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## March 8, 2010 AASU Faculty Senate Agenda

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The Faculty Senate of Armstrong Atlantic State University will meet in  
University Hall, room 156, at 3:00 p.m., Monday March 8<sup>th</sup>, 2010

## **AGENDA**

### **I. Call to Order**

### **II. Approval of the Minutes from the February 8<sup>th</sup> Faculty Senate Meeting (Appendix A)**

### **III. University Curriculum Items, February 17, (App B) – available [here](#).**

### **IV Graduate Curriculum Items, January 29, (App C) – available [here](#).**

### **V. Old Business**

1. Ad Hoc Committee: Furlough Resolution  
(see Appendix D at February Minutes)
2. University Curriculum Committee: Report on Course Repeating Policy
3. Elections Committee: update on elections for senators and process for electing the new officer core for 2010 – 2012.
4. Constitution & Bylaws Committee: update on voting process for amending the Constitution and Bylaws
5. Information only – prerequisites and transcript analysis charge to Student Success Committee
6. Information only – Grievance Process charge to Faculty Welfare Committee (App D)

### **VI. New Business**

1. Ad Hoc Committee: Budget Crisis Resolution (App E)
2. Faculty Welfare Committee Reports
  - a. Emeritus Faculty Recommendations
  - b. Part-time Faculty Recommendations
3. Graduate Affairs Committee – Graduate Faculty Status (App F)
4. Committee Charge: Impact of eFACE
5. Clarification of Practice re: W/WF Grades – Registrar Judy Ginter

### **VII. Announcements**

1. Reminder to all committee chairs that Final Reports for 2009 – 2010 are due at the April 12, 2010 senate meeting. Please bring a hard copy report to the meeting and send an electronic copy to Jewell.
2. Reminder to the Student Success and Graduate Affairs Committees that the list of candidates for May graduation will need to be approved at the April 12, 2010 meeting
3. The Faculty Council of the University System of Georgia has received endorsement from the presidents of all system schools. The chair of the committee, Dr. Elizabeth Combier, will present this to Dr. Susan Herbst in April, asking the Board of Regents to formally recognize the USG Faculty Council.
4. Additional announcements from the floor

### **VIII. Adjournment**

## Appendix A



**Armstrong Atlantic State University  
Faculty Senate Meeting  
Minutes of February 8, 2010  
University Hall, room 156, 3:00 p.m.**

I. Call to Order 3:06. For a roster of attendees please see Appendix A.

II. Approval of January 2010 minutes

Motion: approved – with the addition of a document recounting the list Senator Scott, Election Committee Chair, recited regarding departments who will need to participate in the coming senate election cycle.

III. University Curriculum Committee (linked at App B).

Motion to approve by college: approved.

College of Education:

Senator Carpenter queries the suitability of both the listed equivalencies (i.e. PEHM 3100's listed equivalency is a 2701 course), as well as the practice of keeping classes not offered in the Course Catalog.

Sen. Wimer responds that the courses are left in the catalog as they may want to be utilized / offered in the future.

Sen. Hollinger indicates that her experience and recollection show that this double-dip of content is problematic.

Additional discussion concerns the effect of remanding one section of the College of Education's curricular changes as it appears all will be affected in some way by modifying the first items.

Motion to remand entire College's curricular items back to the University Curriculum Committee: approved.

College of Health Professions

Motion to approve as a block: approved.

Curricular changes: approved.

College of Science and Technology

Motion to approve as a block: approved.

Curricular changes: approved with friendly amendment to section A.1 Biology, items e, f, and g. to strike "Open only to students in the last two semesters of their undergraduate program" from the description(s) and replace with language, in the form of a pre-requisite listing, indicating the seminars are open to only Biology majors.

#### IV. Graduate Affairs Committee Reports (linked at App C).

Motion to accept: accepted.

#### V. Old Business

##### a. Ad Hoc Committee: Resolution on Furloughs (App D).

Note:

After extensive discussion, the senate lost quorum and therefore had no final voting authority on whether or not to approve the resolution. Adjustments to the text, as it appears at the appendix, were passed as “friendly amendments” before quorum was discovered broken.

Discussion:

Sen. Mateer: what is the “committee” being referred to in the resolution?

Sen. Erney (chair of Ad Hoc Committee): dunno.

President Hampton: do you have any suggestions, Senator Mateer?

Sen. Mateer: depends on the intent.

First friendly amendment: first paragraph, last sentence: omit “for the university” and replace it with “for the college.”

Approved.

Sen. Farley: then the individual college will have capacity to set their own standards? The College of Liberal Arts can decide to do less than The College of Education?

Sen. Price: the problem is that every college’s expectations are not the same. Some have graduate programs, some do not.

Sen. Simmons: the intent seems to suggest people in decision making positions take furloughs into consideration.

