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October 18, 2010 AASU Faculty Senate Minutes

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**Armstrong Atlantic State University
Faculty Senate Meeting
Minutes of October 18, 2010
University Hall, room 157, 3:00 p.m.**

CALL TO ORDER: The meeting was called to order at 3:07 p.m. by Senate President LeFavi. Please see **Appendix A** for a roster of attendees.

- I.** Approval of the Minutes of Faculty Senate September 20, 2010, meeting. Those minutes are posted for viewing on the University Faculty Senate website. [Minutes](#) were approved.

NEW BUSINESS/ACTION:

- II.** University Curriculum Committee (UCC) Report. The first item the UCC put forward to the Faculty Senate was the Application for Approval of General Education Learning Outcomes, Draft #3, related to the newly adopted USG Core Curriculum Policy. It was moved and seconded that the General Education Learning Outcomes be approved.
This item was approved with the following amendment to Page 1, Learning Goal B (Institutional Options): “Students will critically evaluate the ~~ways that culture shapes ethical views~~” **relationships among ethical theories, values, and culture.” (Appendix B)**
- III.** The second item the UCC put forward to the Faculty Senate was the Overlay Approval Form, related to the newly adopted USG Core Curriculum Policy. It was moved and seconded that the Overlay Approval Form be approved as submitted. The motion passed. Please click the appropriate link for the full UCC minutes from [September 15, 2010](#) and [September 22, 2010](#) (with the Overlay Approval Form).
- IV.** Ann Fuller reported the data collected by the Faculty Welfare Committee from the AASU Faculty Summer Survey. **(Appendix C)**
- V.** Constitution and Bylaws Committee Report presented by Daniel Skidmore Hess. It was moved and seconded that changes to the Educational Technology Committee’s Bylaws be approved. The motion passed. The “Chair-Elects” proposal from the Senate Committee on Committees was remanded for resubmission in the standard format. Please click [October 7, 2010](#) to view the Constitution and Bylaws Committee’s minutes.
- VI.** Graduate Affairs Committee Reports, September 14, 2010. Linked to minutes on website [here](#). A spelling correction was noted on the first page in item B, changing from ~~Schumpf~~ to **Stumpf**.
- VII.** Attendance policy: Undergraduate/Graduate **(Appendix D)**

It was moved and seconded that changes to the Graduate and Undergraduate Attendance Policy be approved. The motion passed.

- VIII.** A resolution (**Appendix E**) regarding faculty action in conflict with one's discipline was brought to the floor. After a discussion of the wording that seems to limit academic freedom to one's discipline, Senator Skidmore-Hess moved that the resolution be postponed until the November 15, 2010 Senate meeting. The motion was seconded and passed.
- IX.** A resolution (**Appendix F**) regarding making Armstrong's campus smoke-free was brought to the floor. After a discussion of the extent of student involvement (or lack thereof) and national trends, Senator Rinalducci moved that the resolution be postponed until the November 15, 2010 Senate meeting. The motion was seconded and passed.

NEW BUSINESS/INFORMATION:

- X.** The Graduate Affairs Committee Bylaws were referred to the Constitution and Bylaws Committee for review.
- XI.** Senate President LeFavi requests that chairs of committees present their committee reports during the November 15, 2010 full senate meeting.
- XII.** Clerical corrections (**Appendix G**) to Course Repeat and Course Withdrawal Policy recommendations (from motions approved by the Faculty Senate at its April 12, 2010 meeting) will be forwarded to President Bleicken.

REPORTS:

- XIII.** President Bleicken presented a report on Armstrong's strategic planning process and the mission of SPARC.
- XIV.** Greg Anderson presented a report on the development of a retention, progression, graduation rate (RPG) improvement plan and a long-term enrollment plan. This plan was presented to the Board of Regents by Dr. Bleicken earlier this fall.

OTHER NEW BUSINESS:

- XV.** It was moved and seconded that a black gown with black velvet and black stripes be the design for Armstrong's doctoral regalia. The motion passed.
- XVI.** A concern regarding the process of scheduling, or reserving, university resources, including classrooms, lecture halls, and vehicles, was brought to the floor. It was moved and seconded that this item be referred to the Planning, Budget, and Facilities committee for consideration. It was

requested that the committee protect the academic integrity of the campus rooms and give priority to academic functions. The motion passed.

