   3-V-3~~

   Rationale: The content covered in EEXE 6400 will be addressed in SPED 5400U/G.

   REQUESTED Effective Term: Fall 2014

II. College of Health Professions (no items)

III. College of Liberal Arts
    A. Art, Music, & Theatre (no items)
    B. Criminal Justice, Social and Political Science (no items)
    C. Economics (no items)
    D. Gender and Women's Studies (no items)
    E. History (no items)

F. Languages, Literature, & Philosophy

Item 1 from the Department of Languages, Literature, and Philosophy was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.

    1. **Create the following course:**
       ENGL 5700 U/G Promotional Writing   **3-0-3**
       Undergraduate Prerequisite: ENGL 3720 or permission of department head
       Graduate Prerequisites: none
       Description: Theory and practice of the techniques of writing for public relations, advertising, political campaigns, fundraising, and marketing.

       Rationale: The proposed course expands offerings of professional writing courses for both the BA in English/Professional Communications program and the graduate program in Professional Communication and Leadership. It broadens specific writing experience necessary for successful internships and post-graduate employment. There will be additional research required for graduate level credit.

       REQUESTED Effective Term: Fall 2014

       CURCAT:
          Major Department: Languages, Literature, and Philosophy
          Can course be repeated for credit? No
          Maximum number of Credit Hours: 3
          Grading Mode: Normal
          Instruction Type: Lecture

    G. Professional Communication and Leadership (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Informational Item: POLS 5120U/G renumbered to POLS 5140U/G. The number used for creation of Asian Regional Security, POLS 5120U/G, has been previously used. The number is being changed to POLS 5140U/G.

B. Motion: It was moved and seconded to have a e-meeting on April 3 to consider 5000-level items from the Department of Childhood and Exceptional Student Education that are on the agenda for the April 2 meeting of the University Curriculum Committee. The motion carried.

ADJOURNMENT. The meeting was adjourned at 2:15 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor

Armstrong

Graduate Affairs Committee
Minutes: April 10, 2014 e-meeting

VOTING MEMBERS: Maya Clark, Joey Crosby, Becky da Cruz (vice chair), Ray Hashemi, Chris Hendricks, Patricia Holt, Anne Katz, Robert Loyd, Linda Ann McCall, Anita Nivens, Sara Plaspohl, Regina Rahimi, Bryan Riemann, Daniel Skidmore-Hess, Patrick Thomas, Anne Thompson, Teresa Winterhalter

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The following items were distributed to the committee via email on April 8. Curriculum items were approved by a majority on April 10, 2014.

I. **Committee Reports**
   A. Graduate Faculty Status (see Attachment 1)
      The Graduate Faculty Status Committee submitted a recommendation, attached, to be discussed when meetings resume in the fall.
   B. Graduate Curriculum (see Attachment 2)
      The committee accepted the curriculum items in the report of the Graduate Curriculum Committee (GCC) as presented. The report should proceed through the Senate as an action item for Presidential approval.

   Respectfully submitted,

   Phyllis L. Fulton
   Coordinator of Faculty Information and
   Graduate Catalog Editor

Attachment 1

Armstrong

Phyllis Fulton <phyllis.fulton@armstrong.edu>

GFS items

1 message

Daniel Skidmore-Hess <daniel.skidmore-hess@armstrong.edu>   Tue, Apr 1, 2014 at 8:48 PM
To: Phyllis Fulton <phyllis.fulton@armstrong.edu>

HI Phyllis, As an informational item per your suggestion, here is a recommendation from GFS commitee as of our meeting of 3/31:

GFS committee recommends that "Temporary" graduate faculty status should be renamed "Assistant" Graduate faculty status.

Rationale: Regular non-tenure track faculty are more appropriately termed "Assistant" than 'Temporary."

We also suggests that GAC consider extending the renewal period for "Temporary" (or "Assistant" if our recommendation adopted from three to five years.

sorry to be late with this

--
Daniel Skidmore-Hess, Ph.D.
Department Head
Criminal Justice, Social, and Political Science
Armstrong Atlantic State University
Savannah, GA 31419
(912) 344-2532

Armstrong

COMMITTEE MEMBERS: Michael Benjamin, Felix Hamza-Lup, John Hobe, Brenda Logan, Sara Plaspohl, Helen Taggart, Teresa Winterhalter (Chair),

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ITEMS

The following items were distributed to the committee via email April 4, 2014. All items were approved by a majority on April 7, 2014.

I. College of Education
   A. Adolescent and Adult Education (no items)

B. Childhood and Exceptional Student Education

1. **Create the following course:**
   SPED 5010U/G TECHNOLOGY FOR THE SPECIAL EDUCATOR   3-0-3
   Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
   Graduate Prerequisite: None
   Description: Course covers methods for using technology to support and extend instruction, the appropriate use of assistive and adaptive technology, techniques for selecting and utilizing computer based instructional programs, and methods for developing multimedia-based interactive instructional materials.

   Rationale: The content covered in SPED 3001 and EEXE 6010 will be addressed in SPED 5010U/G. Graduate students will complete an additional project analyzing technology for the special educator.

   REQUESTED Effective Term: Fall 2014

   CURCAT:
      Major Department: Childhood and Exceptional Student Education
      Can course be repeated for additional credit? No
      Maximum Number of Credit Hours: 3
      Grading Mode: Normal
      Instruction Type: Lecture
      Course Equivalent: SPED 3001 (undergraduate), EEXE 6010 (graduate).

2. **Create the following course:**
    SPED 5130U/G Assessment in Special Education   3-V-3
    Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
    Graduate Prerequisite: None
    Description: Instruction in formal and informal assessment techniques and instruments appropriate for use in assessing students with disabilities. Demonstrates the use of assessment data to determine eligibility for services and to develop and evaluate individual education plans (IEP). A field experience is required.

    Rationale: The content covered in SPED 3006 and EEXE 6130 will be addressed in SPED 5130U/G. Graduate students will complete an addition project analyzing assessment for the special educator.

    REQUESTED Effective Term: Fall 2014

    CURCAT:
       Major Department: Childhood and Exceptional Student Education
       Can course be repeated for additional credit? No
       Maximum Number of Credit Hours: 3
       Grading Mode: Normal
       Instruction Type: Lecture
       Course Equivalent: SPED 3006 (undergraduate), EEXE 6130 (graduate).

3. **Create the following course:**
    SPED 5232U/G TEACHING MATHEMATICS AND DISABILITIES   3-V-3
    Undergraduate Prerequisites: Admission to Candidacy in the College of Education, SPED 5110U, SPED 5130U
    Graduate Prerequisite: SPED 5110G, SPED 5130G
    Description: Strategies and techniques for teaching mathematics through research based and technology enhanced approaches. A field experience is required.

    Rationale: The content covered in SPED 4002 and EEXE 6232 will be addressed in SPED 5232U/G. Graduate students will complete an additional project analyzing research based and technology enhanced mathematics strategies and approaches.

    REQUESTED Effective Term: Fall 2014

    CURCAT
       Major Department: Childhood and Exceptional Student Education
       Can Course be repeated for additional credit? No
       Maximum Number of Credit Hours: 3
       Grading Mode: Normal

Instruction Type: Lecture
Course Equivalent: SPED 4002 (undergraduate), EEXE 6232 (graduate).

4. **Create the following course:**
    SPED 5231U/G TEACHING READING AND DISABILITIES   3-V-3
    Undergraduate Prerequisites: Admission to candidacy in the College of
    Education, SPED 5110U and SPED 5130U
    Graduate Prerequisites: SPED 5110G, SPED 5130G
    Description: Research based, multisensory, technology enhanced strategies and
    techniques for teaching reading, spelling, and written expression skills in an
    integrated process. A field experience is required.

    Rationale: The content covered in SPED 4003 and EEXE 6231 will be addressed in
    SPED 5231U/G. Graduate students will complete an additional project analyzing
    research based enhanced reading, spelling, and written expression strategies and
    approaches.

    REQUESTED Effective Term: Fall 2014

    CURCAT
    Major Department: Childhood and Exceptional Student Education
    Can Course be repeated for additional credit? No
    Maximum Number of Credit Hours: 3
    Instruction Type: Lecture
    Course Equivalent: SPED 4003 (undergraduate), EEXE 6231 (graduate).

5. **Create the following course:**
    SPED 5400U/G TRANSITION PLANNING   3-V-3
    Undergraduate Prerequisites: Admission to candidacy in the College of
    Education and SPED 4005 and SPED 5130G
    Graduate Prerequisites: EEXE 6025 and SPED 5130G
    Description: Offers strategies for working collaboratively with
    parents/guardians, a variety of support professionals and related personnel and
    agency staff to plan and provide appropriate special education services to
    individuals in various instructional settings, including transitions to secondary
    education or employment. Emphasizes skills required for team building. A field
    experience is required.