Second friendly amendment: second paragraph, last sentence: remove.

Approved

Discussion:

Sen. LeFavi: I’d take out the sentence before too. Commencement shouldn’t be an issue.

Sen. Simmons: what don’t you like about not going to commencement?

(laughter)

Sen. LeFavi: I don’t think that’s a strong argument that “well just take our marbles and go home.”

Sen. Price: commencement is a weak example of the point.

Sen. Mahan: to clarify the intention, it was for faculty to go to commencement but not have it be required.

Sen. Simmons: I agree with Mike [Price] and Bob [LeFavi], but am reticent to take the only material example out.

Sen. Hollinger: I like no example better than a wishy one.

Third friendly amendment: second paragraph, new last sentence: remove, but keep commencement note in the bullet.

Sen. Fertig: is commencement a furlough issue?

(silence)

Sen. Nivens: I go because it's my job, not because I want to.

Sen. Fertig: it's a job issue that has always been a job issue.

Sen. Craven: I would like to not have cross discussion. I see it [commencement] as a teaching-service day.

Sen. Hollinger: Kathryn's right.

Sen. Price: so the gist of the argument is that furlough's damage instruction, does commencement effect instruction?

Sen. Hollinger: I don't think that's the argument. There's no reduction of work load commensurate with the lowering of faculty salaries.

Third friendly amendment: passed. One abstention, one nay vote.

Sen. Nivens: another friendly amendment [fourth], at resolution two, paragraph one, omit next to last sentence that begins "Likewise..." because it's indicative of there being NO travel money.

Sen. Farley: our department doesn't have any travel money.

Sen. Garrity: due to lack of travel funds in our department a poster presentation accepted for a national conference had to be withdrawn.

Senators from the Psychology and Language Literature and Philosophy departments concur. Additional commentary indicates some departments have elected to reserve travel funds for junior faculty as they are more needing of scholarship opportunities re: tenure and promotion.

Dr. Whitford: there has been a 6% reduction across the board.

Sen. Simmons: I agree with Delana [Nivens].

Sen. Nivens: this is a statement about furloughs not budget.

Sen. Price: there is no universal travel model – it's a key issue. This is not the venue for this discussion, but we do need to strengthen the sentence.

Editorial suggestion to the fourth friendly amendment:

Sen. Price: How about "this does not support scholarship" period.

Sen. Hollinger: we're being unnecessarily picky.

Sen. Simmons: the previous sentence had already mentioned travel reduction.

Sen. Mahan: agree.

Second editorial suggestion to fourth friendly amendment:

Sen. Fertig: I want that "(real or otherwise)" omitted.

Third editorial suggestion to fourth friendly amendment:

Sen. Mateer: at the same two sentences question, adjust it to read "...constraints, likewise..." and the sentence ends at activities.

Sen. Simmons: I warned you about editorializing. Or if we send it back to committee...

Let's go with Delana's [Nivens].

FOURTH FRIENDLY AMENDMENT NOT VOTED ON

Fifth friendly amendment:

Sen. Craven: strike, "Is the administration, considering..." sentence from the first paragraph.

Fifth friendly amendment: passed. Two absentions.

Sixth friendly amendment:

Sen. LeFavi: I think the bullets are a bit much, cross the line to unreason. Make the last bullet “Normal scholarship expectations are modified accordingly while furloughs are imposed.”

Sixth friendly amendment: passed.

Dr. Whitford: I hate to do this, but I’ve been listening. The audience for this was originally the chancellor and legislature. I have to take this to President Bleicken, and she’s going to ask me who it’s for. I’m going to say they want you to take this to the chancellor and legislature. There are items here for the president though, your audience is muddled.

Sen. Price: what we have is a doc addressed to the chancellor and legislature. Is the president not rightfully a part of this? What I’m hearing is that this is an issue that transcends each university. We can only speak to our president at our level. It seems to me that our president will take this and articulate with other presidents up the food chain.

Dr. Whitford: no this is supposed to go to the chancellor.

Pres. Hampton: Dr. Whitford is correct.

Sen. Price: the question isn’t about audience, but whom we’re empowered to speak to. Can we speak over our chancellor over our president? No.

Sen. LeFavi: is it best to go on with this or add a “we realize…” statement? I would say that as it does have to go through President Bleicken and some of this stuff is her discretion and purview, some of the ramifications of the furlough can be mitigated by her actions, so send it along and in effect tell her so.

Sen. Price: if we strike the “please forward” then it’s all up to her discretion.

Sen. Fertig: can we send it to President Bleicken and Chancellor Davis?

Dr. Whitford: you know where we were coming from, and the struggle is how do we convince the legislature that a furlough day does really effect instruction? That’s what I think we were trying to communicate. I agree with what’s in here. This is the impact of it, but do they care?