- XVII.** A concern regarding the implementation of new technologies such as iTunes U was brought to the floor. It was moved and seconded that this concern be referred to the Educational Technology Committee for investigation. The motion passed.

ADJOURNMENT: The meeting was adjourned at 5:02 p.m.

Respectfully submitted,

Pamela Z. Sears
Faculty Senate Secretary

Appendix A--18 October 2010, Full Faculty Senate Meeting Minutes

Senators Present

College of Education

Linda Ann McCall
Jackie Kim
Greg Wimer
Beth Childress
Michael Mahan

College of Health Professions

Robert LeFavi
Bryan Riemann
Charlotte Bates
Floyd Josephat
Kathy Morris
Tonya Tyson
Carole Massey
Andi Beth Mincer
Lee Braswell
Rhonda Bevis

College of Liberal Arts

Pamela Sears
Stephen Primatic
Ned Rinalducci
Daniel Skidmore-Hess
Jason Beck
Mike Price
James Todesca
Karen Hollinger
Chris Baker
Hans-Georg Erney
Teresa Winterhalter

Lane Library

Kate Wells
Beth Burnett

College of Science and Technology

Austin Francis
Alex Collier
Scott Mateer
Traci Ness
Catherine McGowan
Suzanne Carpenter
Thomas Murphy
Sean Eastman
Lorrie Hoffman
Jared Shlieper
Sungkon Chang
Vann Scott

Senators Absent

College of Health Professions

Laurie Bryant
Helen Taggart

College of Liberal Arts

Kevin Hampton

College of Science and Technology

Daniel Liang

Ex-Officio Present

Linda Bleicken, President AASU
Anne Thompson, VPAA
John Kraft, AVPAA
Andy Clark, Enrollment
Shelley Conroy, Dean, CHP
Stephen Jodis, Dean, CST

**Application for Approval of General Education Learning Outcomes
Submitted to the USG Council on General Education –**

**DRAFT #3—Reflects results of discussions of ad hoc committee on 8 September 2010
Present: Mark Finlay, Teresa Winterhalter, Steve Jodis, Delana Nivens, Suzy Carpenter,
Tim McMillan ,StevePrimatic, Rick McGrath, John Kraft, and Andy Clark.**

and Results of USG Workshop held at SSU, 10 September 2010

Name of Institution: Armstrong Atlantic State University

The newly adopted USG Core Curriculum Policy must be implemented by Fall 2011 by four-year institutions and by Fall 2012 by all state college and two-year institutions. The first step in implementation is approval of at least one learning outcome for each goal. See:

http://www.usg.edu/academic_programs/cpr/implementing_the_new_core_curriculum/

Please consider:

- ❖ Each outcome **must be collegiate level, not skill based, broadly focused and consistent with the mission** of the USG.
- ❖ Outcomes will be reviewed according to the following criteria:
 - Is the outcome a college-level competency?
 - Does the outcome advance the general goal for the area?
 - Is the outcome measureable?

Learning Goal A1 (Communications)

Proposed Gen Ed Outcome(s) for this Goal.
Students will produce organized communication that develops analytical arguments and meets conventional standards of composition.

Learning Goal A2 (Quantitative)

Proposed Gen Ed Outcome(s) for this Goal.
Students will effectively employ the skills and concepts of quantitative problem solving.

Learning Goal B (Institutional Options)

Proposed Gen Ed Outcome(s) for this Goal.
(Please note: because AASU's Institutional Options include a focus on both Ethics and Values and Global Perspectives, we hope to use those requirements to fulfill both the Critical Thinking and Global Perspectives overlay requirements. Although the USG committee has suggested Ethics as a possibility for Area C, we have learned that it is acceptable in Area B.) A. Students will critically evaluate the ways that culture shapes ethical views relationships among ethical theories, values, and culture.

Full Senate Minutes, 10.18.2010, Appendix B: UCC Learning Outcomes

AND

B. Students will analyze global multicultural issues among diverse realms of societies.

Learning Goal C (Humanities/Fine Arts/Ethics)

Proposed Gen Ed Outcome(s) for this Goal.

Students will analyze the meanings of texts or works of art or music, express ways that culture shapes values.

Learning Goal D (Natural Sciences)

Proposed Gen Ed Outcome(s) for this Goal.

A. Students will demonstrate a collegiate-level understanding of the method by which scientific study is conducted.

AND

B. Students will accurately evaluate data in scientific reasoning problems.

Learning Goal E (Social Sciences)

Proposed Gen Ed Outcome(s) for this Goal.