    Rationale: The content covered in SPED 4008 and EEXE 6400 will be addressed in
    SPED 5400U/G. Graduate students will complete an additional project analyzing
    planning and collaboration to facilitate inclusion and transition.

    REQUESTED Effective Term: Fall 2014

    CURCAT
    Major Department: Childhood and Exceptional Student Education

Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: SPED 4008 (undergraduate), EEXE 6400 (graduate).

6. **Modify the following program of study:**

Program of Study for the Master of Arts in Teaching – Special Education

A. **Foundations courses (15 hours)**

EDUC 6000 Professional Orientation to Teaching 3

~~EEXE 6010 Technologies for Special Education~~ 3

SPED 5010G Technology for the Special Educator...3

EEXE 6025 Legal and Procedural Issues in Special Education 3

EEXE 6027 Disabilities That Impact Learning and Behavior..3

EEXE 6029 Brain Research and Educational Practice 3

B. **Specialized Content (19 hours)**

~~EEXE 6130 Assessment of Student with Disabilities~~...3

SPED 5130G Assessment in Special Education..3

~~EEXE 6231 Language and Literacy Skills for Teaching Reading, Spelling and Written~~
~~Expression~~...3

SPED 5231G Teaching Reading and Disabilities..3

~~EEXE 6232 Methods and Strategies for Teaching Mathematics and the Content Areas~~....3

SPED 5232G Teaching Mathematics and Disabilities...3

~~EEXE 6400 Collaboration for Transition and Post Secondary Education~~ 3

SPED 5400G Transition Planning..3

FOUN 6745 Classroom Based Research 3

EEXE 6750 Graduate Internship 4

TOTAL   **34 hours**

Rationale: The content covered in EEXE 6010 is now addressed in SPED 5010U/G. The content covered in EEXE 6130 is now addressed in SPED 5130U/G. The content covered in EEXE 6231 is now addressed in SPED 5231U/G. The content covered in EEXE 6232 is now addressed in SPED 5232U/G. The content covered in EEXE 6400 is now addressed in SPED 5400U/G.

REQUESTED Effective Term: Fall 2014

II. College of Health Professions (no items)

III. College of Liberal Arts
    A. Art, Music, & Theatre (no items)
    B. Criminal Justice, Social and Political Science (no items)
    C. Economics (no items)
    D. Gender and Women's Studies (no items)

    E. History

Item 1 from the Department of History was discussed and the undergraduate portion approved by the UCC. It is being submitted to the Graduate Curriculum Committee for consideration of the graduate portion.

    1. Modify the following course:
    HIST 5720 U/G HISTORICAL ARCHAEOLOGY   3-0-3
    Undergraduate Prerequisites: ~~HIST 3820 or ANTH 3820~~ HIST 3500 or ANTH 3820
    Graduate Prerequisites: None

    Description: ~~The historical archaeology of the new world from the first arrival of Europeans and Africans to about 1800. Attention focused on the south and the Caribbean, but other frontier contexts may also be included. Emphasis given to anthropological archaeology as a perspective for the writing of history and as a sub-field within public history.~~ Examines how archaeological artifacts, methods, and theories are employed in interpreting the past. Emphasizes using archaeological evidence consistent with the disciplinary standards of history. Chronological and regional focus depends on the expertise of the instructor. May be repeated as topics vary.

    Rationale for change:
    1. The current catalog description reflects the course as it was taught more than a decade ago by a professor who is no longer with the department.
    2. The current catalog description encourages topical redundancy with ANTH 4020.
    3. The revised description allows for faculty with expertise beyond the colonial Americas to teach the course.
    4. The revised description enables the department to award students credits for archaeological field schools or experiences beyond the American South and the Caribbean.

    REQUESTED Effective Term: Fall 2014

CURCAT:
Major Department: History
Can Course be repeated for additional credit? No YES
Maximum Number of Credit Hours: 3 9
Grading Mode: Normal
Instructional Type: Lecture
Course Equivalent: None

   F. Languages, Literature, & Philosophy (no items)
   G. Professional Communication and Leadership (no items)

IV. College of Science and Technology (no items)

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor

FACULTY BUDGET PRIORITIES RESOLUTION from the PBF Committee

Whereas the mission of the Planning, Budget, and Facilities (PBF) committee of the Faculty Senate as stated in the Senate Bylaws is "to advise the President of the University through the Senate on the issues related to the budget and planning processes where they affect the academic mission of the university;"

Whereas the attached Faculty Budget Priorities Survey Report and data clearly indicate what the majority of faculty at Armstrong affirm ought to be the top five budget priorities;

Whereas said survey supports the conclusion that the majority of Armstrong's faculty perceive high expenditures on administration are draining funds that could be devoted to teaching and instruction; and

Whereas the aforementioned majority perception is damaging to Armstrong faculty recruiting efforts and its future;

The Faculty Senate, representing the majority of all Armstrong Faculty as indicated by the Faculty Budget Priorities survey data, advises the President to find quantifiable and demonstrable ways in Armstrong's budget allocations:

(a) to support the top 5 faculty budget priorities affirmed by the majority of Armstrong's faculty,

(b) to address the faculty perception that high expenditures on administration by administration are draining funds that could be allocated to teaching and instruction, and

(c) to address the underlying causes of the aforementioned perception of the majority of Armstrong Faculty.

Armstrong Atlantic State University
<u>Faculty Budget Priorities Report</u>
Fall/Spring 2013-2014
Prepared by the Planning, Budget, and Facilities Faculty Senate Committee

The mission of the Planning, Budget, and Facilities (PBF) committee as stated in the Senate Bylaws is "to advise the President of the University through the Senate on the issues related to the budget and planning processes where they affect the academic mission of the university".

In the fall of 2013, the PBF committee of the Armstrong Atlantic State University Faculty Senate committed to fulfilling its mission by collecting and organizing constructive faculty planning proposals and by surveying and identifying what the faculty as a whole advises as the top budget priorities. This report contains the entire collection of planning proposals (appendix C on page 18) from individual faculty members and a guide (based on the quantitative survey data representing the whole faculty of Armstrong Atlantic State University; appendix A on p. 9) for prioritizing both these planning proposals and budget decisions related to academics. For transparency, all survey results will be shared electronically (using a Google drive shared folder) with the faculty members who were asked to complete the survey and administration.

Process Description

The committee's task began by soliciting faculty planning ideas and proposals for the first two months of Fall 2013 semester. Notices were repeatedly sent to faculty during August and September by the PBF committee asking for planning suggestions. In November, after examining the collection of faculty planning proposals, the committee decided it important to measure how widespread faculty support for various types of proposals was by creating a faculty budget priorities survey. By measuring how widespread faculty agreement or disagreement was on particular statements regarding potential budget priorities (both directly and indirectly related to the collected planning proposals), the priorities of the planning proposals themselves are also suggested.

The faculty budget priorities survey was created during end of Fall 2013 Semester by the PBF committee and prepared for delivery via SurveyMonkey.com to the faculty during the first few weeks of Spring semester. The survey was opened on January 16th and closed on January 31st of 2014. On January 16th, the survey, its purpose and its hyperlink were emailed to 416 full- and part-time faculty as well as faculty ranked administrators who teach courses. All faculty members were requested to complete this 15 minute survey by January 31st. Two other reminders to complete the survey during this two week period were emailed to faculty.

Response Rates	Total Number of Those Requested to Complete Survey	Total Completed Surveys	Completion Rates
All Faculty	416	284	68%
Full Time Faculty (tenured and non-tenured ranks)	277	225	81%
Part Time Faculty	139	59	42%

Of the 416 faculty who were emailed the survey, 284 completed the survey to achieve a 68% overall response rate. Of the 277 full time faculty members who were emailed the survey, 225 completed the survey achieving a strong 81% response rate from the full-time faculty.   Of the 139 part time faculty members who were emailed the survey, 59 completed it achieving a 42% response rate.

<u>The strong response rates from the faculty as whole and particularly from the full-time faculty indicate that faculty are very much concerned with Armstrong's current budget priorities and that they would like their collective voice to have some meaningful impact on the ongoing formation of Armstrong budget priorities. This high response rate for the survey increases confidence in the validity of the data.</u>

Budget Priorities Summary

Overall, the top 3 priorities from various faculty groups were remarkably consistent with slight variations depending on by-rank analysis or by-years-at-Armstrong analysis. The top 5 budget priorities by all respondents are used for reference because each of those priorities received more than 50% affirmation from the total of those responding. As illustrated in the table below comparing all respondents top 5 with the top 5 of full-time faculty of all ranks and the part-time faculty, 3 statements consistently get ranked among the top 5 in most groups.

