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March 18, 2013 AASU Faculty Senate Agenda

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Armstrong Atlantic State University
Faculty Senate Meeting
Agenda of March 18, 2013
Student Union, Savannah Ballroom A, 3:00 PM

I. Call to Order

II. Senate Action

- A. Approval of Minutes from February 18, 2013 Faculty Senate Meeting
- B. University Curriculum Committee Report (Appendix A)
 - 1. Curriculum Changes
 - 2. Be Sure to Check for the Most Up-to-Date Minutes
- C. Presentations
 - 1. Armstrong Chief of Police Wayne Willcox – Emergency Procedures
 - 2. (Tent.) – VP of Advancement Bill Kelso – Scholarship Process Revision
 - 3. Administrative Survey Redesign – Wendy Wolfe
- D. Continuing Business
 - 1. Opening of Mail – See attached bill (Appendix B)
- E. New Business
 - 1. Emeritus Faculty – See attached bill (Appendix C)
 - 2. Peer Mentoring – See attached bill (Appendix D)
 - 3. Annual Financial Report – See attached bill/resolution (Appendix E)
 - 4. Candidates for Graduation – Appendix F
 - 5. Academic Standards Report RE: Disability Services – Appendix G
 - 6. Ad-Hoc Online Education Committee Report – Appendix H
- F. Disposition of Committee Charges – Appendix I
- G. Items from the Floor

III. Senate Information

- A. Change of Location – April Meeting – Ogeechee Theater

IV. Adjournment

Appendix B – Opening of Mail

Whereas the opening of mail by someone other than the addressee without his or her permission is a significant violation of privacy; and

Whereas other units of the University System of Georgia have process controls in place that do not require faculty privacy to be violated in this manner to ensure fiscal stability,

This bill requests that the President immediately direct all university employees involved in the receipt, transport, and distribution of both United States Mail and Campus Mail to deliver it to its intended recipient without opening, copying, diverting or otherwise delaying its progress.

Appendix C – Bill Concerning Emeritus Faculty

Whereas the present Armstrong Atlantic State University Faculty Handbook (Rev 5-15-12, see http://www.armstrong.edu/images/academic_affairs/Faculty_Handbook.pdf) only outlines in section 107.5.2 (in agreement with the provisions of the Board of Regents guidelines (section 8.3.13, see <http://www.usg.edu/policymanual/section8/C245/>) the manner in which a retired faculty member can attain emeriti status and not the privileges garnered from the award, and

Whereas other Georgia institutions likewise have no apparent verbiage contained in handbooks regarding emeriti faculty benefits but have assurances through recognized organizations such as the Georgia State University Emeriti Association (see <http://www.gsu.edu/emeraliti/>) which cites the following subset of paraphrased benefits:

- University identification card (e.g., Armstrong's Pirate card) with Emeriti faculty designation
- Free parking decal for faculty spaces
- Retain use of email account
- Access to library and all its benefits, and

Whereas other institutions' Academic Affairs Offices in states such as Tennessee have adopted policies (see http://www.tnstate.edu/academic_affairs/documents/Professor%20Emeritus%20Policy_from%20web.pdf)

guaranteeing similar aforementioned benefits for emeriti faculty, and

Whereas the impact to the university of extending these benefits would be minimal (in this current year 2012-13 there are only 68 emeriti faculty) and contributions from this group are great (including their attendance and engagement at university sponsored activities from sporting events to mathematics competitions, and continued scholarly actions including publication, among other ambassadorial endeavors),

We hereby in the stead of a formal organization of emeriti faculty confer the aforementioned benefits for emeriti faculty of Armstrong Atlantic State University for any and all benefits and any and all time ranges that do not exert a financial burden on the university.

Appendix D - Faculty Development Peer Review Bill

Early Fall 2012, the Faculty Senate charged the Faculty Development Committee (FDC) to “develop a mentoring process for non-tenure track faculty.” The FDC decided that this would best be accomplished through a more systematic peer review process available to both tenure-track and non-tenure track faculty. The chair of the Faculty Development Committee then invited faculty to participate in the development of these recommendations. Eleven faculty members, representing three colleges and six departments, stepped forward to be the Peer Review of Teaching Task Force. This Task Force met several times Fall 2012 and Spring 2013 to explore selected papers from the current literature on the peer review of teaching (PRT) in higher education (Hubbal & Clarke 2010, Lamas & Kinchin 2006) and formulated the following recommendations. These recommendations were discussed, edited slightly and endorsed by the Faculty Development Committee March 1, 2013. The Faculty Development Committee is now sending these recommendations to the Senate for approval and action.

Recommendations

We recommend the following.