Students will analyze the complexity of human behavior, considering how historical, economic, political, or social relationships develop, persist, or change.

Learning Goal I (US Perspectives)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area E.1)

Students will evaluate the Constitutional principles and related historical, political, social, and institutional developments and governmental processes fundamental to American democracy.

Learning Goal II (Global Perspectives)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area B.2)

Students will analyze global multicultural issues among diverse realms of societies.

Learning Goal III (Critical Thinking)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area B.1)

Students will analyze and synthesize points of view as well as recognize arguments in support of conclusions

AASU Faculty Summer Survey Data

Total Survey Sample Size= 266, Total Responses= 86

Response Rate for each College: COE= 31%, COHP= 34%, COLA= 32% COST= 31%

Which summer session length is most effective for your course/program?

Sessions	Colleges				Totals	%
	Education	Health	Arts	Science		
4 week	3	4	13	12	32	23%
5 week	5	4	10	9	28	20%
6 week	3	6	8	11	28	20%
8 week	1	13	7	8	29	21%
10 week	1	7	2	2	12	9%
12 week	1	1	0	0	2	1%
Maymester	2	4	1	2	9	6%
Preference for 4, 5, 6 & 8-Week Sessions					total	140

In your opinion, was the scheduling of summer 2010 effective?

	Colleges				Totals	%
	Education	Health	Arts	Science		
Strongly Agree	1	1	2	0	4	5%
Agree	4	4	9	6	23	27%
Neutral	2	3	4	6	15	17%
Disagree	0	8	7	9	24	28%
Strongly Disagree	4	7	5	4	20	23%
					total	86

51% of responses indicated summer 2010 scheduling was ineffective (Disagree & Strongly Disagree)

32% indicated summer 2010 scheduling was effective (Agree & Strongly Agree responses (17% neutral)

Did you have a final exam scheduling conflict in the summer of 2010?

	Colleges				Totals	%
	Education	Health	Arts	Science		
Yes	3	7	2	5	17	20%
No	8	16	24	19	67	80%
					total	84

27% of COE had scheduling conflicts // 30% of COHP had scheduling conflicts

8% of COLA had scheduling conflicts // 21% of COST had scheduling conflicts

Do you need a specific schedule for your course due to factors as accreditation?

	Colleges				Totals	%
	Education	Health *	Arts	Science		
Yes	2	6	0	0	8	9%
No	9	17	27	25	78	91%
					total	86

No accreditation issue responses for COLA & COST; COE response indicate confusion with question,

*COHP had a 26% affirmative response and with corresponding comments – JRCERT, clinicals/practicums

AASU Faculty Summer Survey Data (continued)

Data Representing Faculty Opinion on Summer 2010 Compensation

Was your summer compensation in 2010 explained to you in a clear and timely fashion?

Colleges						
	Education	Health	Arts	Science	Totals	%
Yes	8	6	15	18	47	61%
No	3	12	10	5	30	39%
# skipped	0	5	2	2		

Total Answers 77

Total Skipped 9

The majority of responses indicated summer compensation was explained in a clear/timely fashion

If you taught summer in 2010 did you feel obligated to teach class at a reduced pay rate due to one of the following reasons?

Colleges						
	Education	Health	Arts	Science	Totals	%
Student welfare	2	7	5	1	15	24%
Administrative pre	2	8	4	3	17	27%
Financial need	2	7	12	5	26	41%
Other	1	3	0	1	5	8%
# skipped	5	9	11	17		

Total Answers 63

Total Skipped 42

Of those who felt obligated to teach summer 2010, financial concerns weighed heavily.

Was the summer compensation equitably determined across the departments and colleges?

Colleges						
	Education	Health	Arts	Science	Totals	%
Strongly Agree	0	1	0	0	1	1%
Agree	2	1	1	3	7	9%
Neutral	4	6	12	13	35	45%
Disagree	1	2	5	3	11	14%
Strongly Disagree	4	11	6	2	23	30%
# skipped	0	2	3	4		

Total Answers 77

Total Skipped 9

Across all colleges: 44% answered disagree/strongly disagree & 10% answered agree/strongly agree (45% neutral)

46% of COE answered disagree/strongly disagree & 18% answered agree/strongly agree (36% neutral)

62% of COHP answered disagree/strongly disagree & 10% answered agree/strongly agree (29% neutral)

46% of COLA answered disagree/strongly disagree & 4% answered agree/strongly agree (50% neutral)

24% of COST answered disagree/strongly disagree & 14% answered agree/strongly agree (62% neutral)

Current Text for the Attendance Policy from page 61 UG catalog (no policy in GR catalog)

Control of student attendance at class meetings and the effect of attendance on course grades are left to the discretion of instructors. Students are responsible for knowing everything that is announced, discussed, or lectured upon in class as well as for mastering all assigned reading. Students are also responsible for submitting all assignments, tests, recitations, and unannounced quizzes on time.

