1-27-2014

January 27, 2014 AASU Faculty Senate Agenda

Armstrong State University

Armstrong Atlantic State University
Faculty Senate Meeting
Agenda of January 27, 2014
Student Union, Ballroom A, 3:00 pm

I. Call to Order
II. Senate Action
    A. Approval of the Minutes from November 18, 2013 Faculty Senate Meeting
    B. Brief remarks from Dr. Linda Bleicken, President
    C. Old Business
        1. Outcome of Bills
            i. FSB-2013-10-21-04: Selected Standing Committee Elimination
            ii. FSB-2013-11-18-03: Re-election of Senators
            iii. FSB-2013-11-18-04: Creation of Senate Governance Committee
            iv. FSB-2013-11-18-05: Removal of Research and Scholarship and Faculty Development Committees from the Standing Committees of the Faculty Senate
            v. FSB-2013-11-18-06: Removal of Graduate Affairs Committee
            vi. FSB-2013-11-18-07: Presidential Response to Faculty Senate Bills and Resolutions
    D. New Business
        1. Committee Reports
            i. University Curriculum Committee (2013-12-04) (Appendix A)
                a. Curriculum changes
            ii. University Curriculum Committee (2014-01-15) (Appendix B)
                a. Curriculum changes
            iii. Graduate Affairs Committee (2013-11-05) (Appendix C)
            iv. Graduate Affairs Committee (2014-01-14) (Appendix D)
        2. Charge for Academic Standards Committee
            i. Review bylaws and consider adding the Associate Provost for Student Engagement and Success or his/her designee as ex-officio to the committee.
        3. Charge for Student Success Committee
            i. Review bylaws and consider adding the Associate Provost for Student Engagement and Success or his/her designee as ex-officio to the committee.
        4. FSR: Preservation of Degree Programs (Appendix E)
        5. Budget Presentation by Mr. David Carson, Vice President for Business and Finance
    E. Senate Information
        1. USG-BOR resolution on academic boycotts (Appendix F)
        2. David Bringman will serve as the faculty representative on the Enrollment Management Project Team
        3. Faculty response to Faculty Budget Priorities Survey due Jan 31, 2014
        4. Faculty Handbook Update: Promotion from Lecturer to Senior Lecturer (Appendix G)
        5. Faculty Salary Study (Appendix H)
        6. All senators reminded to inform their departments of pending election of senators

and officers of the Faculty Senate deadline March 1st.

7. Send Committee Meetings and Minutes to faculty.senate@armstrong.edu

E. Announcements

III. Adjournment

Armstrong

UNIVERSITY CURRICULUM COMMITTEE
University Hall 282
Minutes, December 4, 2013

PRESENT: Suzanne Carpenter, Mirari Elcoro, Catherine Gilbert, Robert Harris, Jackie Kim, David Lake, Kam Fui Lau, Denene Lofland. Lauren Mason, Rick McGrath (Chair), Anthony Parish, Phyllis Fulton (Catalog Editor)

ABSENT: Becky da Cruz, Sara Gremillion

GUESTS: Donna Brooks, Tom Cato, Maya Clark, Chris Curtis, Delana Gajdosik-Nivens, Steve Primatic, Jason Tatlock

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CALL TO ORDER. The meeting was called to order by Dr. Rick McGrath at 3:02 p.m.

APPROVAL OF MINUTES. The minutes of November 6, 2013 were approve as presented. It was noted that some changes were made by the Faculty Senate. Both versions will be posted for historical purposes.

ITEMS

I. College of Education (no items)

II. College of Health Professions

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

1. **Create the following course:**
   HLPR 2200 Interprofessional Teams in Healthcare Organizations 3-0-3
   Prerequisite: Eligibility for ENGL 1101
   Description: An introduction to theory and skills related to interprofessional practice in healthcare organizations.

   Rationale: Interprofessional education and collaborative practice have emerged as learning and clinical initiatives. This course is designed to investigate the knowledge and skills needed to participate effectively in interprofessional practice.

   Effective Term: Fall, 2014

CURCAT:
Major Department: Dean's Office College of Health Professions
Can course be taken for additional credit? NO
Maximum number of credits: 3
Grading Model: Normal
Instruction Type: Lecture

A. Diagnostic and Therapeutic Sciences

Item 1 from the Department of Diagnostic and Therapeutic Sciences was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. **Modify the following course:**
   RADS 4800 Research Methodologies in Radiologic Sciences 2-0-2

   CURCAT
   Major Department: Diagnostic and Therapeutic Sciences
   Can Course be repeated for Additional Credit? No
   Maximum number of credit hours: 2
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: ~~RADS 4430~~None

   Rationale: Due to previous curriculum realignment RADS 4430 and RADS 4800 are no longer equivalent.

   Effective Date: Fall, 2014

B. Health Sciences (no items)
C. Nursing (no items)

D. Rehabilitation Sciences

Items 1-3 from the Department of Rehabilitation Sciences 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 ASSOCIATE OF SCIENCE
   Communication Sciences and Disorders Track

   B. Additional Requirements 18 hours

CSDS 1220 – Introduction to Communication Disorders
HLPR 2000 – Introduction to Research in the Health Professions
~~HLPR 2010 – Culture, Illness, Diagnosis and Treatment~~
HSCC 2200 – Health Communication
HSCC 2500 – Health Issues and Resources
PHSC 1211/PHSC 1211L – Physical Science with lab
PSYC 1101 – Introduction to Psychology or PSYC 2950 – Lifespan Developmental Psychology

Rationale: To keep Area F consistent with change proposed for the program of study for the bachelor of science degree in communication sciences and disorders.

Effective Term: Fall, 2014

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

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS

A. General Requirements (Core Areas A, B, C, D.2B, and E) 42 hours
Core Area F .....18 hours
CSDS 1220 – Introduction to Communication Disorders
HSCC 2500 – Health Issues & Resources
PHSC 1211 – Physical Science
PHSC 1211L – Physical Science Lab
HLPR 2000 – Introduction to Research in the Health Professions
~~HLPR 2010 – Cultural, Illness, Diagnosis, & Treatment~~
HSCC 2200- Health Communication
PSYC 2950 – Lifespan Developmental Psych

Rationale: The course content in HLPR 2010 overlaps with a required major course.

Effective: Fall, 2014

3. **Modify the following course:**
CSDS 4190 CLINICAL METHODS IN SPEECH-LANGUAGE PATHOLOGY 3-0-3
Prerequisite: CSDS 3420 and CSDS 3430 and CSDS 3450
~~Corequisite: CSDS 4170 and CSDS 4180~~

Rationale: CSDS 4170 and CSDS 4180 were previously deleted and are no longer a part of the curriculum.

Effective Term: Fall 2014

III. College of Liberal Arts

A. Art, Music, and Theatre

Items 1-17 from the Department of Art, Music, and Theatre were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

Art

1. **Create the following course:**
   ARTS 4891 Selected Studies in Art History V-V-(1-4)
   Prerequisites: ARTS 2710 or ARTS 2720
   Description: Offered on demand to meet special institutional and community needs in art history. May be repeated for credit.

   Rationale: Selected studies in art history are currently created through ARTS 4890 Selected Studies in Art. This creates a problem in separating and counting special topic studio courses from art history courses in Degree Works for the BFA in Visual Art degree.

   Effective Term: Fall 2014

   CURCAT:
   Major Department: Art, Music & Theatre
   Can Course be repeated for additional credit? YES
   Maximum Number of Credit Hours: 4
   Grading Mode: Normal
   Instruction Type: Lecture and Lab

2. **Modify the following course:**
   ARTS 4890 SELECTED STUDIES IN STUDIO ART V-V-(1-4)
   Description: Offered on demand to meet special institutional and community needs in studio art. May be repeated for credit.

   Rationale: Defines the selected study course as a studio art topics course.

   Effective Term: Fall 2014

3. **Modify the following Program of Study:**

PROGRAM FOR THE DEGREE OF BACHELOR OF FINE ARTS IN VISUAL ART
C. Art History Courses 9 hours

ARTS 2720 – Art History II
ARTS 5750U – Contemporary Art & Criticism
~~ARTS 4890 – Topics in Art History~~
ARTS 4891 – Selected Studies in Art History

Rationale: Removes the ARTS 4890 class and adds the new ARTS 4891 class specifically addressing selected studies in art history.

Effective Term: Fall 2014

Music

4. **Modify the following course:**
MUSC 2100 CHROMATIC MUSIC THEORY 3-0-3
Prerequisites: MUSC 1500, MUSC 1510, and MUSC 1530; or permission of instructor or department.
Corequisites: MUSC 2110, ~~MUSC 2130~~
Focuses on the principles of chromatic harmony, its implications for modulation and structural design. ~~Must be completed with a grade of C or better in order to continue in the theory/keyboard harmony sequence.~~

Rationale: Eliminating MUSC 2130 as a co-requisite for MUSC 2100 and MUSC 2110 provides some flexibility with student scheduling, particularly with transfer students. Since MUSC 2100, 2110 and 2130 are the final courses in the lower level theory/keyboard classes, the sentence regarding continuing in the sequence is moot. Also, MUSC 2130 is no longer repeatable for additional credit (omission from previous course alteration).

Effective Term: Fall 2014

5. **Modify the following course:**
MUSC 2110 AURAL SKILLS III 0-2-1
Prerequisites: MUSC 1500, MUSC 1510, and MUSC 1530
Corequisites: MUSC 2100~~, MUSC 2130~~
Techniques using the principles of the solfege system for sight singing chromatic melodies, and dictation of musical patterns found in common chromatic practice (rhythmic, melodic, and harmonic). ~~Must be completed with a grade of C or better in order to continue in the theory/keyboard harmony sequence.~~

Rationale: Eliminating MUSC 2130 as a co-requisite for MUSC 2100 and MUSC 2110 provides some flexibility with student scheduling, particularly with transfer students. Since MUSC 2100, 2110 and 2130 are the final courses in the lower level theory/keyboard classes, the sentence regarding continuing in the sequence is moot. Also, MUSC 2130 is no longer repeatable for additional credit (omission from previous course alteration).

Effective Term: Fall 2014

6. **Modify the following course:**

MUSC 2130 KEYBOARD HARMONY III 0-2-1
Prerequisites: MUSC 1500, MUSC 1510, and MUSC 1530; or permission of instructor or department.
~~Corequisites: MUSC 2100, MUSC 2110~~
Keyboard techniques that reinforce theoretical concepts covered in MUSC 2100, Chromatic Music Theory, and MUSC 2110, Aural Skills III, including those skills needed to fulfill the piano proficiency exam~~. Must be completed with a grade of C or better in order to continue in the theory/keyboard harmony sequence.~~

CURCAT:
Major Department: Art, Music & Theatre
Can Course be repeated for additional credit? ~~YES~~ NO
Maximum Number of Credit Hours: 1
Grading Mode: Normal
Instruction Type: Lab
Course Equivalent: MUSC 2130

Rationale: Eliminating MUSC 2130 as a co-requisite for MUSC 2100 and MUSC 2110 provides some flexibility with student scheduling, particularly with transfer students. Since MUSC 2100, 2110 and 2130 are the final courses in the lower level theory/keyboard classes, the sentence regarding continuing in the sequence is moot. Also, MUSC 2130 is no longer repeatable for additional credit (omission from previous course alteration).

Effective Term: Fall 2014

7. **Modify the following course:**

MUSC 3400 APPLIED MUSIC 0-2-2
Prerequisite: MUSC 2100, MUSC 2110, MUSC 2130, 2 semesters of MUSC 2400 with a grade of "C" or higher, permission of instructor or department and passage of rising junior exam
Corequisite: MUSC 3540 or MUSC 3560

Rationale: Students are expected to apply knowledge learned in the lower level theory/piano classes to the study of advanced repertoire. Adding these pre-requisites also supports a balanced progression through the degree. Students should not be progressing into upper levels of applied study without mastering the foundations of music. The addition of the MUSC 2400 prerequisite ensures that students have met the 2-semester requirement of MUSC 2400 before continuing in the upper level.

Effective Term: Fall 2014

8. **Modify the following course:**
MUSC 2400 APPLIED MUSIC 0-2-2
Prerequisite: permission of instructor or department and 2 semesters of MUSC 1400 with a grade of "C" or higher.

Corequisite: MUSC 3540 or MUSC 3560

Rationale: The clarification of the MUSC 1400 prerequisite ensures that students have met the 2-semester requirement of MUSC 1400 before continuing in the applied course sequence.

Effective Term: Fall 2014

9. **Modify the following course:**
MUSC 2201 JAZZ IMPROVISATION I 0-2-1
Prerequisite: ~~MUSC 1112~~ MUSC 1200 and MUSC 1210

Rationale: Reflects change in theory curriculum implemented this year.

Effective Term: Fall 2014

10. **Modify the following course:**
MUSC 2810 CONDUCTING 1-1-1
Prerequisite: ~~MUSC 1112~~ MUSC 1500 and MUSC 1510

Rationale: Reflects change in theory curriculum implemented this year.

Effective Term: Fall 2014

11. **Modify the following course:**
MUSC 3120 FORM AND ANALYSIS 2-0-2
Prerequisite: ~~MUSC 2112~~ MUSC 2100 and MUSC 2110

Rationale: Reflects change in theory curriculum implemented this year.

Effective Term: Fall 2014

12. **Modify the following course:**
MUSC 3610 ORCHESTRATION AND ARRANGING 2-0-2
Prerequisite: ~~MUSC 2112~~ MUSC 2100 and MUSC 2110

Rationale: Reflects change in theory curriculum implemented this year.

Effective Term: Fall 2014

13. **Modify the following course:**
MUSC 3710 MUSIC HISTORY I 3-0-3
Prerequisite: MUSC 1100 and ~~MUSC 1111 and MUSC 1130~~ MUSC 1200 and MUSC 1210 and MUSC 1230

Rationale: Reflects change in theory curriculum implemented this year.

Effective Term: Fall 2014

14. **Modify the following course:**
MUSC 3720 MUSIC HISTORY II 3-0-3
Prerequisite: MUSC 1100 and ~~MUSC 1111 and MUSC 1130~~ MUSC 1200 and MUSC 1210 and MUSC 1230

Rationale: Reflects change in theory curriculum implemented this year.

Effective Term: Fall 2014

15. **Modify the following course:**
MUSC 4110 COMPOSITION V-V-V
Prerequisite: ~~MUSC 2112~~ MUSC 2100 and MUSC 2110

Rationale: Reflects change in theory curriculum implemented this year.

Effective Term: Fall 2014

16. **Modify the following course:**
MUSC 4120 COUNTERPOINT 2-0-2
Prerequisite: ~~MUSC 2112~~ MUSC 2100 and MUSC 2110

Rationale: Reflects change in theory curriculum implemented this year.

Effective Term: Fall 2014

17. **Modify the following program of study:**
Music Minor:
Music 18 hours
MUSC 1100, 1200, 1210, 1230
~~Three semester hours from: MUSC 1300, 1400, 1500, 1510, 1530, 3520, 3530, 3540, 3550, 3560, 3570, 3580~~
~~Seven semester hours from: MUSC 3710, 3720, 4160, 4200, 4210, 4420, 4250, 5430 or any other upper division music course~~
Two courses (4-6 semester hours) selected from MUSC 3710, 3720, 4200, 5430U
4-6 semester hours from any music course

NOTE: Nine semester hours must be 3000-level or above.

Rationale: These changes ensure that a student earning a minor in music will take at least two upper-level music lecture courses, and not just satisfy upper-level hours with ensemble participation. The intention is to provide a diverse foundation while still allowing choice.

Effective Term: Fall 2014

B. Criminal Justice, Social, and Political Science

Items 1-5 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. **Create the following course:**
POLS 4210 POLITICS OF PUBLIC POLICY 3-0-3
Prerequisite: POLS 2100 or POLS 2200
Description: This course provides students with the analytical tools to assess the role of politics in policy making. Approaches policy making process as a multi-level analysis of interrelated government institutions and facilitates student processing and evaluation of complex political information embedded in the theory and practice of public policy formation.

Rationale: Course creation reflects the objectives within the Student Learning Outcomes for the Political Science Major to “provide political science majors with and educational experience required to pursue successful careers in academics, government, and private sector or to pursue professional post-graduate degrees”.

Effective Term: Fall 2014

CURCAT:
Major Department: Criminal Justice, Social and Political Science
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Module: Normal
Instruction Type: Lecture
Course Equivalent: None

2. **Create the following course:**
POLS 4220 POLITICS OF ECONOMIC INEQUALITY 3-0-3
Prerequisite: POLS 2100 or SOCI 1101 or POLS 2200
Description: Explores the relationship between economic inequality and political voice, institutional governance, and public policy. It considers the causes of economic inequality, historical struggles in political development, and the socio-economic context of economic inequality all within a theoretical framework of equality and inequality. Cross-listed with SOCI 4220.

Rationale: Course creation reflects the objectives within the Student Learning Outcomes for the Political Science Major to "Demonstrate proficiency in critical thinking and analytical skills…and knowledge of political ideas, processes and systems". It also contributes the Sociology Minor's discipline specific knowledge of social reality and comprehension of theoretical application.

Effective Term: Fall 2014

CURCAT:
Major Department: Criminal Justice, Social and Political Science
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Module: Normal
Instruction Type: Lecture
Cross-listed: SOCI 4220
Course Equivalent: SOCI 4220

3. **Create the following course:**
SOCI 4220 POLITICS OF ECONOMIC INEQUALITY 3-0-3
Prerequisite: POLS 2100 or SOCI 1101 or POLS 2200
Description: Explores the relationship between economic inequality and political voice, institutional governance, and public policy. It considers the causes of economic inequality, historical struggles in political development, and the socio-economic context of economic inequality all within a theoretical framework of equality and inequality. Cross-listed with POLS 4220.

Rationale: Course creation reflects the objectives within the Student Learning Outcomes for the Political Science Major to "Demonstrate proficiency in critical thinking and analytical skills…and knowledge of political ideas, processes and systems". It also contributes the Sociology Minor's discipline specific knowledge of social reality and comprehension of theoretical application.

Effective Term: Fall 2014

CURCAT:
Major Department: Criminal Justice, Social and Political Science
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Module: Normal
Instruction Type: Lecture
Cross-listed: POLS 4220
Course Equivalent: POLS 4220

4. **Modify the following course:**
POLS 2100 INTRODUCTION TO POLITICAL SCIENCE 3-0-3
Prerequisite: eligibility for ENGL 1101
Description: Study of political ideologies and governmental systems that emphasize the development of the state and its functions including: constitutionalism, politics, and individual rights. Introduction to the science of politics through discipline specific writing skills and analytical analysis.

Rationale: Catalogue description changes need to be made in order to accurately reflect the course objectives within the Student Learning Outcomes for the Political Science Major.

Effective Term: Fall 2014

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

Program of Study for the Bachelor of Arts in Political Science

B. Major Field Courses

American Political Institutions
POLS 3150 American Supreme Court
POLS 3160 – Judicial Politics and Strategies
POLS 3190-Military Law
POLS 3980 – African Americans & the American Political System
POLS 3990 – Special Topics in Political Science
POLS 4100 – Independent Study in American Government
POLS 4110 – American Presidency

POLS 4160 – American Congress
POLS 4170 – Constitutional Law and the Federal System
POLS 4171 – Constitutional Civil Liberties
POLS 4190- Environmental Laws and Regulations
POLS 4210-Politics of Public Policy
POLS/SOCI 4220- Politics of Economic Inequality
CRJU/POLS 5500U – Law and Legal Process

C. Economics (no items)
D. Gender and Women's Studies (no items)

E. History

Items 1 from the Department of History was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. **Create the following course**
   GEOG 3112 Geographic Information Systems 3-0-3
   Prerequisite: GEOG 1100 or GEOG 2120 or HIST 1100 or POLS 1100 or permission of the instructor
   A basic understanding of the methods and theories of spatial analysis, allowing students to apply GIS knowledge to their professional endeavors. Particular attention will be given to application in the humanities and the social sciences.

   Rationale: This is an essential methodological course not only for geography but also for Armstrong students at large. GIS is increasingly a skill that is desirable in both the private and public sectors for locational and spatial analysis.

   Effective Term: Fall 2014

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

Items 2-5 from the Department of History were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.

2. **Modify the following course:**
GEOG 5530U/G ~~ENVIRONMENTAL GEOGRAPHY~~HUMAN/ENVIRONMENT INTERACTIONS 3-0-3
Undergraduate prerequisite: GEOG 1100 or GEOG 2120 or permission of instructor
Graduate prerequisite: none
Survey of ~~interrelationships between the growth and dispersal of human populations, and of other living organisms, such as crop plants, domesticated animals, weeds, and microbes~~ the key themes, ideas, and methodological approaches within the discipline of geography that seek to understand the relationship between humans and their environment (i.e. cultural/political ecology) over the last century. An interdisciplinary approach will be provided, with a focus on anthropology.

Rationale: The Geographic Education Council states that Human/Environment Interactions is a key theme within the discipline of Geography. The name change reflects the roles of humans as both a part of their environment and key shapers of their environment. This course could make a nice addition to the Environmental Studies Minor as well as tap into the disciplinary interest among Armstrong students in anthropology. Graduate students enrolled in the course will be given additional work to complete.

Effective Term: Fall 2014

3. **Modify the following course:**
GEOG 5550U/G ~~GEOGRAPHY OF SOUTH ASIA~~TOPICS IN REGIONAL GEOGRAPHY 3-0-3
Undergraduate prerequisite: GEOG 1100 or HIST 1111 or HIST 1112 or HIST 1112H or permission of instructor.
Graduate prerequisite: None
A~~n historical~~ survey of the physical, cultural, historical, and economic geography of ~~the Indian subcontinent~~a world region. May be repeated as topics vary.

Rationale: Provides flexibility to accommodate the various regional specialties and changing regional research focus of the geography faculty member. Graduate students enrolled in the course will be given additional work to complete.

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

4. **Create the following courses:**
   GEOG 5860U/G Tourism Geographies 3-0-3
   Undergraduate prerequisite: HIST 1100 or POLS 1100 or HIST 2111 or HIST 2112 or permission of instructor
   Graduate prerequisite: None
   A critical/cultural analysis of the influence of tourism on communities and landscapes, focusing on its economic, social, and environmental impacts through case studies.

   Rationale: The city of Savannah averages 12 million visitors a year. The discipline of geography is uniquely poised to explore tourism from a variety of perspectives, such as economic, cultural, and environmental. Graduate students enrolled in the course will be given additional work to complete.

   Effective Term: Fall 2014

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

5. **Delete the following course:**
   ~~**GEOG 5870U/G HISTORICAL GEOGRAPHY IN NORTH AMERICA 3-0-3**~~

   Rationale: A new faculty hire has necessitated a reorientation of the upper level course offerings in Geography. GEOG 5870 corresponds to the specialization of a previous faculty member. GEOG 5860 is being proposed as its replacement.

   Effective Term: Fall 2014

F. Languages, Literature, & Philosophy (no items)
G. Liberal Studies (no items)
H. Honors Program (no items)

IV. College of Science and Technology

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

1. **From the College of Science and Technology and the College of Liberal Arts: Modify the following program of study:**

Environmental Studies Minor

Environmental Studies .....15 hours

Nine credits must be 3000 level or above. At least nine credits must be from a discipline other than your major.

Select at least two science courses from this list (cannot be used to fulfill Core Area D requirements):

BIOL 1103 (and Lab), BIOL 1107 (and Lab), BIOL 1108 (and Lab), BIOL 1120, BIOL 1140, BIOL 3050 (and Lab), BIOL 3100, BIOL 3250, BIOL 3470, BIOL 3600 (and Lab), BIOL 4550 (and Lab), BIOL 4970 (and Lab), ~~CHEM 1100~~, CHEM 1211 (and Lab), CHEM 1212 (and Lab), CHEM 2200, CHEM 4100, 4200, 4300, 4600 (topics as appropriate), GEOL 2010, OCEA 3100, SCIE 1212/1212L

Select at least two non-science courses from this list:

ARTS 3680, ECON 3450, ENGL 5280U, ENST 4000, GEOG 5530U, HIST 5580U, HSCC 3760, PHIL 3200, POLS/LWSO 4190, POLS 5530U

Rationale: CHEM 1100 was not approved at the BOR level to be in the core. We have instead adjusted the description and pre-reqs for SCIE 1212 and that course meets the original objectives of CHEM 1100. Plan of Study has been approved by COLA Curriculum.

Effective Term: Fall 2014

A. Biology (no items)

B. Chemistry and Physics

Item 1 from the Department of Chemistry and Physics was postponed. It has been removed from the minutes.

Item 2 from the Department of Chemistry and Physics was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

2. **Modify the following course couple:**

a. SCIE 1212 Chemical Environment 3-0-3

Pre-requisite: eligibility for Math 1001 or MATH 1111

Fundamental concepts, laws, and theories of chemistry applied to the environment. For non-science majors interested in a quantitative survey of environmental issues. ~~the chemistry underlying our world, including classification of the elements, basic chemical reactions, atomic structure, and earth science.~~

b. SCIE 1212L Chemical Environment Laboratory 0-2-1
Pre- or Co-Requisite: SCIE 1212
Laboratory investigations of environmental chemistry. ~~of the fundamental concepts, laws and theories of chemistry.~~

Rationale: Last year we implemented a curriculum change to add CHEM 1100 Chemistry of the Environment to the Core D offerings. It was denied at the BOR level. This course has been dormant for a number of years and this proposal would allow it to be taught in a fashion that allows us to be topical yet fulfill our mission to core students. This is already in Core D and so a minor editing change would allow it to be taught closely to the content designed for CHEM 1100 while not having to drive it through core analysis.

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. Prerequisites. Dr. McGrath distributed a memo in response to questions has received regarding prerequisites, graded attempts, and degree requirements. He asked Ms. Fulton to distribute it to deans, assistant deans, and department heads on behalf of the committee. See Attachment 1.

ADJOURNMENT. The meeting was adjourned at 4:35 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee

A Note on Prerequisites
from the
University Curriculum Committee Chair

Some confusion has recently surfaced on how prerequisites are met. Changes in grading policy do not affect how prerequisites are met. Two related issues are discussed.

Prerequisites are based only on the last graded attempt of a course. They are not related to the calculation of GPA, and there is no averaging of grades to meet prerequisites. The policy for prerequisites has not changed. **This is of particular concern when a course has a C prerequisite.** A student who receives a grade of F in a course is not required to earn a grade of A on a retake to average a grade of C. Only the last attempt determines if the prerequisite is met. I have no knowledge of the University Curriculum Committee ever approving grade averaging for prerequisite courses.

Degree requirements that specify minimum grades are not prerequisites. Many majors require a grade of C in particular courses as a degree requirement. This is not the same as a C prerequisite. Suppose Course X is a prerequisite for Course Y. Also suppose the major department requires a grade of C in course X as a degree requirement. The student is entitled to register for Course Y after receiving a grade of D in Course X. The student must retake Course X and earn a grade of C to graduate but is still entitled to register for Course Y. The student may be advised to wait before taking Course Y, but can't be told it is not allowed.