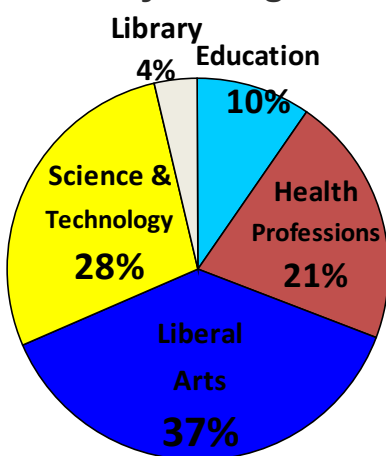| The Top 5 Budget Priorities for...	All Respondents	Full-Time Faculty (all ranks)	Part-Time Faculty
To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.	Ranked 1st	1st	2nd
To increase pay for part-time faculty.	2nd	5th	1st
To increase the number of full-time faculty in relation to part-time faculty.	3rd	2nd	4th
To increase the number of tenure-track and tenured faculty in relation to all other faculty.	4th	3rd	
To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments.	5th	4th	
To increase funding to achieve small class sizes.			3rd
To increase funding for Lane Library to develop and maintain a core collection of books, periodicals, and electronic resources.			5th

The tables and pie diagrams below that identify years working at Armstrong, rank, college, gender, and age represent ALL respondents in the survey. After analyzing comparisons of results based on cross tabulations by gender, age, rank, college, and years at Armstrong, variations among the middle ranked priorities occurred in the by rank, by years working at Armstrong, and by college cross tabulation comparisons. Comparisons of individual priorities by gender and by age yielded no statistically significant differences with the overall top 5 priority analysis by all respondents. Consequently, the committee recommends that those two demographic questions be eliminated from any similar budget surveys conducted in the future. Differences among the middle ranked priorities appear more related to the number of years working at Armstrong, the rank of the respondent, and the college of the respondent.

Years at Armstrong

38.60%	27.90%	21.10%	10.70%	1.80%
Fewer Than 5	5 to 9	10 to 19	20 to 29	30 or More
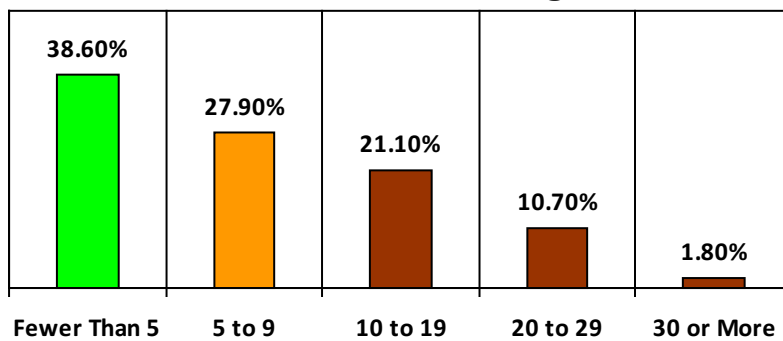
Note that over 66% of the respondents have worked at Armstrong less than 10 years. The steady decline in number of respondents by years of employment at Armstrong appears statistically significant. Given this demographic data, the committee thought it important to compare the top priority results of the 66% of those respondents who have worked here fewer than 10 years with the data of those who have worked 10 or more years at Armstrong (see comparison of top 5 priorities on p. 5).
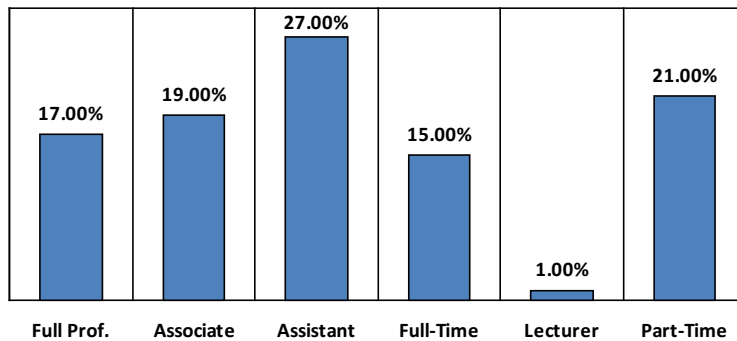
By College

Library 4%
Education 10%
Science & Technology 28%
Health Professions 21%
Liberal Arts 37%

By Age

Above 65 7%
25 to 34 15%
35 to 44 28%
45 to 54 22%
55 to 65 28%

By Gender

Male 41%
Female 59%
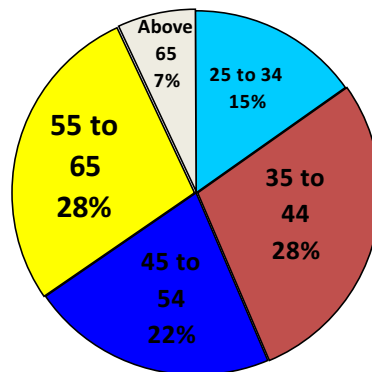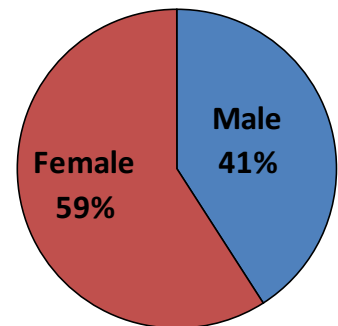
The age demographic data indicates 57% of the faculty respondents are 45 or above.

Respondents by Ranks

The largest category of "assistant professors" includes both non-tenured members and those on tenure-track. The Full and Associate Professors make up the tenured 36% of the respondents while the Full-Time, Lecturer, and Part-Time faculty compose a non-tenured 37% of the respondents. Comparisons among the top 5 priorities of these groups are presented below.

TOP 5 BUDGET PRIORITIES COMPARED BY RANKS
(Blue color * indicates items diverge from the Top 5 Priority list of ALL respondents)

Full and Associate Professor (Tenured) Top 5 – % are of the 99 responses
1. **92% - To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.**
2. **65% - To increase the number of tenure-track and tenured faculty in relation to all other faculty.**
3. **65% - To increase the number of full-time faculty in relation to part-time faculty.**
4. **61% - To increase pay for part-time faculty.**
5. **52% - To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments.**

Full Timers, Lecturers, & Part-Timers (Non-tenured) Top 5 – % of 103 responses
1. **78% - To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.**
2. **77% - To increase pay for part-time faculty.**
3. *** 64% - To increase funding to achieve small class sizes.**
4. **63% - To increase the number of full-time faculty in relation to part-time faculty.**
5. *** 50% - To increase funding for Lane Library to develop and maintain a core collection of books, periodicals, and electronic resources.**
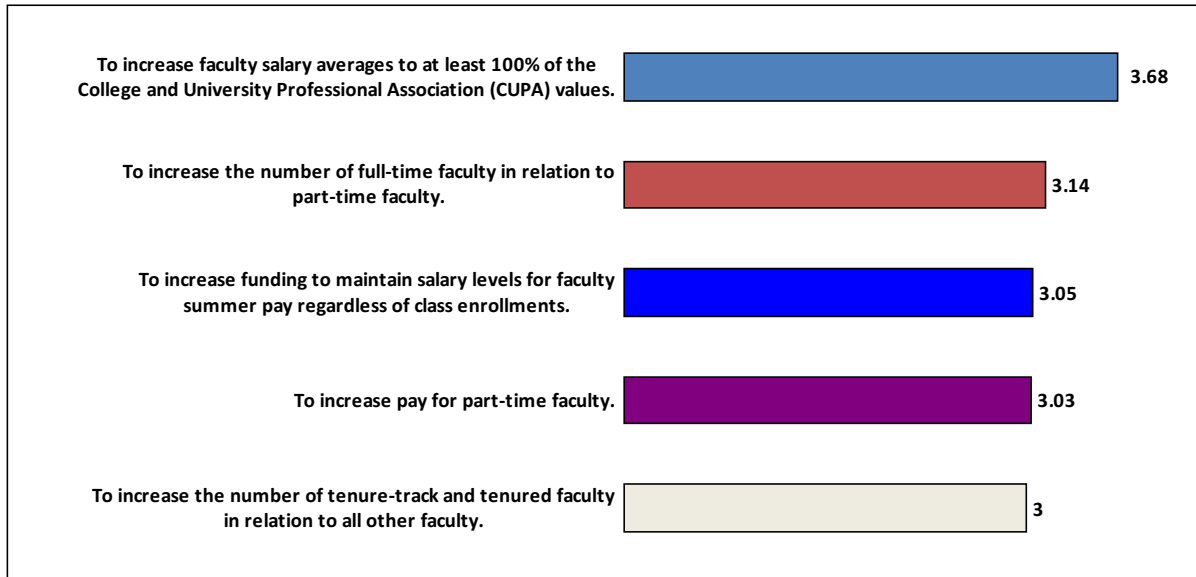
Assistant Professors Top 5 – % of 74 responses
1. 95% - To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.
2. 60% - To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments.
3. * 59% - To increase funding to maintain, repair, upgrade, and/or replace educational technologies (excluding software) and equipment.
4. * 58% - To increase funding for high impact academic practices to retain students.
5. * 55% - To increase funding for Lane Library to develop and maintain a core collection of books, periodicals, and electronic resources.