Instructors are responsible for informing all classes at the first meeting what constitutes excessive absence in the course. Students are responsible for knowing and complying with attendance regulations in all their courses. Instructors may drop students from any course with a grade of W or WF if, in their judgment, absences have been excessive.

Students can be dropped for non-attendance from a course at the discretion of the instructor. Once a student has been dropped for non-attendance, it is the responsibility of the student to reregister for the course with written permission from the instructor. If a student does not attend class and is not dropped from their course, it is the responsibility of the student to request that the instructor drop the course for non-attendance from their registration record during that term. Attendance is processed within the first two weeks of the semester start date.

Proposed Text for the Attendance Policy for UG and GR catalogs

The effect of attendance on course grades is left to the discretion of instructors. Students are responsible for knowing everything that is announced, discussed, or lectured upon in class as well as for mastering all outside assignments. Students are also responsible for submitting all assignments, tests, recitations, and unannounced quizzes on time.

Instructors are responsible for informing all classes at the first meeting what constitutes excessive absence in the course. Students are responsible for knowing and complying with attendance regulations in all their courses. Instructors may withdraw students from any course with a grade of W or WF on or before the midterm semester dates or with a grade of WF after the midterm semester dates if, in their judgment, absences have been excessive.

During the attendance verification period at the beginning of the term, a student may be dropped from a course for non-attendance. Once a student has been dropped for non-attendance, it is the responsibility of the student to re-register for the course before the drop/add period is over.

Students who appear on the class list and wish to drop a course must submit a drop request on SHIP or a drop form to the registrar's office during the drop/add period. Students may not assume that a faculty member will drop them from the course during attendance verification.

Resolution

In accord with the principles of academic freedom, we, the faculty senate of Armstrong Atlantic State University, resolve that faculty are exempt from participation in any Armstrong Atlantic State University or University System of Georgia policy that runs contrary to the principles of that faculty member's academic discipline.

Smoke-Free Campus – Proposed Faculty Resolution

Whereas the faculty of Armstrong Atlantic State University is interested in supporting a healthier campus environment;

and

Whereas the faculty of Armstrong Atlantic State University is supportive of student-initiated efforts to petition for a smoke-free campus;

and

Whereas an increasing number of university campuses nationwide are moving towards the adoption of smoke-free campus policies;

and

Whereas the harmful effects of primary and secondary exposure to smoke from the consumption of tobacco products are well documented in the literature;

Be it resolved, then:

The faculty and Senate of Armstrong Atlantic State University propose the adoption of a smoke-free campus on University grounds.

10/7/2010

Motions approved by the Senate at its 4/12/10 meeting. They were recommended to the Senate by the University Curriculum Committee. At the Senate meeting, modifications were made in the recommendations from UCC. The unmodified recommendations were inadvertently sent in FSM 030 and disapproved by Dr. Bleicken. The modified recommendations cited below can be found in Appendix D of the 4/12/10 Senate Meeting Minutes. These will be forwarded to Dr. Bleicken.

Repeating Courses. Students may repeat any course. However, when a course is repeated, all grades earned for each attempt count in earned hours requirements, grade point average hours, points and overall grade point average. All course work taken remains on a student's academic records.

Course Withdrawal Policy. Students are allowed to withdraw from a particular course prior to midterm with the possibility of a "withdraw" ("W") recorded, with the discretion of the professor, one time. On the second and any subsequent attempt, if a student desires to withdraw from that course, a "withdraw failure" ("WF") is automatically recorded.

Policy exceptions

- Only AASU course withdrawals will be considered. Therefore, W/WF grades transferred from other institutions will not count.
- With approved documentation, hardship withdrawals from the university are possible due to circumstances of extreme duress or for military obligations. See the sections on "Withdrawing from the University" and "Hardship Withdrawal from the University" cited in the Undergraduate Catalog.