The major department does not have the authority to require a C in Course X before taking course Y unless the department goes through the curricular process to have the prerequisite changed to a C in Course X. Departments wishing to have grade prerequisites for specific course must propose those changes through the usual path with evidence justifying those changes.

If there is a question about whether Banner is consistent with policies approved by UCC, the issue must be researched. Otherwise, Banner is assumed to be correct on prerequisites. The Registrar will make no changes on the word of a department head or dean based on what was intended rather than what was approved.

If you have any questions, please contact me.

Regards,

Rick McGrath
Professor of Economics
and UCC Chair

Armstrong

UNIVERSITY CURRICULUM COMMITTEE
University Hall 282
Minutes, January 15, 2014

PRESENT: Suzanne Carpenter, Mirari Elcoro, Catherine Gilbert, Sara Gremillion, Robert Harris, Jackie Kim, David Lake, Kam Fui Lau, Denene Lofland. Rick McGrath (Chair), Anthony Parish, Phyllis Fulton (Catalog Editor)

ABSENT: Becky da Cruz, Lauren Mason

GUESTS: Donna Brooks, Delana Gajdosik-Nivens, John Hobe, John Kraft, Patrick Thomas, Patricia Wachholz, Teresa Winterhalter

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CALL TO ORDER. The meeting was called to order by Dr. Rick McGrath at 3:05 p.m.

APPROVAL OF MINUTES. The minutes of December 4, 2013 were approved as presented.

ITEMS

I. College of Education
A. Adolescent and Adult Education

Items 1-8 from the Department of Adolescent and Adult Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. **Delete the following course:**
~~MGSE 3000 INTRODUCTION TO MIDDLE LEVEL TEACHING~~

Rationale: The content of this course is no longer key to the teaching of the middle grades. Changes in Board of Regents (BoR) policy mandates that the degree provide 18 credit hours of content in the major teaching area and 15 credit hours in the minor teaching area for middle grades certification. To stay within the credit hour limit for the degree and to address the BoR policy we are asking that this course be removed from the Program of Study for the BSED degree in Middle Grades Education and a content related course be added to meet the BoR requirements.

Effective Term: Fall 2014

2. Change the following Program of Study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN MIDDLE GRADES EDUCATION

B. Major Field Courses ..... ~~40~~ 37 hours
EDUC 3100 Technology Applications
EDUC 3200 Curriculum, Instruction and Assessment
EDUC 3300 Educating Students with Disabilities in the General Education Classroom
~~MGSE 3000 Introduction to Middle Level Teaching~~
MGSE 3080 Student and Classroom Assessment
MGSE 3400 Classroom Management Strategies
MGSE 3750 Internship I – Pre- Student Teaching
MGSE 4200 Reading and Writing across the Curriculum
MGSE 4750 Internship II – Student Teaching
Any two of the following four method courses:
MGSE 5300U Content Methods Language Arts
MGSE 5400U Content Methods Social Studies
MGSE 5500U Content Methods Science
MGSE 5600U Content Methods Middle Grades Mathematics

C. Concentration Electives ..... ~~21~~ 24 hours
Four (4) advisor-approved upper division courses (3000 level or higher) above the core required in each ~~one~~ area of concentration~~.~~ ~~and three (3) advisor-approved upper division courses (3000 level or higher) in a second area of concentration.~~

Rationale: Changes in the Board of Regents (BoR) policy mandates that each content area (two are required for Middle Grades education) have a set number of required content hours, 18 for the major content area and 15 for the secondary content area. The new Program of Study for the BSED Middle Grades reflects that the student will meet the mandated hours for each content area.

Effective Term: Fall 2014

3. Change the name of the following track:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN HEALTH AND PHYSICAL EDUCATION

Track 2: ~~Health and Physical Education~~ RECREATION AND COACHING

Rationale: The new track title will more accurately reflect the content of the courses taught in the program of study.

Effective Term: Fall 2014

4. Modify the following course:
PEHM 4900 Internship ~~Health and Physical Education Non-Teacher Certification Track~~ Recreation and Coaching **0-V-12**
Prerequisite: Completion of all required coursework or permission of the instructor

Rationale: Rename to be more consistent with degree name change.

Effective Term: Fall 2014

5. **Modify the following course:**
PEEC 3150 Coaching Volleyball ~~and Soccer~~ 2-V-2
Rules and fundamental skills of volleyball ~~and soccer~~, with individual development and application of coaching methods.

Rationale: The PEEC 3150 course is being split into two separate courses to allow students a more intense experience in the coaching of volleyball. A separate course is being created for the coaching of soccer.

Effective Term: Fall 2014

6. **Modify the following course:**
PEBC 1302 Intermediate Swimming 0-1-1
Prerequisite: PEBC 1301 or Permission of Instructor
Description: ~~Six basic strokes, skills, endurance, and principles of safety in, on, and about water~~ Basic Swimming competence is required. Four basic strokes (free, back, breast, fly) related aquatic skills, endurance, and principles of safety in, on and around the water are taught.

Rationale: This change due to the fact that students come into this course with little or no swimming experience, therefore making it difficult to organize an advanced level swim class/workout. With only 7 weeks and a large number of students, there is simply not adequate time or space to learn/review/practice more than four strokes (free, back, breast, fly).

Effective Term: Fall 2014

7. **Create the Following Course:**
PEBC 1201 INTERMEDIATE YOGA 0-1-1
Prerequisite: PEBC 1200 or permission of Instructor
Description: Advanced instruction in yoga positions to improve strength, flexibility, body alignment, and breathing techniques.

Rationale: Students desire a more advanced course that would allow them to continue what they have experienced in the beginning yoga course.

Effective Term: Fall 2014

CURCAT:
Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No
Maximum number of credit hours: 1
Grading Mode: Normal
Instruction Type: Lab

8. **Create the following course:**
   PEEC 3170 COACHING SOCCER 2-V-2
   Prerequisite: None
   Description: Instruction and practice in the fundamental skills and team play, emphasizing methods and drills. Minimum of two games must be scouted at the student's expense.

   Rationale: This course will allow more time to be spent on teaching the skills needed to coach soccer. This course is being created in conjunction with the split in the PEEC 3150 content.

   Effective Term: Fall 2014

   CURCAT:
   Major Department: Adolescent and adult Education
   Can course be repeated for additional credit? No
   Maximum number of credit hours: 2
   Grading Mode: Normal
   Instruction Type: Lab

B. Childhood and Exceptional Student Education

Item 1 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. **Change the name of the following track:**

   PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

   Track 2: ~~Early Childhood Education~~Child and Family Studies

   Rationale: The title change eliminates confusion caused with the non-certification track vs. major with certification.

   Effective Term: Fall 2014

II. College of Health Professions

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

C. Nursing

Items 1-13 from the Department of Nursing were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. **Create the following course:**
   NURS 3314 PROFESSIONAL NURSING PRACTICE 3-0-3
   Prerequisite: Admission to the Accelerated BSN program
   Theoretical concepts for the foundation of professional nursing

   Rationale: This course is designed solely for post baccalaureate students enrolled in the Accelerated BSN program.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture
   Equivalent Courses: None

2. **Create the following course:**
   NURS 3319 PATHOPHYSIOLOGY 3-0-3
   Prerequisite: Admission to the Accelerated BSN program
   Principles of pathophysiology with an emphasis on implications for nursing practice.

   Rationale: This course is designed solely for post baccalaureate students enrolled in the Accelerated BSN program.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture
   Equivalent Courses: None

3. **Create the following course:**
   NURS 3321 HEALTH ASSESSMENT OF THE WELL INDIVIDUAL 3-3-4
   Prerequisite: Admission to the Accelerated BSN program
   Prerequisite or Corequisites: NURS 3314, 3319, 3334
   Application of techniques to assess the well individual. Variations and risk factors related to age, gender, and ethnic origin will be explored.

   Rationale: This course is designed solely for post baccalaureate students enrolled in the Accelerated BSN program.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture/Lab
   Equivalent Courses: None

4. **Create the following course:**
   NURS 3334 SKILLS AND ESSENTIALS OF NURSING PRACTICE 3-3-4
   Prerequisite: Admission to the Accelerated BSN program
   Application of basic and therapeutic patient care skills and interventions in simulated and clinical practice settings.

   Rationale: This course is designed solely for post baccalaureate students enrolled in the Accelerated BSN program.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture/Lab
   Equivalent Courses: None

5. **Create the following course:**
   NURS 3346 ADULT HEALTH I **4-6-6**
   Prerequisite: Admission to the Accelerated BSN program
   Prerequisite or Corequisite: NURS 3314, 3319, 3321, 3334, 3351
   Therapeutic nursing interventions for adult clients with simple alterations in inflammation and immunity, perception and coordination, oxygenation, metabolism, and fluid and electrolytes.

   Rationale: This course is designed solely for post baccalaureate students enrolled in the Accelerated BSN program.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture/Lab
   Equivalent Courses: None

6. **Create the following course:**
   NURS 3351 Comprehensive Pharmacology **5-0-5**
   Prerequisite: Admission to the Accelerated BSN program
   Prerequisite or Corequisite: NURS 3314, 3319, 3321, 3334, 3346
   Principles of pharmacology with an emphasis on pharmacologic interventions across the lifespan for pediatric, adult, and mental health nursing practice.

   Rationale: The accelerated nature of the ABSN track limits the amount of time during the academic day to provide didactic and clinical learning experiences. This course combines the Pharmacology I (3-0-3) and Pharmacology II (3-03) courses from the pre-licensure BSN program in to one accelerated pharmacology course for post baccalaureate students. Research shows that post baccalaureate BSN students are more focused, driven, and academically prepared to be successful in rigorous nursing programs.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture
   Equivalent Courses: None

7. **Create the following course:**
   NURS 3536 MENTAL HEALTH **4-6-6**
   Prerequisite: NURS 3346
   Prerequisite or Corequisite: NURS 4346, 4356, 4445
   Health restoration of clients with disruptions in mental health.

   Rationale: This course designed solely for post baccalaureate students enrolled in the Accelerated BSN program.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture/Lab
   Equivalent Courses: None

8. **Create the following course:**
   NURS 4346 ADULT HEALTH II **4-9-7**
   Prerequisite: NURS 3346
   Prerequisite or Corequisites: NURS 3536, 4356, 4445
   Therapeutic nursing interventions for adult clients with complex alterations in inflammation and immunity, perception and coordination, oxygenation, metabolism, and fluid and electrolytes.

   Rationale: This course is designed for only post baccalaureate students enrolled in the Accelerated BSN program.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture/Lab
   Equivalent Courses: None

9. **Create the following course:**
   NURS 4356 WOMEN AND CHILDREN'S HEALTH 4-6-6
   Prerequisite: NURS 3346
   Prerequisite or Corequisite: NURS 3536, 4346, 4445
   Therapeutic nursing interventions to promote health and prevent illness of women and children in a variety of clinical settings.

   Rationale: This course is designed only for post baccalaureate students enrolled in the Accelerated BSN program.

   Effective term: Fall 2014

   CURCAT
   Major Department: Nursing
   Cross-listed: No
   Repeatable: No
   Grading Mode: Normal
   Instruction Type: Lecture/lab
   Equivalent Courses: None

10. **Create the following course:**
    NURS 4441 POPULATION FOCUSED NURSING 3-6-5
    Prerequisite: NURS 4356
    Prerequisite or Corequisite: NURS 4451, 4465
    The professional nurse's role in population focused health care.

    Rationale: This course is designed only for post baccalaureate students enrolled in the Accelerated BSN program.

    Effective term: Fall 2014

    CURCAT
    Major Department: Nursing
    Cross-listed: No
    Repeatable: No
    Grading Mode: Normal
    Instruction Type: Lecture/Lab
    Equivalent Courses: None

11. Create the following course:
NURS 4451 PROFESSIONAL NURSING LEADERSHIP AND MANAGEMENT 4-9-7
Prerequisite: NURS 4346
Prerequisite or Corequisite: NURS 4441, 4465
Leadership and management roles of the professional nurse in selected clinical settings.

Rationale: This course as designed is only for post baccalaureate students enrolled in the Accelerated BSN program

Effective term: Fall 2014

CURCAT
Major Department: Nursing
Cross-listed: No
Repeatable: No
Grading Mode: Normal
Instruction Type: Lecture/Lab
Equivalent Courses: None

12. Create the following course:
NURS 4465 Integration of Nursing Knowledge 0-6-2
Prerequisite: NURS 4346
Prerequisite or Corequisite: NURS 4441, 4451
Synthesis and evaluation of knowledge and skills for critical inquiry for professional nursing practice.

Rationale: The accelerated nature of the ABSN track limits the amount of time during the academic day to arrange additional/alternative learning experiences. This course is a capstone course that assists upcoming graduates with the synthesis of knowledge and experience for professional nursing practice. The additional 3 hours of lab permits integration of simulation, computerized testing, and other learning opportunities to be integrated in to the capstone course.

Effective term: Fall 2014

CURCAT
Major Department: Nursing
Cross-listed: No
Repeatable: No
Grading Mode: Normal
Instruction Type: Lecture/Lab
Equivalent Courses: None

13. Create the following program of study:

BACHELOR OF SCIENCE IN NURSING - ACCELERATED TRACK (ABSN)

A. General Requirements (Core Areas A, B, C, D.2.B, and E)..... 42 hours
Core Area F..... 18 hours
BIOL 2081 – Human Anatomy and Physiology I *
BIOL 2082 – Human Anatomy and Physiology II*
BIOL 2275 – Microorganisms and Disease*
PSYC 1101 – Introduction to Psychology
PSYC 2950 – Developmental Psychology
Physical Education.....3 hours
First Year Seminar ..... 1 hour

B. Major Field Courses .....64 hours
NURS 3314 – Professional Nursing Practice
NURS 3319 – Pathophysiology
NURS 3321 – Physical Assessment
NURS 3334 – Skills and Essentials
NURS 3346 – Adult Health I
NURS 3351 – Comprehensive Pharmacology
NURS 3536 – Mental Health
NURS 4346 – Adult Health II
NURS 4356 – Women and Children's Health
NURS 4441 – Population Focused Nursing
NURS 4445 – Research for Evidence-Based Practice
NURS 4451 – Professional Nursing Leadership and Management
NURS 4465 – Integration of Nursing Knowledge
One elective course selected from:
NURS 4210 – Gerontology in the 21st Century
NURS 4211 – Vulnerable Populations
NURS 4212 – International Nursing Issues and Trends
NURS 4213 – Introduction to Forensic Nursing and the Law
NURS 4214 – Complementary and Alternative Medicine
NURS 4215 – Home Health Nursing
NURS 4216 – Palliative Care at End of Life
NURS 4219 – Nursing Perspectives: Then, Now, and the Future
NURS 4220 – Women and Leadership in Nursing
NURS 4221 – Nursing Practice in the Military
NURS 4227 – Health Promotion Through the Life Span

Total Semester Hours 128

Rationale: With the U.S. Department of Labor projecting the need for more than one million new and replacement registered nurses by 2020, nursing schools around the country are exploring creative ways to increase capacity and reach new student populations. One innovating approach to nursing education is the Accelerated Bachelor of Science in Nursing [ABSN] (AACN, March 2012). The ABSN provides the quickest route and best preparation to licensure for students who have already completed a bachelor's or master's degree in a non-nursing discipline. The typical second degree nursing student is motivated, older, and has higher academic expectations than traditional pre-licensure students (AACN, March 2012). Graduates are prized by nurse employers and report that these students are more mature, possess strong clinical skills, and are quick studies on the job (AACN, March 2012). Many second degree students are returning to college to further their education or to seek a career change. They do not require the typical college experience; they wish to expedite their studies and return to full time employment as quickly as possible. The Department of Nursing has consistently admitted approximately 40 post baccalaureate students each semester that could benefit from an accelerated program. The profile of our typical post baccalaureate student is married, has children, over the age of 35, making a career change, and having to give up full time employment. Each admission cycle we have a number of students inquiring about an accelerated option with 10 students currently on a waiting list for fall 2014 pending program approval.

Effective term: Fall 2014

D. Rehabilitation Sciences (no items)

III. College of Liberal Arts (no items)

IV. College of Science and Technology

A. Biology

Items 1-12 from the Department of Biology were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. **Modify the following course:**
   BIOL 4970 SPECIAL TOPICS V-V-~~3~~(1-4)

   Rationale: There is need for additional flexibility in the number of credits for Special Topics courses.

   Effective Term: Fall 2014

2. **Delete the following course:**
   BIOL 4010 EVOLUTION 3-0-3

   Rationale: This course is being replaced by BIOL 3030 (see below).

   Effective Term: Fall 2014

3. **Create the following course:**
   BIOL 3030 EVOLUTION 3-0-3
   Prerequisite: BIOL 1108 or BIOL 1108H (minimum grade of C)
   Students will analyze the fundamental and unifying theme of evolution in biology through: mechanisms of evolution, selection, genetic variation, and speciation; fossil record and natural history of organisms; interconnectedness of ecology and evolution.

   Rationale: A foundation in Plant Biology or Microbiology is not required for this course. We are changing the number to encourage juniors to take the class, which is more in keeping with the level of the curriculum.

   Effective Term: Fall 2014

   CURCAT:
   Major Department: Biology
   Can Course be repeated for additional credit? No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: BIOL 4010

4. **Create the following course:**
   BIOL 3111 RESEARCH METHODS SEMINAR 1-0-1
   Prerequisite or Corequisite: BIOL 1107 (minimum grade of C) and BIOL 1107L (minimum grade of C) or BIOL 1107H (minimum grade of C) and BIOL 1107A (minimum grade of C)
   Students read and discuss scientific literature in advance of professional seminar presentations, attend and participate in seminar presentations, and write reflective summaries. Students practice reading scientific literature, discuss commonly employed methods of data analysis, and experience the dissemination of science through seminar presentations. The course may be repeated up to two times for additional credit.

   Rationale: This course attempts to increase engagement of biology majors by immersing them into the process of science and the dissemination of science. It aims to create an environment in which majors from all levels (freshman through senior) can meet one another and discuss and experience science together and be exposed to new discoveries in biology.

Effective Term: Fall 2014

CURCAT: Major Department: Biology
Can Course be repeated for additional credit? Yes
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

5. **Modify the following course:**
BIOL 1107 PRINCIPLES OF BIOLOGY I ~~3-3-4~~ **3-0-3**
Prerequisite: Eligibility for ENGL 1101
Prerequisite or Corequisite: BIOL 1107L and either MATH 1111 or MATH 1001 or Eligibility for MATH 1113
Elements of chemistry; cell structure and function; DNA and protein synthesis; Mendelian and human genetics; ~~biotechnology;~~ bioenergetics~~; evolution and diversity of life; experimental design and data analysis~~.

Rationale: We are splitting the lecture and lab as two separate credit-bearing courses. A) This allows us to begin accepting CLEP. Students may be awarded credit for BIOL 1107 (3-cr) if they show evidence of having earned a score of 55 or better on the CLEP Biology Exam. B) In addition, many students pass lab, but fail lecture. These students will not take up lab seats in upcoming semesters, allowing more room for new students. In addition, these students will not have to pay a second lab fee, and pay additional tuition for a class that they have already mastered. C) Many universities split lecture and lab for general biology into two separate credit-bearing courses. If we split the two as proposed, it will make the transfer process more effective for students who have passed either the lab or the lecture, but not both.

Effective Term: Fall 2014

CURCAT:
Major Department: Biology
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: ~~4~~ 3 (Editor's note: 4 is stricken through, but you can't see it.)
Grading Mode: Normal
Instruction Type: Lecture ~~and Laboratory~~
Course Equivalent: None

6. **Modify the following course:**
BIOL 1107H HONORS PRINCIPLES OF BIOLOGY I ~~3-3-4~~ **3-0-3**
rerequisite: Eligibility for ENGL 1101 and admission to the Honors Program, or permission of instructor

Prerequisite or Corequisite: BIOL 1107A and either MATH 1111 or MATH 1001 or Eligibility for MATH 1113
A more in-depth treatments of topics covered in BIOL 1107. In addition to normal lecture format, students will participate in group discussions, book reviews and debates on recent important discoveries and issues in biology. ~~Lab content will be similar to BIOL 1107, but will include more advanced lab techniques, problem-solving activities, and fieldwork.~~

Rationale: We are splitting the lecture and lab as two separate credit-bearing courses. A) This allows us to begin accepting CLEP. Students may be awarded credit for BIOL 1107 (3-cr) if they show evidence of having earned a score of 55 or better on the CLEP Biology Exam. B) In addition, many students pass lab, but fail lecture. These students will not take up lab seats in upcoming semesters, allowing more room for new students. In addition, these students will not have to pay a second lab fee, and pay additional tuition for a class that they have already mastered. C) Many universities split lecture and lab for general biology into two separate credit-bearing courses. If we split the two as proposed, it will make the transfer process more effective for students who have passed either the lab or the lecture, but not both.

Effective Term: Fall 2014

CURCAT:
Major Department: Biology
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: ~~4~~ 3 (Editor's note: 4 is stricken through, but you can't see it.)
Grading Mode: Normal
Instruction Type: Lecture ~~and laboratory~~
Course Equivalent: None

7. **Modify the following course:**
BIOL 1107L PRINCIPLES OF BIOLOGY I LAB **~~0-3-0~~ 0-3-1**
Prerequisite: Eligibility for ENGL 1101
Prerequisite or Corequisite: BIOL 1107 and either MATH 1111 or MATH 1001 or Eligibility for MATH 1113
Introduction to biotechnology and the scientific process in hands-on laboratory research

Rationale: We are splitting the lecture and lab as two separate credit-bearing courses. This is more in keeping with other science departments (e.g., Chemistry) and with other universities. The latter point will make the transfer process easier for students coming from other universities where they have passed either the lab or the lecture, but not both. It also allows us to begin accepting CLEP. (Editor's note: course currently exists in Banner as a zero-credit course, but does not exist in the catalog. This entry will change the credit hours in Banner and present a catalog entry.)

Effective Term: Fall 2014

CURCAT:
Major Department: Biology
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: ~~0~~1
Grading Mode: Normal
Instruction Type: Laboratory
Course Equivalent: None

8. **Modify the following course:**
BIOL 1107A HONORS PRINCIPLES OF BIOLOGY I LAB ~~0-3-0~~ 0-3-1
Prerequisite: Eligibility for ENGL 1101
Prerequisite or Corequisite: BIOL 1107H and either MATH 1111 or MATH 1001 or Eligibility for MATH 1113
Introduction to biotechnology and the scientific process in hands-on laboratory research

Rationale: We are splitting the lecture and lab as two separate credit-bearing courses. This is more in keeping with other science departments (e.g., Chemistry) and with other universities. The latter point will make the transfer process easier for students coming from other universities where they have passed either the lab or the lecture, but not both. It also allows us to begin accepting CLEP. (Editor's note: course currently exists in Banner as a zero-credit course, but does not exist in the catalog. This entry will change the credit hours in Banner and present a catalog entry.)

Effective Term: Fall 2014

CURCAT:
Major Department: Biology
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: ~~0~~1
Grading Mode: Normal
Instruction Type: Laboratory
Course Equivalent: None

9. **Modify the following course:**
BIOL 1108 PRINCIPLES OF BIOLOGY II 3-3-4
Prerequisite: Either BIOL 1107 (minimum grade of C) and BIOL 1107L (minimum grade of C) or BIOL 1107H (minimum grade of C) and BIOL 1107A (minimum grade of C).

Rationale: Since we have split BIOL 1107 and 1107L, students must pass both with C or better to register in BIOL 1108.

Effective Term: Fall 2014

10. **Modify the following course:**
BIOL 2010 MICROBIOLOGY 3-3-4
Prerequisite: BIOL 1107 (minimum grade of C) and BIOL 1107L (minimum grade of C) or BIOL 1107H (minimum grade of C) and BIOL 1107A (minimum grade of C).

Rationale: Since we have split BIOL 1107 and 1107L, students must pass both with C or better to register in BIOL 2010.

Effective Term: Fall 2014

11. **Modify the following course:**
BIOL 2081 HUMAN ANATOMY AND PHYSIOLOGY I 3-3-4
Prerequisite: Either BIOL 1107 (minimum grade of C) and BIOL 1107L (minimum grade of C) or BIOL 1107H (minimum grade of C) and BIOL 1107A (minimum grade of C) or a minimum grade of C in either CHEM 1151, CHEM 1211, or CHEM 1010.

Rationale: Since we have split BIOL 1107 and 1107L, students using this course as prerequisite entry to BIOL 2081 must pass both lecture and lab with C or better.

Effective Term: Fall 2014

11. **Modify the following course:**
BIOL 2400 INTRODUCTION TO CELL AND MOLECULAR BIOLOGY 3-0-3
Prerequisite: BIOL 1107 (minimum grade of C) and BIOL 1107L (minimum grade of C) or BIOL 1107H (minimum grade of C) and BIOL 1107A (minimum grade of C).

Rationale: Since we have split BIOL 1107 and 1107L, students must pass both with C or better to register in BIOL 2400.

Effective Term: Fall 2014

12. **Request for a blanket change replacement by catalog editor:**
BIOL 1107 to BIOL 1107/1107L

B. Chemistry and Physics (no items)

C. Computer Science and Information Technology

Items 1-23 from the Department of Computer Science and Information Technology were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. **Delete the following course:**
   ITEC 1300 FUNDAMENTALS OF INFORMATION TECHNOLOGY 3-0-3

   Rationale: Material taught in this course, including, but not limited to: HTML programming; JavaScript programming and the fundamentals of programming; algorithmic thinking; relational database concepts; searching the Internet; privacy and security issues; and the representation of data, are all taught in an introductory manner in other courses in the curriculum. These other courses include: CSCI 1150; ITEC 1310; CSCI 1301; CSCI 2070; and ITEC 3500. This has made ITEC 1300 somewhat redundant. In addition, the addition of ITEC 2000, Introduction to Apps Development, to be added in Area F, has required that one course be removed from Area F and/or deleted.

   Effective Term: Fall 2014

2. **Modify the following course:**
   ITEC 2530 OPERATING SYSTEMS 3-0-3
   Prerequisite: ~~ITEC 1300~~ CSCI 1150
   ~~Examples of specific operating systems. Management of memory, processors, processes, devices, files, and systems.~~ Principles of the management of memory, processors, processes and deadlocks, synchronization of computing tasks, files, devices, and systems. Principles of network organization and network operating systems. Analysis and evaluation of comparative operating systems.

   Rationale: With the deletion of ITEC 1300, the prerequisite for ITEC 2530 has been changed. Fundamentals of the Internet provides enough exposure to network concepts and the basics of computer hardware and software principles, as well as various Internet protocols, so as to be a good prerequisite for this course. The course description was changed to better reflect the totality of the content of the course.