Part-Time Instructors Top 5- % of 59 Responses
1. 85% - To increase pay for part-time faculty.
2. 62% - To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.
3. * 62% - To increase funding to achieve small class sizes.
4. 60% - To increase the number of full-time faculty in relation to part-time faculty.
5. * 52% - To increase funding for Lane Library to develop and maintain a core collection of books, periodicals, and electronic resources.

Top 5 Budget Priorities Compared Between
Those working at AASU <10 years and >10 years

186 Responses from those at AASU FEWER THAN 10 YEARS
1. 88% - To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.
2. 65% - To increase pay for part-time faculty.
3. 60% - To increase the number of full-time faculty in relation to part-time faculty.
4. 55% - To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments.
5. * 52% - To increase funding to maintain, repair, upgrade, and/or replace educational technologies (excluding software) and equipment.

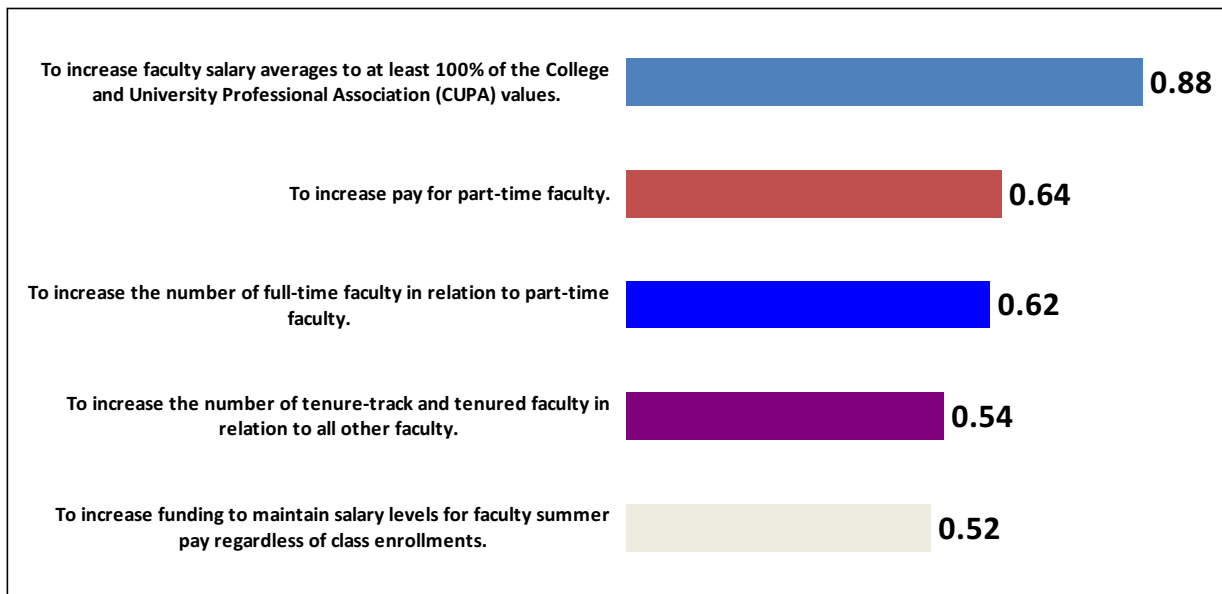**94 Responses from those here MORE THAN 10 YEARS**
1. 88 % - To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.
2. 65% - To increase the number of tenure-track and tenured faculty in relation to all other faculty.
3. 65% - To increase the number of full-time faculty in relation to part-time faculty.
4. 62% - To increase pay for part-time faculty.
5. * 56% - To increase funding to achieve small class sizes.

Two similar questions were asked on the survey: one asked "how important it is to increase funding for each item" on a 4 point Likert scale of "critically important to not important", and the other asked the respondent to identify only 5 top priorities of all the same items. The original rationale for these similar questions was to allow faculty the possibility of indicating some items that might need funding now, but were not considered top priorities. The data resulting from these two questions indicates the same top 5 items were identified though not in exactly the same ranked ordered (see comparison below).

Top Five Increase Funding Items based on Rating Averages

Item	Rating
To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.	3.68
To increase the number of full-time faculty in relation to part-time faculty.	3.14
To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments.	3.05
To increase pay for part-time faculty.	3.03
To increase the number of tenure-track and tenured faculty in relation to all other faculty.	3

Top Five Budget Priority Items Identified

Item	Rating
To increase faculty salary averages to at least 100% of the College and University Professional Association (CUPA) values.	0.88
To increase pay for part-time faculty.	0.64
To increase the number of full-time faculty in relation to part-time faculty.	0.62
To increase the number of tenure-track and tenured faculty in relation to all other faculty.	0.54
To increase funding to maintain salary levels for faculty summer pay regardless of class enrollments.	0.52

Comment Analysis

The last open-ended question of the survey invited comments related to the budget, the survey itself, planning suggestions and/or anything else the respondent thought important and relevant. Naturally, the analysis of these wide-ranging comments was difficult because of the range, the overlaps in themes, and the variety of agendas present in the comments.   Accordingly, the committee decided to group them according to concerns. When a single respondent expressed multiple concerns, we would count that response under multiple concern-categories to yield a ranking of the most frequently voiced concerns to those least frequently affirmed.

There were a total of 71 submitted responses to the last question of the survey. As indicated several longer responses, 23 of them, expressed multiple concerns and were counted in multiple concern-categories below yielding a total of 94 concern-category responses in the ranked list below.

The most numerous comments pertain to the salary/workload of full-time faculty and the proliferation of administrators who are highly paid.

RANKED LIST OF CONCERN-CATEGORIES AS EXPRESSED IN THE COMMENTS
(rank, number of responses out of 94 total, category of concern, [representative comment])

1. 20 responses - Concerns about Full-Time Faculty
   Representative response – "Faculty morale is important--increasing salary to keep up with cost of living, even just a little bit would help greatly. Also, feeling valued can be effected with low cost solutions and trickles down to better feelings from the students and thus retention when they realize the faculty are excited and happy to be here."

2. 17 - Concerns about Administrative Expenditures
   "I believe the expansion of administrative positions to be careless and not in the best interest of the institution. Of all priorities, I believe there should be a reduction in the expansion of administration and use funding that is typically allocated for that to the hiring of more full-time, tenure-track/tenured faculty."

3. 13 - Concerns about Students
   "Recruitment seems woefully understaffed, a few additional positions and a larger budget may go a long way!"
   "We do not have enough faculty to handle the student enrollment."

4. 11 - Comments/Feedback about the survey itself
   These range from "Great Survey" to "An exercise in futility".

5. 10 - Concerns about the Physical Capital/Facilities
   "Maintenance of toilets and leaky ceilings in buildings with heavy student traffic."

6. 7 - Concerns about Part-time Faculty
   "Adjunct/part-time faculty can, if properly selected and mentored, be among the most passionate and effective instructors. However, there is no financial attraction to that role at current pay levels."

7. 7 - Concerns about Specific Program Needs/General Instruction Allocation
   "The fine art dept. could use some more funding for equipment. Photography especially needs some better camera and lighting equipment. Students are graduating with a photo concentration and they have no experience with lighting equipment. They need to be better prepared."

8. 5 - Concerns about Staff
   "Increase staff in service roles such as ITS, Plant Ops, etc. Decrease staff in service roles such as Sodexho (cleaning contract service), etc."

9. 3 - Concerns about the Relationship between Faculty and Administration
   "Improved communications between faculty and administration are essential."

10. 1 - Praise for Armstrong
   "AASU is a great university and it is a privilege to be associated with it."

See Appendix B on p.10 for the complete list of all responses from the survey.

Conclusions and Recommendations

The top 5 ranked budget priorities affirmed by the majority of all respondents should speak for themselves. While nearly all of the comments were thoughtful and respectful, the most frequent concern represented there confirms that salary compensation for all ranks of faculty are the top faculty priority. Collectively, the comments and the priority rankings reflect a morale problem that is difficult to quantify, but nevertheless real.

Concern with administrative expenditures ranked second among the comment analysis and the "to increase number of administrative positions" item ranked last among the two quantifiable survey questions. This faculty concern to see less administrative spending on administrative positions rather than more outranked concerns with the physical capital of the university (its facilities, technologies, or faculty spaces), concerns with students, concerns with library resources, and concerns for funding practices that improve academics. <u>In the usual zero-sum game of budget balancing,</u> <u>this survey supports the conclusion that high expenditures on administration by administration are draining funds that could be devoted to teaching and instruction</u>. The survey indicates that the conclusion above is the perception of the majority of faculty of all ranks at Armstrong Atlantic State University. Faculty at Armstrong feel minimized economically and numerically while full time administrative positions (and their concomitant higher salaries) continue to proliferate. This situation undermines Armstrong's ability to attract and retain high quality faculty.