Sen. Price: so what you’re saying is the audience is the president?

Dr. Whitford: yes.

Sen. Price: if we take out the chancellor we’re empowering our president? Is that what I’m hearing?

Sen. Mateer: the university presidents were told to have so many furlough days and they should not affect instruction. So what we should be saying? Is there is no way to have a furlough day that does not affect instruction? Does this say that?

Sen. Hollinger: there’s stuff in here the president cannot do anything about. So simply addressing her, it’s a bigger issue than that. And, it has already taken so long to get this document together

Sen. Childress: when you write something your first issue is audience. Maybe we need to re-examine our audience. And yes, I know I’ve heard the grumblings. No organized unit has gone

to the state, but stuff is going on, maybe we're ahead of the game for a change. Maybe though we need to think through where we want this writing to go.

Sen. Nivens: don't the bylaws dictate our communication line? Our first line is the president.

Sen. Price: that was my key point. If we strike the "forward" note...

Sen. Eaton: I move we call the question.

Quorum is discovered to be broken.

Adjourned 4:39

Respectfully submitted,

Jewell Anderson

## Appendix A

<b>Senators Present</b>	<b>Senators Absent</b>
<u>College of Education</u> Linda Ann McCall Brenda Logan Greg Wimer Mike Mahan Beth Childress	<u>College of Education</u> Marsha Moore, Alternate Joan Schwartz
<u>College of Health Professions</u> April Garrity Bob LeFavi Joey Crosby Laurie Bryant Michelle Butina Helen Taggart Pam Mahan Carole Massey Andi Beth Mincer Gloria Strickland Rhonda Bevis	<u>College of Liberal Arts</u> Daniel Skidmore-Hess, Alt. Becky daCruz Ned Rinalducci, Alt. Becky daCruz
<u>College of Liberal Arts</u> Kevin Hampton John Jensen Rick McGrath Mike Price Barbara Fertig Karen Hollinger Jack Simmons Hans-Georg Erney Kalenda Easton	<u>College of Science and Technology</u> Frank Katz, Alt. Azita Baharami
<u>Library</u> Jewell Anderson Kate Wells	<p style="text-align: center;"><b>Guest</b>  Glenda Ogletree</p>
<u>College of Science and Technology</u> Kathryn Craven Scott Mateer Delana Nivens Suzanne Carpenter Daniel Liang Priya Goesser Sean Eastman Greg Knofszynski Vann Scott	<p style="text-align: center;"><b>Ex-Officio Present</b>  Ellen Whitford, VPAA  Russell Watjen, Assoc. VPAA  Shelley Conroy, Dean COHP  Patricia Wachholz, Dean COE  Mark Finlay, on behalf of Dean COLA  Steve Jodis, on behalf of Dean COST</p>



## Appendix B

Please see the curricular items for January 20, 2010, from the  
University Curriculum Committee at [this link](#).  
Thank you.

## Appendix C

Graduate Affairs Committee Curriculum Actions  
August 26, 2008-May 5, 2009  
Please see the approved documentation, available [here](#).  
Thank you.

## Appendix D

With approved “friendly amendments,” as passed at the meeting.

From the Ad Hoc Committee on Furloughs.

To President Linda M. Bleicken (please forward to Chancellor Errol B. Davis, Jr.)

The faculty of Armstrong Atlantic State University would like to voice the following concerns about the recent implementation of furloughs.

### RESOLUTION I:

The faculty are dismayed by the disparate financial burden which the furloughs impose on 10 and 12-month employees. Adjusted for annual salaries, the pay cut for full-time faculty on a 10-month contract is significantly larger (3.06%) than that suffered by year-round administrators and staff (2.28%). In concrete terms, a 10-month faculty member earning \$50,000 annually will lose \$1,530 over six furlough days, while a 12-month employee earning the same nominal salary will lose \$1,140, a difference of \$390. The President should be aware that the impression created by this unequal treatment has been a significant factor in the sharp deterioration of morale among AASU faculty, many of whom remain unconvinced by the oft-repeated talking point that “six days are six days.” An often voiced counter is that faculty can work in the summer to make up the difference. While true that some faculty can work in the summer, this is not an option for everyone, nor is it included in the faculty contract. Also, faculty contracted for 10 months, are not eligible for unemployment in the summer and summer sessions are not an option for many. Thus, this is not an equal opportunity response.

### Proposed Action I:

Base furlough salary adjustments on percentage of total salary, not on number of furlough days.