   Effective Term: Fall 2014

3. **Modify the following course:**

CSCI 1150 FUNDAMENTALS OF THE INTERNET AND THE WORLD WIDE WEB 3-0-3

Prerequisites: MATH 1001 or MATH 1111

Topics covered include basics of computer networking, ~~electronic mail,~~ e-mail systems, Internet service providers, text editing, ~~basic UNIX programming,~~ researching and publishing online, the Internet, the World Wide Web, searching the World Wide Web, ~~telnet and~~ FTP, HTML programming, ~~web graphics, newsgroups, mailing lists, chat rooms, programming CGI scripts,~~ multimedia, people-centric Internet applications, and related privacy and security ~~issues~~concerns.

Rationale: Telnet is no longer in general use, and is no longer used or taught at AASU. Newsgroups and mailing lists are now considered outdated methods of communication on the Internet. "People-centric Internet applications" cover the gamut of social media and other Web 2.0 concepts such as Wikis. CGI scripts has been removed because mark-up languages including HTML are more appropriate than scripting languages for a general range of majors. Web graphics has been removed because it was not clear how instructors covered it or its value for the course. The addition of computer networking concepts are covered, given the nature of the Internet and the WWW.

Effective Term: Fall 2014

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

PROGRAM FOR THE DEGREE OF BACHELOR OF INFORMATION TECHNOLOGY

A. General Requirements

Core Areas A, B, C, D, E ..... 42 hours

Area F .....18 hours

CSCI 1150 – Fundamentals of the Internet and World Wide Web

CSCI 1301 – Introduction to Programming Principles

CSCI 1302 – Advanced Programming Principles

~~ITEC 1300 – Fundamentals of Information Technology~~

ITEC 2000 – Introduction to App Development

ITEC 1310 – ~~Programming in Visual Basic~~ **Programming for Information Technology**

And one of the following:

MATH 1161 – Calculus I

MATH 1950 – Applied Math for Non-Science Majors

MATH 2200 – Elementary Statistics

CSCI 2625 – Discrete Structures in Computer Science

Effective Term: Fall 2014

5. Modify the following certificate programs

Certificate Programs

Two levels of Information Technology Certificates are offered by Armstrong Atlantic. These certificates are designed to meet the needs of a wide range of students and employers. The Level 1 (Information Technology with Applications) certificate is an introductory information technology program with a focus on applications. The Level 2 certificate (Information Technology with Programming) includes **some** Level 1 courses plus two additional programming courses.

Level 1 – Information Technology with Applications..... **12 hours**

ITEC 1050 – Computer Concepts and Applications or CSCI 1060 – Computer Programming Concepts

CSCI 1150 – Fundamentals of the Internet and World Wide Web

~~ITEC 1300 – Fundamentals of Information Technology~~

ITEC 1310 – ~~Programming in Visual Basic~~ Programming for Information Technology

ITEC 2000 – Introduction to App Development

Level 2 – Information Technology with Programming ..... ~~18~~ 15 hours

~~ITEC 1300 – Fundamentals of Information Technology~~

ITEC 1310 – ~~Programming in Visual Basic~~ Programming for Information Technology

ITEC 2000 – Introduction to App Development

ITEC 2530 – Operating Systems

~~CSCI 1060 – Computer Programming Concepts~~

CSCI 1301 – Introduction to Programming Principles

CSCI 1302 – Advanced Programming Principles or CSCI ~~2201~~**3301** – UNIX and Secure Web Development

Rationale: The proposed deletion of ITEC 1300 and the addition of ITEC 2000 has caused the changes described above to the Program of Study for the degree Bachelor of Information Technology. These have also caused changes to the two Certificate Programs (Level 1 and Level 2). The change in the Level 2 Certificate of CSCI 2201 to CSCI 3301 is a housekeeping change – CSCI 2201 was changed to CSCI 3301 several years ago, and the corresponding change was never made to the Level 2 Certificate in the catalog. The title of ITEC 1310 was changed to **Programming for Information Technology** earlier during the Fall 2013 semester, and this change is now reflected below as well. ITEC 2000 is a programming course, and has been added to the Level 2 Certificate. CSCI 1060 has been removed from the Level 2 Certificate because it a course in algorithms, which is taught in ITEC 1310 and CSCI 1301. These changes will decrease the Level 2 Certificate to 15 credit hours.

Effective Term: Fall 2014

6. **Modify the following course:**
WBIT 2300 DISCRETE MATH FOR INFORMATION TECHNOLOGY 3-0-3
Prerequisites: MATH 1113 (minimum grade of C) or MATH 1950 or CSCI 2625 or permission of the instructor

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

7. **Modify the following course:**
WBIT 2311 PROGRAMMING AND PROBLEM SOLVING II 3-0-3
Prerequisites: WBIT 1310 (minimum grade of C)and WBIT 2300 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

8. **Modify the following course:**
WBIT 3010 TECHNICAL COMMUNICATION 3-0-3
Prerequisites: ENGL 1102 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

9. **Modify the following course:**
WBIT 3110 SYSTEM ANALYSIS AND DESIGN 3-0-3
Prerequisites: WBIT 1310 (minimum grade of C) and WBIT 2000 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

10. Modify the following course:

WBIT 3111 INFORMATION TECHNOLOGY PROJECT MANAGEMENT 3-0-3
Prerequisites: WBIT 3110 (minimum grade of C), WBIT 3010 (minimum grade of C), and ~~MATH 2200~~ Statistics (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

11. Modify the following course:

WBIT 3200 DATABASE DESIGN, DEVELOPMENT AND DEPLOYMENT 3-0-3
~~Prerequisites: WBIT 2311~~ Pre or Co-Requisite in WBIT 2311 (minimum grade of C)

Description: ~~An~~ This is an advanced course in database design, development and deployment. Course emphasizes database design drawing distinctions between data modeling and process modeling using various modeling techniques including Entity-Relationship Modeling, Object Modeling and Data Flow Diagramming; database development using the relational model, normalization, and SQL; database deployment including control mechanisms, forms, reports, menus and web interfaces. Additional topics include procedures, functions, packages and triggers. Students will design, create and process a database to demonstrate competency in the course content. ~~Note: if a student is taking WBIT 2311 as a co-requisite and subsequently withdraws from WBIT 2311, the student must also withdraw from WBIT 3200.~~

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

12. Modify the following course:

WBIT 3400 INTRODUCTION TO DIGITAL MEDIA 3-0-3
Prerequisites: WBIT 1100 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

13. Modify the following course:
WBIT 3410 WEB APPLICATIONS DEVELOPMENT 3-0-3
Prerequisites: WBIT 1310 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

14. Modify the following course:
WBIT 3500 ARCHITECTURE AND OPERATING SYSTEMS 3-0-3
Prerequisites: WBIT 1310 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

15. Modify the following course:
WBIT 3510 DATA COMMUNICATIONS AND NETWORKING 3-0-3
Prerequisites: WBIT 3500 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

16. Modify the following course:
WBIT 3600 INTRODUCTION TO E-COMMERCE 3-0-3
Prerequisites: WBIT 3110 (minimum grade of C) and WBIT 3410 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

17. Modify the following course:

WBIT 4112 SYSTEMS ACQUISITION, INTEGRATION AND IMPLEMENTATION 3-0-3

Prerequisites: WBIT 3110 (minimum grade of C), WBIT 3200 (minimum grade of C) and WBIT 4520 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

18. Modify the following course:

WBIT 4120 HUMAN-COMPUTER INTERACTION 3-0-3

Prerequisites: WBIT 2311 (minimum grade of C) and WBIT 3400 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

19. Modify the following course:

WBIT 4520 INFORMATION ASSURANCE AND SECURITY 3-0-3

~~Pre-requisite: WBIT 3500~~

Pre- or Co-requisite: WBIT 3510 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

20. Modify the following course:

WBIT 4601 CUSTOMER RELATIONSHIP MANAGEMENT 3-0-3

Prerequisites: WBIT 3200 (minimum grade of C) and WBIT 3600 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

21. **Modify the following course:**
WBIT 4602 IT RESEARCH SEMINAR 3-0-3
Prerequisites: WBIT 3111 (minimum grade of C), WBIT 3200 (minimum grade of C), WBIT 3600 (minimum grade of C), and WBIT 4120 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

22. **Modify the following course:**
WBIT 4610 IT POLICY AND LAW 3-0-3
Prerequisites: WBIT 3600 (minimum grade of C)

Rationale: The WebBSIT Operating Board informed the member institutions on October 24, 2013 to make the changes for the purpose of consistency among member institutions.

Effective Term: Fall 2014

23. **Request for a blanket change replacement by catalog editor:**
ITEC 1310 Programming ~~in Visual Basic~~for Information Technology

D. Engineering Studies (no items)
E. Mathematics (no items)

F. Psychology

Item 1 from the Department of Psychology was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.

1. **Modify the following course:**
PSYC 5060U/G Basic Behavior Principles and Behavior Change 3-0-3
Undergraduate Prerequisites: PSYC 1101 or PSYC 1101H, and either PSYC 3400 or both PSYC 4090 and 4091
Graduate Prerequisite: Acceptance to ~~the~~ Graduate ~~School~~ Studies or baccalaureate degree in psychology.
Basic principles of behavior analysis, the definition and characteristics of applied behavior analysis, and behavior change procedures, including positive and negative reinforcement, schedules of reinforcement, punishment, imitation, shaping and chaining, extinction, differential reinforcement, and antecedent interventions.

Essential material for this course is covered in PSYC 3400 (Introduction to Learning) or PSYC 4090 (Learning and Behavior) and 4091 (Learning and Behavior Laboratory).

Rationale: Currently, our three course sequence in applied behavior analysis (PSYC 5060, 5061, and 5062) has been approved by the Behavior Analysis Certification Board (BACB) as fulfilling the course requirements for students to qualify to take the Board Certified Assistant Behavior Analyst (BCaBA) Examination. Beginning in 2015, students would need to complete a four course sequence in order to qualify to take that exam. We have revised our applied behavior analysis curriculum to meet the requirement of a four course sequence: PSYC 3400 or PSYC 4090 and 4091, 5060, 5061, and 5062. In that PSYC 3400 or PSYC 4090 and 4091 will provide the foundational material for PSYC 5060, PSYC 3400 or PSYC 4090 and 4091 should be a prerequisite for PSYC 5060, just as PSYC 5060 is the prerequisite for PSYC 5061 and PSYC 5061 is the prerequisite for PSYC 5062.

Effective Term: Fall 2014

OTHER BUSINESS

A. Elections. Dr. McGrath reported that he is requesting that the Faculty Senate hold UCC elections early enough for department heads and new members to avoid class scheduling conflicts.

B. CURCAT errors. Ms. Fulton asked everyone to exercise caution with the CURCAT information when creating new courses. There have been an unusual number of errors in repeatability and/or grading mode discovered recently in courses that were created 2 or more years ago. These errors were likely due to copy and paste errors during the creation of the courses.

ADJOURNMENT. The meeting was adjourned at 4:09 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee

Armstrong

Graduate Affairs Committee

Burnett Hall Board Room
Minutes: November 5, 2013

PRESENT: Joey Crosby (chair), Becky da Cruz, Ray Hashemi, Chris Hendricks, Patricia Holt, Anne Katz, Robert Loyd, Linda Ann McCall, Anita Nivens, Regina Rahimi, Bryan Riemann, Daniel Skidmore-Hess, Sandy Streater, Patrick Thomas, Anne Thompson, Teresa Winterhalter, Carey Adams (*ex officio*), John Kraft (*ex officio*), Yvette Upton (*ex officio*), Nyssa Owen (*ex officio*)

GUESTS: Jill Bell, Linc Morris

I. **Call to Order.** The meeting was called to order at 2:30 p.m. by Dr. Joey Crosby.

II. **Minutes of October 1, 2013.** The minutes were approved by email on October 4, 2013.

III. **Committee Reports**

A. **Graduate Faculty Status (see Attachment 1)**
The committee accepted the report of the Graduate Faculty Status Committee as presented.

Dr. Skidmore-Hess reported that the committee was going to be looking at graduate faculty membership criteria. The criteria may need to be adjusted to accommodate Lecturers and Senior Lecturers.

B. **Graduate Curriculum.** The committee did not meet in October.

C. **Graduate Student Appeals**
Dr. Rod McAdams has replaced Dr. Hongjun Su as a committee member.

IV. **GSCC**

There have been a record number of requests for funding. The amount left in the budget for the 2013-14 academic year is $2410.90. Awards have been made as follows:

Physical Therapy: $8300
Health Service Administration: $3000
Public Health: $2600
Communication Sciences and Disorders: $400
Sports Medicine: $2500

History: $800
Education: $2000

The hooding ceremony is December 6. Information has been sent to graduating graduate students. They are being asked to RSVP individually.

V. John Kraft

The ad hoc committee evaluating graduate assistant requests met to review the at-large applications. There were 14 requests. About 10 of them will be funded, in addition to the 16 program-designated slots. Information on the decisions will be sent out next week.

VI. Carey Adams

Earlier this semester, Ms. Susan Hacker did an audit of the process for filling graduate assistantships. For program-designated slots, the recruiting is direct. For at-large slots, the current procedure is to collect the applications in a folder where they can be reviewed by faculty with available slots. Ms. Hakcer suggested that it might be more efficient to do this electronically, possibly using PeopleAdmin.

There was discussion. The consensus was that PeopleAdmin is too cumbersome and slow, and that it would make the process much more difficult and time-consuming for faculty. It was suggested that scanning applications to GoogleDrive might be more useful.

Dr. Adams said he had not spoken with Student Affairs yet to see what their thoughts are on the subject.

VII. Jill Bell

Ms. Bell is waiting on information from Career Services about the fair. Currently the data is not accessible due to data migration on the computers.

Graduate Studies is preparing to move back to Victor Hall.

The graduate PDF application is being updated in conjunction with Banner Ellucian consultants. Work is also being done on uploading GRE scores, but there is a problem with matching criteria.

VII. Other Business

A. Senate restructuring of committees

The Senate is working on restructuring committees. There is a proposal coming up to disassociate the Graduate Affairs Committee, as well as some other committees, making them independent of the Senate. There was brief discussion. Consensus is that there is no real downside in this for the GAC. It

was suggested that if this comes about, the GAC may want to look at their own bylaws and possibly have the chair and vice chair alternate going to the Senate meetings to stay in touch with what is going on. Dr. Rahimi said she would keep the committee posted.

B. Summer revenues
Dr. Adams and David Carson will have the summer revenue sharing information out within the month, before faculty

C. No meeting
There will be no meeting in December. The next meeting will be January 14.

D. Hooding Ceremony
The date for faculty to RSVP for the hooding ceremony is November 12. Please help get the deadline out there. So far 39 faculty have responded in the affirmative.

E. Full-time status for financial aid purposes **Linc Morris**
Current full-time is defined as 9 credit hours. Students are eligible for financial aid as half-time students, which would be 4.5 credit hours. Most students take class in 3-credit increments, making 4.5 an awkward number. Mr. Morris said they are changing full-time status to 6 credits for financial aid purposes, making more students eligible for aid. He said it would be up to the GAC whether to change the definition for catalog purposes as well.

It was moved and seconded to endorse a change in institutional designation for full-time graduate student for financial aid status to 6 credit hours full-time, 3 credit hours for half-time. The motion carried.

VIII. Adjournment. The meeting was adjourned at 3:35 p.m.

Respectfully submitted,

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

Armstrong

Graduate Faculty Status Committee
Report: October 29, 2013

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:

Full		
Becky da Cruz	Criminal Justice, Social & Political Science	initial at this level
Associate		
Brenda Logan	Adolescent and Adult Education	reappointment
Barbara Hubbard	Childhood & Exceptional Student Education	reappointment
Denene Lofland	Diagnostic & Therapeutic Sciences	initial
Robert Terry	Languages, Literature, & Philosophy	initial
Joshua Williams	Psychology	initial
Temporary		
Sherry Serdikoff	Psychology	initial

Respectfully submitted,

Daniel Skidmore-Hess, Chair

Armstrong

Graduate Affairs Committee

Burnett Hall Board Room
Minutes: January 14, 2014

PRESENT: Maya Clark, Joey Crosby (chair), Becky da Cruz, Chris Hendricks, Patricia Holt, Anne Katz, Robert Loyd, Linda Ann McCall, Anita Nivens, Regina Rahimi, Daniel Skidmore-Hess, Sandy Streater, Patrick Thomas, Anne Thompson, Teresa Winterhalter, Carey Adams (*ex officio*), Delana Gajdosik-Nivens (*ex officio*), John Kraft (*ex officio*), David Ward (*ex officio*), Yvette Upton (*ex officio*), Austin Deray (*ex officio*)

GUESTS: Jill Bell

I. **Call to Order.** The meeting was called to order at 2:32 p.m. by Dr. Joey Crosby.

II. **Approval of Minutes.** The minutes of November 5, 2013 were approved as presented.

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.

IV. **GSCC**

Austin Deray reported that the spring hooding ceremony has been set for May 9, 2014. The time has been moved an hour early, from 6 p.m. to 8 p.m. Email has been send to the students and they have been asked to by April 1. The GSCC thanks everyone who helped with the fall hooding ceremony there has been much positive feedback.

The only change in budgetary information reported at the last meeting is that the amount awarded to the Department of History was changed to $634.

V. **John Kraft**

A. Revising grade appeal catalog language for consistency (see Attachment 3)
The Senate has approved the attached language for use in the undergraduate catalog. There is no rule that the information must be identical

in the graduate catalog, but it is considered a good practice. A committee that included Dr. Sandy Streater worked on the revisions.

There was discussion. Some grammatical and stylistic changes were suggested. Dr. Kraft will bring a revised document to the next meeting for consideration.

B. VA benefits and full-time status

At the last meeting, Linc Morris informed the committee that his office was changing full-time status for graduate students from 9 credit hours to 6 credit hours for financial aid purposes. The committee endorsed this change. This was not a change to the catalog definition.

Dr. Kraft reported that the Veteran's Affairs Office would like to see the change of definition in the catalog as well. Students often only need 6 credit hours during a semester and are sometimes advised by their program that 6 credit hours is full-time, but the VA will only give full financial aid to students who are registered at full-time status as defined in the catalog, which is 9 credit hours. As a result, some veterans take an additional, unnecessary course in order to qualify for full financial aid from the VA.

Dr. Kraft researched practices at other institutions, including Columbus, Valdosta, and North Georgia. They all require 9 credit hours for full-time status. Georgia Southern's catalog defines full-time status as 9 credit hours "unless stated otherwise."

There was discussion of whether there were any programmatic reasons not to change the definition. A motion was made and seconded to change the definition of full-time status in the catalog to 6 credit hours, making half-time status 3 credit hours. The motion carried.

VI. Carey Adams

Dr. Adams had no specific items and opened the floor to questions.

There was a question about what needed to be done for students enrolled in certificate programs to be eligible for financial aid. Dr. Kraft reported that an application needs to be filed with the Department of Education documenting that students can be gainfully employed as a result of earning a particular certificate. He said he would distribute the last memo he received on it, which outlines what needs to go into the application.

VII. Jill Bell

Ms. Bell reported that the numbers for the October graduate fair were lower than the numbers for the previous March. Some of this may have been due to its not getting on the circuit board because it was planned late. However, the 17 vendors who came were very happy with the quality of the students they talked to. There was speculation that the lower numbers may have been due in part to the fair being held earlier in the day, but Austin Deray reported that students he spoke with said they preferred the earlier timing.

There was discussion whether to have two fairs during the year—one in March and one in October—or just one, and in which month that one would be. It was moved and seconded to have only one fair per year and to hold it in March. The motion carried.

Ms. Bell is working with CIS on the graduate application. They will be testing the application by the end of January or early February. If testing goes well, they will try it for summer applications.

VIII. Phyllis Fulton

Ms. Fulton had a question regarding allowable number of transfer credits for graduate certificates, as it is not specifically stated in the catalog. The question was for purposes of DegreeWorks coding. It was agreed that the number of transfer credits allowed needs to be consistent and have a rationale. Ms. Fulton was going to do further research after the meeting and distribute information for discussion by the GCC, if necessary.

Ms. Fulton asked program directors to exercise caution with the CURCAT information when creating new courses. There have been an unusual number of errors in repeatability and/or grading mode discovered recently in courses that were created 2 or more years ago. These errors were likely due to copy and paste errors during the creation of the courses.

IX. Adjournment. The next meeting is on February 4. The meeting was adjourned at 3:17 p.m.

Respectfully submitted,

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

Armstrong

Graduate Faculty Status Committee
Report: January 14, 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:

Full		
Andi Beth Mincer	Rehabilitation Sciences	initial at this level
Associate		
Amy Potter	History	initial
Richard Bryan	Languages, Literature, and Philosophy	reappointment
Ann Hallock	Nursing	initial at this level
Temporary		
Lori Loncon	Criminal Justice, Social, and Political Science	initial
John G. Taylor	Criminal Justice, Social, and Poltical Science	reappointment
Ellen Blossman	Languages, Literature, and Philosophy	reappointment

Respectfully submitted,

Daniel Skidmore-Hess, Chair

Armstrong

GRADUATE CURRICULUM COMMITTEE
University Hall 282
Minutes, November 11, 2013

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

ABSENT: Felix Hamza-Lup

GUESTS:

CALL TO ORDER. The meeting was called to order at 2:00 p.m. by Dr. Teresa Winterhalter.

APPROVAL OF MINUTES. The minutes of September 18, 2013 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**
   EEXE 7071 Research Project 3-V-3
   Prerequisites: FOUN 7060 and completion of at least ~~21~~ -15 semester hours from the program of study. Field experience required.

   Rationale: 15 hours needed for completion will allow students in Post-Bac Certificate in Special Education Transition Specialist Endorsement to take the course.

   Effective Term: Fall 2014

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

Post-Baccalaureate Certificate in Special Education Transition Specialist Endorsement

FOUN 7060 Education Research	3
EEXE 7071 Research Project	3
EEXE 7319 Career Development and Transition Planning	3
EEXE 7320 Vocational Assessment of Special Education Student	3
EEXE 7321 Interagency Planning and Service for Transition to Adulthood	3
EEXE 7322 Community Based Instruction	3
TOTAL	~~12~~ 18 **hours**

Rationale: Candidates must demonstrate course knowledge with the research project, which also requires understanding of education research.

Effective Term: Fall 2014

3. **Modify the following course:**
EEXE 7507 Characteristics of Students with Multiple/Severe ~~Multiple And Severe~~ Disabilities 3

Rationale: Title currently lack consistency.

Effective Term: Fall 2014

4. **Modify the following course:**
EEXE 7512 Augmentative and Alternative Communication with Multiple/Severe ~~Severe and Multiple~~ Disabilities 3

Rationale: Titles currently lack consistency.

Effective Term: Fall 2014

5. **Modify the following course:**
EEXE 7510 Assistive Technology for Students w~~W~~ith ~~Physical and Sensory~~ Multiple/Severe Disabilities 3

Rationale: Titles currently lack consistency.

Effective Term: Fall 2014

6. Modify the following program of study:

Program of Study for the Master of Education in Special Education

~~*Note: Track Two: Mild to Moderate Disabilities is not accepting students at this time. Please contact the College of Education for more information.*~~

~~**Select one of the following track options:**~~

~~**Track One:**~~ **Moderate to Severe Disabilities**

A. Professional Core (15 hours)

FOUN 7060 Education Research 3

EEXE 7507 Characteristics of Students with Multiple~~/ And~~ Severe Disabilities 3

EEXE 7020 Methods and Strategies for Teaching Students with Autism 3

EEXE 7512 Augmentative and Alternative Communication with Multiple/Severe ~~Severe and Multiple~~ Disabilities 3

EEXE 7508 Strategies for Teaching Children with Multiple/Severe Disabilities 3

B. Transition Core (12 hours)

EEXE 7319 Career Development and Transition 3

EEXE 7320 Vocational Assessment of Special Education Students 3

EEXE 7321 Interagency Planning and Service for Transition to Adulthood 3

EEXE 7322 Community Based Instruction 3

C. Capstone Courses (6 hours)

EEXE 7510 Assistive Technology for Students With Multiple/Severe~~Physical and Sensory~~ Disabilities 3

EEXE 7071 Research Project 3

TOTAL 33 hours

~~**Track Two: Mild to Moderate Disabilities**~~

~~**A. Professional Core for Tracks One and Two (21 hours)**~~

~~FOUN 7060 Education Research ..... 3~~

~~EEXE 7000 Characteristics of Behavior Disorders ..... 3~~

~~EEXE 7001 Technologies for Special Educators (or equivalent technology course) ... 3~~

~~EEXE 7030 Characteristics of the Learning Disabled ..... 3~~

~~EEXE 7035 Advanced Methods of Instruction for Individuals with Learning Disabilities ..... 3~~

~~EEXE 7040 Social Development and Anger Management ..... 3~~

~~EEXE 7403 Brain Research and Educational Practice ..... 3~~

~~**B. Transition Core (6 hours)**~~

~~EEXE 7319 Career Development and Transition ..... 3~~

~~EEXE 7320 Vocational Assessment of Special Education Students ..... 3~~

~~**C. Capstone Courses (6 hours)**~~

~~EEXE 7070 Advanced Research Methods ..... 3~~

~~EEXE 7071 Research Project ..... 3~~

~~**TOTAL** **33 hours**~~

Rationale: The candidate pool is too small to support two tracks. We have chosen to move forward with the more popular track.

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

Items 1 from the Department of History was discussed and approved by the committee.

1. **Delete the following course:**
   HIST 6500 CONTENT METHODS HISTORY 3-2-3

   Rationale: HIST 6500 was created to support the College of Education, but has not been taught. The course will never be taught, as the College of Education offers their own version of the course.

   Effective Term: Fall 2014

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

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Informational Item: PCLE 7700. PCLE 7700 was created in January 2012 with a grading mode of S/U. The course is being offered for the first time in Spring 2014, and it was discovered that the grading mode at the time of creation was an error; it should have been Normal rather than S/U. The grading mode has been changed from S/U to Normal to correct the error. This informational item is to document the change.

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

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor

Grade Appeal Process

~~Appeals~~In accordance with Armstrong Atlantic State University regulations, appeals for a change of grade ~~may be~~are initiated ~~through~~by the ~~head of the appropriate academic department~~ student prior to midterm of the semester after the grade was received~~,~~. A change of grade, other than incomplete, may not be made later than two calendar semesters following the semester in ~~accordance with~~ which the ~~regulations of Armstrong Atlantic State University.~~ grade was received.