1. *Establish a “First Year Faculty Experience (FYFE).”*
 - a. This would be a systematic and mandatory program for new full-time faculty that meets frequently for at least the first year.
 - b. It would include but would not be limited to sessions on teaching. One of the teaching topics should be a discussion of scholarly works related to quality teaching and both the process and products of the scholarship of teaching and learning.
 - c. FYFE sessions should be highly participatory and focused on exchanging experiences and opinions on general matters important to those working in academia rather than top-down dissemination of policies or instructions.
 - d. Each FYFE participant would be required to engage in mentoring and peer review (giving as well as receiving).
 - i. A current Armstrong faculty member, ideally from within the new faculty member’s own department, would be selected by the department head based on teaching expertise to be this new faculty member’s mentor. Regular informal meetings between the new faculty member and this mentor would begin during the first fall semester and continue through spring.
 - ii. Quality mentoring is time consuming and this should be balanced with the mentor’s other responsibilities (perhaps a course release) or some sort of monetary reward during semesters/years they are an active mentor.
 - iii. Mentoring would begin the first fall, and would include informal classroom observations and discussions of the observations but not formal peer review of teaching. Mentoring should also include having

the new faculty member informally observe their mentor in the classroom, followed by discussion of the observation.

- iv. More formal peer review of teaching (PRT) would begin the first spring, and would be conducted by each new faculty member's mentor and a member of their FYFE cohort.
 1. The mentor has already established a relationship and could add disciplinary specificity and expertise. PRT would be highly formative and guided partially by the new faculty member's own reflections.
 2. PRT would incorporate the following:
 - a. At least three meetings:
 - i. Initial discussion of the new faculty's goals for peer review experience, and his or her teaching philosophy and pedagogy.
 - ii. Classroom observation
 - iii. Post-observation reflection and discussion
 - b. A written report from the mentor. This would be given only to the new faculty member and may be submitted as part of the T & P process.
 3. The other FYFE member participates in at least the first two of these meetings. There are several benefits to including other cohort members in PRT. They observe another new faculty member in action and can make changes to their own teaching based on these observations. They also observe another new faculty being mentored and reviewed and how that other new faculty member responds to the process. Participating in the review of another new faculty member also affords other cohort members an 'inside look' at the PRT process and allows them to share their own pedagogical knowledge.
 4. Mentoring, including PRT, should be required for each FYFE cohort member for two semesters, but then continue as desired by the new faculty member and negotiated with his or her mentor.
2. Designate a small group of existing faculty members as *'Teaching Fellows.'* This would be a small group of faculty members selected carefully and recognized each year for their teaching abilities and/or service as mentors in the peer review of teaching. This group would serve in an advisory role for the Director of Faculty Development and the Provost in matters of teaching. Teaching Fellows would be selected annually and publicly recognized and rewarded.

Rationale

Armstrong is described in its Strategic Plan as "teaching-centered" and the first of our university's core values says, "We value education that is student-focused, transformative, experiential, rigorous and leading to student success." Clearly, good

teaching is espoused as being very important, yet the following list gives one reason to question the institution's commitment to promoting, evaluating, and recognizing quality teaching.

- The Director of Faculty Development is inadequately appointed at 50% FTE, limiting opportunities to establish and maintain ongoing faculty development initiatives. Even so, this relatively new director has provided numerous resources and opportunities for the development of teaching and venues for conversations about teaching. An institution as large as Armstrong should have a full-time Director of Faculty Development.
- There is no campus-wide systematic program or process in place for mentoring new faculty in the area of teaching or assisting current faculty to evaluate and improve their own teaching, although the Director of Faculty Development provides assistance in these areas to individual faculty as requested.
- Evaluation of teaching is almost exclusively conducted through student evaluations, which consistently have poor student participation and can be unreliable (Kidd & Latif 2004) Only one college, the College of Science and Technology, has recently begun to incorporate peer review requirements in their Tenure and Promotion guidelines.
- Only a few department heads provide their faculty with particularly thorough, formative teaching evaluations as part of the annual faculty evaluation process.
- Currently, the only two university-wide teaching awards are the Brockmeier Award, which is awarded by the Library Committee and only available to faculty in their earliest years at the institution, and the Propst Award, which is awarded by students based on teaching as well as student service.
- There is minimal institutional encouragement or support for faculty to participate in external faculty development opportunities, such as the University System of Georgia Governor's Teaching Fellows program.
- There is a basic voluntary quality certification process for e-learning but not for other types of instruction. This example highlights the disparity between the attention and resources given to certain kinds of instructional models over the institution's primary instructional model (face-to-face).