### RESOLUTION II:

The faculty have been assured that, notwithstanding the economic and budgetary crisis, our teaching will not suffer, and that therefore there will be no furloughs on class days. Also, as more and more classes are taught by part-time faculty with no service expectations and with the increased enrollment, it is likely that the burden of committee work and advising for full-time faculty is going to increase. If neither teaching nor service will be affected, the faculty would like to know what method will be used to calculate an appropriate reduction in faculty workload relative to the percentage reduction in salaries. ~~Is the administration considering a reduction in scholarship expectations for tenure and promotion? This is an important issue in a time when the university is pushing for more scholarly activities.~~ As salaried employees, we are expected to complete tasks and are paid for completing these tasks; few of us work just nine to five to get our jobs done. As a result, furloughs currently force us to do more work at home or on the weekends, and are nothing more than pay-cuts with a new name. This culminates in the faculty being asked to do MORE for less money. Furthermore, it is patently unjust to increase tenure and promotion expectations during a furlough and travel expense reduction. Thus, it would seem contradictory to increase tenure and promotion expectations when furlough implementation is designed to reduce work load in order to address budget constraints. The administration should officially charge the tenure and promotion committees ~~for the university~~ **for the colleges** to reduce the research and service expectations by a commensurate amount, given the furloughs and reduction in travel support for presentations.

The faculty are aware that furlough days can not be on teaching days (or risk university accreditation) and there must be some showing of a reduction of work (real or otherwise) in order to enact the furlough. Many faculty feel that the state government will consider the use of furloughs an acceptable operating practice if the students are not impacted. The senate

encourages the administration at AASU to be creative in dealing with these situations. ~~For example, the furlough days considered for 2009-2010 did not include commencement exercises, which are days we are required to work but do not affect instruction and could be justified as following the intent of the furlough program. The faculty are not saying this should be done, just that there are ways to affect the students, their parents and the state government without affecting teaching.~~

#### Proposed Action II:

The following suggest creative reduction of faculty workload without impacting instruction

- Reduce expected office hours
- Reduce advising time period
- Add an extra reading day (for a furlough day) and compact the final exam schedule (i.e. students can take two exams per day)
- Make commencement exercises optional for faculty
- Normal scholarship expectations are ~~considered~~ “outstanding” **modified accordingly** while furloughs are imposed

#### Conclusion:

The statement that “teaching will not be affected” is inaccurate at best. Faculty use those non-class days to prepare for lectures, grade papers and tests, advise students, and perform other work directly related to instruction. With the loss of six days combined with increases in service work and class sizes, the time available for class preparation will be diminished, resulting in an unavoidable decrease in teaching quality.

Also, the faculty is interested to learn whether the language allowing for furloughs will be included in faculty contracts beyond the current academic year, and if so, when we can expect the cessation of a budget-reducing method so unsuitable to academic work. There is also some concern that the Governor is the one who decides that we need furloughs when our contracts state that the decision is to be made by the President. We urge the President to involve the faculty and prepare wisely for any future contingency and would like to impress upon her awareness the devastating effects that furloughs have on the faculty's morale.

## **Appendix B & C**

Linked at the agenda, additionally available  
[here](#) for Appendix B, UCC February business, and  
[here](#) for Appendix C, GAC January business.

## **Appendix D**

### **The Faculty Welfare Committee report on the status of the grievance policy at Armstrong Atlantic State University**

The grievance policy at Armstrong Atlantic State University is currently being rewritten by Dr. John Kraft, and a rough draft should be completed by the end of spring break. Dr. Kraft is planning on presenting the new policy to the senate, possibly during the April meeting. The new policy is being driven by the upcoming SACS accreditation. The Faculty Handbook will be updated sometime after the new policy is in place, (there are several other things being updated in the Faculty Handbook that must also be completed before an update).

## Appendix E

March 9, 2010

The Honorable Seth Harp  
Chairman  
Senate Appropriations Subcommittee on Higher Education  
121-D State Capitol  
Atlanta, GA 30334

The Honorable Earl Ehrhart  
Chair  
House Appropriations Subcommittee on Higher Education  
245 State Capitol  
Atlanta, GA 30334

Dear Chairman Harp and Chairman Ehrhart:

The Faculty Senate of Armstrong Atlantic State University strongly opposes the proposed budget cuts by the House Appropriations Subcommittee on Higher Education. It is our belief that these proposed cuts will have far greater ramifications than may be immediately apparent. Were they to be enacted, these reductions—amounting to approximately 17% of the operating budget at Armstrong Atlantic State University—will have the following deleterious and far-reaching effects:

- programs of study will be cut
  - o this may include the elimination of majors, minors and departments on our campus
  - o this may include the elimination of the Liberty Center and Brunswick Center (outreach initiatives), designed to reach populations throughout the region
  - o this may include the elimination of our Continuing Education program, which supplements and augments the work force in our state by providing opportunities for professional development, certification, and life-long learning
  - o this may cause students to transfer to other campuses, uprooting over a thousand students, placing an undue financial burden on families, and disrupting family life at a time of economic uncertainty, while further limiting access to higher education, particularly for low income and minority students.
- the number of full-time faculty will be reduced
  - o this will increase significantly the student-to-faculty ratio
    - this may affect the delivery of core curriculum courses that are writing intensive, courses essential to produce students who are able to communicate effectively
    - this may sever mentoring relationships throughout the university, value-added services that are important to the success of our students
  - o this may cause additional reliance on the use of part-time faculty
    - this may cause a violation of guidelines for accreditation by the Southern Association of Colleges and Schools
    - this may affect service to students because part-time faculty are not required to provide advising
- the number of courses offered will be reduced significantly

- this may impede progress toward the completion of degree requirements, affecting juniors and seniors primarily
  - this may cause significant difficulty scheduling classes in rooms appropriate to their size because our campus infrastructure lacks the capacity to accommodate large lecture sections or transition to online formats of instruction delivery; lab courses cannot exceed the current capacity for which they are designed
  - this may uniquely affect registration for freshmen and sophomores who will be disadvantaged because fewer course options will be available and open, further delaying their ability to graduate in a timely manner
- these budget reductions would adversely affect the ability of this institution to fulfill its mission of economic development in the community and region
    - this may diminish Armstrong's ability to recruit and retain highly qualified faculty, both now and in the future
    - this may diminish the ability of industries and businesses in the coastal region to recruit and retain qualified employees
    - this may impair the economic recovery of industries and businesses in the coastal region
    - this may signal to investors, foreign and domestic, that the education of a qualified workforce is not a priority for the State of Georgia
    - this may compromise the availability of employment in this area, further exacerbating poverty and unemployment in the coastal region, expanding the need for social programs to combat and offset the effects of such economic stagnation

It is imperative that you, our legislators, consider the educational and economic consequences of the proposed budget cuts, and examine carefully and fully all alternatives at your disposal to address the current fiscal crisis. It is our hope that you will consider our concerns expressed in this document, and invite our input as you are making these decisions.

Respectfully submitted,

The Faculty Senate  
Armstrong Atlantic State University

## **Appendix F**

On February 9, 2010, The Graduate Affairs Committee approved the report put forward by the Graduate Faculty Status Sub-Committee addressing the Senate's charge to review graduate faculty procedures.

The GAC approved simplifying descriptions and modifying status categories. The biggest change in this area was the addition of a provisional category which would allow the VPAA to grant emergency approval to a last minute hire for a class for one semester. The committee also approved simplification and combination of application forms. Graduate faculty status promotion is now timed to match the regular promotion cycle so faculty will not have to assemble multiple folders. Finally, the committee accepted the recommendation that when hiring administrators at the rank of dean and above, scholarship guidelines for graduate faculty status be maintained.

These changes will meet the standards laid out by SACS for graduate faculty status.

The revised description and applications are attached.

Respectfully submitted,

Christopher E. Hendricks, Chair, GAC





**Principles, Categories, Criteria and**  
**Opportunities:**  
**Graduate Faculty Membership**

Spring 2010

Note: The head of the academic unit is responsible for submitting the completed *Application for Graduate Faculty Membership* to the office of the Vice President for Academic Affairs for review by the Graduate Faculty Status Committee.

# Armstrong Atlantic State University

## Principles, Categories, Criteria and Opportunities: Graduate Faculty Membership

### PRINCIPLES

Consistent with SACS requirements and faculty credential guidelines, full- and part-time faculty who teach post-baccalaureate or graduate courses must be fully qualified to carry out effective graduate-level instruction. Except in unusual cases, these faculty members should hold the earned doctorate/terminal degree in the teaching discipline or a related discipline. Exceptions require a detailed letter of justification written by the department head assigning the faculty member to teach a graduate course and must be approved by the college dean. The letter must specify a faculty member's special experience or other indicators of instructional competence at the graduate level and append appropriate documentation, including student evaluations of teaching (FACE) of the most recent AASU graduate course taught, if one has been taught. The letter of justification and documentation will be kept on file in the graduate office and a copy in the college dean's offices.

Department Heads must ensure that any full- or part-time faculty member assigned to teach a graduate course holds graduate faculty status.

Department Heads, consistent with the mission of the department and needs of the graduate program(s) being supported, should assign graduate faculty holding full or associate graduate faculty status to teach graduate courses on a regular basis.

Graduate faculty holding full or associate graduate faculty status should actively engage in an ongoing scholarly agenda as described by each category.

Graduate faculty holding full or associate graduate faculty status are strongly encouraged to participate in graduate faculty governance. Those full-time faculty holding provisional graduate faculty status may participate in limited graduate faculty governance at the department and college level.