A student who contests a grade ~~will have~~must follow the following ~~line of appeal~~procedure:

1. The student will discuss the contested grade with the instructor involved.
2. If the grade dispute remains unresolved, the student will meet with the department head/program director and the instructor. If the grade dispute is with the department head/program director, the student will meet with the dean of the college ~~or~~ /school (or designee) and the department head~~.~~/program director. A "memorandum for the record" will be prepared by the department head (~~or~~ dean or designee) which will include the substance of the conversations and pertinent documentation presented during the meeting. The student will receive a copy upon request.
3. If the grade dispute remains unresolved, the student will ~~present his~~request a formal hearing, in writing by mid-term of the semester following the posting of the disputed grade, according to the procedures outlined by the college.
   a. College procedures are available in the dean's offices
   b. Colleges may choose to have one or ~~her~~two levels of review: departmental appeal ~~in writing to the~~ committee and/or college appeal committee.
   c. Committees deliberate in closed door sessions after both the student and the instructor have presented their case and documentation. All discussions are confidential.
4. In the event of a departmental review, the department head ~~or the dean of the college or school, as applicable, who~~ will ~~then~~ appoint ~~a review board~~the departmental appeal committee to hear the appeal. ~~It is expected that the student~~ The committee will ~~initiate this step no later than midterm semester after the grade was received (except if~~operate according to A-D below. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite~~—~~, see ~~Item 4~~"6" below~~).~~.
   a. The ~~review board~~departmental appeal committee will consist of the ~~department head or the dean of the college, as applicable, and two~~ at least three faculty members ~~of the department~~, not including the instructor involved. ~~A separate~~Membership on the departmental appeal committee may include faculty from other departments in the college when deemed necessary by the department head. One of the faculty members will be designated by the department head as the hearing officer ~~shall be appointed by the college dean. In small departments, membership may come from outside the department.~~.
   b. The ~~review board~~departmental appeal committee shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
   c. The ~~review board~~departmental appeal committee will hear the grade appeal and present its findings to the assistant dean of the college ~~dean~~ within 30 business days from the initiation of the appeal.
   d. Students may appeal the departmental appeal committee decision to the assistant dean for a college committee hearing within 10 business days of the departmental appeal committee decision.

5. In the event of a college level review, the dean of the college (or designee) will appoint a college appeal committee to hear the appeal. The college appeal committee will operate according to A-D below. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, see "6" below.
   a. The college appeal committee will consist of at least one faculty member from each department, not including the instructor involved. The assistant dean of the college (**or other faculty chosen by the Dean of the college)** will chair the college committee and serve as an ex-officio member of the committee.
   b. The college appeal committee shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
   c. The college appeal committee will hear the grade appeal and present its findings to the dean of the college prior to the last ~~week~~day of the semester.

~~4~~6. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, then the following timetable will be met at the first of that semester/term:
   a. If a grade appeal is not resolved with the instructor concerned, the student will file an appeal in writing with the department head/program director (or the ~~dean of the~~ college ~~or~~ /school dean or designee if the grade dispute is with the department head/program director). This step will be taken by the ~~second~~first day of classes of the semester/term following the posting of the disputed grade.
   b. The ~~review board to hear the~~college appeal committee will be appointed by the third day of the semester~~. If department members are not available to form a review board, the dean of the college or school, in consultation with the department head,~~ and will ~~appoint a review board.~~
   ~~c. A review board will~~ hear ~~and complete~~ the grade appeal by the ~~fifth day of the semester and present its findings to the school dean through the hearing officer (or the Vice President if the dean is a member of the committee).~~third day of the semester.
   c. The college appeal committee will present its findings to the college dean by the fifth day of the semester
   d. If the appeal to the college dean is denied, the student will be ~~dropped~~removed from the official class roster of the course if the student is already enrolled.

~~5. If~~7. In all cases, if the college dean denies the appeal, the student may ~~continue the~~ appeal to the ~~Vice President and Dean of Faculty~~provost's office. This appeal must be in writing and must be filed within five days of notification from the college dean.

~~6~~8. Neither the ~~President~~president nor the Board of Regents will accept or consider appeals based on academic grades.

Students should consult their program and college for further information and ~~other~~*their policies that may apply.*

Faculty Senate Resolution: Preservation of Degree Programs

WHEREAS the Chief Academic Officer of the University System of Georgia (USG) has instituted a review of all "low-producing" degree programs (defined for the Bachelor's degree as graduating fewer than 10 students per year) with instructions to then look "…below the surface to uncover information that truly speaks to the overall health of the program's enrollments and its contributions to advancing our educational goals", and;

WHEREAS some 14 programs at AASU were so identified (AAS in Criminal Justice, BA in Gender and Women's Studies, BA in Law and Society, BA in Chemistry, BA in Arts, BA in Music, Bachelor's of Music Education, BS in Communication Sciences and Disorders, BS in Art Education, BS in Chemistry, BS in Applied Physics – see attached Appendix, BSE in Special Education, BS in IT, and BS in Nursing RN to BSN), and;

WHEREAS the fixed number of 10 graduates ignores both the vast range in enrollment across USG institutions (from 34000 at UGA to 2600 at South Georgia State College) and the even larger discrepancy between the most popular and least popular fields of study (i.e., approximately one Bachelor's degree out of every four awarded nationally is in Business, while only 36 out of 10,000 are in physics), and;

WHEREAS the USG does seem to understand that differences in institutional size and discipline taught are important for the purposes of formula funding (http://www.usg.edu/fiscal_affairs/documents/Consolidated_Formula_Presentation_-_November_Board_-_Final.pdf refers to both enrollment and subject matter on slides 8-10);

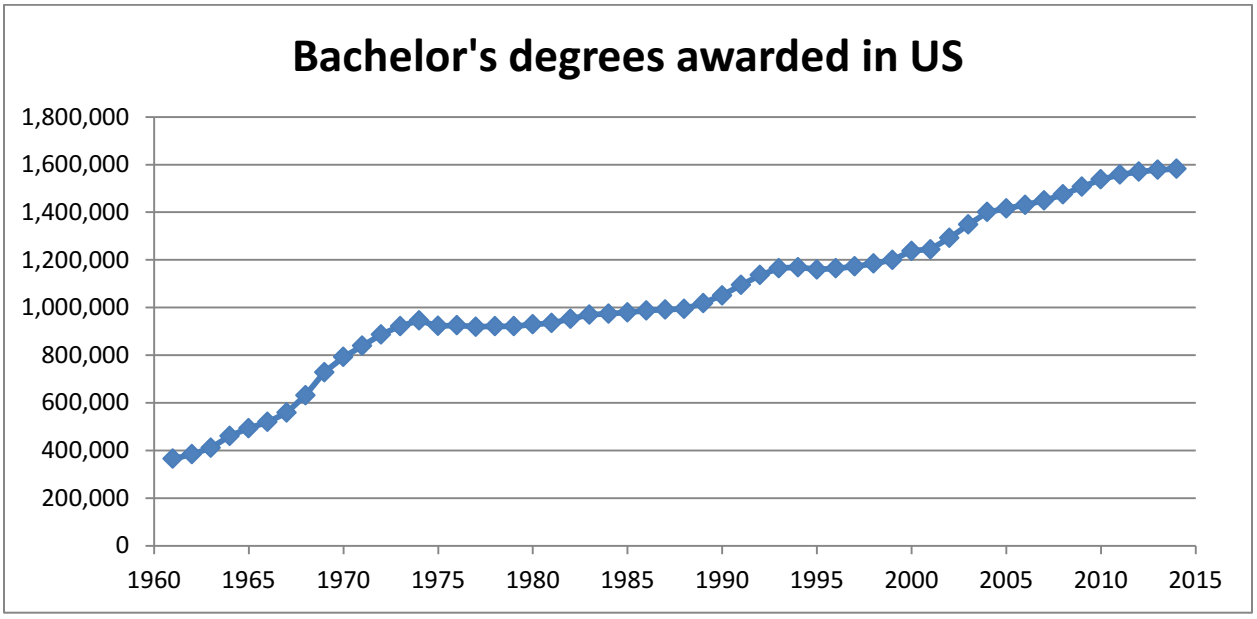
THEREFORE, be it resolved that the Faculty Senate of Armstrong Atlantic State University strongly opposes the application of this ill-considered "one-size-fits-all" approach across all fields of study, as well as across such a diverse group of institutions as are found within the USG. Be it further resolved that the Faculty Senate urges the President to both support existing programs with students matriculating through them and have enrollments consistent with peer institutions, and decline to implement this policy and all similar directives from the USG until additional rational study occurs regarding what constitutes "the health of a program" relative to institutional size.

Physics at Armstrong – A Detailed Report:

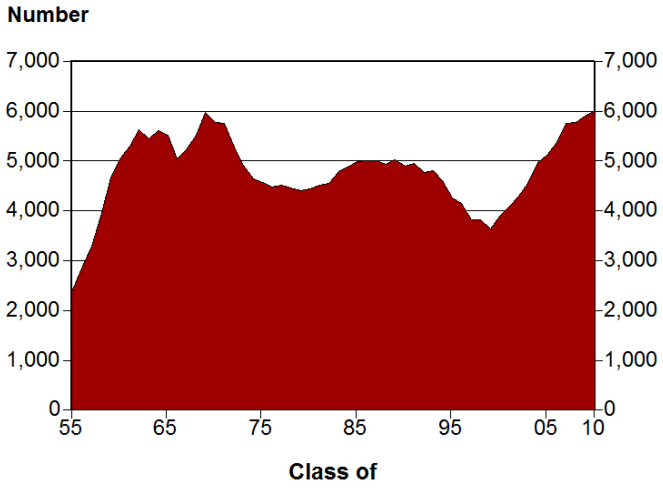
- Physics has been a vital and transformative part of the US economy for the past century.
- Physics graduates tend to have low unemployment rates, diverse occupations, and high scores on standardized tests for Law & Medical schools.
- Many of Armstrong's physics graduates have excellent jobs or are in graduate schools.
- Armstrong's rate of physics degree production as a fraction of all bachelor's degrees awarded is in line with both the national average and that of our peers.
- The arbitrary limit of 10 graduates per year to avoid program closure would result in the removal of the physics degree at **94%** of the country's schools that offer the degree, **including** the University of Georgia, which produces approximately seven times as many bachelor's degrees as Armstrong, but only about 2.5 times as many in physics. Considering Armstrong's rate of production of all bachelor's degrees, 10 physics majors per year would require the program to graduate majors at **three times** the national average.
- Of our self-identified Comparator Peers, Aspirational Peers, and the peer group assigned to us by the IPEDS (a total of approximately 50 schools), the **overwhelming majority** (90%) offer a bachelor's degree in physics. In the Comparator Peer and IPEDS peer groups, there are **four** that graduated 10 or more physics students in 2011-12 (note that three of these graduated exactly 10). Even among our Aspirational Peers, only four of the 10 graduated 10 or more physicists.
- Armstrong's peer institutions understand the value of a physics degree and continue to offer it even though it does not and likely will not ever attract hordes of students. Multiple other programs at Armstrong graduate fewer than 10 students per year over a five-year average.
- Eliminating physics will save **no** money, as we are primarily a service program and the upper level courses do not consume even one FT faculty position. As a joint department, there would be none of the typical savings associated with program removal, such as the loss of a department head or administrative assistant.
- The national shortage of physics teachers **trained** in physics is well documented and seen by many observers as a critical need for a strong economy in the 21st century. These teachers can only get that training if physics degrees are available.
- Armstrong's physics faculty (four permanent, one temporary) are **not** the least productive (defined by students x credit hours / faculty member) even in the College of Science and Technology, where the necessity of laboratories (3 contact hours per credit hour at the introductory level) negatively impacts that statistic. If the productivity metric is changed to a financial one (students x credit hours / salary), the ratio is even more dramatic.

The number of physics bachelor's degrees awarded in the US as a fraction of all bachelor's degrees has never been impressive, as the charts below demonstrate.

(from http://nces.ed.gov/programs/digest/d04/tables/dt04_247.asp)



Physics Bachelor's Degrees Awarded in the US, 1955 through 2010.



(from http://www.aip.org/statistics/trends/highlite/edphysund/figure2.htm)

For the 50 years before 2010, there was never a year where there were 6000 or more people graduating with a bachelor's degree in physics. For a half century, the total number of physics bachelor's degrees awarded in the US would total around 250,000. Making the approximations that 1) they are all alive and 2) that no one who received a bachelor's in physics before 1962 is still alive, with the current US population of something over 315 million, we can safely say that physicists are and always have been fairly rare, comprising less than 0.1% of the population. Fewer than four of every 1,000 bachelor's degrees awarded are in physics. This is a **national** problem, not just a Georgia problem or an Armstrong problem.

What are the best majors in terms of preparation for the LSAT or MCAT? It would seem something like Pre-Med or Pre-Law (for schools that have such majors) would be ideal. As shown below, the major with the highest average score on the MCAT is Biomedical Engineering (not offered at Armstrong). The second best is Physics. For the LSAT, Physics is the top-scoring major on average.

Average MCAT Scores by Selected Majors, 2009.

	Physical Sciences	Biological Sciences	Verbal reasoning	Number of applicants
Biomedical Engineering	10.9	10.7	9.6	1,005
Physics	11.1	10.3	9.6	207
Electrical Engineering	10.9	10.5	9.4	195
Economics	10.4	10.5	9.7	566
Neuroscience	9.9	10.6	9.5	1,066
Mathematics	10.3	10.1	9.6	374
English	9.4	9.9	10.3	434
Biochemistry	9.9	10.3	9.1	2,594
Chemistry	9.8	9.9	9.0	2,091
Microbiology (or Bacteriology)	9.0	9.9	8.7	775
Psychology	8.8	9.4	9.1	2,421
Biology	8.7	9.5	8.7	12,705
Premedical	8.3	9.0	8.4	663
All Majors	9.2	9.8	9.0	41,487

The Medical College Admissions Test (MCAT) has three sections of standardized multiple choice questions (total of 219 items) with an additional writing sample comprised of two essays. Scores of 9.5 to 11 in each section are considered competitive by most medical schools.

Source: Association of American Medical Colleges, Data Warehouse

http://www.aip.org/statistics

Average LSAT Scores* by Selected Majors, 2009.

	Mean score	Number of applicants
Physics	161.5	180
Mathematics	159.7	336
Economics	157.4	3,047
Electrical Engineering	156.3	546
Mechanical Engineering	156.0	427
Chemistry	155.7	355
English	154.7	5,120
Biology	154.5	1,055
Computer Science	154.0	682
Political Science	153.0	14,964
Psychology	152.5	4,355
Pre Law	148.3	1,078
Criminal Justice	145.5	3,306
All Majors	152.6	81,530

*The scores in the table are for individuals who applied to Law school for the 2007-08 academic year. All test takers are not represented. Individuals may have taken the LSAT months or possibly years earlier.

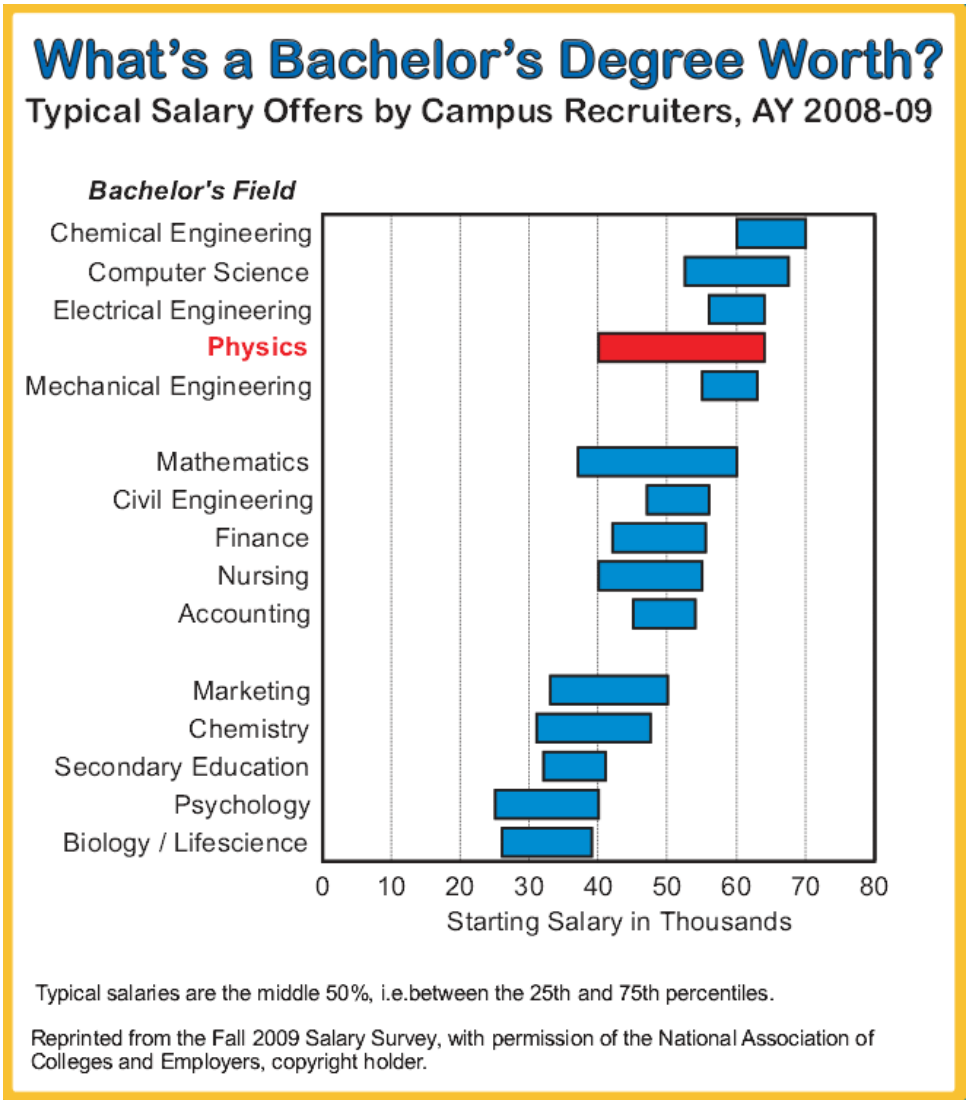
Source: AIP Statistical Research Center compiled data from the Law School Admission Council, Newton PA.

http://www.aip.org/statistics

The reason physicists do so well on these tests is not connected to any coverage of relevant material in class; there is no anatomy in quantum mechanics and students in electromagnetic theory do not review decisions of the Supreme Court. The performance is tied to the ability to solve problems - not just in the cookbook sense of plugging numbers in formulas, but in the broader sense of being presented with something new and unfamiliar and being able to analyze it and understand it quickly.

This variety is underscored in the report available at http://cew.georgetown.edu/whatsitworth/ reviewing the economic value of various majors; physics was listed as the major dispersed across the most occupations. In short, physics is good training for almost anything that comes next.

The same study also revealed that physics is one of the 10 majors most likely to obtain a graduate degree.

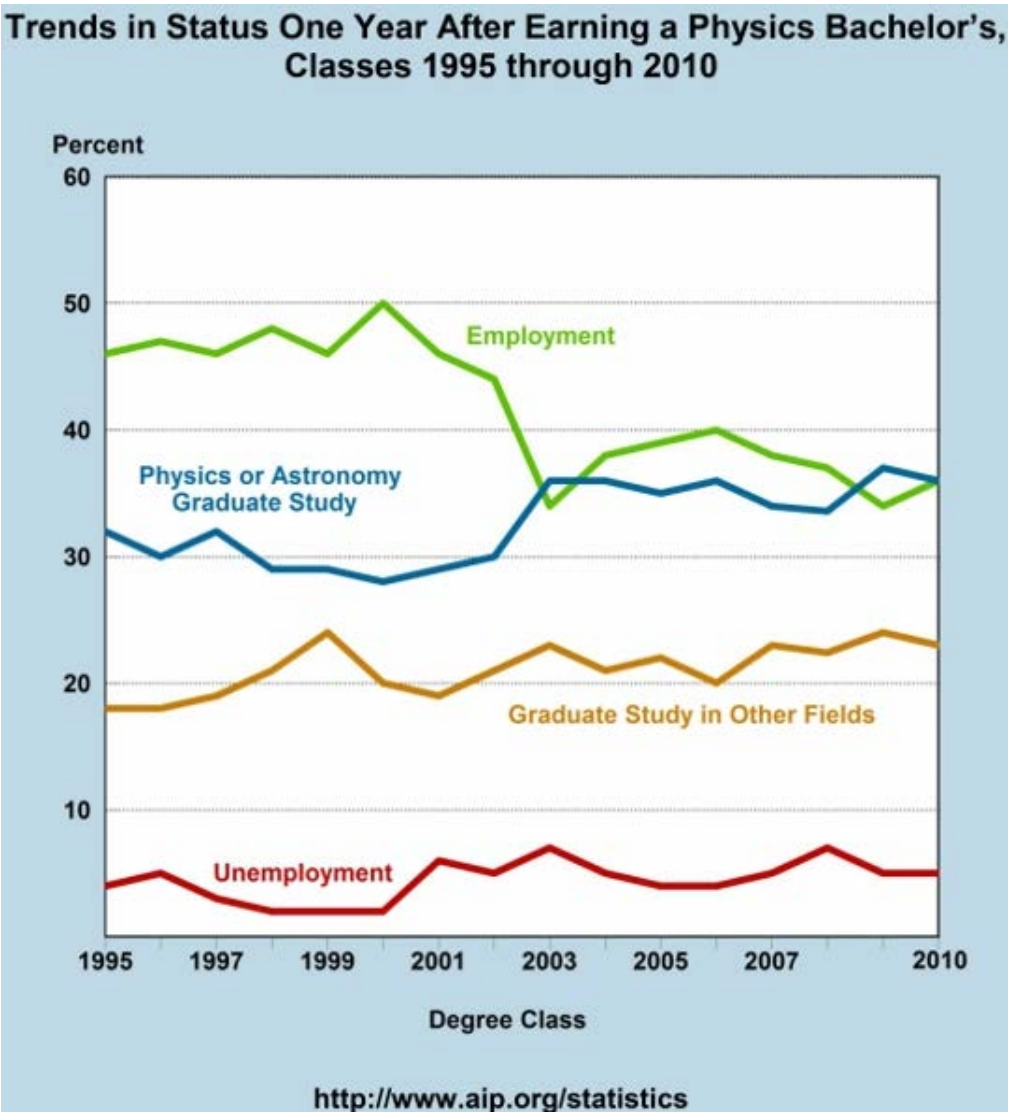


As shown in the graphic above, physics can be one of the most financially rewarding bachelor's degrees.

Tracking our recent alumni, we have several in graduate schools (Amy Gall, Kaye Archer, James Dew, Juliana Donohoe, Aristide Sanou, and Zeeshan Vira), one in medical school (Caleb Richards), two teaching school (Maxcy Hicks and Elliott Mitchell, who is also planning to pursue a Ph.D. in Statistics), several in design/manufacturing/engineering (Casey English, Josh Kennedy, Bryan Branning, Charles Skala, Karl Boutwell, and Clinton Hammond), and four working for various County, State, or Federal government agencies (Nathan Hack, Kevin Rippman, Shawn Royal, and Alison Bell Royal).

These students are using skills learned in pursuit of a physics degree in a wide variety of different fields. This is the key point about a physics education; even if a student never becomes a "physicist", he or she will have had a unique preparation for whatever comes next, whether it is school or employment.

The data below reflect the employability of a physics graduate as compared to other fields of study.



(from http://www.cbsnews.com/news/25-college-majors-with-lowest-unemployment-rates/)

Of the 100 most popular majors, the list contained the 25 with the lowest unemployment rates (degrees we offer are highlighted):

- 1. Medical technology technician 1.4%
- 2. Nursing 2.2%
- 3. Treatment therapy professions 2.6%
- 4. Medical assisting services 2.9%
- 5. Agriculture production & management 3.0%
- 6. Industrial production technologies 3.1%
- 7. Pharmacy 3.2%
- 8. Communications & disorders sciences 3.3%
- 9. Elementary education 3.6%
- 10. Special needs education 3.6%
- 11. Miscellaneous education 3.7%
- 12. Mechanical engineering 3.8%
- 13. High school teacher 3.8%
- 14. Theology & religious vocations 4.1%
- 15. Management info systems & statistics 4.2%
- 16. General education 4.2%
- 17. Health & medical administrative services 4.3%
- 18. Transportation science & technologies 4.4%
- 19. Finance 4.5%
- 20. Physics 4.5%
- 21. PE/health education 4.5%
- 22. Criminal justice and fire protection 4.7%
- 23. PE/Park & Recreation 4.8%
- 24. Civil engineering 4.9%
- 25. (tie) Electrical engineering; environmental science; math 5%

The Armstrong Mission states: "Armstrong is teaching-centered and student-focused, providing diverse learning experiences and professional programs grounded in the liberal arts." Removing the possibility of earning a degree in physics means that the learning experiences will be **less** diverse, eliminating the upper level courses in the most foundational of all sciences from the list of possible subjects students can explore. A liberal arts education is not supposed to be regarded as a nonspecific trade school program; the goal is supposed to be the creation of well-rounded citizens who can think critically. The two most abstract subjects studied by humanity must be mathematics and physics. Removing one of these as a choice of major may seem to matter to only a few students who will no longer be able to get a physics degree in or near Savannah; in reality, it substantially changes the character of the institution. A variety of programs at AASU are below or near the arbitrary threshold of 10 graduates per year:

Annual number of graduates (five year average) as determined by 2012 Fact Book

Math	12.6
Health & PE	12.6
Chemistry (BA+BS)	12.2
Communications Science/Disorders	11.0
Computer Science	9.4
Special Ed	7.4
Art Ed	6.2
Music Ed	4.4
Law & Society	4.4
Music	3.8
Art	2.8
Physics	2.6
Gender & Women's Studies	2.0

Is the removal of a core STEM discipline advisable when the USG has announced its "USG STEM Initiative" which seeks to increase the production of "K-12 students who are prepared for and are interested in majoring in STEM disciplines in college" and "the number of qualified K-12 STEM teachers"? It would seem the USG is taking action in a positive way, seeking to increase STEM major production further down the educational pipeline rather than cutting it off altogether. Why would the USG want to increase the number of STEM majors while simultaneously decreasing the number of major fields? How will this look as Armstrong tries to secure the Engineering Studies degree path?

What is the situation at other universities? Looking at the institutions Armstrong refers to as "Aspirational Peers" (http://www.armstrong.edu/images/institutional_research/Comparator%20and%20Aspirational_Peer%20Comparison_06-18-12.pdf), we find Appalachian State, the College of Charleston, Georgia College and State University, North Georgia College, Salisbury University, UNC-Wilmington, the University of North Florida, the University of South Alabama, the University of Tennessee at Chattanooga, and Weber State University. **Every single one** of these institutions has a physics bachelor's degree. Even among our "Comparator Peers", 10 of them have a bachelor's in physics and only **three** (Auburn Univ. at Montgomery, Columbus State, and the University of Louisiana at Monroe) do not. What exactly is our plan for reaching our "aspiration"?