The recommendations made above would provide significant benefits to both the institution and the faculty:

- Faculty retention will be improved if faculty members are part of a strong and sustained community from the beginning of their Armstrong experience (O'Meara & Terosky 2010). Improving retention would reduce personnel costs and would decrease the extensive faculty and administrative time spent on faculty searches.
- Systemically evaluating and enhancing teaching can be highlighted during student recruitment.
- The annual recognition and service provided by the Teaching Fellows would make the institution's commitment to excellence in teaching continually visible to students and faculty.

- The First-year Faculty Experience and the Teaching Fellows designation could enhance Armstrong's reputation in the online and local community as well as among other USG institutions.
- A systematic focus on quality teaching would presumably enhance student retention and success.

Conclusion

In short, it is the Faculty Development Committee's recommendation that Armstrong address its longstanding undervalue of teaching in a real and meaningful way using a two-pronged approach. This approach includes beginning a First Year Faculty Experience program for new faculty and establishing a Teaching Fellows designation for existing faculty. These recommendations are only first steps in making Armstrong a truly teaching centered institution.

The Peer Review Task Force, acting as a subcommittee of the Faculty Development Committee, formulated these recommendations. Task force members were Jewell Anderson (Library), Jane Blackwell (Nursing), Suzy Carpenter (Chemistry), April Garrity (Rehabilitation Sciences), Dave Lake (Rehabilitation Sciences), Doug Masini (Respiratory Therapy), Dorothee Mertz-Weigel (LLP), Andi Beth Mincer (Rehabilitation Sciences), Jane Rago (LLP), Anne Thompson (Rehabilitation Sciences), Richard Wallace (Chemistry).

References Hubble, Harry, Anthony Clarke. "Scholarly Approaches to Peer-Review of Teaching: Emergent Frameworks and Outcomes in a Research-Intensive University." *Transformative Dialogues Journal* 4.3 (2011): n.p. Print.

Kidd, Robert S., David Latif. "Student Evaluations: Are They Valid Measures of Course Effectiveness?" *American Journal of Pharmaceutical Education* 68.3 (2004): 1 – 5. *Proquest Resarch Library*. Web. 5 Feb. 2013.

Lomas, Laurie, Ian Kinchin. "Developing a Peer Observation Program with University Teachers." *International Journal of Teaching and Learning in Higher Education*. 18.3 (2006): 204-214.

O'Meara, KerryAnn, Aimee La Pointe Terosky. "Engendering Faculty Professional Growth." *Change* 42. 6 (Nov/Dec 2010): 44-51. *Proquest Research Library*. Web. 5 Feb. 2013.

Appendix F

Last Name	First Name	Preferred Diploma Name	Degree	Major
Adams	Christen	Christen M. Adams	Associate of Arts	Arts
Adams-McCray	Avounte'	Avounte' Sade' Adams-McCray	Associate of Arts	Arts
Carter	Kelvin	Kelvin D. Carter	Associate of Arts	Arts
Ellert	Mystery	Mystery Glenora Ellert	Associate of Arts	Arts
Evans	Sean	Sean Ryan Evans	Associate of Arts	Arts
Fraser	Rabecca	Rabecca Lyn Fraser	Associate of Arts	Arts
Garcia	Jesse	Jesse Fabian Garcia	Associate of Arts	Arts
Kramer	Whitney	Whitney Leigh Kramer	Associate of Arts	Arts
Olson	Megan	Megan Rae Olson	Associate of Arts	Arts
Pierre	Charlien	Charlien Z. Pierre	Associate of Arts	Arts
Pukinskas	Felicia	Felicia Victoria Pukinskas	Associate of Arts	Arts
Reeves	Robin	Robin N. Reeves II	Associate of Arts	Arts
Richards	Meagan	Meagan Genevieve Richards	Associate of Arts	Arts
Simmons	Nethophah	Nethophah Nekoda Simmons	Associate of Arts	Arts
Smith	Terrence	Terrence Wesley Smith	Associate of Arts	Arts
Spencer	Kayla	Kayla Marie Spencer	Associate of Arts	Arts
Templeton	Kara	Kara Letitia Templeton	Associate of Arts	Arts
Thompson	Joanna	Joanna Thompson	Associate of Arts	Arts
Vega Lopez	Mariel	Mariel Vega Lopez	Associate of Arts	Arts
Widner	Dolores	Dolores V. Widner	Associate of Arts	Arts
Hicks	William	William D. Hicks	Bachelor of Arts	Art
Acker	Alyssa	Alyssa Lauren Acker	Bachelor of Arts	Business Economics
Alvarez	Michael	Michael Lazaro Alvarez	Bachelor of Arts	Business Economics
Bush	Jeffrey	Jeffrey M. Bush	Bachelor of Arts	Business Economics
Mares	Eduardo	Eduardo Rafael Mares Rios	Bachelor of Arts	Business Economics
McGann	Daniel	Daniel Stuart McGann	Bachelor of Arts	Business Economics
Voigt	Kayleigh	Kayleigh Chae Voigt	Bachelor of Arts	Business Economics
Bodaford	Robert	Robert Michael Bodaford	Bachelor of Arts	Economics - General
Frederick	Brian	B. Alexander Frederick	Bachelor of Arts	Economics - General
Mancia	Claudia	Claudia Maria Mancia Dada	Bachelor of Arts	Economics - General
Sanders	Alisha	Alisha Breanna Sanders	Bachelor of Arts	Economics - General