In annual faculty evaluations, retention/tenure/promotion recommendations, salary raise recommendations, and in post-tenure review, department heads should accord proper weight to workload issues stemming from a graduate faculty member's graduate education efforts, which include, but are not limited to the following: graduate course instruction, graduate program coordination, graduate course or program-of-study creation, thesis committee work and comprehensive examination evaluation, graduate internship/practicum supervision, graduate advisement, graduate admissions and graduate student appeals duties, and participation in graduate faculty governance.

*The following four categories are available for graduate faculty membership:*

- (1) Full
- (2) Associate
- (3) Temporary
- (4) Provisional

## FULL GRADUATE FACULTY STATUS

*A faculty member with full graduate faculty status may:*

- (1) Teach graduate courses;
- (2) Chair and/or serve on thesis (reading)/practicum committees;
- (3) Chair and/or serve on comprehensive assessment committees;
- (4) Qualify for election to graduate council or other positions representing graduate faculty; and
- (5) Vote in all matters at meetings pertaining to graduate studies.

*Initial Appointment to full graduate faculty status requirements:*

- (1) Hold appointment as a full-time faculty member (tenure track) at the rank of Professor;
- (2) Possess an earned terminal degree or documented competence in lieu of the above;
- (3) Provide evidence of effective participation in graduate education from Category I;
- (4) Demonstrate achievement in scholarship. Document a minimum of three scholarly achievements from Category II. If, in the judgment of the applicant and/or the head of the academic unit and the college dean, a specific contribution should be given special consideration, this should be so indicated and well documented;
- (4a) Submit documentation of scholarship with the application (ie: journal articles, chapters in books, funded grant applications or acceptance letters). This documentation will be returned to the faculty member after the application is reviewed;
- (6) Provide evidence of professional service from Category III;
- (7) A curriculum vitae and legible copies of all graduate transcripts must be submitted with application; and
- (8) Be recommended by the faculty member's academic unit head and college dean.

Retention of full graduate faculty status:

Members with full status are not required to re-apply for graduate faculty status except under the following circumstances:

Deans will notify the Graduate School upon a full graduate faculty member receiving a post-tenure review evaluation of *Improvement Needed* or *Unsatisfactory*. At the completion of the first year of probation, the faculty member must resubmit an application for assessment by the Graduate Faculty Status committee.

## ASSOCIATE GRADUATE FACULTY STATUS

*A faculty member with associate graduate faculty status may:*

- (1) Teach graduate courses;
- (2) Chair and/or serve on thesis (reading)/practicum committees;
- (3) Chair and/or serve on comprehensive assessment committees; and
- (4) Vote in all matters at meetings pertaining to graduate studies.

*Initial Appointment to associate graduate faculty status requirements:*

- (1) Hold appointment as a full-time faculty member (tenure track) at the rank of Assistant Professor or above;
- (2) Possess an earned doctoral degree or terminal degree or documented competency in lieu of the above;

- (3) Submit documentation of scholarship with the application (ie: journal articles, chapters in books, funded grant applications or acceptance letters). This documentation will be returned to the faculty member after the application is reviewed;
- (4) Possess potential for making contributions to graduate education and to the university;
- (5) A curriculum vitae and legible copies of all graduate transcripts must be submitted with application; and
- (6) Be recommended by the faculty member's academic unit head **and** college dean.

*Term of appointment:*

The term of appointment to associate graduate faculty status is five years. Applications for Graduate Faculty Status will coincide with the current faculty promotion schedules. Faculty members will initially apply for associate status and reapply for associate status every five years. Faculty members may apply for full graduate faculty status when they apply for the university rank of full professor. **One semester prior to the end of a term of appointment, faculty members must apply for reappointment at this level or for appointment at a higher rank.**

Faculty members who wish to apply for reappointment must demonstrate continuing involvement in graduate education and scholarship or professional service since the last appointment. Documentation must be provided for Category I: Graduate Education and Category II: Scholarship or Category III: Professional Service. The reappointment application must also include the recommendation from the head of the academic unit and the college dean.

## TEMPORARY GRADUATE FACULTY STATUS

*A part time faculty member with temporary graduate faculty status may:*

- (1) Teach graduate courses.

*Appointment to temporary graduate faculty status requirements:*

Part time faculty members who wish to apply or reapply for temporary graduate faculty status must meet Category I: Graduate Education (or have a strong justification letter on file) and Category II: Scholarship or Category III: Professional Service. The application must include a written recommendation signed by both the head of the academic unit and the college dean detailing the basis for substantial support for the applicant.