The PBF committee advises the President to find quantifiable and demonstrable ways in Armstrong's budget allocations: (a) to support the top 5 faculty budget priorities affirmed by the majority of Armstrong's faculty, and (b) to address the aforementioned perception regarding administrative expenditures shared by most faculty members at Armstrong as well as the underlying causes of this perception.

APPENDIX A

All Proposed Budget Priorities Listed
In the Faculty Budget Priorities Survey
Ranked From Highest (#1) to Lowest (#24) by All Faculty

(Percentages indicate the proportion of respondents affirming the item as a top priority)

1. 88% To increase faculty salary averages to at least 100% of the College and University
    Professional Association (CUPA) values.
    [88% of those who responded to this item affirmed this as a top priority]
2. 64% To increase pay for part-time faculty.
3. 62% To increase the number of full-time faculty in relation to part-time faculty.
4. 54% To increase the number of tenure-track and tenured faculty in relation to all other faculty.
5. 52% To increase funding to maintain salary levels for faculty summer pay regardless of class
    enrollments.
6. 51% To increase funding for high impact academic practices to retain students.
7. 49% To increase funding to maintain, repair, upgrade, and/or replace educational technologies
    (excluding software) and equipment.
8. 49% To increase funding to achieve small class sizes.
9. 46% To increase funding for Lane Library to develop and maintain a core collection of books,
    periodicals, and electronic resources.
10. 44% To increase funding for renewable student scholarships.
11. 44% To increase funding for faculty development.
12. 40% To increase funding for research activities (excluding travel).
13. 37% To increase funding for summer fellowships and grants.
14. 36% To increase funding for additional compensation to those faculty members who direct
    graduate or undergraduate research.
15. 34% To increase funding for research related travel.
16. 33% To increase the number of ten month contracted positions in relation to twelve month
    contracted positions.
17. 33% To increase funding for building maintenance.
18. 30% To expand the tuition waiver benefits to dependents of faculty.
19. 29% To increase funding for domestic partner health benefits.
20. 20% To increase the number of staff positions.
21. 19% To increase funding for additional licenses for discipline-specific software.
22. 17% To increase funding for Armstrong cultural venues and events.
23. 12% To increase funding for a designated faculty commons.
24.   4% To increase the number of administrative positions.

APPENDIX B

ALL SURVEY COMMENTS GROUPED BY CONCERN-CATEGORIES

1. **Full-time Faculty Concerns** (20 responses)

- I have been told on multiple occasions that faculty at Savannah State get paid considerably more than faculty at AASU. I don't know if this is true. However, if it is, it doesn't make me feel excited about being at AASU. I want to be valued and appreciated and have that demonstrated by my pay.

- Many programs have coordinator/directors under the department chair. The positions are severely under-funded for the high level of responsibilities. Many valuable faculty members are considering stepping down.

- Writing grant proposals takes much time - which is never funded, just expected during a professor's free time. It would be great to have funding for writing proposals.

- To expand/include spouse/partner benefits in use of recreation/exercise programs (offer membership at same cost for employee).

- Salaries for faculty at Armstrong should be competitive with those of other Georgia colleges and universities. At this point in time, there is a rather large disparity--faculty members at other institutions make tens of thousands of dollars more per year than their counterparts at Armstrong.

- Concerted assistance with sponsored-project/proposal submissions

- Funding for books to support research and to design or update courses. More funding for travel to conferences. We are expected to resent at national and international conferences, yet it is only funded at low levels, which does not cover costs for more than conference. Funding or course releases for extra workloads, required by College of Education faculty to mentor edTPA students, to design and implement online courses and to redesign courses. Planning: A need to improve communication among departments on campus. For example, the Office of Online and Blended Learning should be made aware of courses/programs that plan to be totally online in the near future.

- At the moment I am a 10 month Instructor. I was originally hired in 2008 as Assistant Professor, but that title was taken from me because I did not have a Ph. D. I have over 15 years of clinical practice which should count. Also, there a very few Ph. D. Programs for Clinical Laboratory Scientists (unless you can pay to go to Rutgers!) I have not had a pay raise since I was hired. In order to keep the best or cream of the crop teaching students at Armstrong, a very strong emphasis should be place on faculty salaries, benefits, travel expense for conferences, research, and education. Since I have been here my supposed travel expense is (I think) $250.00 for the entire year. I cannot even attend my professional educational conference unless it is out of my own pocket. I think this is despicable. How can one continue to stay current in their field with that kind of funding??? In the Health Professions, it will be very difficult to find replacements that have Ph. D in their fields, much less a Masters in their field.

- Most important priorities: Faculty salaries software and up-to-date teaching technology.

- Raises, at least tracking cost of living increases in a year, are also important for attracting and retaining top faculty at Armstrong.

- More ways that faculty can grow -- academically and financially -- so that leaving AASU is not the only way to achieve either.

- Faculty salaries should be the top priority!

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- Keep in mind not all 12 month faculty are in administration, these 12 month faculty have no clear guidelines for teaching loads

- Faculty morale is important--increasing salary to keep up with cost of living, even just a little bit would help greatly. Also, feeling valued can be effected with low cost solutions and trickles down to better feelings from the students and thus retention when they realize the faculty are excited and happy to be here.

- I believe that pay increases for all faculty and staff (not administrators) is the top priority for funding.

- Travel money so faculty may attend conferences outside the state of Georgia more than once every few years.

- Faculty salaries should be commensurate with those peer institutions with whom we compete against in terms of faculty hiring, promotion, and retention.

- While understanding that student retention is a pressing issue, without retaining talented, dedicated faculty it won't happen. FACULTY retention needs to be examined.

- Increased funding for program directors/coordinators/certificate programs.

- Offer faculty a course release in lieu of overseeing xx graduate or undergraduate students or other 'extra responsibilites' in case of lack of funding.

2. **Administrative Expenditures Concerns (17 responses)**

- I believe that pay increases for all faculty and staff (not administrators) is the top priority for funding.

- An increase in "administrative positions" is more than NOT a top priority; it should not be a priority at all. A decrease should be a top priority. AASU should acknowledge the steady increase in unnecessary administrative positions, especially over the past ten years, and take measures to put more of its funding directly into costs for instruction, not administration. Some truly innovative voices in education have suggested that universities should create a system of adjunct administrators, thus radically reducing administrative costs, eliminating the proliferation of "assistant Vice-Presidents" and "assistant deans" and "directors" and all of the expensive staffing positions that cushion the lives of upper administration but do little to improve the chief function of the university, instruction.

- We do not need additional administrative positions- we are too top heavy in relation to faculty positions. There is no need to have all the Assistant, Associate and Director positions that we currently have in the administrative line. Many of these positions are budgeted with salary and benefits at six figures, while many faculty/staff cannot afford medical, dental, and vision coverage with their paltry salaries; to this end we cannot recruit and retain quality faculty. We are slowly regressing to an online course campus with instruction by adjuncts.

- We need more full time, tenure track faculty with a vested interest in teaching and research. We do not need more administrators who create busy work and interfere with teaching. With the current layer of management positions, we have lost sight of the mission of the university.

- The revolving door of senior administrative positions is a powerful negative for organizational culture at Armstrong. The wrong credentials are being too rigidly emphasized in recruiting and hiring. Instead of Ph.D.'s, look for proven leaders from business environments who are convincingly passionate about education.

- Provide teaching assistants and research assistants for all faculty rather than more administrative staff. Increase funding for marketing of programs and clinical coordinators to work with community partners.

- I believe the Administration has its own agenda with budget, and that this agenda has nothing to do with teaching. If there are no professors, there is no university. Continuously giving money to administrators or spending millions on consultants outside of the university when we have an institution full of experts, while telling faculty that there is no money for them, is extremely irritating. Are we really going to get heard with the results of this survey?

- A very important planning principle should be that our budget be set at a sustainable level without depending on surplus summer revenue.

- Too much money at Armstrong is wasted on administration.

- PBF should look at historical perspective of # of administrators (above level of dept. chairs), salary of administration, # of directors (particularly student affairs and enrollment services), # of full time tenure track faculty, salary of faculty overlaid with student enrollment, retention and graduation rates for each year from 2000 to current. Renaming the university and all of the costs associated should be discouraged (yet to meet a student who thinks it is important). Was there ever a return on investment study conducted on the rebranding effort several years ago? What is the campus vision? What is the vision for the physical campus? Since it appears that the upper administration doesn't have any (or at least a plan that doesn't change with the weather), maybe it is time for the faculty senate to be more aggressive?

- CRITICALLY IMPORTANT: No more consultants. We could have built a bridge to Terabithia with the money we have spent on consultants. CRITICALLY IMPORTANT: Hire administrators that have been AASU faculty, rather than constantly bringing in folks from the outside. We have a dangerous lack of institutional memory at the upper levels of administration at AASU. Obviously, I would prefer that all of the areas discussed in this survey would receive greater funding, but we can't have 20 top priorities. So when I indicate that something is a priority, I mean that a certain area has been neglected to the detriment of the university's mission.