Davis	Brandy	Brandy Lee Davis	Bachelor of Arts	English
Diggs	Robin	Robin Y. Diggs	Bachelor of Arts	English
Gardefjord	Jessica	Jessica Leonor Gardefjord	Bachelor of Arts	English
Geiger	Lauren	Lauren Elizabeth Geiger	Bachelor of Arts	English
Godfrey	Nicholas	Nicholas J. Godfrey	Bachelor of Arts	English
McAdams	Benjamin	Benjamin Josef McAdams	Bachelor of Arts	English
McDonald	Lauren	Lauren M. McDonald	Bachelor of Arts	English
Pinion	Kenneth	Kenneth Thomas Pinion	Bachelor of Arts	English
Robinson	Samantha	Samantha Claire Robinson	Bachelor of Arts	English
Rollins	Kristian	Kristian Annie Rollins	Bachelor of Arts	English
Ross	Paris	Paris Anne Ross	Bachelor of Arts	English
Sams	Monica	Monica D. Sams	Bachelor of Arts	English
Livingston	Brittany	Brittany Amber Livingston	Bachelor of Arts	Gender and Womens Studies
All	Sigbert	Sigbert Henry All IV	Bachelor of Arts	History
Campbell	Kristen	Kristen Victoria Campbell	Bachelor of Arts	History
Mastrario	Samantha	Samantha Mary Mastrario	Bachelor of Arts	History
McIntyre	Jordan	Jordan Taylor McIntyre	Bachelor of Arts	History
McNeal	Candace	Candace Ulysess McNeal	Bachelor of Arts	History
Moore	Brenda	Brenda Joyce Moore	Bachelor of Arts	History
Quante	Anna	Anna Elizabeth Quante	Bachelor of Arts	History
Wolz	Nicholas	Nicholas Miller Wolz	Bachelor of Arts	History
Britt	Katrina	Katrina May Britt	Bachelor of Arts	Law and Society
Mahony	Joy	Joy Margaret Mahony	Bachelor of Arts	Law and Society
Miller	Kimberly	Kimberly Janis Miller	Bachelor of Arts	Law and Society
Rocafuerte	Omar	Omar A. Rocafuerte	Bachelor of Arts	Law and Society
Bryarly	Matthew	Matthew David Bryarly	Bachelor of Arts	Political Science
Joseph	Jasmine	Jasmine Joseph	Bachelor of Arts	Political Science
Ours	Taylor	Taylor Marshall Ours	Bachelor of Arts	Political Science
Turner	Samaria	Samaria Charmaine Turner	Bachelor of Arts	Political Science
Burns	Lon	Lon Leland Burns III	Bachelor of Arts	Spanish
Grant	Lisa	Lisa M. Grant	Bachelor of Arts	Spanish
King	Che	Che Marie King	Bachelor of Arts	Spanish
Longaberger	Sara	Sara Ann Longaberger	Bachelor of Arts	Spanish
Marin	Saldeana	Saldeana Dolsora Sotera Marin	Bachelor of Arts	Spanish