*Initial appointment to temporary graduate faculty status requirements:*

- (1) Hold appointment as a part time faculty member;
- (2) Possess an earned doctoral degree or terminal degree or documented competency;
- (3) Submit documentation of recent experience in graduate education and scholarship or professional service. This documentation will be returned to the faculty member after the application is reviewed;
- (4) A curriculum vitae and legible copies of all graduate transcripts must be submitted with application; and
- (5) A written recommendation signed by both the head of the academic unit and the college dean detailing the basis for substantial support for the applicant.

*Term of appointment*

The term of appointment is three (3) years for temporary graduate faculty membership. **One semester prior to the end of a term of appointment, faculty members must apply for reappointment at this level.**

## PROVISIONAL GRADUATE FACULTY STATUS

*A part time faculty member with temporary graduate faculty status may:*

- (1) Teach graduate courses.

*Appointment to provisional graduate faculty status requirements:*

The Vice President of Academic Affairs may grant provisional graduate faculty status for faculty hired to teach graduate level course(s) following the last scheduled meeting of the Graduate Faculty Status committee prior to the start of a semester.

*Term of appointment:*

The term of appointment for Provisional Graduate Faculty Status is one (1) semester. Prior to teaching the following session/semester, faculty members must apply for the appropriate graduate faculty status through the Graduate Faculty Status Committee.

## **EXAMPLES OF GRADUATE EDUCATION / SCHOLARSHIP / PROFESSIONAL SERVICE**

### **Category I: Graduate Education**

1. Advisement of graduate students
2. Chair of thesis (reading)/practicum or service on thesis (reading)/practicum committees.
3. Chair or supervision of graduate level internships, practicum experiences or projects
4. Service on comprehensive assessment or thesis (reading) committees.
5. Service on faculty committees pertaining to graduate programs.
6. Development of graduate courses or programs.
7. Administration of graduate programs.
8. Other graduate education activities as indicated by academic unit head and college dean.
9. Demonstrated success as a teacher of graduate courses.

### **Category II: Scholarship**

1. Published articles (refereed)
2. Published articles (non-refereed but in your field)
3. Published books
4. Chapters in books
5. Monographs
6. Funded grants or projects
7. Presentations at state, regional or national meetings
8. Editorships/reviewer for refereed journals
9. Reviews of published books or manuscripts
10. Creative endeavor in the fine or performing arts (ie juried exhibits or performances, published musical scores, and films)
11. Software development

### **Category III: Professional Service**

1. Leadership in state, regional or national professional organizations as evidenced by:
  - (a) offices held or committees chaired
  - (b) membership on major committees
  - (c) other (please list)
2. Community service activities including membership on advisory boards as well as participation in community agencies
3. Workshops and consultations (Professional service activities applying one's discipline to specific community needs).

## Graduate Faculty Status Committee

### Worksheet

Faculty member \_\_\_\_\_ Academic Unit \_\_\_\_\_

#### Application for:

Full                      Associate                      Temporary                      Provisional

\_\_\_\_ Initial              \_\_\_\_ Initial                      \_\_\_\_ Initial              \_\_\_\_ Initial  
\_\_\_\_ Reappointment      \_\_\_\_ Reappointment              \_\_\_\_ Reappointment

#### Included in Application:

\_\_\_\_ Curriculum Vitae                      \_\_\_\_ Legible Copies of all Graduate Transcripts  
\_\_\_\_ Dept. Head's Recommendation      \_\_\_\_ Dean's Recommendation  
\_\_\_\_ Scholarship Documentation              \_\_\_\_ Application form

Committee Member Signature	Date	Approve/Deny/Remand
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### Recommendation:

\_\_\_\_\_ Recommended for approval to Graduate Affairs Committee

\_\_\_\_\_ Application denied

\_\_\_\_\_ Application returned for additional documentation      Documentation Requested: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Chair \_\_\_\_\_

Date \_\_\_\_\_

Date: \_\_\_\_\_



Armstrong Atlantic State University  
Full Time Faculty  
Application for Graduate Faculty Membership

Name \_\_\_\_\_ AASU ID# \_\_\_\_\_

Academic Unit \_\_\_\_\_

College \_\_\_\_\_

Number of Years at Current Graduate Faculty membership Rank at AASU \_\_\_\_\_

Documentation of Scholarship must be included from the last appointment date.