- Need to reduce administrator salaries, new construction, and sports travel to free up money for more important needs. Gimmicky vendor products like D2L also need to be reduced or cut altogether, to reduce useless expenditure.

- I believe the expansion of administrative positions to be careless and not in the best interest of the institution. Of all priorities, I believe there should be a reduction in the expansion of administration and use funding that is typically allocated for that to the hiring of more full-time, tenure-track/tenured faculty.

- I suggest hiring an efficiency specialist and firing some of the administrators that are just wasting money with no results. The most important things for AASU are Faculty and Students .... most of the administration is highly inefficient. If you are an inefficient administrator (and you know it) please have the decency to step down and return to classroom. Shame on all the administrators that are wasting AASU resources in countless and useless meetings that have no outcome.

- Resources, particularly money, must be pushed down to the lowest decision-making level possible. More resources need to be devoted to action and less resources need to be devoted to supervision. Don't spend resources managing good people. Give good people resources to use.

- Administrative positions not only do not need to be increased, they need to be reduced. There are too many Assistant Vice Presidents, etc., who do not increase the value or integrity of an Armstrong education. All of these added administrative positions simply insulate higher-ups from the real work of improving the Armstrong experience for students, faculty, and staff alike.

- To REITERATE, the number of administrative positions in the COE as well as the University as a whole is out of control. We are having to plea for faculty lines and the dwindling number of tenure track faculty has adverse consequences for our programs.

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3. **Student Concerns** (13 responses)

- More reasonable treatment of students where it comes to policies and charges for dorm spaces over breaks.

- Recruitment seems woefully understaffed, a few additional positions and a larger budget may go a long way!

- Enrollment management as a priority has had a negative effect on the overall quality of Armstrong's student body.

- Armstrong is a gem. Instead of trying so hard to make the gem bigger, try polishing the gem (quality is the best way to attract students). I heard an administrator comment that Savannah Tech is Armstrong's principle competitor. If that is the direction the university is taking, it is sad, and ill-conceived. Develop a top flight program in American studies. Savannah is uniquely positioned to be the location for such a program. Require graduates from the education program to demonstrate real scholarship and passion in an academic discipline, and give no degrees or teaching certificates to students who do not have impressive communication skills.

- Funding needed to streamline the advisement and registration process for both faculty and students.

- Scholarships for students to study abroad.

- Students are going to other universities to take classes because our classes are full. We do not have enough faculty to handle the student enrollment. Yet we hire administrators and/or give them raises while faculty have not had raises and new faculty lines are not approved. Students will continue to go elsewhere until this is fixed and students again are the focus of Armstrong.

- I think that specialty programs to retain students would be wonderful, but a more cost efficient method of retaining all students and improving education across the curriculum is to decrease class size.

- Freshmen and sophomore retention initiatives.

- Commuter student lounge/commons.

- More GA positions for graduate students.

- Regarding graduation, start focusing on Quality not Quantity ! In their quest for high graduation rates the administration must have the basic decency to ask themselves where are all these "graduates" going to find a job? Are they well prepared ? Do YOU really care?!

- Missing from this is any mention of funding for recruitment. We need to attract better students instead of trying to save the hopelessly apathetic.

4. **Comments/Feedback About the Survey** (11 responses)

- Many in my department have found the faculty survey comparison inadequate -- not compared to similar programs. Yes, they told their department chair - but it is unknown if anything is done once the survey is completed. I'm told this happens every faculty survey. Perhaps faculty (not chairs or deans) can submit their comparison associations to complete the survey.

- In addition to querying faculty as to how they feel about increasing funding here and there, it might prove insightful to ask about areas where faculty feel funding should be decreased. If increasing funding on a given item is not important to a person, it may or may not be true that this person is against funding that

item or is in favor of decreasing funding for that item. Further, the not important/no opinion option may create for some misinterpretation. If increasing funding on an item is not important to a person, then it may or may not be because that person has no opinion. However, if a person has no opinion on increasing funding, then how could increasing funding possibly have any importance to that person?

- I fail to understand why my age or gender influence the relevance of my perspective as a member of the faculty. If anything, one might ask for the respondent's terminal degree. I doubt MA and Ed.D. folks will share the priorities of the Ph.D.s. Best of luck.

- Thanks for doing this. We (faculty) need to continue to take a leadership/ownership role at Armstrong, especially since upper admin is uninterested and/or incapable showing real leadership.

- The last set of questions were redundant

- I was somewhat confused about what was meant by "high impact" activities to improve student retention.

- Thank for this opportunity for faculty to express opinion on these critical faculty welfare issues. I hope all faculty will complete these honestly.

- Great survey!!!

- Thank you for conducting this survey, it is nice to be able to voice our concerns.

- This is an exercise in futility, but have at it.

- Thank you for conducting this survey. I hope the results will be useful in the Senate's efforts to communicate to the administration our concern for the academic mission of the university.

5. Physical Capital/Facilities Concerns (10 responses)

- I would love to see a cost analysis of the food truck. Who thought that we needed it and how much money is it costing the University?

- Replace outdated too small classrooms and labs.

- Have an HVAC that works with the seasons.

- A faculty commons would be wonderful, especially if we are not going to get raises or other types of additional funding. There is no place on this campus designated specifically for faculty, and that makes it difficult for us to move around freely or work in other areas outside of the department (which is always full of students as well).

- Maintenance of toilets and leaky ceilings in buildings with heavy student traffic.

- Technologies to support teaching. Smart classrooms -- talk to the faculty before replacing chalk boards with white boards-- this was done in Ashmore at a great expense and no benefit for students or faculty. The money would be better used to convert to smart classrooms.

- Get the Liberty Center built well and funded well ASAP, or we will begin losing students to the other schools in and near the Hinesville area.

- Other areas in need of additional funding not mentioned in the survey. Expedite the flow of purchased hardware from acquisition to the hands of faculty...it is way too long and cumbersome a process now and doesn't honor our students or faculty.

- Other budget priorities not mentioned in the survey. We need storage for records etc. and a rapid stream of moving equipment that is deemed as 'salvage' out of departments...there is apparently no funding or bodies to move these salvaged items (but we MUST go through the process and watch it sit, in the way).

- AASU is a huge waste of energy. I suggest to cut on energy cost by adopting smart energy solutions like solar energy. This does not have to be a large investment but just an initial investment that can grow later. The energy "mafia" that controls the region including some of the admins at AASU has to step back.

6. <u>Part-time Faculty</u> (7 responses)

- Adjunct/part-time faculty can, if properly selected and mentored, be among the most passionate and effective instructors. However, there is no financial attraction to that role at current pay levels.

- Access for part-time faculty to computers and printers on campus. Active Directory allows access to (almost) every computer on campus. However, there is not a provision made for access to free printing of class materials. Specifically, I had to beg others, not in CST, to allow me the use of their printers in order to print my tests, class rosters, printed materials for labs, special hand-outs for my students, grade lists, et al. I am sure I am not the only part-time instructor who has this problem. The others may use printers at their primary job and/or at home. I do not have such access. Moreover, I should not have to pay to print any materials relevant to the performance of my duties at the university. Should I? I did not when I was working full-time and had an assigned office, equipped with a computer and printer/scanner.

- Spaces for Office Hours for part-time faculty. As it currently stands, CST does not yet have an operable space for such. Last semester, I split my Office Hours between the conference room in the Chemistry Dept. office and one of the group study rooms at the Learning Commons. As the students were more apt to come to those at the Learning Commons, that is where I will have all Office Hours this term. However, there is a limit to how often I can do so, as the group study rooms can be reserved only one week ahead. If others call "dibs" before I can, then I will not be able to meet with my students.

- I do very much appreciate having a voice here (on this survey). As part-time faculty, I often miss out on participating in discussions about faculty needs, as I am not allowed to attend departmental meetings. For the three years for which I was temporary full-time, I was fully engaged with the university, participating in the departmental meetings, faculty reading roundtables, Safe Space, and the Student Success Committee. I can no longer provide a Safe Space, as I no longer have an office which can be so designated. I have had to fight to remain on the Student Success Committee, a service I am very proud to provide for the university. Thank you for allowing me to believe I do still have a voice and a vote on important issues.

- The current system of adjunct (part-time) faculty labor is exploitative and unsustainable. Instead of fragmenting courses amongst growing numbers of adjuncts who earn insultingly low wages with no stability or benefits, hire more full-time (not necessarily tenured) permanent faculty. Not only is it ethical to do this, but Armstrong's students will benefit from instructors who can devote their full energies to teaching, and Armstrong as a community will benefit from the long-term investment these full-time instructors will make in the institution.