Sickler	McKenna	McKenna Nicole Sickler	Bachelor of Arts	Spanish
Armstrong	Jessica	Jessica Nicole Armstrong	Bachelor of Arts	Theatre
Crane	Barbara Sue	Barbara Sue Lindley Crane	Bachelor of Arts	Theatre
Holton	Nathan	Nathan Bryant Holton	Bachelor of Arts	Theatre
Kersey	Jasmine	Jasmine Andrea Kersey	Bachelor of Arts	Theatre
Mercer	Jacqueline	Jacqueline Mercer	Bachelor of Arts	Theatre
Smith	Karl	Karl Adam Smith	Bachelor of Arts	Theatre
Warnock	Joshua	Joshua Michael Warnock	Bachelor of Arts	Theatre
Abrams	Deighton	Deighton T. Abrams	Bachelor of Fine Arts	Visual Arts
Barnes	Nekecia	Nekecia E. Barnes	Bachelor of Fine Arts	Visual Arts
Clements	John	John David Clements IV	Bachelor of Fine Arts	Visual Arts
Duvall	Jeremy	Jeremy Duvall	Bachelor of Fine Arts	Visual Arts
Haas	Sherry	Sherry L. Haas	Bachelor of Fine Arts	Visual Arts
Johnson	Andre	Andre Lemont Johnson	Bachelor of Fine Arts	Visual Arts
Lannaman	Krystle	Krystle Kai Lannaman	Bachelor of Fine Arts	Visual Arts
Michael	Amanda	Amanda Aileen Michael	Bachelor of Fine Arts	Visual Arts
Moore	Rebecca	Rebecca Elizabeth-Johnson Moore	Bachelor of Fine Arts	Visual Arts
Murphey	Lindsey	Lindsey Marie Murphey	Bachelor of Fine Arts	Visual Arts
Perez	Yolanda	Yolanda Carmen Perez	Bachelor of Fine Arts	Visual Arts
Roy	Ian	Ian Daniel Roy	Bachelor of Fine Arts	Visual Arts
Ruff	Jayne	Jayne Callaham Ruff	Bachelor of Fine Arts	Visual Arts
Thompson	Helena	Helena Michelle Thompson	Bachelor of Fine Arts	Visual Arts
Varela	Julio	Julio E. Varela	Bachelor of Fine Arts	Visual Arts
Russell	Kathleen	Kathleen L. Russell	Bachelor of Liberal Studies	Early Childhood Education
Allen	John	John Dustin Allen	Bachelor of Liberal Studies	Liberal Studies
Bangre	Aida	Aida Bangre	Bachelor of Liberal Studies	Liberal Studies
Barnhill	Michael	Michael Ryan Barnhill	Bachelor of Liberal Studies	Liberal Studies
Bentley	Todd	Todd Michael Bentley	Bachelor of Liberal Studies	Liberal Studies
Blackmon	Tabitha	Tabitha Ann Blackmon	Bachelor of Liberal Studies	Liberal Studies
Bowen	Paige	Paige Nicole Bowen	Bachelor of Liberal Studies	Liberal Studies
Burkes	Alexis	Alexis Nikole Burkes	Bachelor of Liberal Studies	Liberal Studies
Campbell	Whitney	Whitney Ryan Campbell	Bachelor of Liberal Studies	Liberal Studies
Clark	Algie	Algie Rene Clark IV	Bachelor of Liberal Studies	Liberal Studies
Coffey	Dylan	Dylan Thomas Coffey	Bachelor of Liberal Studies	Liberal Studies

Evans	Jarvis	Jarvis J. Evans	Bachelor of Liberal Studies	Liberal Studies
Fechtman	Kurt	Kurt James Fechtman	Bachelor of Liberal Studies	Liberal Studies
Fraser	Rabecca	Rabecca Lyn Fraser	Bachelor of Liberal Studies	Liberal Studies
Gallegos	Jessica	Jessica Erin Gallegos	Bachelor of Liberal Studies	Liberal Studies
Godfrey	April	April Ann Godfrey	Bachelor of Liberal Studies	Liberal Studies
Gosney	Rachel	Rachel Inez Gosney	Bachelor of Liberal Studies	Liberal Studies
Grant	Ebony	Ebony Enjoli Grant	Bachelor of Liberal Studies	Liberal Studies
Groves	Adam	Adam Groves	Bachelor of Liberal Studies	Liberal Studies
Hardy	Dominique	Dominique Janel Hardy	Bachelor of Liberal Studies	Liberal Studies
Hill	LaMar	LaMar Lawrence Hill	Bachelor of Liberal Studies	Liberal Studies
Holt	Rebekah	Rebekah Erin Holt	Bachelor of Liberal Studies	Liberal Studies
Knight	Elizabeth	Elizabeth Lochle Knight	Bachelor of Liberal Studies	Liberal Studies
Kwafo-Baidoo	Theodore	Theodore Kwafo-Baidoo	Bachelor of Liberal Studies	Liberal Studies
Lebron	Jasmine	Jasmine Chenique Lebron	Bachelor of Liberal Studies	Liberal Studies
Lowes	Helen	Helen J. Lowes	Bachelor of Liberal Studies	Liberal Studies
Medlin	Michael	Michael F. Medlin	Bachelor of Liberal Studies	Liberal Studies
Midi	Paul	Paul Midi	Bachelor of Liberal Studies	Liberal Studies
Milligan	Sean	Sean Michael Milligan	Bachelor of Liberal Studies	Liberal Studies
Mountjoy	Gary	Gary Ray Mountjoy II	Bachelor of Liberal Studies	Liberal Studies
Neffendorf	Kelly	Kelly Nicole Neffendorf	Bachelor of Liberal Studies	Liberal Studies
Nelson	Ashley	Ashley Megan Nelson	Bachelor of Liberal Studies	Liberal Studies
Pace	Philip	Philip Bradley Pace	Bachelor of Liberal Studies	Liberal Studies
Parker	Hillary	Hillary Danielle Parker	Bachelor of Liberal Studies	Liberal Studies
Rodriguez	Michael	Michael P. Rodriguez	Bachelor of Liberal Studies	Liberal Studies
Roshak	Julie	Julie Anne Roshak	Bachelor of Liberal Studies	Liberal Studies
Rush	Brandon	Brandon Jeremy Rush, Sr.	Bachelor of Liberal Studies	Liberal Studies
Sarrell	Ethan	Ethan Jacob Sarrell	Bachelor of Liberal Studies	Liberal Studies
Seabrook	Ruskin	Ruskin Levis Seabrook	Bachelor of Liberal Studies	Liberal Studies
Sexson	Ryan	Ryan William Sexson	Bachelor of Liberal Studies	Liberal Studies
Shockley	Lexye	Lexye L. Shockley	Bachelor of Liberal Studies	Liberal Studies
Stewart	Teresa	Teresa E. Stewart	Bachelor of Liberal Studies	Liberal Studies
Temple	Monica	Monica Rayanne Temple	Bachelor of Liberal Studies	Liberal Studies
Temples	Baillie	Baillie Lynne Temples	Bachelor of Liberal Studies	Liberal Studies
Thomason	Heather	Heather Marie Thomason	Bachelor of Liberal Studies	Liberal Studies