We can also examine the peers generated by the IPEDS (Integrated Postsecondary Education Data System) at the National Center for Education Statistics (a division of the US Dept. of Education). The most recent data available are for the 2011-2012 academic year (which was slightly, but not dramatically, better than average for us at Armstrong).

IPEDS peers from https://nces.ed.gov/ipeds/datacenter/Dfr.aspx?unitid=acaeb3b2b3b4

Institution	Phys Major	2011-12 Phys Grads	2011-12 Bach award	UG enroll F12	Physics Bach/ 1000 Bach (all)
Alabama State @ Montg	N		542	4679	
Augusta State	Y	1	676	4104	1.48
Cal State Bakersfield	Y	4	1490	5480	2.68
Cal State Stanislaus	Y	9	1555	6321	5.79
Chicago State	Y	4	745	3012	5.37
Clarion U of Penn	Y	7	942	4611	7.43
Columbus State	N		834	4947	
East Stroudsburg U of Penn	Y	2	1398	5741	1.43
Edinboro U of Penn	Y	4	980	5565	4.08
GA College & State U	Y	No report	1214	5128	
Morehead State	Y	2	1115	5887	1.79
New Jersey City Univ	Y	0	1208	4834	0.00
Norfolk State Univ	Y	2	813	5344	2.46
NW Missouri State	Minor, BS w/nanoph conc		1000	5335	
Pittsburg State (KS)	Y	1	1150	5734	0.87
Purdue Univ Calumet	Y	2	1004	5140	1.99
Rhode Island College	Y	1	1307	5533	0.77
Sonoma State	Y	10	1723	7288	5.80
Southern Univ & A&M (LA)	Y	3	798	3825	3.76
Southern Utah U	Minor		884	5552	
SUNY-New Paltz	Y	7	1756	6078	3.99
SUNY College @ Brockport	Y	5	1668	6443	3.00
SUNY College @ Cortland	Y	No report	1426	6223	
SUNY College @ Plattsburgh	Y	10	1274	5318	7.85
The College of NJ	Y	21	1513	6340	13.88
Univ. of Houston Clear Lake	Y	0	1262	2109	0.00
Univ of LA - Monroe	N		1116	5116	
U of MI - Dearborn	Y	1	1227	4869	0.81
U of MI - Flint	Y	2	1075	4379	1.86
U of Neb @ Kearney	Y	2	788	4964	2.54
U of N Alabama	Y	2	941	4942	2.13
U of Southern Maine	Y	3	1350	4607	2.22
U of Wis - Platteville	Y	10	1172	7021	8.53
West TX A&M	Y	0	1297	5226	0.00
Average		**4.26**	**1154.2**	**5226.3**	**3.24**
AASU	**Y**	**4**	**881**	**4839**	**4.54**

Of the 34 institutions identified as peers of AASU, 29 offer a bachelor's degree in physics. One offers a bachelor's in nanoscience with a nanophysics concentration, one other offers a minor, and three have no physics major or minor. Using the most recent data (2012) for this peer group, the number of physics degrees per 1000 bachelor's degrees awarded averages 3.24. In 2012, AASU's rate was 4.54. Notice that, of the 27 schools offering a bachelor's degree and notifying the APS of their graduations, 17 of them graduated majors at a rate of 3/1000 or less. Of the remaining 10 schools awarding more than 3/1000 of their bachelor's degrees in physics, **one** produced more than 10 per thousand. According to the Fact Books available online, Armstrong 906 bachelor's degrees in FY 2011 was its largest total from FY05 through FY 12. For physics to graduate 10 majors per year would mean producing them at **a minimum of** three times the national average, or about 3.5 times the average of our peer group.

While our rate of degree production is not significantly inferior to our peers, we do have challenges. The most math-intensive major at Armstrong (other than mathematics itself, of course) is physics. Armstrong is not a highly selective university; the mean SAT math score for FTFT freshmen in 2012 was 501, placing the average student at the 45th percentile for college-bound high school seniors. For Fall 2013, there were 344 students enrolled across MATH 0097, 0099, & 1001. College Algebra enrollment (MATH 1111) was 735 students. There were 278 and 441 students, respectively, in the same classes in Spring 2013. For comparison, Calculus I enrollments were 135 in Spring 2013 and 146 in Fall 2013. It is evident from these numbers that Armstrong students are not particularly strong mathematically, yet we are able to bring students up to the required level at a rate in line with the national average.

How does the University of Georgia compare to Armstrong? Although UGA has not reported 2011-2012 data to the AIP, the data for the years from 2001-02 through 2010-2011 are shown below. As you can see, UGA only awarded 10 bachelor's degrees in physics twice in that 10-year period. Their five-year average is 7.8 graduates per year, and their 10-year average is 7.0 graduates per year. For comparison, UGA produced 7.4 times as many bachelor's degrees of all kinds as did Armstrong over the four years shown below. They only produced 3.2 times as many physics bachelor's degrees. They are at roughly 1/3 of the national average in terms of rate of production.

UGA Physics Bachelor's Degree Production			
Academic Year	Physics Bachelor's	Total Bachelor's	**Expected** Production if at National Average of 3.6/1000
2010-11	10	6845	24.6
2009-10	6	6490	23.4
2008-09	6	6316	22.7
2007-08	10	6414	23.1
2006-07	7		
2005-06	6		
2004-05	7		
2003-04	9		
2002-03	7		
2001-02	2		

Average for 5 years from 06-07 to 10-11: 7.8
Average for 10 years from 01-02 to 10-11: 7.0

While it is obvious that UGA is able to attract a more academically accomplished student body than Armstrong, they have not managed to meet the state's standards even with an enrollment that dwarfs Armstrong's. It is worth noting, however, that they are not alone. From a recent paper in the *American Journal of Physics* (AJP 81, 943 (2013)):
"Low graduation rates are often defined as those below five graduates per year averaged over five years, but some states are examining legislation that mandates a higher graduation rate. The American Physical Society's Director of Education and Diversity, Theodore Hodapp, discussed the dire consequences to physics programs if these initiatives were implemented in all states.[6] If a minimum of five graduates per year were required, 58% of all physics undergraduate programs would close; if ten graduates per year were required then 94% of all programs would close."

What is physics providing? While the absolute number of physics graduates has **always** been small in the United States, it is worth reviewing what that tiny fraction of the public has accomplished in the last several decades.

- The CCD sensor, present in all digital cameras/webcams/cell phone cameras.
- The imaging technology in scanners/copiers
- The photovoltaic solar cell/panel
- Giant Magnetoresistance – the operating principle behind computer hard disk drives
- The transistor and the integrated circuit
- The World Wide Web
- The MASER & LASER (used in communications, surgery, industrial cutting/drilling, CD/DVD/Blu-ray players, atomic clocks, etc.)
- The Global Positioning System. Had this been launched without knowledge of both Special and General Relativity, it would have been useless within an hour. Positional errors (currently a few meters) would grow at about 11 km (7 miles) per day.
- Various advanced microscope technologies, such as the electron microscope, the scanning tunneling microscope, and the atomic force microscope
- Nuclear power and nuclear weapons
- Medical imaging (X-ray, CT, PET, SPECT, MRI, etc.) as well as radiotherapy
- Holography (used to deter counterfeiting of credit/debit cards, currency, and a variety of consumer goods)
- The space program
- Major contributions to scientific instrumentation in every discipline, such as ^{14}C dating, mass spectroscopy, atomic absorption spectroscopy, UV-Vis spectroscopy, etc.

The rarity of physics expertise also poses problems for K-12 education. The need for more physicists and more ***trained*** high-school physics teachers is well documented. From the AJP article cited above:

"In a 2012 report, the President's Council of Advisors on Science and Technology warned that over the next decade the United States will produce 1,000,000 fewer science, technology, engineering, and mathematics (STEM) graduates than the number needed for the health of the economy.[1] This is part of a projected overall shortfall of 300,000 college graduates per year.[2] This is only the most recent high-profile warning of the critical need to increase the production of graduates with a technical education. In 2007, the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine warned of the need for both additional support for undergraduates pursuing STEM degrees and a desperate need for additional well-prepared teachers to train those students before they enter higher education programs.[3] The National Governors Association has adopted an agenda that seeks to increase both the number of STEM majors and the general STEM knowledge of all students.[4] These reports and many others directly associate the nation's long-term economic health with improved STEM education and the production of more STEM majors. Physics departments play a key role in meeting this need. Physics is a core STEM discipline, and physicists form an important segment of the STEM workforce. Physics is also one of the central science classes taken by future STEM graduates both at the high school and college level, and as such has a role in training and recruiting STEM majors that is disproportionate to the actual number of physics degrees produced.

The number of physics majors graduating in the United States suffered a pattern of decline beginning in 1970 when about 6000 physics undergraduate degrees were conferred and continuing until the year 2000 when fewer than 4000 graduates were produced. After reaching a minimum around the year 2000, graduation rates have steadily increased back to their 1970 level.[5]"

(From https://phystec.physics.cornell.edu/content/crisis-physics-education)

The Crisis in Physics Education

The US economy is in a time of major transition, as we move from an agriculture and manufacturing based economy to one more firmly based on knowledge and continuous innovation. The jobs of the future will require greater ability to invent, improve and adapt, and to see beyond present problems to future opportunities. This requires a scientifically educated and trained populace.

At this critical juncture, the US faces a current and future shortage of science, technology, engineering and mathematics (STEM) professionals. This shortage is due in no small part to a **critical shortage of qualified high school physics teachers**. High school physics is a prerequisite for nearly all STEM careers. The shortage of physics teachers is leaving too many US students unprepared for college study in STEM disciplines. America lags far behind most of our global competitors in physics training.

The US has a critical shortage of high school physics and middle school physical science teachers.

- Of all school subjects, Physics has the most severe teacher shortage, followed by math and chemistry. There are large surpluses of biology and earth science teachers.
- Only 1/3 of all high school physics teachers have a degree in physics or physics education.
- Almost 1/3 of all high school physics teachers have taken fewer than 3 college physics classes.
- 90% of middle school students are taught physical science by a teacher lacking a major or certification in the physical sciences (chemistry, geology, general science or physics).
- Our local and regional school districts have had substantial difficulty finding and retaining qualified physics teachers. 52% of New York City high schools do not even offer physics.

Too few US high school students take physics.

- Only 1/3 of US high school students take physics. This is far less than in most countries with which we compete economically. Many countries require all students to take physics. To bring the US to their standard would require a fivefold increase in the number of physics teachers.
- Physics, more than any other subject in high school, teaches quantitative and analytical reasoning skills. Math is an important tool, but physics makes math "real".
- Physics is a prerequisite for nearly all careers in engineering, chemistry, biology, environmental and earth sciences, and the medical and veterinary sciences. Many with physics training go on to careers in finance, economics and management. These are well-paid, well-respected careers that historically have provided a upward path for the socioeconomically disadvantaged.
- Because so many physics teachers are underqualified, too few of those who do take high school physics emerge with the skills and confidence to pursue college study in physics and STEM disciplines. Too many science-capable students end up in biology and the life sciences.

We are not training enough scientists and engineers.

- Too few US citizens are pursuing STEM careers.
- The National Academies report "Rising Above the Gathering Storm" describes how domestic shortages of technical talent threaten our economic competitiveness.
- Since 9/11, immigration of foreign talent to the US has been severely limited.
- The large STEM-trained populations in China and India are supporting burgeoning industrial development in those countries.

Our national security is at risk.

- In many defense industries, the average age of the technical workforce is nearly 55.
- Too few of the younger generation are choosing to work in these industries.
- We cannot make up this shortage by hiring foreign nationals.

Women and minorities are underrepresented in STEM fields.

- Women are underrepresented by a factor of 2. African Americans and Latinos are underrepresented by a factor of 4 or more.
- Most leakage from the STEM career "pipeline" occurs in high school and in the transition from high school to college, not in college. Most students who do not / cannot take high school physics never enter the pipeline.
- Engaging, well-prepared physics teachers are critical to providing capable students — and especially women and minorities — with the confidence and interest to pursue STEM degree programs. Poor initial physics experiences can dissuade and demoralize.
- Highly qualified physics teachers tend to be hired by wealthy suburban school districts, not by districts in our inner cities and rural areas. Inequality of opportunity in physics education contributes to inequality in college and career outcomes.

Teacher education programs do not attract students who are strong in physics.

- For historical reasons, most K-12 teacher training in the US occurs at Tier II and Tier III colleges and universities. These have lower admissions standards and attract fewer students who are strong in physics.
- At Tier I universities like Cornell, physics-capable students are abundant. However, teacher training programs have little visibility to these students, and have little caché with their professors, parents and peers.
- In New York State, physics teachers must first earn and undergraduate degree in physics or physics education. The top 10 institutions for physics teacher training produce 52% of all certifications but only 16% of physics majors. These institutions have relatively unselective admissions.
- The top 10 NYS institutions for training physics majors produce 61% of all majors but less than 4% of physics teacher certifications.
- Tier I institutions must thus play a larger role in recruiting and training physics teachers if the shortage is to be addressed.

University System of Georgia Board of Regents Resolution Against Academic Boycotts

ATLANTA (Jan. 8) STATEMENT: Today the University System of Georgia Board of Regents unanimously adopted the following resolution:
Three academic professional organizations have endorsed and seek support for an academic boycott of Israeli scholars and academic institutions.
In contrast, both the American Association of University Professors and the Association of American Universities have announced their opposition to this boycott.
On behalf of the University System of Georgia and its institutions, we strongly oppose such academic boycotts. The call for this boycott directly violates academic freedom, which is the fundamental principle of American higher education essential to the research, teaching, and public service activities of our institutions.

107.4.5 Promotion from Lecturer to Senior Lecturer

Lecturers
The appointment and promotion of lecturers at Armstrong is based upon the experience and academic background of the candidate as well as the instructional needs in the position. The designation applies to non-tenure track positions that carry out special instructional functions. The position is governed by all provisions of Board of Regents' policy 8.3.8.1, including being capped at no more than 20% of the FTE corps of primarily undergraduate instruction. The administration shall facilitate a reasonable distribution among departments and schools in usage of these positions across the university.

Lecturers are part of the corps of instruction and members of the faculty. As such, lecturers have access to the same grievance procedures as available to all members of the faculty.

As stated in the Board of Regents Policy Manual 8.3.4.3: "Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary." Notification of non-reappointment will be provided as early as possible, but no later than the deadlines specified in the schedule of or non-renewal of contracts (See sections 107.4.6 Retention of Limited-Term and Non-Tenured Faculty Members and 107.5.4 Non-Renewal of Contract). In no case will the service as lecturer or senior lecturer imply any claim upon tenure.

Reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the reviews of the lecturer demonstrate "exceptional teaching ability and extraordinary value to the institution~~.~~"as defined by college and department promotion guidelines. The decision to reappoint a lecturer without promotion beyond six years resides with the supervising department head.

Lecturers or senior lecturers who have served for six or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures of Armstrong.

Evaluations
Every lecturer and senior lecturer shall have an annual review conducted along the same schedule as individuals in the professorial academic ranks (See section 105.2 Faculty Evaluation). Any additional requirements for departmental input or constitution of the review committee may be adopted by the individual department and/or college in which they are appointed. For lecturers, annual performance reviews should show achievement in teaching and achievement in at least one of the following areas:

- service;
- professional growth and development

Promotion to Senior Lecturer
Lecturers who are reappointed after six years of review can be considered for promotion to senior lecturer, to begin in their seventh year of service. To be promoted to senior lecturer, annual performance reviews and other credible evidence as defined by college and department

promotion guidelines are required to show exceptional teaching ability, extraordinary value to the institution, and noteworthy achievement in at least one of the following areas:

- service;
- professional growth and development

In keeping with Board of Regents' policy, promotion to senior lecturer requires approval by the President.

As stated in the Board of Regents Policy Manual 8.3.4.3: "… [S]enior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary."

Board of Regents' Policy Manual, Personnel, 8.3.8 Non-Tenure Track Personnel *http://www.usg.edu/policymanual/section8/policy/C245/#p8.3.8_non-tenure_track_personnel*

Armstrong Atlantic State University

Faculty Salary Study

November 25, 2013

Study Committee:

Study Committee:
Mr. David Carson
Dr. Catherine Gilbert
Ms. Laura Mills
Dr. Erik Nordenhaug
Dr. Cliff Padgett
Ms. Lynn Roberts
Dr. Michael Toma (Facilitator)

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Executive Summary

In October 2013, Armstrong's President, Dr. Linda Bleiken established and charged an ad hoc committee representing the four colleges of the university, along with the Office of Institutional Research, with conducting a Faculty Salary Study. This represents the third such study conducted, following those released in 2011 and 2008.

The 2008 and 2011 committees agreed to use data from the College and University Professional Association for Human Resources (CUPA-HR) to conduct salary comparisons between Armstrong and 44 peer institutions, the same as in 2008 and 2011. The peer group was selected based on the following criteria: Public, Southern, Masters I, and Non-HBCU; including, for example, Appalachian State and College of Charleston.

The analysis was conducted by rank-discipline groups. The resulting Armstrong means were compared to CUPA-HR means from the Comparator Group using the Multi-Discipline Report. The committee used a tiered approach that considered groups below 80% of the CUPA-HR mean, and assessed the cost to adjust the groups upward in 5% increments. Further, the committee reviewed aggregated data for individual faculty as compared to the mean of the corresponding rank-discipline group for the faculty member.

The committee considered the cost of living in Savannah relative to the peer group. The source of data from previous years was not available, so the committee used the cost of living differential of 4.6% from the 2011 study.

Faculty Salary Tier Analysis

At Armstrong, there are 100 possible rank-discipline groups, for which comparable CUPA-HR was available for 86 rank-discipline groups. Armstrong is below the CUPA-HR mean of our comparator institutions (see Appendix A) in 72 areas by rank-discipline groups and above the mean for 14 groups.

While all Armstrong groupings were above 80.8% of the CUPA-HR mean, three faculty had salaries below 80% of their corresponding group mean. Disturbingly, twenty Armstrong faculty and eight rank-discipline group means had salaries that were equal or less than the ***minimum reported salary*** among 44 peer institutions.

The aggregate cost effects of adjusting all salaries toward the mean of the comparison group for each of the three study years is provided in the table at right (not including benefits of about 30% or including a regional cost of living adjustment of about 4.6%).

	Study Year		
Salary Adjustment to reach:	2013*	2011+	2008+
100% of mean	$1,169,950	$601,025	$897,831
95% of mean	$627,267	$275,921	$423,742
90% of mean	$239,999	$100,713	$138,250
85% of mean	$58,741	$38,819	$42,500
80% of mean	$2,922	$13,327	$6,665
* Aggregated from individual data. + Aggregated from rank-discipline group data.			

Twenty Armstrong faculty had the ***lowest salary among*** their 44 peer comparator institutions. The committee strongly recommends that these areas receive top priority for review and allocation of salary adjustments. Faculty who were at the lowest salary among comparator institutions can be adjusted to 90% of the CUPA-HR mean for approximately $61,436 (not including benefits or the cost of living adjustment).

The committee suggests that any supplemental funding for faculty salaries or redirection of institutional funds address the areas in a systematic way that will insure Armstrong salaries better align with those of the peer comparators. The committee stands ready to provide consultation to administrators at the deliberative stage of the administrative process through which faculty salaries would be adjusted. The committee is in the position to provide insight and clarification about the analytical methodology, such insight and clarification could inform the administration as it considers salary adjustments.

Salary Inversions

The committee reviewed salary inversion as an element of its charge. The committee identified 103 potential cases of inverted salaries (using rank-adjusted salary) that could require up to $600,000 to remedy depending on whether the inversion warranted corrective action. The more pressing cases of 36 potential cross-rank salary inversions would require approximately $200,000 to address, should they all warrant corrective action. The cost figures cited above do not include the cost of benefits or adjustment for the higher cost of living in Savannah.

Salary Adjustment for Promotion

A survey of 74 universities and colleges was conducted to obtain data about salary adjustments for promotion through the faculty ranks. Data was received from 50 of the 74 institutions contacted, a 68% completion rate. Among all responding institutions, the average step raise for promotion to Associate is $3,385 and $5,063 for promotion to Professor. Armstrong's step raises for promotion to Associate Professor are $3,500 and $5,000 for promotion to Professor.

CIP Code Anomalies

Armstrong faculty in 35 rank-discipline groups did not have comparable salary data from the 44 comparator institutions. Of these, 14 rank-discipline CIP codes had no comparable salary data in a larger group of south universities (n=64) or a nationwide sample (n=170) of similarly classified institutions in the CUPA-HR database. Armstrong faculty members in these categories may be potentially disadvantaged in a systematic way in salary studies of this type because there is simply no comparative data available from the agreed-upon source of salary data. **The committee urges, in the strongest sense, that faculty in these categories be reclassified to CIP codes for which there is comparable salary data in the CUPA-HR database. The committee is dismayed and dumbfounded this recommendation has been overlooked by the administration since 2008**.

I. Introduction: CUPA-HR & CIPs

College and University Professional Association for Human Resources (CUPA-HR) and CIP Codes

In 2008 and 2011, Armstrong Atlantic State University submitted data to the CUPA-HR National Faculty Salary Survey.[1] This submission consisted of uploading a file that has aggregate faculty salary information by rank-discipline. Each discipline is identified according to Classification of Instructional Programs (CIP) Codes set by the National Center for Education Statistics established by the Department of Education. CUPA-HR uses four-digit CIP Codes.

Each faculty member at Armstrong has a designated CIP Code. The CIP code's purpose is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completion activity. The salary data file uploaded to CUPA-HR for reporting includes CIP code and aggregates Armstrong salary by rank-discipline. The minimum and maximum salaries are also uploaded by rank-discipline. Once the file is submitted, CUPA-HR runs an edit process and the DataOnDemand product is released.

DataOnDemand is a CUPA-HR product that allows institutions to select comparison groups and obtain salary reports for the selected comparators. The reports include mean and median salary by rank-discipline as well as a salary range. The report shows the percent at which the Focus Institution (Armstrong) differs from the CUPA-HR mean and median. DataOnDemand is an application that provides users access to salary survey data from institutions across the country. However, there are five restrictions for confidentiality:

- No salary data are linked to a given institution (except if user has permission to see his/her institution's data).
- No salary data are reported for rank-discipline positions with fewer than five responding institutions.
- Weighted salary data are not reported for positions in which one institution's data represents more than 25% of the total incumbents.
- A comparison group must include a minimum of eight institutions that participate in the survey.
- Each comparison group created must differ by at least three institutions from all other existing and deleted comparison groups and the user's institution.

The committee used 2012-2013 data in the DataOnDemand tool to complete this study.

[1] Armstrong did not submit salary data in 2012.

II. Tier Group Analysis and Summary Figures

The study takes a tiered approach to addressing salary equity issues. Initially, the areas that are the largest percentage below the CUPA-HR mean are identified, and then a salary adjustment is computed that would increase their salaries to those of the next tier above them, and so on until the areas are incrementally increased to the mean of the comparison group. All Armstrong rank-discipline group means are compared to the comparison group's mean of the same rank-discipline. CUPA-HR provides only the means for the Focus Institution (Armstrong) and not the median salary for rank-discipline.[2]

Each tier identifies rank-discipline groups that are below 80%, from 80-85%, from 85%-90%, from 90%-95%, and from 95% to 100% of the CUPA-HR mean. The analysis proceeds incrementally by identifying a given rank-discipline group in a tier which then migrates into the next tier. (Hypothetical example: Assume the group "Assistant Professor of Field" is at 82.1% of the CUPA-HR mean. The analysis will show the group in the first tier and it will show the amount of funds required to move the group to the next tier, which is 85% of the CUPA-HR mean. The group "Assistant Professor of Field" would then be a member of the 85%-90% tier and the analysis would show the cost of moving all affected areas to 90% of the CUPA-HR mean). This approach provides guidance in the allocation of funds in a systematic and incremental approach to adjust the salaries of the rank-discipline groups that are at the greatest deviation below the comparable means of the rank-discipline groups of the peer institutions.

Faculty Salary Tier Analysis

The committee reviewed CUPA-HR salary data by rank-discipline group to compare Armstrong compensation to a set of peer group institutions. At Armstrong, there are 100 possible rank-discipline groups for non-temporary faculty. Comparable CUPA-HR was available for 86 rank-discipline groups. Armstrong is below the CUPA-HR mean of comparator institutions (see Appendix A) in 72 areas by rank-discipline groups and above the mean for 14 groups.

Disturbingly, twenty faculty had salary that was equal or less than the ***minimum reported salary*** among 44 peer institutions. Faculty who were at the lowest salary among comparator institutions can be adjusted to 90% of the CUPA-HR mean for approximately $61,436 (not including benefits or the cost of living adjustment).

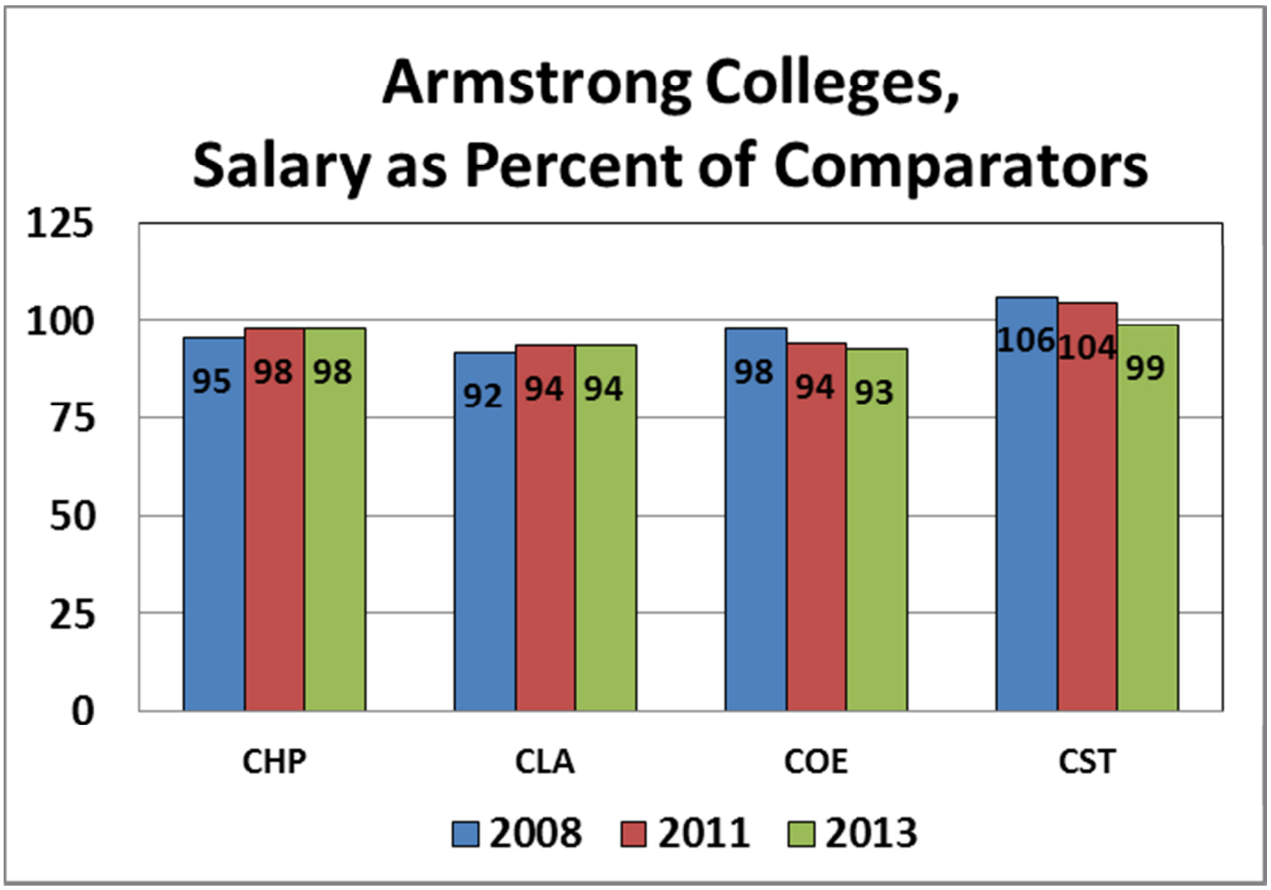
All Armstrong rank-discipline groupings were above 80.8% of the CUPA-HR mean. Funding in the amount of $1.1 million is required to bring Armstrong faculty currently below the CUPA-HR means to the comparable CUPA-HR mean (not including benefits or the cost of living adjustment).