**This application must be fully completed for consideration by the Graduate Faculty Status Committee. Following the appropriate directions found on the *Principles, Categories, "Criteria and Opportunities: Graduate Faculty Membership* document. A vita will not be considered a substitution for completing this application.**

Application for:

Full

Associate

\_\_\_\_ Initial  
\_\_\_\_ Reappointment

\_\_\_\_ Initial  
\_\_\_\_ Reappointment

**Included in Application:**

____ Curriculum Vitae	____ Legible Copies of all Graduate Transcripts
____ Dept. Head's Recommendation	____ Dean's Recommendation
____ Scholarship Documentation	____ Application form

Category I: Graduate Education

- 1. List of graduate courses taught, description of demonstrated success as a teacher of graduate courses.**
- 2. Chair of thesis (reading)/practicum or service on thesis (reading)/practicum committees.**
- 3. Chair or supervision of graduate level internships, practicum experience or projects.**
- 4. Service on comprehensive or thesis (reading) committees.**
- 5. Service on faculty committees pertaining to graduate programs.**
- 6. Development of graduate courses or programs.**
- 7. Description of administration of graduate programs.**



**8. Other graduate education activities as indicated by academic unit head and college dean.**

**9. Advisement of graduate students.**

## Category II: Scholarship

1. **Titles of published articles (refereed), name of journals and dates.**
2. **Titles of published articles (non-refereed but in your field), name of journals and dates.**
3. **Titles of published books and dates.**
4. **Titles of chapters in books, name of books and dates.**
5. **Titles of monographs and dates.**
6. **Titles of funded grants or projects, name of funding source and dates.**
7. **Titles of papers presented at state, regional or national meetings sponsoring association/group and dates.**
8. **Editorship/reviewer for refereed journals, name of journals and dates.**
9. **Title of reviews of published books or manuscripts, name of journals and dates.**

- 10. Creative endeavor in the fine or performing arts (i.e. juried exhibits or performance, published musical scores and films), sponsoring group and dates.**
- 11. Title and description of software that was developed.**

Category III: Professional Service

**1. Leadership in state, regional or national professional organizations as evidenced by:**

**a) Offices held or committees chaired, name or organization and dates.**

**b) Membership on major committees, name of organization and dates.**

**c) Other (please list).**

**2. Community service activities including membership on advisory boards as well as participation in community service agencies. List name of board/agencies and dates.**

**3. Title of workshops and consultations (professional service activities applying one's discipline to specific community needs), name of sponsoring group and dates.**

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Signature of Applicant

Date

## **Recommendations of the Academic Unit Head**

**Applications will not be reviewed without this form completed and signed by the Academic Unit Head.**

### **INSTRUCTIONS:**

**To assist the Graduate Faculty Status Committee, the academic unit head is required to:**

- **Evaluate the scholarship, leadership and professional involvement of the faculty member and comment on the relationship to graduate education. If a specific contribution should be given special consideration, this should be indicated and justification provided.**
- **Address evidence of the applicant's graduate teaching effectiveness. This may include student and peer evaluations. Please do not attach individual course evaluations.**
- **Discuss how this faculty member will serve in the graduate program.**
- **List graduate courses that this faculty member will teach.**

**Note: It is the responsibility of the academic unit head to justify the master's degree or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in those disciplines.**

Name of Applicant \_\_\_\_\_

\_\_\_\_\_  
Signature of Academic Unit Head Date

**Recommendation of the Dean of the College**

**Applications will not be reviewed without this form completed and signed by the Dean of the College.**

**INSTRUCTIONS: To assist the Graduate Faculty Status Committee, the Dean of the College is required to comment on the ability of the faculty member to contribute to graduate education.**

Name of Applicant \_\_\_\_\_

Signature of Dean of the College \_\_\_\_\_ Date \_\_\_\_\_

PC:lch 1/2009

PC 2/3/2009

Date \_\_\_\_\_



**Application  
for  
Temporary Graduate Faculty Membership**

**Name** \_\_\_\_\_ **SSN** \_\_\_\_\_

**Academic Unit** \_\_\_\_\_

**College** \_\_\_\_\_

**Application for:**

\_\_\_\_\_ Initial Application

\_\_\_\_\_ Reappointment Application

**Included in Application:**

\_\_\_\_\_ Curriculum Vitae

\_\_\_\_\_ Legible Copies of all Graduate Transcripts

\_\_\_\_\_ Dept. Head's Recommendation

\_\_\_\_\_ Dean's Recommendation

\_\_\_\_\_ Scholarship Documentation

\_\_\_\_\_ Application form

**Professional Education:**

Degree	Institution	Year	Major Field

If approved to the Graduate Faculty at a former institution(s), complete the following information:

Institution	Date of Appointment(s)

*The department head must provide the following information:*

Graduate courses to be taught or other graduate activity involvement by this individual:

Fall semester	<hr/>
	<hr/>
Spring semester	<hr/>
	<hr/>
Summer semester	<hr/>
	<hr/>

**Documentation must be provided for Category I: Graduate Education and Category II: Scholarship or Category III: Professional Service, as found in the *Principles, Categories, Criteria and Opportunities: Graduate Faculty Membership* document. The application must include a recommendation from the head of the academic unit and the college dean.**

<b>Faculty Applicant</b>	<b>Date</b>
<b>Department Head</b>	<b>Date</b>
<b>Dean</b>	<b>Date</b>