Wilcox	Arthur	Arthur Wilcox	Bachelor of Liberal Studies	Liberal Studies
Williams	Jonella	Jonella Renee Williams	Bachelor of Liberal Studies	Liberal Studies
Williams	Kimberly	Kimberly Kytea Williams	Bachelor of Liberal Studies	Liberal Studies
Williams	Tujuana	Tujuana Williams	Bachelor of Liberal Studies	Liberal Studies
Winston	Janee	Janee Elita Winston	Bachelor of Liberal Studies	Liberal Studies
Richardson	Isis	Isis T. Richardson	Bachelor of Liberal Studies	Political Science
Seckinger	Krystin	Krystin Marie Seckinger	Bachelor of Music Education	Music Education
Griffin	Kara	Kara Suzanne Griffin	Bachelor of Science	Art Education
Andrews	Travis	Travis Jarel Andrews	Bachelor of Science	Criminal Justice
Counts	Ashley	Ashley Brooke Counts	Bachelor of Science	Criminal Justice
Dallas	Monique	Monique Nicole Dallas	Bachelor of Science	Criminal Justice
Ellington	Britton	Britton Michael Ellington	Bachelor of Science	Criminal Justice
Hembree	Meghan	Meghan Elizabeth Hembree	Bachelor of Science	Criminal Justice
Larvan	Ilse	Ilse Carla Larvan	Bachelor of Science	Criminal Justice
Lewis	Angel	Angel Lewis	Bachelor of Science	Criminal Justice
Platt	John	John Westly Platt	Bachelor of Science	Criminal Justice
Ray	Michelle	Michelle L. Ray	Bachelor of Science	Criminal Justice
Squires	Demetra	Demetra Lavette Squires	Bachelor of Science	Criminal Justice
Webb	John	John Thomas Webb	Bachelor of Science	Criminal Justice
Welch	Terence	Terence S. Welch	Bachelor of Science	Criminal Justice
Zeigler	Richard	Richard Jeffery Zeigler	Bachelor of Science	Criminal Justice
Carr	Corey	Corey Andrew Carr	Master of Arts	History
Carter	Toni	Toni Alexis Carter	Master of Arts	History
Mincey	Jennifer	Jennifer Duprez Mincey	Master of Arts	History
Penick	Becky	Becky Diane Penick	Master of Arts	History
Smith	Joni	Joni S. Smith	Master of Arts	History
Waller	Laura	Laura Lynne Waller	Master of Arts	History
Glasby	Stuart	Stuart F. Glasby, Jr	Master of Science	Criminal Justice
Shackelford	Kyrstin	Kyrstin Lynn Shackelford	Master of Science	Criminal Justice
Singh	Alvin	Alvin D. Singh	Master of Science	Criminal Justice

Appendix G – Report from Student Success Committee

1. Melissa Jackson volunteered to be the SSC committee representative on the Ad Hoc Committee for Grade Appeal.
2. The Student Success Committee considered the Senate Charges regarding Disability Services. Kelly Woodruff visited the SSC committee and addressed all of the concerns. The committee accepted the report and found it satisfactory and addressed all concerns. Below is a copy from the Academic Affairs Committee regarding early registration for students with disabilities.

i. From Academic Affairs Council
minutes September 8, 2011.