In the charts on the pages that follow, the Armstrong rank-discipline group means were compared to appropriate CUPA-HR comparator data from 2008, 2011, and 2013. The data were aggregated in a variety of ways to provide an overview through time of the colleges of the university, faculty ranks in each college, and departments in each college.

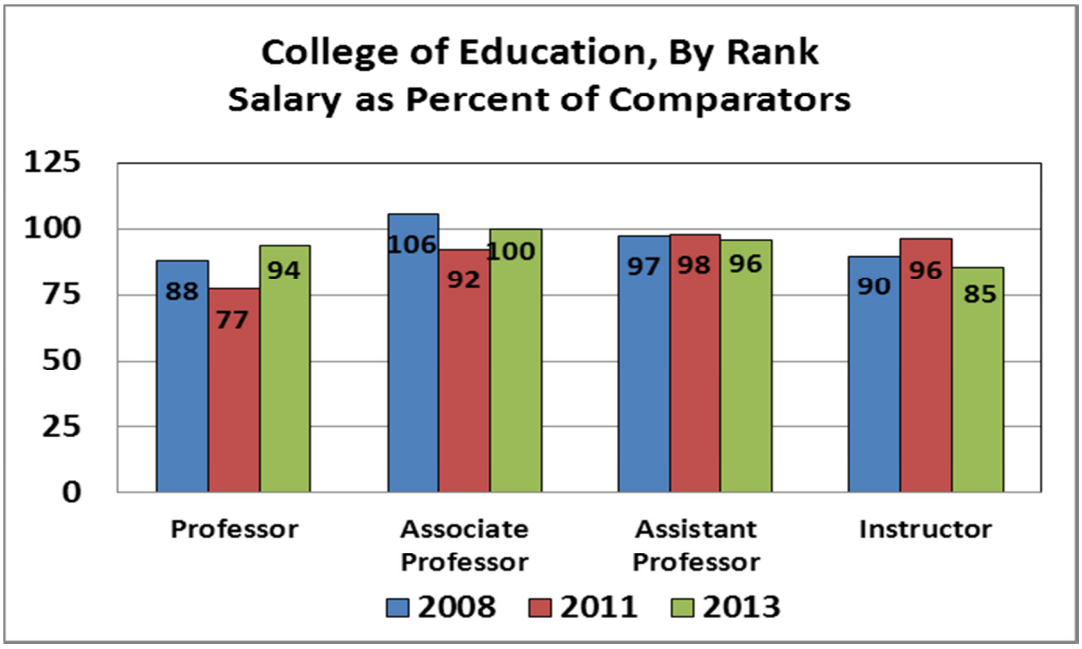
[2]In past years, analysis comparing medians produced similar results.

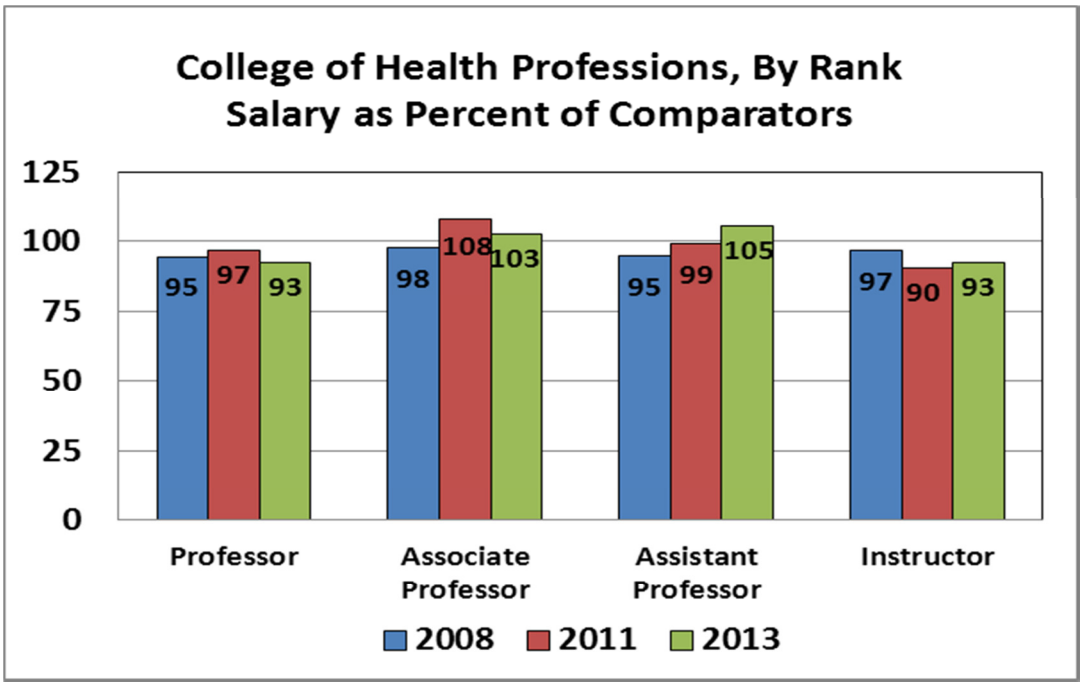
Summary Figures

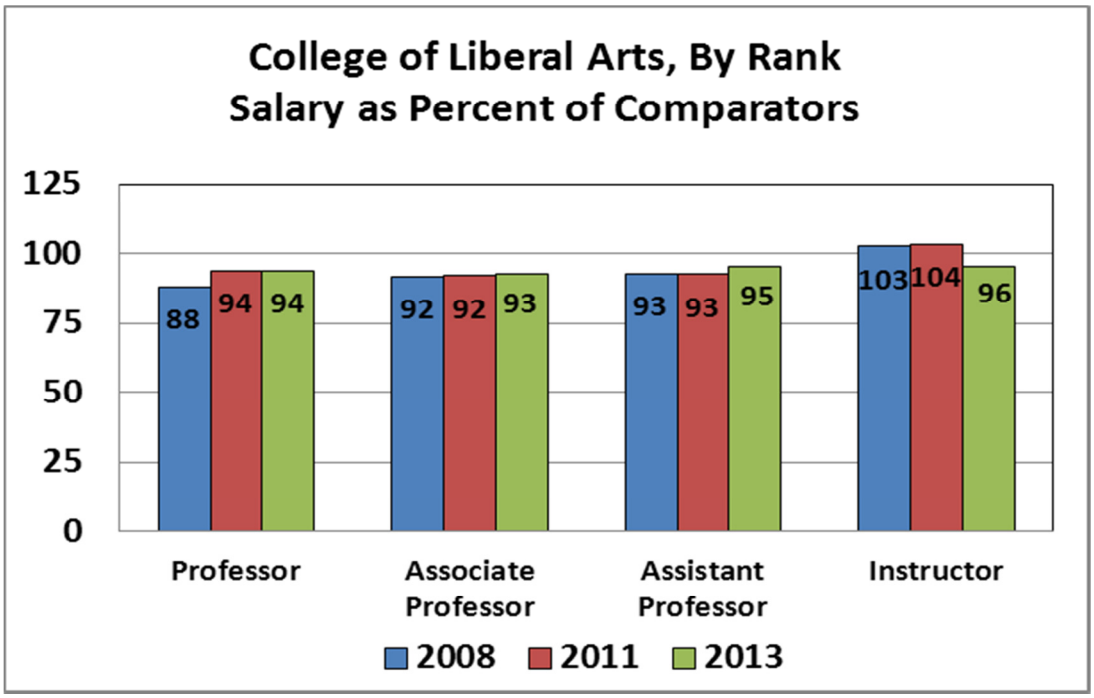
As indicated in the figure below, faculty salaries (by rank-discipline group) in all of Armstrong's colleges are below that of the comparator group when aggregated by college.

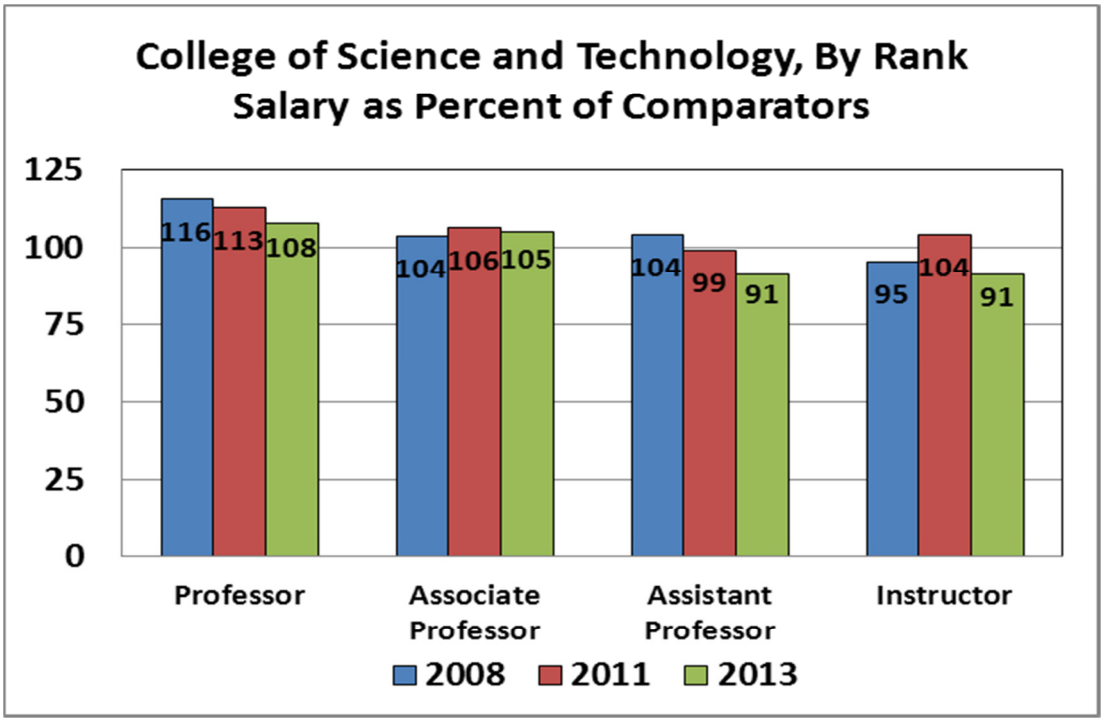


In the four figures that follow, Armstrong faculty salaries are aggregated by rank-discipline group by faculty rank for each of the four colleges.

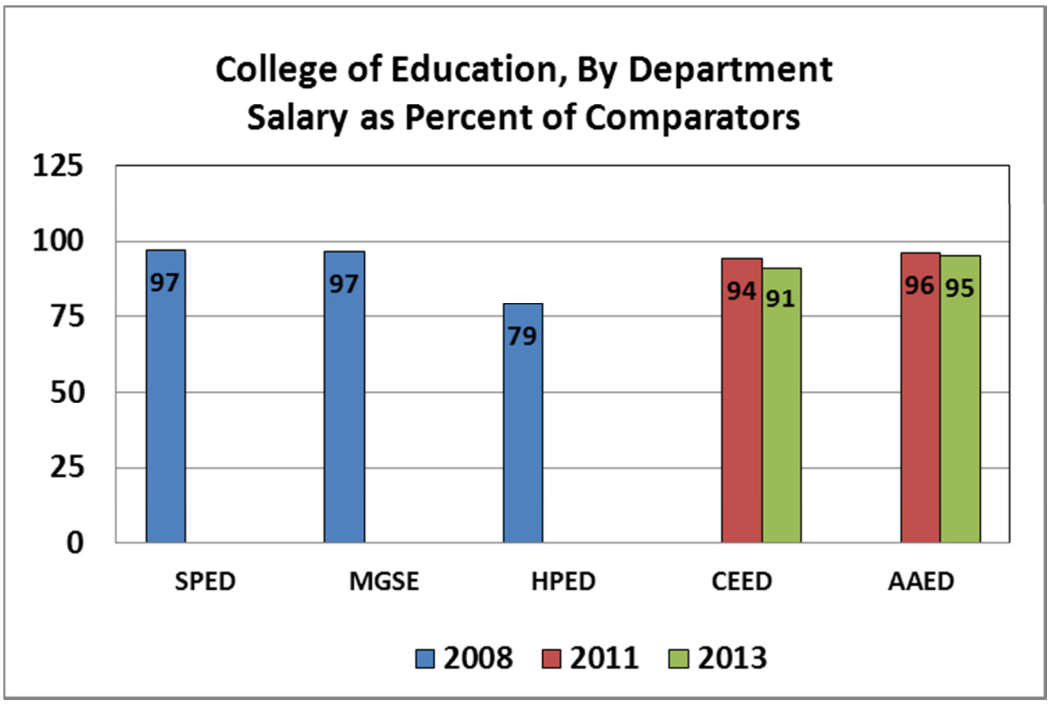


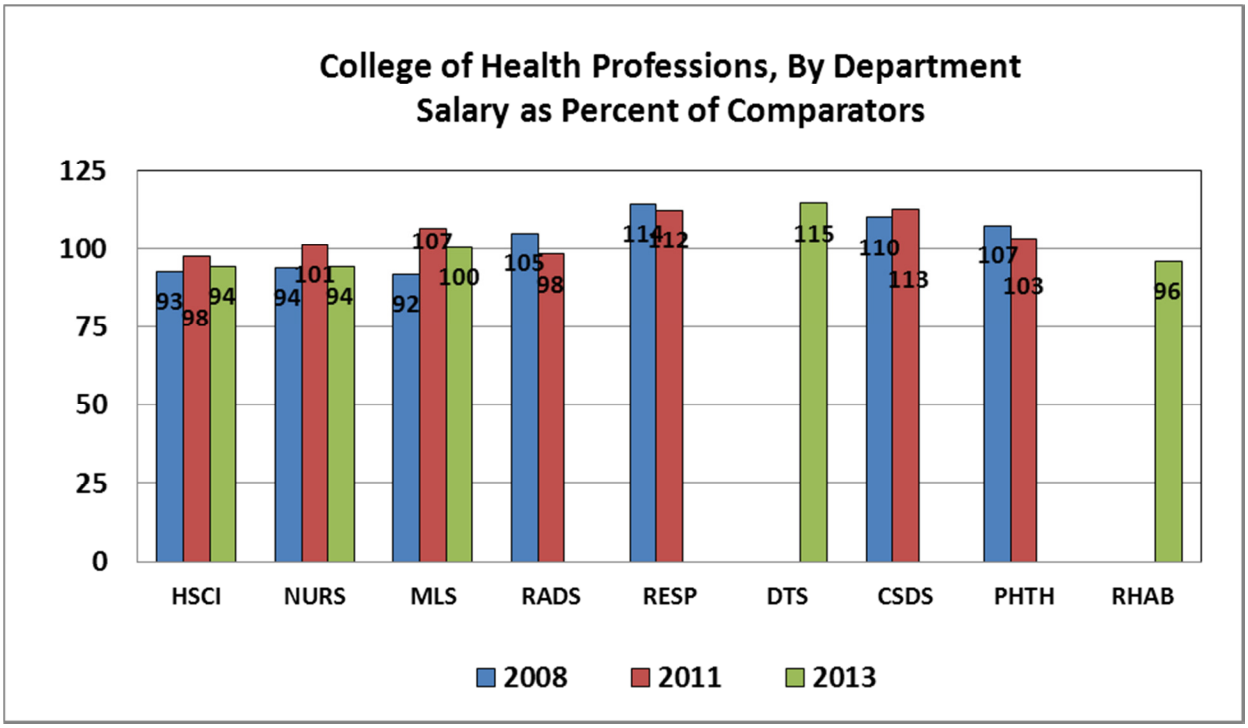


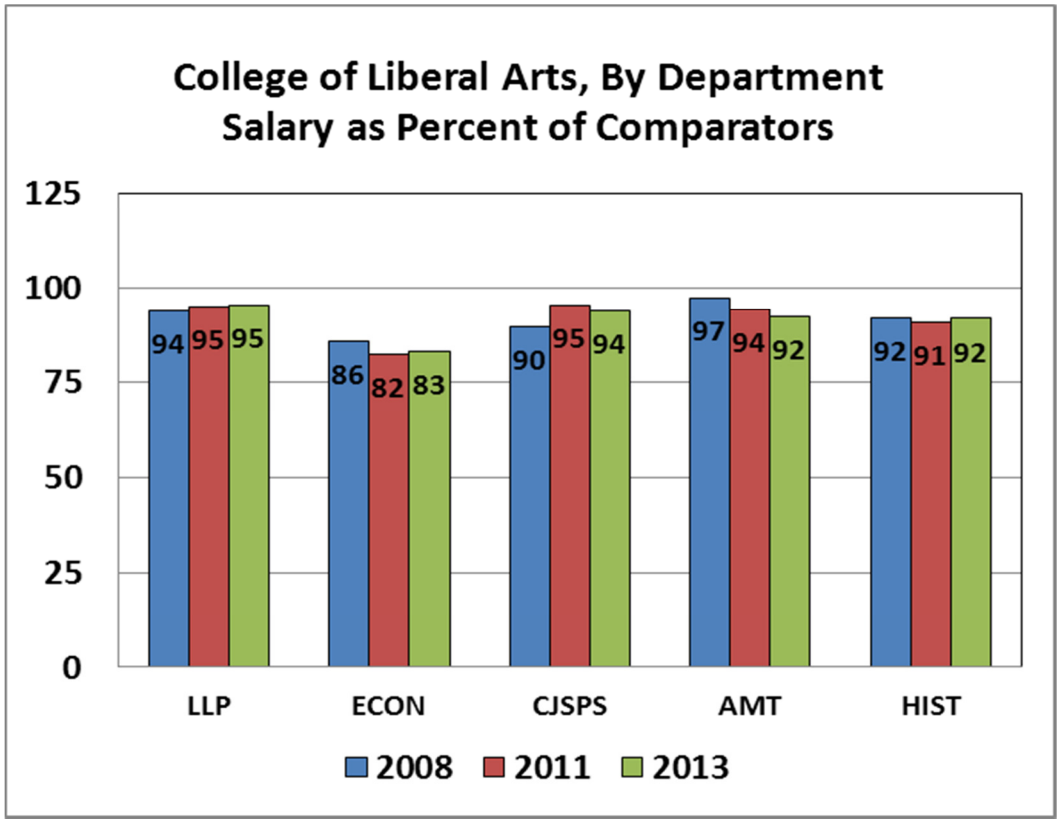

College of Liberal Arts, By Rank
Salary as Percent of Comparators
125
100
75
50
25
0
88
94
94
92
92
93
93
93
95
103
104
96
Professor
Associate Professor
Assistant Professor
Instructor
2008
2011
2013

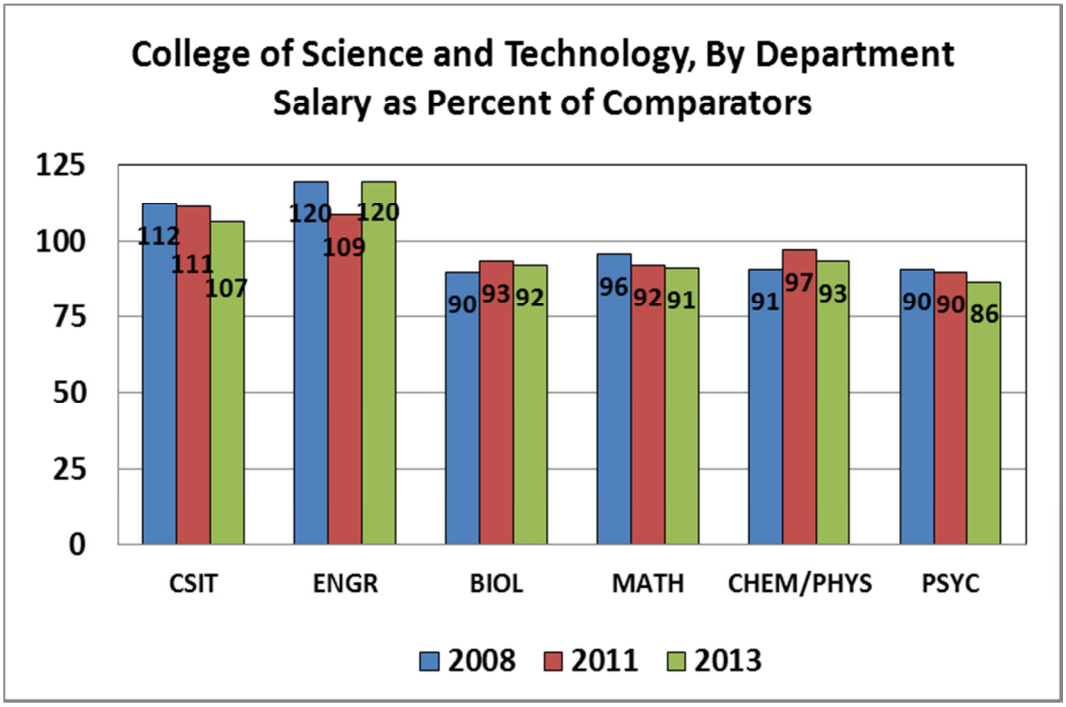

College of Science and Technology, By Rank
Salary as Percent of Comparators
125
100
75
50
25
0
116
113
108
104
106
105
104
99
91
95
104
91
Professor
Associate Professor
Assistant Professor
Instructor
2008
2011
2013

In the four figures that follow, Armstrong faculty salaries are aggregated by rank-discipline group for each department of the university's four colleges.






College of Liberal Arts, By Department
Salary as Percent of Comparators
125
100
75
50
25
0
94 95 95
86 82 83
90 95 94
97 94 92
92 91 92
LLP
ECON
CJSPS
AMT
HIST
2008
2011
2013


College of Science and Technology, By Department
Salary as Percent of Comparators
125
100
75
50
25
0
112 111 107
120 109 120
90 93 92
96 92 91
91 97 93
90 90 86
CSIT
ENGR
BIOL
MATH
CHEM/PHYS
PSYC
2008
2011
2013

III. Aggregation of Individual Faculty in Tier Groups

Tier I: Individuals below 80%

In some cases, individual faculty in a specific rank-discipline group may have a salary less than 80% of the comparator mean, but the mean of the Armstrong rank-discipline group may be greater than 80% of the comparator mean. Table 2 below presents a college level summary of these cases and the funding required to adjust these faculty to 80% of the comparator mean salary, **$2,922** (not including benefits or the cost of living adjustment).

Table 2.
Individual Faculty Below 80%
of CUPA-HR Mean of Comparators

College	**Number of Faculty**	Salary Adjustment to Reach 80% of CUPA-HR Mean
COE	1	$18
CHP	0	0
CLA	2	$1,659
CST	1	$1,246
Total	4	$2,922

Tier II: Individuals below 85%

In some cases, individual faculty in a specific rank-discipline group may have a salary less than 85% of the comparator mean, but the mean of the rank-discipline group may be greater than 85% of the comparator mean. Table 3 below presents a college level summary of these cases and the funding required to adjust these faculty to 85% of the comparator mean salary, **$58,741** (not including benefits or the cost of living adjustment).

Table 3.
Individual Faculty Below 85%
of CUPA-HR Mean of Comparators

College	**Number of Faculty**	Salary Adjustment to Reach 85% of CUPA-HR Mean
COE	6	$8,284
CHP	1	$2,590
CLA	15	$31,732
CST	6	$12,112
Library	2	$4,023
Total	30	$58,741

Tier III: Individuals below 90%

In some cases, individual faculty in a specific rank-discipline group may have a salary less than 90% of the comparator mean, but the mean of the rank-discipline group may be greater than 90% of the comparator mean. Table 4 below presents a college level summary of these cases and the funding required to adjust these faculty to 90% of the comparator mean salary, **$239,999** (not including benefits or the cost of living adjustment).

Table 4.
Individual Faculty Below 90%
of CUPA-HR Mean of Comparators

College	**Number of Faculty**	Salary Adjustment to Reach 90% of CUPA-HR Mean
COE	9	$28,411
CHP	20	$30,135
CLA	33	$109,487
CST	26	$62,250
Library	2	$9,717
Total	90	$239,999

Tier IV: Individuals below 95%

In some cases, individual faculty in a specific rank-discipline group may have a salary less than 95% of the comparator mean, but the mean of the rank-discipline group may be greater than 95% of the comparator mean. Table 5 below presents a college level summary of these cases and the funding required to adjust these faculty to 95% of the comparator mean salary, **$627,267** (not including benefits or the cost of living adjustment).

Table 5.
Individual Faculty Below 95%
of CUPA-HR Mean of Comparators

College	**Number of Faculty**	Salary Adjustment to Reach 95% of CUPA-HR Mean
COE	16	$65,036
CHP	28	$111,429
CLA	61	$256,659
CST	44	$176,064
Library	4	$18,078
Total	153	$627,267

Tier V: Individuals below 100%

In some cases, individual faculty in a specific rank-discipline group may have a salary less than 100% of the comparator mean, but the mean of the rank-discipline group may be greater than 100% of the comparator mean. Table 6 below presents a college level summary of these cases and the funding required to adjust these faculty to 100% of the comparator mean salary, **$1,169,950** (not including benefits or the cost of living adjustment).