- I have been working part-time at Armstrong for nearly a year now. I am a classroom teacher, but I also do other things for the school (like develop courses). Before I moved to Savannah, I was a college instructor in South Dakota for nine years. My question relates to compensation for course development. Where I worked before, if I developed a graduate level course, I would be paid about $4,000. If I taught a graduate level course, I was usually paid $2400 (in some cases $3200, and in one case $8,000). If I developed the course and taught it, I was paid $6400. This pattern was in place for several years, and it seemed logical to me. That brings us to Armstrong. If I teach a graduate school course, I am paid $2500. This is comparable to the amount that I was paid to teach in South Dakota. However, if I develop a course for Armstrong, I am not paid anything. The assumption seems to be that, since I will be paid $2500 to teach the course, I should not also be paid to develop the course. This does not seem logical to me. It can take lots of time to develop a course. Let's add another dimension. Like most universities, Armstrong is moving into the world of

distance learning. In a distance learning course, the entire course must be converted to written form. There is no opportunity for an instructor to talk to the students in a classroom and use memory and expertise to explain things. All that information must be written down ahead of time in the form of a course package. Creating a course package for a distance learning course is a non-trivial exercise. Whether or not the course is a success depends largely on the quality of the course package. It seems illogical to me that a part time instructor who develops a course package would not receive any compensation for doing so. If the course package developer is a full time instructor, I suppose that an assumption can be made that the person's full time salary pays them to develop courses. However, if the instructor is a part time employee like me, there is no full time salary check that pays for my efforts to develop courses. I enjoy developing courses. I have been a professional writer since 1970, and that skill helps me develop good quality course packages. However, I would like to be paid for my efforts when I do this for Armstrong.

- Pay PTFAC more immediately.

7. **Specific Program Needs/Instruction Allocations Concerns (7 responses)**

- Re-assessing the budgetary priorities with regards to athletic programs.

- Capital for medical technology for improving education through simulation

- A TESOL (teaching English as a second language)-dedicated program outside of the Languages, Literature, and Philosophy Department, not simply one or two LLP hires tasked with addressing this mammoth need.

- The fine art dept. could use some more funding for equipment. Photography especially needs some better camera and lighting equipment. Students are graduating with a photo concentration and they have no experience with lighting equipment. They need to be better prepared.

- Keeping the physics program as more than a service department (keeping upper division classes as it is now) is important to me. Numerous departments (physics, chemistry, biology, health sciences) have students that go through the physics program and benefit from the excellent faculty we currently have. If the department is deactivated and relegated to a service department Armstrong is unlikely to keep, or attract new, top faculty in the program, hurting the departments served by physics currently. In addition, this could hurt recruitment in the other departments that Armstrong serves as it sends the message that Armstrong does not value STEM disciplines and students in these other departments may be exposed to poorer quality teaching in physics as our good faculty go elsewhere. Research at Armstrong will also suffer if the department is eliminated; faculty will have no upper division students to help carry out research, which will likely lead to a decrease in productivity and therefore grant money coming into Armstrong.

- As Armstrong expands its graduate programs, I think it becomes imperative that the perception of Armstrong as a research university needs to be fully developed. While excellent programs are being developed and approved, attention and funding should also be directed to research.

- Academics and Instruction are not receiving the portion of the budget they deserve. Given all the lip-service we give to the value of education, I am beginning to feel ashamed and hypocritical when I look at the percentages of amounts spent on instruction compared to the rest.

8. **Staff Concerns (5 responses)**

- IT support staff and services are desperately needed- we cannot continue to support online learning or any related activities of D2L with the current staff of less than ten people. Ideally, dedicated IT staff would be assigned to each college unit for support. We lack a plan of sustainability for equipment/infrastructure updates

- I believe that pay increases for all faculty and staff (not administrators) is the top priority for funding.

- Increase staff in service roles such as ITS, Plant Ops, etc. Decrease staff in service roles such as Sodexho (cleaning contract service), etc.

- Every department has staff positions that are only 50% or less used/needed. These positions would be better served if moved to another level (college or university) and a greater body be able to benefit from these positions (closer to 100%). Certain staff positions could be replaced by student workers (could be a cost savings). However, faculty or other staff must be assigned to oversee these student workers and appropriately train them.

- Increase staff salaries.

9. <u>Relationship Between Faculty and Administration Concerns</u> (3 responses)

- Improved communications between faculty and administration are essential.

- Better transparency of fund spending with regard to creating new "administrative positions." Better communications to staff & faculty on why "x" funds were used. Better communications (soon rather than later) about why a degree program is being cut or is being consider to be eliminated so that faculty can know or gather data to say why it should not be cut.

- I am not sure that lack of funding is the only reason for having deficits in some of these areas - perhaps money is sufficient but not being spent wisely or personnel and their supervision is the problem rather than lack of funds

10. <u>Praise for Armstrong</u> (1 response)

- AASU is a great university and it is a privilege to be associated with it.

Planning Proposals Submitted to the PBF Committee
(29 collected planning suggestions in no particular order)

- Working with the Office of Advancement, over the next five years, each College will develop a sufficient Student Travel Fund so that at least 20% of graduating seniors would be funded up to $200 to present at professional or student conferences. This would continue the opportunities that are now available through the University's SPARC grant on a more permanent basis.

- The Office of Academic Affairs would review the human resource and facilities needs of each unit, and plan to fund and/or reallocate resources according to current and projected future needs, rather than based on historical precedent. Specifically, some units need new tenure-track faculty lines, permanent instructor lines, and/or dedicated or shared space (classroom, lab, and office).

- There needs to be a timeline on ending the salary freeze in order to prevent further faculty/staff departures. At present, there appears to be a plan for market-adjustments, but merit-based increases need to be reinstated in order to prevent the best (and, consequently, most marketable) individuals from leaving.

- Students consistently complain about getting the "run-around" from several units in student services (e.g., Admissions, Registrar's, Financial Aid, Housing, etc.), and the fact that some services that are needed conjointly are spread through multiple buildings (including the Armstrong Center). More services need to be consolidated in one place, and/or more people need to be able to perform multiple functions, so students could experience "one stop shopping" in getting their needs met. It is these difficulties that lead some students to not enroll, or continue, at Armstrong. Relatedly, transfer advising and evaluation of transcripts for core credit should be completed *prior* to students being sent to departments for advising in the discipline. Most faculty advisors are not in a position to make decisions about the core, and which transfer courses may or may not "count" for the core.

- We are very happy that needed building renovations have been made to our non-human animal laboratory and computer lab this summer. The university needs to develop a list and a schedule for making needed renovations and repairs so that the use of space is optimized.

- Many institutions comparable in size to Armstrong offer an Honors Program with a full-time Director of Honors. We encourage Armstrong to make use of the recruiting potential that a fully-staffed Honors Program would bring to our school. Done correctly, Honors could be a potent recruiting strategy, attracting the best and brightest students to the institution. We have special programs to attract military students, Latino/Latina students, and African American males, so attracting the best students would seem a desirable and logical step.

- We would like to see Armstrong follow the lead of UGA and offer benefits to domestic partners. This would give us a potent recruiting tool as we search for new faculty and staff, and truly represent the diversity we espouse to value.

- The University should be transparent in providing data to document the number of faculty members versus upper-level administrators there are on staff each academic year, as well as the ratio of the salaries of these two groups.

- When expenditures exceed a certain pre-determined amount, there should be transparency. For example, if $XXXX was used to hire consultants about issue y, that information should be readily transparent and available to the university community.

- <u>"College Town" Atmosphere</u>
Despite half a century in its current location, Armstrong does not have any sort of "college town" feel. There are no obvious off-campus hangouts for students, faculty, and staff. While many services can and should be provided on campus, a vibrant university atmosphere often spawns a variety of nearby businesses, including but not limited to coffee shops, live music venues, inexpensive restaurants and cafes, pizza joints, and bookstores.

Since Armstrong's campus housing is largely new, we will almost certainly see more attempts from small businesses in the area to cater to the university population. However, the suburban, auto-oriented geography of Savannah's Southside seems certain to limit that development. Also, the university itself owns large tracts of land that could be the most logical places for appropriate mixed-use development – off-campus housing, ground level retail that appeals to both the Armstrong population and the surrounding neighborhood, etc.

Given these various issues, it's entirely possible that Armstrong could essentially remain an island of its own. Well, what's wrong with that? A couple of things:

Armstrong will simply be a more desirable place to work and to learn if it has something like a "college town" feel. These qualities will be tools for recruiting and retaining both students and faculty.

Since 2005, we've seen a measurable trend in driving patterns: Americans, especially younger ones, are driving less. At the same time, we are seeing a surge in interest in neighborhoods that are both bikeable and walkable.

Armstrong might be able to thrive as an isolated cultural island in the middle of the suburban Southside, but it's also possible that Armstrong could literally be at the center of a revitalized neighborhood with traits that will be more attractive to future generations.