Priority Registration for Students with Disabilities Kelly Woodruff- Ms. Woodruff explained why priority registration for students with disabilities is something that is needed. Students with health impairments often take medications that affect their alertness and concentration, and need to schedule their classes during their windows of peak performance. Since Gamble Hall has no elevator, scheduling a class for an accessible classroom can be an issue. Some students require books in alternate format; priority registration would give them more time to obtain these materials. A survey by the University of Washington indicated that across all post-secondary institutions in the country, 62% offered priority registration for students with disabilities. Valdosta State University and Georgia Southern University are two USG institutions that have priority registration for students with disabilities. Currently there are 130 students with registered disabilities who would be affected. Only students with properly documented, registered disabilities would be eligible for priority registration. Registration would not be available to these students earlier than the normal registration window. Their time tickets would simply be coded so they could register on the first day of registration. There would still be an advisement hold on their tickets.

It was moved and seconded to give priority registration to students registered with the Office of Disability Services. The motion carried.

Attached Statement

Response to Faculty Senate Charge

- ii. *Faculty are concerned about several issues: failure of DS to notify faculty regarding students; scheduling exams (should coincide with the day/time for the rest of the class); methods of exam administration (should be proctored); faculty concerns about sending tests/exams electronically (test security issues).*

Failure of DS to notify faculty regarding students: It is each student's responsibility to notify their professors of their disability and accommodations. The Office of Disability Services facilitates this process through the creation of an advocacy letter which contains the student's limitations and approved accommodations. Students do not always need to use accommodations for every class. It is always the student's decision whether or not they will let the professor know about their accommodations. We do inform students that if they choose not to meet with the professor or utilize their accommodations, they may not use them retroactively. It is a student's right to refrain from informing a professor about their disability. For this reason and to protect students' confidentiality, Disability Services staff do not directly notify professors about all students with disabilities in their classes. In college, students are expected to utilize self-advocacy skills. In addition, a student may start using accommodations any time during a semester. Some students do not get approved to receive accommodations until right before final exams. If a student approaches a professor and requests accommodations, the professor **must accommodate** the student as long as they receive 24 hours notice of a test that needs to be proctored in Disability Services.

Scheduling exams: We ask students to schedule their tests and quizzes on the same day and time as the class. However, sometimes students have back-to-back classes and need to take their tests earlier or later on the same day as the class due to their class schedule. When students have back-to-back classes, they will not receive their accommodation of extended time if they take the test at the same time as the class. For this reason, I do advise students to try to avoid scheduling classes one hour apart but this is not always possible because classes do not always have multiple sections or they have other scheduling conflicts. I will advise students to avoid scheduling back-to-back classes when possible when contacting them about priority registration for classes.

Methods of exam administration: Students leave their belongings and electronic devices in our graduate assistants' office when they arrive to take their tests. The tests are proctored by graduate assistants in a testing room next door. We recently purchased a video camera which can view three of the test stations in the room and have posted a sign on the door to let students know that they are being video monitored. In the future, we hope to have video monitoring for the entire room. The cost of electrical wiring and cameras does not make this endeavor feasible at this time.

Faculty concerns about sending tests electronically: When the graduate assistants request tests every day, we do ask professors to e-mail the test to us **or** leave a copy with the departmental secretary. We pick tests up and return them to the secretaries every afternoon. E-mailing tests is more convenient for some professors but it is certainly not required, we can pick them up or professors can drop them off at our office. We only ask that professors do not use campus mail because we have no control over the test and often do not receive them in time. We delete all e-mails with tests attached.

Kelly Woodruff, M.Ed.

Director of Disability Services

Appendix H – Report from Ad-Hoc Online Education Committee

Ad Hoc Committee on Online Education Report to Senate on Committee Charge

The Ad-Hoc Committee on Online Education was charged with investigating the efficacy of Armstrong's online course offerings. As the co-chairs of the temporary ad hoc committee in question, we can say a few things about these topics. Bill has correctly stated his original charge for the committee, and he is correct as far as his assumption that the Office of Online and Blended Learning is currently working on some of these issues. It is a matter of proper coding of online, hybrid, and face-to-face classes in order to scientifically track and assess the efficacy of each of the methods and their interaction as pre-requisites, co-requisites, or successors to face-to face classes. Kristen Betts and her Office on Online & Blended Learning have been working on this coding, and it is no small task. To make any comparisons until standardization of coding is accomplished and a suitable baseline for tracking is formulated would not lead to any viable results along the lines of making generalizations regarding the efficacy of hybrid and online classes within the curricula. So, the answer to the original charge is, informally, that the data to make determinations regarding online and hybrid instruction efficacy is just now beginning to be collected, and it will take years of such data collection in order to determine whether Armstrong online and hybrid instruction is appropriate to meet the needs of both faculty and students.