Table 6.
Individual Faculty Below 100%
of CUPA-HR Mean of Comparators

College	**Number of Faculty**	Salary Adjustment to Reach 100% of CUPA-HR Mean
COE	23	$125,263
CHP	35	$219,275
CLA	69	$460,172
CST	56	$333,135
Library	5	$32,105
Total	153	$1,169,950

Cost of Living Index and Effect on Aggregate Salary Adjustment

Also considered was cost of living data which varies across states and regions. In an attempt to address this issue with respect to salary levels, cost of living data were gathered for the cities that host the 45 institutions referenced in the study. In previous years, the most geographically comprehensive data on cost of living were available from Yahoo-Real Estate online.[3] However, this data source is no longer available and is not easily replaced. Based on 2011 data, the cost of living in Savannah is 4.6% higher than the mean cost of living in the areas hosting the remaining 44 institutions. Salary computations should reflect the relatively higher cost of living in Savannah. For example, if the mean salary for a rank-discipline was $40,000, the cost-of-living adjusted comparable salary in Savannah would be $41,840, that is, 1.046 x $40,000. Aggregate salary adjustment data by tier and the corresponding cost of living adjusted figure is provided in Table 7.

Table 7. Cost of Living Adjustment

	Aggregate Salary Adjustment	Cost of Living Adjusted Aggregate Salary Adjustment
Tier I	$2,922	$3,056
Tier II	$58,741	$61,443
Tier III	$239,999	$251,038
Tier IV	$627,267	$656,121
Tier V	$1,169,950	$1,223,767

[3] http://realestate.yahoo.com/Georgia/Savannah/neighborhoods

IV. Salary Inversions

Salary inversion is generally considered a troubling compensation issue, for it implies that faculty members with more years in service at an institution may, in fact, have lower salaries than recent faculty hires in the same rank-discipline group. This may be greatly demoralizing for the faculty member whose salary is truly inverted.

The identification of inverted salaries necessarily implies a direct comparison of one faculty member's salary to another faculty member's salary within a department both across ranks and within ranks. The differences in salary may be attributable to a large number of factors including, but not limited to rank, terminal degree, starting salary (market competition), years in service, responsibilities and duties, annual performance reviews, and specialty within discipline. It is beyond the charge to the Faculty Salary Study Committee to review all of these factors, and other pertinent issues, that may affect the salary of a given faculty member with respect to salary inversion. Nonetheless, the committee was charged with studying the matter of salary inversion in a general manner. Thus, with respect to salary inversion, the findings reported below are aggregated by college and school, and should be considered preliminary investigative findings. The findings reported below should be considered a starting point for further investigation on a case-by-case basis by relevant administrators (department heads, deans, and the vice president for academic affairs).

In general, the methodology used to identify potential cases of inversion casts the widest net possible so as to avoid the error of overlooking potentially relevant cases. The committee chooses to err on the side of caution. While this methodology generates more cases for review by relevant administrators, the committee considers the trade-off of specificity vs. workload a meritorious one to make because of the potential demoralization of faculty members involved.

A case of potential salary inversion is said to be identified when, within a department,

- a faculty member holding lower rank has a higher salary than a faculty member holding a higher rank (e.g., associate pay exceeds full professor pay, or assistant pay exceeds associate pay.) This is defined as a case of **cross-rank inversion**; or
- a faculty member hired at a more recent date has a salary that exceeds the salary of a faculty member hired at an earlier date when both faculty members currently hold the same rank (e.g., assistant professor hired in 2013 has a higher salary than an assistant professor hired in 2012.) This is defined as a case of **within-rank inversion**, and it may hold within each rank considered (full professor, associate professor, and assistant professor).

Cross-rank inversions are cases that likely generate a great degree of demoralization for the faculty member involved, and thus should be relatively high priority cases when considered for further examination and remedy, where warranted. Within-rank inversions at the rank of assistant professor are likely to be driven by competitive market conditions affecting starting salary, but other factors may play a role as well. Within-rank inversions at the rank of associate professor and full professor are less likely to be driven by market competition, as compared to other factors such as duties and responsibilities, annual performance evaluations, and long term productivity over the course of a faculty member's career. This does not mean to imply that

cases of within-rank inversions among associate professors and full professors should be unilaterally discarded as lacking merit, but that they be assigned a lower priority in terms of investigation and remedy, where warranted.

The data used for this analysis is the 2013-14 Armstrong faculty salary data. The salaries studied included faculty with tenure and those on tenure track. The salaries of department heads were not included in the analysis. The data do not include non-tenure track teaching faculty, nor does it include administrators holding faculty appointments.

The methodology controls for rank by computing and comparing rank-adjusted salary. For faculty attaining rank before the step-raises were increased to $3,500 and $5,000 for promotion to Associate and Professor, respectively, the rank-adjusted salary is computed by subtracting $4,500 from a full professor's salary. The salary is adjusted downward by $4,500 to account for the $2,000 incremental pay adjustment when being promoted from assistant to associate and the $2,500 incremental pay adjustment when being promoted from associate to full professor. The salary for associate professors is adjusted downward by $2,000 to account for the pay increment upon promotion to associate professor from assistant. For faculty attaining rank under the new system of step raises, either $5000 or $3500 was subtracted from their salary, as appropriate. The salary of assistant professors is not adjusted – their rank serves as the basis of comparison. The following example illustrates why this method was used:

> An associate professor (Dr. A) hired in 2001 currently earns a salary of $45,500. An assistant professor (Dr. B) in the same department was hired in 2006 and currently earns $44,500. Although the assistant professor's current salary is less than the associate professor's salary, the associate's pay has presumably been adjusted upward in the amount of $2,000 upon promotion. The method of computing Dr. A's rank-adjusted salary of $43,500 is as follows: $45,500 - $2,000. This adjustment allows a more direct comparison to Dr. B's rank-adjusted salary ($44,500). Thus, if the two faculty members in question held the same rank, Dr. A's salary would be inverted by $1,000. Again, the methodology identifies this as a potential case of inversion that merits further investigation and, if warranted, a remedy in compensation.

Table 8. Potential Cases of Salary Inversions at Armstrong, 2013-14

	Cross-Rank Inversions	Within-Rank Inversions: **Full Professor**	Within-Rank Inversions: **Associate Professor**	Within-Rank Inversions: **Assistant Professor**	Within-Rank Inversions: **Instructor**
College or School					
COE	3	0	1	7	0
CHP	16	3	5	2	5
CLA	8	11	4	10	0
CST	9	2	7	6	2
Library	0	0	0	2	0
Totals, by type	36	16	17	27	7

All Cases: 103 total: 36 cross-rank, 67 within-rank.

As demonstrated in Table 8, a total of 103 potential cases of salary inversion were identified in the rank-adjusted salary data. Of these, 36 potential cases of cross-rank salary inversions were identified. Sixteen potential cases of within-rank inversions were identified among full professors, 17 potential cases were identified among associate professors, and 27 potential cases were identified among assistant professors.

An estimate of the aggregate salary adjustment required to simply eliminate the inversions ($1,000 to Dr. A in the above example) is approximately $600,000. This figure is unlikely to be relevant, for that is the salary adjustment required to remedy the inversion for all 103 cases. It is highly unlikely that all 103 cases warrant a salary adjustment to address the inversion. However, the more pressing cases of 36 cross-rank potential inversions would likely require approximately $200,000 to remedy. The approximate salary adjustment required to alleviate all with-rank inversions is approximately $400,000.

Table 9. Cost Effects to Adjust for Salary Inversions

	College Total	Cross Rank	Within-Rank Prof	Within-Rank Assoc	Within-Rank Asst	Within-Rank Instructor
COE	34,976	10,995	-	5,271	18,709	-
CHP	332,454	151,364	31,445	67,310	3,887	78.448
CLA	147,388	18,753	87,045	12,943	28,648	-
CST	69,562	17,998	18,531	20,723	7,762	4,549
Library	15,934	-	-	-	15,934	-
Total	600,315	199,110	137,021	106,247	74,940	82,997

Addressing the CUPA-HR pay rate differentials as identified in the Tier Group analysis may result in reducing the number of inversions

Again, note that the aggregate salary adjustment figures cited above would simply alleviate the inversions, but not address pay differentials across and within ranks that may be reasonable based on experience and years in service. Recalling the example, it may be viewed as disconcerting that Dr. A's inversion-corrected, but rank-adjusted salary of $44,500 ($45,500 + $1000 - $2,000) is equal to Dr. B's. This implies that Dr. A's five additional years of experience and service to Armstrong have a marginal value of $0 to the university as compared to Dr. B, lacking any mitigating factors.

V. Salary Adjustment for Promotion

A survey of 74 universities and colleges was conducted to obtain data about salary adjustments for promotion through the faculty ranks. Data was received from 50 of the 74 institutions contacted, a 68% completion rate. Personnel at non-responsive universities were contacted approximately three to four times before abandonment of the inquiry.

The institutions contacted are categorized into four groups as follows:

- CUPA-HR Comparator: the 44 CUPA-HR institutions used in the salary analysis
- Competitive: 26 institutions reported by Armstrong Deans and Department Heads against which Armstrong directly competed for faculty in the past three years
- USG-Comparator: 13 comparator institutions as defined by the University System of GA
- USG-Aspirational: 10 aspirational institutions as defined by the University System of GA.

Institutions reported step-raises in dollar and/or percentage terms. Armstrong's step raises for promotion to Associate Professor are $3500 and $5000 for promotion to Professor. Among all responding institutions, the average step raise for promotion to Associate is $3,385 and $5,063 for promotion to Professor. For institutions reporting step raises in percentage terms, the average percentage increase for promotion to Associate is 7.8% and for promotion to Professor is 9.9%. Sample sizes were too small to report percentage step-raises for most of the categories of institutions. Additional detail for other categories of institutions is provided in the two tables that follow.

Table 10. Promotion Salary Adjustment, by Dollar Amount

Type of University	Sample Size	Instructor to Assistant Professor	Assistant to Associate Professor	Associate to Professor
All	49	$2,553	$3,385	$5,063
CUPA-HR Comparator	24	$2,274	$3,351	$4,906
Competitive	11	$3,250	$3,018	$4,682
USG-Comparator	8	$3,109	$4,336	$5,765
USG-Aspirational	6	$1,000	$3,633	$6,000
Armstrong			$3,500	$5,000

Table 11. Promotion Salary Adjustment, by Percentage Amount

Type of University	Sample Size	Instructor to Assistant Professor	Assistant to Associate Professor	Associate to Professor
All	11	5.8%	7.8%	8.7%
Study (CUPA-HR)	7	6.7%	8.9%	9.9%

VI. CIP Code Anomalies

Armstrong faculty in 14 rank-discipline CIP codes had no comparable salary data in the comparator group (n=44), a larger group of southern universities (n=64), or a nationwide sample (n=170) of similarly classified institutions in the CUPA-HR database. An additional 21 Armstrong CIP codes for which there was no comparator group data available did have comparable CIP data available among southern (CIPn=10) and nationwide (CIPn=11) samples of similar institutions.

These CIP codes are anomalous in the sense that few, if any, other similarly classified universities use the CIP codes listed in the table. For example, in CIP code 05.01 for Area, Ethnic, Cultural and Gender Studies, there are only ***three other faculty in the country*** in the same CIP used by Armstrong to classify one of its faculty members. In one CIP code (27.99), there are ***no other faculty in the country*** categorized in the same CIP code at universities similar to Armstrong.

Armstrong faculty members in these categories may be potentially disadvantaged in a systematic way in salary studies of this type because there is simply no comparative data available from the agreed-upon source of salary data. **The committee urges, in the strongest sense, that faculty in these categories be reclassified to CIP codes for which there is comparable salary data in the CUPA-HR database. The committee is dismayed and dumbfounded this recommendation has been overlooked by the administration since 2008.**

Table 12.
Anomalous CIP Codes Used by Armstrong
With No Comparable Salary Data
From Southern or National CUPA-HR Universities

CIP	CIP Name	Number of Persons Nationwide	Number of Institutions Nationwide	Professorial Rank
05.01	Area, Ethnic, Cultural, and Gender Studies	3	3	Professor
14.99	Other Engineering	4	3	Associate
25.01	Library Sciences	4	4	Instructor
26.09	Physiology, Pathology, & Related	5	4	Assistant
27.99	Other Mathematics & Statistics	NA	NA	Professor
40.08	Physics	3	3	Instructor
45.02	Anthropology	4	3	Instructor
50.01	Visual & Performing Arts	4	2	Instructor
50.07	Fine & Studio Art	3	2	Instructor
51.09	Allied Health Diag, Interv & Treat Profs	5	3	Professor
51.09	Allied Health Diag, Interv & Treat Profs	4	2	Instructor
51.10	Clinical/Med Lab Science & Allied Profs	3	2	Instructor
51.99	Other Health Professions &Related Clinical	6	2	Professor
51.99	Other Health Professions &Related Clinical	6	3	Assistant

Note: Southern and nationwide data was obtained for universities in the "Public, Master's Colleges and Universities" categories in CUPA-HR data. Sample size was 64 for Southern and 170 for the nation.

VII. Conclusion and Recommendations

The committee found that 20 Armstrong faculty had the lowest mean salary among their 44 peer comparator institutions. The committee strongly recommends that these areas receive top priority for review and allocation of equity adjustments in salary. These areas can adjusted to within 90% of the CUPA-HR mean for approximately $61,436 (not including benefits or cost of living adjustments).

After these areas are addressed, the committee suggests that any supplemental funding for faculty salaries or redirection of institutional funds address shortcomings in other Tiers in a systematic way that will make Armstrong salaries align better with peer comparators.

The committee stands ready to provide consultation to administrators at the deliberative stage of the administrative process through which faculty salaries would be adjusted. The committee is in the position to provide insight and clarification about the analytical methodology, such insight and clarification could inform the administration as it considers salary adjustments.

The committee reviewed salary inversion as an element of its charge. The committee identified 103 potential cases of inverted salaries (using rank-adjusted salary) that could require up to $600,000 to remedy depending on whether the inversion warranted corrective action. The more pressing cases of 32 potential cross-rank salary inversions would require approximately $200,000 to address, should they all warrant corrective action. These cases merit further review by relevant administrators to assess whether the inversion warrants corrective action. The caveats discussed above also apply to the analysis of salary compression and inversion.

The committee also recommends that the current CIP Codes for some faculty at Armstrong be reviewed and realigned with CIP codes used by Armstrong's peer institutions. Armstrong had 35 rank-discipline groups that did not have comparable data from the 44 comparator institutions. Of these, 14 rank-discipline groups had no comparable data available from a sample of 170 similarly categorized universities and colleges in the nation. The committee recommends that appropriate administrative personnel coordinate with the Office of Institutional Research and the Provost's Office to recode Armstrong faculty for which no comparable data are available. Anomalous coding creates idiosyncratic distortions in the analysis that may disadvantage faculty members in affected CIP codes. This recommendation is reiterated strongly for attention from administrative personnel. **The faculty salary studies completed in 2008 and 2011 recommended the CIP coding problems be addressed. The committee is dismayed and dumbfounded this recommendation has been overlooked by the administration since 2008.**

Another potential idiosyncratic problem in the analysis by rank-discipline group arises when former administrators rejoin the ranks of the teaching faculty. It may be the case that the former administrator's salary remains inflated as compared to other faculty in the same rank-discipline group. Administrators are advised to be mindful of this phenomenon when evaluating the salaries for individual faculty members in the affected rank-discipline group.

This salary study should not be interpreted to suggest that all faculty members ought to be paid at exactly the mean salary of their rank-discipline. There may be mitigating factors underlying why

certain faculty members are paid below or above the mean salary for their rank-discipline. These additional factors should be taken into account when making adjustments to a faculty member's salary.

These factors could include but are not limited to:

- The faculty member does not hold a terminal degree in his or her discipline.
- The faculty member's specialty in the discipline may be typically paid lower or higher than other specialties in the same discipline.
- The faculty member's time in rank is low or high by comparison to peers of same rank. For example, a newly promoted Associate or Full Professor should not necessarily expect to be paid the mean salary of their respective rank-discipline.
- The faculty member does not perform all the duties typically associated with a full-time tenure track position, such as student advising, committee work, etc.
- The faculty member may perform additional duties beyond those typically expected for a full-time tenure track position, such as coordinator, director, etc.
- The faculty member's performance evaluations have been below or above average.

The formulaic methodology used by the salary study committee could neither consider nor incorporate these mitigating factors. For example, annual faculty evaluations are a component of confidential personnel files that the committee does not have the authority to review. However, faculty evaluations and other factors, such as those listed above, play a role in the compensation received by any given faculty member. The point of the above discussion is to prevent the abuse of the findings of this report. If, for example, a faculty member is paid below the mean compensation for rank-discipline, routinely has below average annual evaluations, does not participate in the service work of the department, and does not have a terminal degree, it would be an inappropriate application of this report to use its findings to justify an adjustment to the mean for that faculty member.

The committee also recommends that Armstrong continue to submit and subscribe to the CUPA-HR DataOnDemand tool so that progress toward increasing the salaries and rank-discipline groupings can be tracked and re-evaluated. The committee is disturbed by the lack of submission of Armstrong data in 2012 to CUPA-HR. Failure to submit the data needlessly burdened the committee with additional work to complete the study. The committee recommends this study is replicated in three year intervals. This is consistent with the Faculty Salary Analysis Bill, FSB--2013-09-23-04 which was approved by the university President.

Appendix 1 – A. Rank-Discipline Groups by Tiers

Using the Armstrong mean and comparing it to the mean of the comparison group, twelve rank-discipline groups were below 85% of the CUPA-Mean. Five of the groups were equal or less than the *minimum reported* salary for the comparison institutions.

Table A1. Rank-Discipline Group Mean Below 85%

CIP & DISCIPLINE	RANK	% of the CUPA-HR Mean	N	Lowest Among Peers
13.10 Special Education	Professor	80.8	1	
45.06 Economics	Assistant	81.9	2	X
40.08 Physics	Associate	82.4	1	X
50.06 Film/Video & Photographic Arts	Professor	83.2	1	
45.07 Geography	Assistant	83.3	1	
42.01 General Psychology	Professor	83.3	3	
45.06 Economics	Professor	83.8	3	
43.01 Criminal Justice	Associate	84.0	1	X
13.01 General Education	Instructor	84.5	4	X
13.10 Special Education	Lecturer	84.7	1	X
50.01 Visual & Performing Arts - Art	Professor	84.9	2	
50.01 Visual & Performing Arts - Music	Professor	84.9	1	

Using the Armstrong mean and comparing it to the mean of the comparison group, seventeen rank-discipline groups were between 85% and 90% of the CUPA-HR mean. Three of the groups were equal or less than the *minimum reported* salary for the comparison institutions. In total, 29 groups were below 90% of the comparator mean, including those in the 80%-85% tier (n=12).

Table A2. Rank-Discipline Group Mean Below 90%

CIP & DISCIPLINE	RANK	% of the CUPA-HR Mean	N	Lowest Among Peers
51.00 Health Professions	Professor	85.2	2	
50.05 Dramatic/Theatre Arts & Stagecraft	Associate	85.3	1	X
42.01 General Psychology	Associate	85.7	1	
27.01 Mathematics	Instructor	86.0	3	
42.01 General Psychology	Assistant	86.4	3	
50.09 Music	Professor	86.4	2	
45.10 Political Science & Government	Professor	86.4	2	
11.04 Information Science/Studies	Assistant	86.7	1	
50.07 Fine & Studio Art	Associate	87.0	2	
45.10 Political Science & Government	Assistant	87.2	2	
51.22 Public Health	Associate	87.9	2	
51.16 Nursing	Instructor/Lecturer	88.5	14	
26.01 General Biology	Assistant	88.6	10	
13.12 Teacher Ed & Prof Dev, Levels & Methods	Professor	88.9	3	
50.05 Dramatic/Theatre Arts & Stagecraft	Assistant	89.1	1	X
26.01 General Biology	Associate	89.3	4	X
13.12 Teacher Ed & Prof Dev, Levels & Methods	Instructor	89.4	1	

Using the Armstrong mean and comparing it to the mean of the comparison group, 22 rank-discipline groups were between 90% and 95% of the CUPA-HR mean. In total, 51 groups were below 95% of the comparator mean, including those in 80%-85% tier (n=12) and 90%-95% tier (n=17).

Table A3. Rank-Discipline Group Mean Below 95%

CIP & DISCIPLINE	RANK	% of the CUPA-HR Mean	N	Lowest Among Peers
45.11 Sociology	Assistant	90.0	1	
27.01 Mathematics	Assistant	90.1	5	
45.11 Sociology	Associate	90.2	1	
13.13 Teacher Ed & Professional Dev, Subjects	Assistant	90.4	5	
51.23 Rehab and Therapeutic Professions	Assistant	90.5	3	
40.05 Chemistry	Professor	90.9	2	
54.01 History	Professor	91.1	6	
40.08 Physics	Assistant	91.5	2	
54.01 History	Assistant	91.8	6	
16.09 Foreign Languages - Spanish	Assistant	91.9	1	
27.01 Mathematics	Professor	92.0	2	
51.02 Com. Disorders Science & Services	Professor	92.1	1	
50.07 Fine & Studio Art	Professor	92.1	1	
38.01 Philosophy	Assistant	92.4	1	
51.23 Rehab and Therapeutic Professions/Hlth Science	Professor	92.4	3	
54.01 History	Associate	93.1	2	
13.01 General Education	Assistant	93.1	2	
16.09 Foreign Languages - Spanish	Professor	93.7	1	
09.01 Speech/Communication	Assistant	94.3	1	
26.01 General Biology	Professor	94.6	2	
38.01 Philosophy	Associate	94.6	1	
40.05 Chemistry	Associate	94.9	5	

Using the Armstrong mean and comparing it to the mean of the comparison group, 21 rank-discipline groups were between 95% and 100% of the CUPA-HR mean. In total, 72 groups were below 100% of the comparator mean, including those in the 80%-85% tier (n=12), 85%-90% tier (n=17), and the 90%-95% tier (n=22).

Table A4. Rank-Discipline Group Mean Below 100%				
CIP & DISCIPLINE	RANK	% of the CUPA-HR Mean	N	Lowest Among Peers
23.01 English Language and Literature*	Assistant	95.0	8*	
51.00 Health Professions	Associate	95.0	1	
25.01 Library Science	Assistant	95.1	7	
23.01 English Language and Literature	Professor	95.1	7	
50.01Visual and Performing Arts – Theatre/Art	Associate	95.2	2	
27.01 Mathematics	Associate	95.2	6	
51.16 Nursing	Professor	95.3	2	
16.09 Foreign Languages – French/Spanish	Associate	95.4	3	
51.16 Nursing	Assistant	95.4	3	
40.05 Chemistry	Assistant	95.6	6	
40.05 Chemistry	Instructor/Lecturer	95.8	2	
45.10 Political Science & Government	Instructor/Lecturer	95.8	2	
31.05 Health & Physical Education/Fitness	Assistant	96.2	1	
11.04 Information Science/Studies	Associate	96.4	1	
23.01 English Language and Literature	Instructor/Lecturer	96.6	3	
13.10 Special Education	Assistant	96.9	1	
23.01 English Language and Literature	Associate	97.0	6	
23.01 Philosophy	Associate	97.0	1	
13.12 Teacher Ed & Prof Dev, Levels & Methods	Assistant	98.0	4	
13.12 Teacher Ed & Prof Dev, Levels & Methods	Associate	98.4	3	
51.02 Com. Disorders Science & Services	Associate	98.5	2	
*Includes one CEED faculty with CIP 23.01				

Appendix B

CUPA-HR Peer Institutions for ARMSTRONG
44 Institutions were used in the analysis

Appalachian State University (Boone, NC)
Auburn University at Montgomery (Montgomery, AL)
Augusta State University (Augusta, GA)
Austin Peay State University (Clarksville, TN)
College of Charleston (Charleston, SC)
Columbus State University (Columbus, GA)
Eastern Kentucky University (Richmond, KY)
Florida Gulf Coast University (Fort Myers, FL)
Francis Marion University (Florence, SC)
Georgia College & State University (Milledgeville, GA)
Georgia Southern University (Statesboro, GA)
Georgia Southwestern State University (Americus, GA)
Jacksonville State University (Jacksonville, AL)
James Madison University (Harrisonburg, VA)
Kennesaw State University (Kennesaw, GA)
Longwood University (Farmville, VA)
Marshall University (Huntington, WV)
McNeese State University (Lake Charles, LA)
Morehead State University (Morehead, KY)
Murray State University (Murray, KY)
Nicholls State University (Thibodaux, LA)
Northern Kentucky University (Highland Heights, KY)
North Georgia College & State University (Dahlonega, GA)
Northwestern State University (Natchitoches, LA)
Radford University (Radford, VA)
Southeastern Louisiana University (Hammond, LA)
Tennessee Technological University (Cookeville, TN)
The Citadel, The Military College of South Carolina (Charleston, SC)
The University of West Alabama (Livingston, AL)
University of Louisiana at Monroe (Monroe, LA)
University of Montevallo (Montevallo, AL)
University of North Alabama (Florence, AL)
University of North Carolina at Charlotte (Charlotte, NC)
University of North Carolina at Pembroke (Pembroke, NC)
University of North Carolina at Wilmington (Wilmington, NC)
University of North Florida (Jacksonville, FL)
University of Tennessee at Chattanooga (Chattanooga, TN)
University of Tennessee at Martin (Martin, TN)
University of West Florida (Pensacola, FL)
University of West Georgia (Carrollton, GA)
Valdosta State University (Valdosta, GA)
Western Carolina University (Cullowhee, NC)
Western Kentucky University (Bowling Green, KY)
Winthrop University (Rock Hill, SC)

Appendix C. Salary Adjustments for Promotion, Survey Results

Type	University	City	State	Instructor to Assistant Professor	Assistant to Associate Professor	Associate to Professor	Comments
A, S	Appalachian State University	Boone	NC	X	$3,000	$4,000	
CM	Arcadia University	Glenside	PA	$5,000	$6,000	$8,000	
CR, S	Auburn University at Montgomery	Montgomery	AL	X	$4,500	$6,500	
S	Austin Peay State University	Clarksville	TN	5%	8%	10%	
CM	Baylor University	Waco	TX	X	$3,000	$5,000	
CM	Clemson University	Clemson	SC	X	10%	12%	
A, S	College of Charleston	Charleston	SC	X	$3,800	$5,000	
CR, S	Columbus State University	Columbus	GA	$5,000	$5,000	$5,000	
S	Eastern Kentucky University	Richmond	KY	$1,800	$3,000	$4,500	
S	Florida Gulf Coast University	Fort Myers	FL	X	9%	12%	
CM	George Washington University	Washington	DC	$5,000	$3,000	$4,500	Departments have discretion to give more.
A, S	Georgia College & State University	Milledgeville	GA	X	$3,000	$5,000	
CM, S	Georgia Southern University	Statesboro	GA	$2,000	$3,000	$5,000	
S	Georgia Southwestern State University	Americus	GA	variable	$1,500	$2,000	
CM	Georgia State University	Atlanta	GA	X	$1,500 or 3%	$3,000 or 4.5%	Greater of % or $. College may give up to 15%.
CR	Indiana University-South Bend	South Bend	IN	$2,000	$5,000	$7,000	
S	James Madison University	Harrisonburg	VA	X	$3,500	$5,000	
S	Kennesaw State University	Kennesaw	GA	5%	5%	5%	
S	Longwood University	Farmville	VA	$1,500	$2,000	$3,000	
CM	Macalester University	St. Paul	MN	X	$3,000	$4,000	
CM	Mars Hill University	Mars Hill	NC	$1,000	$1,200	$1,500	
CR, S	Marshall University	Huntington	WV	10%	10%	10%	
S	McNeese State University	Lake Charles	LA	X	$3,000	$4,000	
S	Murray State University	Murray	KY	X	$3,000	$5,000	
S	Nicholls State University	Thibodaux	LA	$1,500	$2,000	$2,500	
A, S	North Georgia College & State University	Dahlonega	GA	$1,000	$3,000	$6,000	

Type	University	City	State	Instructor to Assistant Professor	Assistant to Associate Professor	Associate to Professor	Comments
S	Northwestern State University	Natchitoches	LA	X	$2,500*	$4,000*	*Budget cuts 5 years ago eliminated these.
S	Southeastern Louisiana University	Hammond	LA	$2,000	$3,000	$4,000	
CM	Springfield College	Springfield	MA	X	$2,500	$3,500	
CM	St. Vincent's College	Bridgeport	CN	3%	3%	3%	
S	Tennessee Technological University	Cookeville	TN	$2,500	7.5% or $4,500	9.5% or $7,500	Greater of % or $ amount.
CR	The College of New Jersey	Ewing	NJ	Variable, union rate.	Variable, union rate.	Variable, union rate.	
S	The University of West Alabama	Livingston	AL		$4,041	$7,225	
CM	University of Arkansas	Fayetteville	AK	X	$4,000	$8,000	
CR	University of Central Oklahoma	Edmund	OK	Varies by discipline.	Varies by discipline.	Varies by discipline.	Use CUPA & Nat'l Faculty Survey Salary Comparison.
CM	University of Connecticut	Storrs	CN	AAUP Union contract.	AAUP Union contract.	AAUP Union contract.	
CR, S	University of Louisiana at Monroe	Monroe	LA	X	$2,500	$3,000	
CM	University of California-Fullerton	Fullerton	CA	X	7.5%	7.5%	
CR, S	University of North Alabama	Florence	AL	$2,435	$6,087	$8,522	
CM, S	University of North Carolina at Charlotte	Charlotte	NC	X	$3,000	$5,000	
S	University of North Carolina at Pembroke	Pembroke	NC	X	$1,000	$2,000	
A, S	University of North Florida	Jacksonville	FL	X	12.5%	12.5%	
A, CR	University of South Alabama	Mobile	AL	X	$4,000	$6,000	
CM	University of Tampa	Tampa	FL	X	$3,000	$4,000	
A, CR, S	Uni. of Tennessee at Chattanooga	Chattanooga	TN	X	10%	10%	
S	University of West Florida	Pensacola	FL	Varies by discipline	Varies by discipline	Varies by discipline.	CUPA used to set pay increase.
CR, S	Valdosta State University	Valdosta	GA	$3,000	$4,000	$5,000	
A	Weber State University	Ogden	UT	X	$5,000	$10,000	
S	Winthrop University	Rock Hill	SC	X	$6,500	$9,000	
CR	Youngstown State University	Youngstown	OH	X	$3,600	$5,100	

A=USG Aspirational, CM= Armstrong Competitors, CR= USG Comparator, S = CUPA-HR Comparator.