There are a variety of ways of approaching the issues here:
How do we make the areas around campus friendlier to bicyclists and pedestrians? Right now, for example, students who use the crosswalk to enter campus at Science Drive/Middleground Road have to cross nine lanes of vehicular traffic on Abercorn with only a narrow median. No nearby streets have bike lanes and some don't have sidewalks.

Armstrong owns land that could be used for a variety of mixed-use purposes that could be targeted for appropriate, neighborhood-scaled, mixed-use development: the Armstrong Center property, the triangle site across Abercorn (the consulting team at Melaver once considered various uses for it), and the extremely large parcel east of Arts Drive. Even if Armstrong's student population continues to grow, it seems exceedingly unlikely that a state university like Armstrong would want to become so large that all of that land would be needed for campus expansion. And if we need more buildings on campus eventually, there's considerable existing room, such as the large areas on either side of Burnett Hall.

There are a variety of models out there about how to achieve more of a "college town" atmosphere and how to spur residential and commercial investment around campuses. For example, Mercer University is the key player in the large College Hill Corridor endeavor in Macon – an ambitious attempt at revitalizing downtown Macon and connecting that activity to the campus.

I think it is absolutely critical for Armstrong to have a vision not only for its campus but also for the neighborhood in which the campus exists.

- Faculty Commons proposal

  As Armstrong develops plans for new facilities and allocates/reallocates existing spaces and resources, I suggest that need for a common space for faculty—one that would foster faculty-to-faculty *and* faculty-to-administration interaction should be placed high on our list of priorities. Although creating a greater sense of community within and across colleges, as well as with the administrators to whom faculty report, is not explicitly listed in our strategic plan, without a sense of shared identity and purpose among these two key constituencies on our campus, the other goals of the strategic plan will be far more difficult to reach. Yet given our institutional structures (i.e. the scheduling of classes, the lack of a common class/lab/other duties-free hour, and the physical design of our campus buildings) opportunities to create such a sense of communality are rare. One avenue of redress to these problematic lacunae is to designate some space as a faculty commons on our campus.

  Ideally, this space would serve as something of a faculty dining room/faculty club, where food (especially lunchtime choices and coffee) would be available. This space would need to be inviting—one that would draw faculty and administrators together naturally because of its ambiance; it should not be a storage room that is "transformed" by putting down carpet, nor an echo-chamber of underutilized space. Not only would such a space promote social and collegial interaction, it could also serve to preview and celebrate artistic and cultural performances; it could showcase the best of what happens in our academic departments; it could facilitate discussion of scientific and technological issues pertinent to all of us; and it could cameo the work of writers, poets, journalists, philosophers, businesspeople, and those involved in international affairs.

  Most significantly, however, this common space would foster informal conversations about teaching or scholarship. It would bring faculty together in an organic fashion to reflect on the work of teaching, researching, and moving our institution forward to reach our goals.

- I wish that Armstrong could find a way to revive the evening program.

  It concerns me that the current administration is attempting to compete with on-line universities by offering our own on-line classes instead of offering the alternative of face to face evening classes.

  There is also at least lip service to increasing the number of non-traditional students at Armstrong after focusing on dorm students for a number of years, and I think these students would be best served by evening classes. I could find only one course for one of my advisees to take this fall, a Spanish course, because she works full time at one of the hospitals in Savannah. She's a Communications major who will never be able to finish her major under the present system.

  This may be simply looking into the rear view mirror, and I don't wish to stop the progress on the on-line program. But I wish we could at least investigate the feasibility of a revitalized evening schedule.

- I do not know how feasible this idea is, but I have been thinking about faculty involvement in online course development and review. Apparently, there were faculty (I think) during Kristin Betts' tenure who were chosen to be reviewers of other faculty members online courses. However, I don't really know what's going on with that program; I'd have to look into it. I signed up for the "extra quality matters training", but it was canceled when Betts took the job in New York. So, as of now, I don't know what their review process is or if they even have one in place.

  Wouldn't it be great to offer capable faculty a course release in each department to assist other faculty with online class training? Let faculty be responsible for planning the online classes in their own departments, and allow course release for one faculty member who can assist others. My rationale for more faculty involvement in online course planning and development came to me when I took the online training offered through Betts. So many of her readings were not relevant to the faculty who were taking the classes because they were geared to administrators. Faculty just wanted to learn the practical aspects of how to use the technology to develop a strong class. People became intimidated by the process, which doesn't have to

be difficult. For example, we spent hours, days even, on "making text accessible"--this could have been a quick lesson in setting Styles in MS Word and using PDFs, which is quite easy to do. However, so much time was spent validating why things should be accessible (making us watch random videos and such) that we ran out of time to do other more important things (not to mention I still think faculty walked away from the class feeling like the process was more complex than they could handle).

I still wonder if there could be a way for faculty to have more involvement, so I've been wondering about the possibility of a course release or some other incentive for faculty to be course development advisers to their own department members. I don't know how something like this would work being that departments are different sizes, and I'm not sure that people would actually use the faculty, or if too many people would be knocking on the faculty members door for help where the person couldn't provide enough help.

- I recall that when the president visited our department last year, she suggested that the board of regents was holding off on creating new majors or programs due to lack of funds in the state economy. Now that the economic tide seems to be turning, should we draft some proposals for new majors ?(a restructuring of foreign languages to permit students to focus on French for example?)

- Five full scholarships to five worthy students every year.

- A Regional Bio-Chemistry Center (more details promised later)

- 25% minority in faculty positions

- Improved access to theater and auditorium. Neither the FA auditorium nor the Jenkins theater have easy access. Both draw mature audiences with limited mobility. We attract audiences to campus and then make it difficult to get to (or even find) the venues. The University Drive/Armstrong Center entrance to Fine Arts needs a circular drop-off road and wheelchair ramp. It's the only large theater we can think of that does not have automobile access. The entrance could be designed to open across from the Armstrong Center access road. Access to Jenkins could be made available through an extension of the existing service road.

  Renovate the rest of the Fine Arts building.

- Campus and building signage visible to drivers without getting out of cars.

- Human resources is a major budget/planning concern: Do we have resources to attract and retain quality faculty? Administrative positions seems to be added so that the administration can meet its expectations, yet the same rationale is not applied to the faculty. We are losing faculty lines and hiring more part time faculty. We should examine what are the faculty requirements and needs in each department/program, and develop a future plan for attracting and retaining high quality faculty.

- Faculty workload- 4 large classes makes it difficult for research. We need resources and time to develop and support new initiatives in teacher preparation. (Professional development, release time for research, time to visit schools, adequate travel allowance)

- It services/online teaching – more training and innovative practices should be encouraged.

- University Hall needs much attention: classrooms not adequate size to accommodate our class sizes. The building should be tested for mold and the lighting needs to be updated. We need education lab with desktop computers. More access to SmartBoards for our majors. The restrooms in the building are in disrepair constantly. Student meeting /work room in University Hall for Education majors. Tutorial lab for majors to work with K-12 students is needed. Faculty offices that were better connected would encourage collaboration.

- Sports Center- needs a secretary, space for majors to meet and congregate, conference space, and an exercise physiology laboratory for teaching/research

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- Resources to promote Department of Adolescent and Adult Learning graduate programs.

- From COE: I would love to have the computer lab updated for students to be able to see the SmartBoard from their seats without having to look over and/or around the computer monitor in front of them. If we had tables that allowed the monitors to be situated lower and still have the keyboard and mouse at an appropriate ergonomic level, it would greatly help the students. With the current situation, the bottom 3rd of anything on the SmartBoard is hidden from about half of the class. The SmartBoard can't be raised because then they would not be able to reach the top of it and use it as an interactive whiteboard. (If the board is raised, it really becomes a projection screen only.)

    - In addition to the need for different heights of tables, it would be helpful if all of the chairs were adjustable (and at least the same type of chair) in the computer labs.
    - Updated restrooms would be great! It doesn't seem right that doors are barely hanging on the frames and that some of the restrooms in the building have a distinct "odor" to them!

- I believe we should have an area that provides accessibility to all COE students as a work space in UH. In my opinion, students in the COE should have a place where they can relax and interact with each other between classes.

    - In addition, I would like to see an updated workroom/library/equipment checkout space for Education majors. They should have access to K-12 classroom resources and the ability to create materials for their own classrooms that is **easily accessible**, and not just stuck in an area with faculty offices.

- What are the possibilities of eventually creating a space to use for a tutoring lab for COE students to interact with local K12 students? This could be a special computer lab, as well as a hands-on space for K12 students. Maybe a large space with a few individual rooms that open into the shared space.

    --What about planning for a K12/University Lab school? I know this is a completely different type of situation, but it's something worth investigating in terms of space planning.

- I believe COE Students and Faculty would benefit from having Faculty office spaces more connected to one another. Perhaps a "pod" like environment where different offices opened into one main space might increase the collaborative research possibilities.