A quality study of the magnitude and depth needed to make a meaningful evaluation would take years of planned data collection and is just simply not a feasible task for an ad hoc committee. There are currently many quality studies in peer reviewed journals supporting the efficacy of online education when compared to face to face education. The results of such a study, whether positive or negative, still would not change the intellectual, economic, and market forces propelling online and hybrid education into the traditional curricula. If you wish, we could send you some links to studies carried out at other institutions, and we already know that the Office of Online & Blended Learning has some statistical data worked up already in expectations of questions to be asked by the SACS team that is soon to visit Armstrong.

In lieu of a study, the committee recommends the creation and implementation of a process to guarantee the quality and efficacy of online courses being taught at Armstrong. There is currently such a process being implemented at Armstrong called the Online Course Review Process, or Quality Matters. This process, in the opinion of this committee, should be a requirement for all courses taught online or in a hybrid manner in order to ensure the quality of courses that are being introduced into programs at Armstrong.

Therefore, our committee has done all that it can do in terms of investigating the original charge. The various respondents in recent email communications with the Ad Hoc committee are correct when they postulate that the Office of Online and Blended Learning is the instrument that would be responsible for such studies as warranted by the original charge given this ad hoc committee. In addition, personnel matters such as those brought up recently would (also as surmised by respondents) be best addressed by Dr. Kraft of the Office of the VPAA. Questions about academic integrity of students

in the online curriculum are best answered by the Honor Code and the Code of Conduct, available at:
http://www.armstrong.edu/Departments/student_affairs/student_affairs_honor_code.

Respectfully,

Chad Guilliams, co-Chair

Rob Jones, co-Chair

Appendix I – Disposition of Committee Charges

Committee	Charge	Date	Report	
C & BL	Determine Start/Stop dates for Senate Terms	8/20/2012	Done	
	Succession/Removal of Steering Comm members	8/20/2012	Done	
	Loss of Committee Members	8/20/2012	Done	
	Revising PB&F Bylaws for Permanent Economist	8/20/2012	Done	
Student Success	Grad List	8/20/2012	Done	
	Ad Hoc Online Ed	8/20/2012	Done	
	Review Academic Probation	8/20/2012		
	Examine Issue of Academic Standing	8/20/2012		
	Investigate Auto Soln to course drops/overloads	9/17/2012		
	Define Student Centered Learning	9/17/2012	Done	
Ed Tech	Ad Hoc Online Ed	8/20/2012	Done	
	Investigate iClickers	8/20/2012		
	Investigate Purchasing Software Online	11/19/2012	Done	
Fac Welf	Investigate +1 Benefits	8/20/2012		
	Investigate Workload Policies	1/28/2013		
Fac Devel	Investigate Mentoring Non-TT faculty	8/20/2012	Done	
PB&F	Improve Fac. Understanding of Finances, Comm with Admin	8/20/2012		
	Develop plan for Cost of Living Adjustments/Raises	8/20/2012		
	Determine 5-year history of fac/staff/admin/student pop/\$\$	8/20/2012		
	Investigate Budget Cuts	10/15/2012		
	Investigate Move of Bursar's Office	11/19/2012		
	Identify Bldg Priorities	11/19/2012		
Ac Stds	Ad Hoc Online Ed	8/20/2012	Done	
	Investigate Priority Registration for Disabled Students	11/19/2012	Done	
	Investigate Issues with Disability Services	11/19/2012	Done	
Comm on Comm	Coord Online Rptng of Comm Mtg Dates/Times	8/20/2012		
	Coord Online Rptng of Minutes	8/20/2012		
	Evaluate Utility/Workload of Committees, Add/Remove	8/20/2012		

Ad Hoc Online Ed	Devel plan to measure effectiveness of Online Ed	8/20/2012		
	Permanence of Comm?	8/20/2012		
	Could study of Online Ed be a SOTL project?	8/20/2012		
	Investigate & Report on Online Course Review	1/28/2013		
Elections Comm	Status of Chair-Elect?	9/17/2012		
AHC Grade Appeal	Review Process	1/28/2013		