Appendix D
Supplemental Salary Data for College of Health Professions

ALL FOUR-YEAR INSTITUTIONS

Figure 6: Median Salary for Chair, Professor, Associate Professor and Assistant Professor by Program, Excluding Those with Medical or Dental Degrees in 2010-11

PROGRAM	Chair	Professor	Associate Professor	Assistant Professor
Athletic Training	107131	-	97469	65559
Clinical Laboratory Sciences (Medical Technology)	104511	101309	84088	67320
Dental Hygiene	80356	81469	71551	65393
Diagnostic Medical Sonography	-	-	-	-
Dietetics	93164	-	72231	63311
Emergency Medical Sciences	102015	-	-	68773
Health Administration	103612	110598	88835	71264
Health Information Management	-	117020	90222	73368
Nuclear Medicine Technology	-	-	-	-
Nursing	104373	99512	86778	75000
Occupational Therapy	108274	99575	88134	74983
Physical Therapy	114004	110517	91283	80070
Physician Assistant	103659	123414	93646	79207
Radiation Therapy Technology	-	-	-	-
Radiography	83556	-	66123	62830
Rehabilitation Counseling	-	99611	-	-
Respiratory Therapist	74988	-	-	60653
Speech-Language Pathology & Audiology	98521	117179	81480	73333
Office of the Dean	-	-	-	-
Program(s) not listed above	104526	99801	78512	65978

These data are derived from the 2010-2011 Institutional Profile Survey Report published by the Association of Schools in Allied Health Professions (ASAHP). Data from the most recent year was not available as of this writing. This table provides median salary data by rank-discipline across many of the degree programs that are also housed in the College of Health Professions at Armstrong.

These data are included as an appendix to this report given the lack of comparator data for many of the rank-discipline fields in the CUPA-HR data. Out of a total of 14 rank-discipline categories where no comparator data are available in CUPA-HR, 6 are in the College of Health Professions. Without some sort of comparative data to make use of, there was concern that faculty in that College would be less likely considered for salary adjustments, if and when such might be appropriate, based on the availability of such data.

The institutions that submitted salary data for this survey are listed in the figure below.

Figure 1: Listing of Survey Participants for All Four-Year Institutions in 2010-11

Name of School	*Name of School*	*Name of School*
Arkansas State University	Ithaca College	Nova Southeastern University
Armstrong Atlantic State University	Long Island University	Old Dominion University
Baptist College of Health Sciences	Long Island University - Brooklyn	Pacific University
Bowling Green State University	Marquette University	Quinnipiac University
Central Michigan University	Marshall University	Sacred Heart University
Duquesne University	Massachusetts College of Pharmacy and Health Sciences	Seton Hall University
Eastern Kentucky University	Mercy College	
Eastern Michigan University	Midwestern University	
Florida Gulf Coast University	New York Institute of Technology	
Governors State University	Northeastern University	
Idaho State University	Northern Illinois University	
Indiana State University		

An institution was listed in this report if it reported at least one faculty member or program for the 2010-11 survey year.

National Faculty Salary Survey: Multi-Discipline Report, 2008, 2011, 2013

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NP - Number of Persons.

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[05.] AREA, ETHNIC, CULTURAL, AND GENDER STUDIES															
05.01 Area Studies															
Professor	70,636			1	73,749				74,499			1			
Associate Professor															
Assistant Professor	43,603			1											
New Assistant Professor															
Instructor															
[09.] COMMUNICATION STUDIES															
09.01 Com. Studies/Speech Com. & Rhetoric															
Professor															
Associate Professor															
Assistant Professor									48,416		51,385	131			94.2
New Assistant Professor															
Instructor									40,000		40,661	41			98.4
[11.] COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES															
11.01 General															
Professor			94,665	56							101,425	57			
Associate Professor			82,891	76							87,229	84			
Assistant Professor			73,164	106							79,000	53			
New Assistant Professor			73,590	8								6			
Instructor	53,560		49,349	47								7	108.5		
11.04 Information Science/Studies															
Professor				12								13			
Associate Professor	85,186		82,228	14	81,378		85,669	24	81,378		84,390	18	103.6		96.4
Assistant Professor	70,215		81,385	17	66,070		76,537	16	66,820		77,057	9	86.3		86.7
New Assistant Professor															
Instructor				11								8			
11.07 Computer Science															
Professor	123,956		95,541	34	119,766		99,711	20	112,081		98,982	34	129.7	120.1	113.2
Associate Professor	99,632		82,552	28	92,063		83,015	20	87,863		86,958	28	120.7	110.9	101.0
Assistant Professor	82,543		71,350	33	85,081		76,587	8			74,372	23	115.7	111.1	
New Assistant Professor				4								4			
Instructor			46,691	24								7			
11.08 Software & Media Applications															
Professor															
Associate Professor															
Assistant Professor															
New Assistant Professor															
Instructor															
11.99 Other															
Professor												1			
Associate Professor															
Assistant Professor	76,451			1											
New Assistant Professor															
Instructor															
[13.] EDUCATION															
13.01															
Professor									105,500		89,117	47			118.4
Associate Professor											60,930	62			
Assistant Professor									50,600		54,329	78			93.1
New Assistant Professor											55,846	11			
Instructor									43,661		51,669	19			84.5
13.10 Special Ed & Teaching															
Professor	63,504		74,342	60	58,881		81,313	38	63,000		77,971	40	85.4	72.4	80.8
Associate Professor	61,355		59,037	68							61,982	67	103.9		
Assistant Professor	50,153		51,443	84					52,000		53,667	66	97.5		96.9
New Assistant Professor			52,165	10							51,834	12			
Instructor			43,798	21					44,500		52,522	15			84.7
13.12 Teacher Ed & Prof Dev, Levels & Methods															
Professor	64,925		72,732	106	60,280		73,946	50	66,170		74,416	123	89.3	81.5	88.9
Associate Professor	61,061		59,223	117	54,664		58,819	86	59,293		60,234	185	103.1	92.9	98.4
Assistant Professor	49,123		50,801	209	51,268		51,250	85	52,100		53,183	189	96.7	100.0	98.0
New Assistant Professor	44,509		51,173	35							54,336	25	87.0		
Instructor	38,000		42,335	56	38,000		43,215	49	43,215		48,321	22	89.8	87.9	89.4

National Faculty Salary Survey: Multi-Discipline Report, 2008, 2011, 2013

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13.13 Teacher Ed & Prof Dev, Subjects															
Professor			71,069	57							73,976	54			
Associate Professor	73,262		58,434	79							61,691	82	125.4		
Assistant Professor	48,562		49,115	112	46,810		53,846	45	48,638		53,791	97	98.9	86.9	90.4
New Assistant Professor	41,200		48,548	22							52,938	18	84.9		
Instructor			43,185	38	45,000		43,606	46	41,000		51,198	6		103.2	80.1
[14.] ENGINEERING															
14.01 General															
Professor				17							96,387	14			
Associate Professor				10	90,656		83,479	8	90,656		75,624	13		108.6	119.9
Assistant Professor	84,849		70,808	9							73,243	17	119.8		
New Assistant Professor				4								3			
Instructor				1											
14.99 Other															
Professor				2											
Associate Professor				3					88,699			1			
Assistant Professor	83,181			4	87,699							2			
New Assistant Professor															
Instructor															
[15.] ENGINEERING TECHNOLOGIES/TECHNICIANS															
15.11 Engineering-Related															
Professor											85,944	23			
Associate Professor	82,656			1							72,930	31			
Assistant Professor											64,431	38			
New Assistant Professor												3			
Instructor												3			
[16.] FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS															
16.09 Romance															
Professor	55,109		71,004	31	67,674		72,378	20	68,424		73,057	39	77.6	93.5	93.7
Associate Professor	50,406		55,613	51	54,300		59,545	42	53,780		56,362	62	90.6	91.2	95.4
Assistant Professor	44,300		46,456	65	45,620		49,871	43	46,040		50,108	48	95.4	91.5	91.9
New Assistant Professor	44,300		45,524	13							54,143	6	97.3		
Instructor			38,185	36					40,000		42,760	16			93.5
[23.] ENGLISH LANGUAGE AND LITERATURE/LETTERS															
23.01 General															
Professor	65,700		70,601	263	67,577		72,126	146	70,024		73,627	251	93.1	93.7	95.1
Associate Professor	50,301		56,023	252	54,477		57,226	131	54,740		56,428	274	89.8	95.2	97.0
Assistant Professor	42,608		46,577	318	46,555		48,770	125	47,058		49,558	200	91.5	95.5	95.0
New Assistant Professor	37,000		44,667	59							49,984	25	82.8		
Instructor	35,775		36,818	291	39,250		37,658	167	39,200		40,565	50	97.2	104.2	96.6
23.04 Composition															
Professor				4											
Associate Professor				11											
Assistant Professor				13											
New Assistant Professor				2											
Instructor	46,140		35,714	50									129.2		
23.08 English Lit															
Professor	78,918		72,397	12									109.0		
Associate Professor				2											
Assistant Professor				8											
New Assistant Professor				1											
Instructor															
23.10 Speech & Rhetorical Studies															
Professor			67,987	16											
Associate Professor			55,515	22											
Assistant Professor	43,877		47,165	22	46,960				48,460		49,440	22	93.0		98.0
New Assistant Professor				4											
Instructor			38,899	23											

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[25.] LIBRARY SCIENCES															
25.01															
Professor											6				
Associate Professor											13				
Assistant Professor									54,139		56,938	37			95.1
New Assistant Professor															
Instructor									44,000		1				
[26.] BIOLOGICAL AND BIOMEDICAL SCIENCES															
26.01 General															
Professor	67,037		75,179	211	70,068		78,268	123	72,345		76,513	246	89.2	89.5	94.6
Associate Professor	57,048		58,195	202	51,876		59,495	125	54,070		60,561	222	98.0	87.2	89.3
Assistant Professor	43,870		49,503	237	47,262		51,014	113	47,050		53,077	169	88.6	92.6	88.6
New Assistant Professor	39,660		48,988	40							55,454	30	81.0		
Instructor	34,667		39,546	90	46,000		40,990	63	39,703		41,000	27	87.7	112.2	96.8
26.03 Botany/Plant															
Professor	80,631			3							1				
Associate Professor				5							1				
Assistant Professor				3							1				
New Assistant Professor															
Instructor															
26.07 Zoology/Animal															
Professor			78,266	13							78,974	7			
Associate Professor				6							5				
Assistant Professor	43,834			6	45,501						3				
New Assistant Professor				1											
Instructor				2											
26.09 Physiology, Pathology & Related															
Professor				2							2				
Associate Professor				1							1				
Assistant Professor	61,350		52,813	5	62,884				76,875		3				
New Assistant Professor	61,350			1							1				
Instructor															
[27.] MATHEMATICS AND STATISTICS															
27.01 Mathematics															
Professor	62,253		75,885	214	65,183		77,467	112	70,134		76,269	223	82.0	84.1	92.0
Associate Professor	63,264		60,093	194	59,503		60,548	121	57,868		60,759	207	105.3	98.3	95.2
Assistant Professor	46,353		50,245	278	47,010		52,702	84	47,800		53,070	158	92.3	89.2	90.1
New Assistant Professor	43,000		49,197	52							52,172	22	87.4		
Instructor	36,455		38,502	219	38,228		40,145	103	39,152		45,547	58	94.7	95.2	86.0
27.99 Other															
Professor	77,881			1	80,843				74,123						
Associate Professor															
Assistant Professor											1				
New Assistant Professor															
Instructor															
[31.] PARKS, RECREATION, LEISURE AND FITNESS STUDIES															
31.05 Health & Physical Education/Fitness															
Professor			74,160	61							80,834	10			
Associate Professor	47,668		60,221	69	54,932		60,681	38	62,650		59,947	17	79.2	90.5	104.5
Assistant Professor			50,890	94					50,000		51,989	8			96.2
New Assistant Professor			48,346	18								2			
Instructor			40,418	72	42,000		43,282	31	47,000		51,759	36		97.0	90.8
[38.] PHILOSOPHY AND RELIGIOUS STUDIES															
38.01 Philosophy															
Professor			76,366	36							76,403	41			
Associate Professor			55,894	35	51,577		58,289	27	53,077		56,108	39		88.5	94.6
Assistant Professor	47,700		46,418	44	54,375		48,703	40	46,500		50,344	36	102.8	111.6	92.4
New Assistant Professor			45,129	7								3			
Instructor			37,400	12											

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[40.] PHYSICAL SCIENCES															
40.05 Chemistry															
Professor	66,362		76,744	123	73,900		79,154	69	72,111		79,351	124	86.5	93.4	90.9
Associate Professor	54,786		60,636	113	59,565		62,448	75	58,039		61,185	123	90.4	95.4	94.9
Assistant Professor	45,058		49,477	148	48,276		50,842	65	51,732		54,115	129	91.1	95.0	95.6
New Assistant Professor	44,000		47,646	33							55,544	23	92.3		
Instructor			41,212	52	45,000		43,126	35	45,000		46,966	16		104.3	95.8
40.08 Physics															
Professor			78,732	77							83,556	89			
Associate Professor			61,977	68					52,995		64,306	71			82.4
Assistant Professor	46,686		50,400	96	50,415		53,883	41	51,625		56,405	59	92.6	93.6	91.5
New Assistant Professor	40,500		47,289	16							53,833	6	85.6		
Instructor	40,049		42,011	29	41,774		44,297	14	43,387			1	95.3	94.3	
[41.] SCIENCE TECHNOLOGIES/TECHNICIANS															
41.01 Bio Technician/Biotech Lab Technician															
Professor															
Associate Professor	52,418			1	59,952										
Assistant Professor															
New Assistant Professor															
Instructor															
41.99 Other															
Professor															
Associate Professor															
Assistant Professor	43,998			1											
New Assistant Professor															
Instructor															
[42.] PSYCHOLOGY															
42.01 General															
Professor	65,429		75,153	206	58,549		78,548	121	64,028		76,868	209	87.1	74.5	83.3
Associate Professor	51,869		57,909	166					51,665		60,300	156	89.6		85.7
Assistant Professor	44,523		49,259	173	46,311		50,232	93	45,667		52,864	149	90.4	92.2	86.4
New Assistant Professor	44,200		47,933	41							53,676	26	92.2		
Instructor	40,314		37,748	32	44,000		40,725	22	43,000		45,285	7	106.8	108.0	95.0
[43.] SECURITY AND PROTECTIVE SERVICES															
43.01 Criminal Justice & Corrections															
Professor	58,232		74,569	42	80,330		78,240	19	83,545		77,890	58	78.1	102.7	107.3
Associate Professor	72,072		61,103	52			65,801	207	52,414		62,431	57	118.0		84.0
Assistant Professor	44,622		49,881	89	47,307		50,872	28			54,042	66	89.5	93.0	
New Assistant Professor			49,183	17							57,493	12			
Instructor			42,265	13					40,000		45,719	7			87.5
[45.] SOCIAL SCIENCES															
45.02 Anthropology															
Professor											78,296	28			
Associate Professor											61,819	35			
Assistant Professor											53,070	34			
New Assistant Professor											54,917	7			
Instructor									38,500			2			
45.06 Economics															
Professor	76,133		89,253	54	78,693		96,456	31	81,151		96,869	48	85.3	81.6	83.8
Associate Professor	64,871		75,420	45							79,934	34	86.0		
Assistant Professor	56,756		66,376	47	60,000		70,821	16	63,000		76,920	24	85.5	84.7	81.9
New Assistant Professor			68,162	14							81,168	7			
Instructor			44,845	7											
45.07 Geography															
Professor											73,340	32			
Associate Professor											60,840	46			
Assistant Professor									44,000		52,832	34			83.3
New Assistant Professor											54,483	9			
Instructor															

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45.10 Political Science & Government															
Professor			78,077	103	60,076		77,925	61	67,736		78,375	101		77.1	86.4
Associate Professor	48,950		60,337	102	57,586		60,304	55			61,418	100	81.1	95.5	
Assistant Professor	44,900		48,000	137					45,000		51,606	108	93.5		87.2
New Assistant Professor	44,900		46,847	30							54,473	21	95.8		
Instructor	37,000		37,224	29	38,963		40,952	14	39,500		41,225	5	99.4	95.1	95.8
45.11 Sociology															
Professor			75,494	78							81,092	85			
Associate Professor			57,579	86	50,296		57,981	45	52,796		58,501	81		86.7	90.2
Assistant Professor	45,350		47,586	96	45,000		50,084	49	46,000		51,100	71	95.3	89.8	90.0
New Assistant Professor			45,193	14							50,948	10			
Instructor			37,417	39					40,000		43,468	11			92.0
[50.] VISUAL AND PERFORMING ARTS															
50.01															
Professor									63,364		74,678	15			84.8
Associate Professor									53,034		55,697	13			95.2
Assistant Professor									46,494		42,353	15			109.8
New Assistant Professor												1			
Instructor									40,000			1			
50.05 Dramatic/Theatre Arts & Stagecraft															
Professor			71,877	41							74,204	56			
Associate Professor			56,101	47					49,414		57,962	69			85.3
Assistant Professor	40,601		46,057	80	44,415		47,300	44	43,000		48,277	62	88.2	93.9	89.1
New Assistant Professor			45,381	15							48,655	7			
Instructor			38,476	24								1			
50.06 Film/Video & Photographic Arts															
Professor	55,129		81, 548	13	64,953			2	65,453		78,629	18			83.2
Associate Professor				5								8			
Assistant Professor				9								10			
New Assistant Professor				2								2			
Instructor				4								3			
50.07 Fine & Studio Art															
Professor	58,487		69,845	128	66,902		73,063	70	67,652		73,487	127	83.7	91.6	92.1
Associate Professor			57,039	114	46,013		58,271	69	49,387		56,796	141		79.0	87.0
Assistant Professor	42,439		46,290	173	43,862		48,195	80			50,056	133	91.7	91.0	
New Assistant Professor			45,417	32							51,854	17			
Instructor			37,855	36					40,000			1			
50.09 Music															
Professor	54,690		69,372	176	63,694		71,942	118	61204		70,820	206	78.8	88.5	86.4
Associate Professor	53,218		56,811	168	56,191		57,598	107			57,857	199	93.7	97.6	
Assistant Professor	45,295		47,580	196							49,923	162	95.2		
New Assistant Professor			44,497	45							49,647	16			
Instructor			40,639	60							45,032	14			
[51.] HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES															
51.00															
Professor									77,671		91,134	24			85.2
Associate Professor									63,500		66,851	1			95.0
Assistant Professor									71,500		51,162	11			139.8
New Assistant Professor												3			
Instructor												8			
51.02 Communication Disorders Sci & Srvcs															
Professor			76,474	13					76,000		82,563	17			92.1
Associate Professor	69,809		64,902	17					64,844		65,801	16	107.6		98.5
Assistant Professor	59,209		53,099	26	61,344		54,508	20			56,705	33	111.5	112.5	
New Assistant Professor	58,473		56,386	7								4	103.7		
Instructor			45,407	23								1			
51.06 Dental Support Srvcs & Allied Professions															
Professor	75,529			2	66,746			1							
Associate Professor				4								6			
Assistant Professor	48,898			7	52,453			2				1			
New Assistant Professor															
Instructor				3	16,133			1							

National Faculty Salary Survey: Multi-Discipline Report, 2008, 2011, 2013

Focus Institution: Armstrong Atlantic State University

Comparison Group:
- Denotes comparator group of 44 institutions.
- Denotes national comparison group (170 institutions).
- Denotes southern comparison group (64 institutions).

NP - Number of Persons.

Code/Title	2008				2011				2013				Armstrong as % of Comparator		
	Armstrong Salary		Comparator (NI>4 to report)		Armstrong Salary		Comparator (NI>4 to report)		Armstrong Salary		Comparator (NI>4 to report)				
	Average	NP	Average	NP	Average	NP	Average	NP	Average	NP	Average	NP	2008	2011	2013
51.07 Health & Med Admin Srvcs															
Professor	68,805		79,035	13							87,708	12			
Associate Professor	68,112		68,280	11	70,989		67,722	16	73,989		72,450	18	99.8		
Assistant Professor				10							64,965	28			
New Assistant Professor				1								7			
Instructor												3			
51.09 Allied Health Diag, Interv & Treat Profs															
Professor	67,282		70,387	7	73,620		71,850	8	86,663			2			
Associate Professor	48,275		60,376	19	61,617		64,341	25	75,750		64,110	22			118.2
Assistant Professor	54,083		50,881	27	55,365		56,314	31	66,132		52,574	12	106.3		125.8
New Assistant Professor				4								1			
Instructor	52,142		43,301	15	46,466		48,002	14	65,443			1	120.4		
51.10 Clinical/Med Lab Sci & Allied Profs															
Professor				3								5			
Associate Professor	66,018		68,789	16	72,802		64,141	18				10			
Assistant Professor	42,921		52,552	11	54,250		52,940	15	58,000		57,744	14	81.7		100.4
New Assistant Professor												2			
Instructor	40,000			4	42,500			1	48,435			2			
51.15 Mental & Social Health Srvcs & Allied Profs															
Professor				10								12			
Associate Professor				14							64,075	13			
Assistant Professor	62,953		55,082	17	65,437		58,307	22	79,996		55,829	23	114.3		143.3
New Assistant Professor				1								0			
Instructor				4								9			
51.16 Nursing															
Professor	74,595		79,848	93	92,041		81,683	41	82,322		86,348	88	93.4	112.7	95.3
Associate Professor	65,754		69,486	162	78,480		69,078	64	75,636		71,142	171	94.6	113.6	106.3
Assistant Professor	51,195		54,994	430	58,024		58,804	138	58,371		61,173	262	93.1	98.7	95.4
New Assistant Professor	49,750		55,118	74							62,756	32	90.3		
Instructor	47,400		49,286	194	52,250		54,843	83	51,750		58,463	69	96.2	95.3	88.5
51.22 Public Health															
Professor				4								10			
Associate Professor	57,853		68,183	13	66,119		64,968	18	64,763		73,640	22	84.8		87.9
Assistant Professor	58,858		59,852	34	61,407		57,224	21	60,000		59,820	18	98.3		100.3
New Assistant Professor				7								3			
Instructor				6											
51.23 Rehabilitation & Therapeutic Professions															
Professor	85,072		81,795	19	85,919		84,067	10	83,155		90,003	21	104.0	102.2	92.4
Associate Professor	82,020		70,767	28					82,500		73,100	28	115.9		112.9
Assistant Professor	64,733		64,359	25	70,000		65,861	33	60,750		67,110	35	100.6	106.3	90.5
New Assistant Professor				5							65,802	6			
Instructor				3	55,000			10				2			
51.99 Other															
Professor	71,744		79,592	21	74,681		81,984	23	76,660						
Associate Professor															
Assistant Professor	60,006		58,982	34	62,424		60,424	25	60,000						
New Assistant Professor				1											
Instructor					60,000			1							
[54.] HISTORY GENERAL															
54.01 History															
Professor	65,325		72,197	172	69,380		77,263	98	69,212		75,958	161	90.5	89.8	91.1
Associate Professor	51,612		56,430	164	52,992		58,147	90	53,174		57,123	182	91.5	91.1	93.1
Assistant Professor	44,000		46,962	193	44,090		49,261	91	45,950		50,054	151	93.7	89.5	91.8
New Assistant Professor	44,000		46,762	35							53,376	22	94.1		
Instructor			37,882	47	40,000		38,179	34	40,000		38,078	8		104.8	105.0