

# Agenda

## Faculty Meeting



Tuesday, March 24, 2009  
2:30 p.m., Room 170, University Hall

- I. **Approval of the Minutes** from February 24, 2009, available at:  
[http://www.aug.edu/faculty\\_secretary/facmin\\_02\\_24\\_2009\\_draft.pdf](http://www.aug.edu/faculty_secretary/facmin_02_24_2009_draft.pdf)
- II. **Academic Policies Committee** – Dr. Todd Schultz  
Items for information only– **See Attachment A**  
Items requiring a faculty vote – **See Attachment B**
- III. **Faculty Policies Committee** – Dr. Tom Crute – **See Attachment C**
- IV. **Announcements**

## Attachments

**Attachment A** - from the Academic Policies Committee  
These items are for information only and do not require a vote.

### From the Pamplin College of Arts and Sciences

1. Change Minor in English to require a track in Literature, Creative Writing, or Rhetoric and Composition.  
ENGL\_001\_NOV08 [pdf](#) C1014
2. Change MATH 2030 prerequisites.  
MATH\_002\_JAN09 [pdf](#) C1015
3. Change MATH 2011 prerequisites.  
MATH\_003\_JAN09 [pdf](#) C1016
4. Change MATH 4350 prerequisites.  
MATH\_005\_JAN09 [pdf](#) C1017
5. Change Numbering of CSCI 2020 to CSCI 2120.  
CSCI\_006\_JAN09 [pdf](#) C1018
6. Change course description, BIOL 4100.  
BIOL\_001\_JAN09 [pdf](#) C1019
7. Change course description, BIOL 3200.  
BIOL\_002\_JAN09 [pdf](#) C1020
8. Change prerequisites, ISCI 2001.  
BIOL\_003\_JAN09 [pdf](#) C1021
9. Change course title, COMD 3221/ENGL 3221.  
CPWCOMD3221\_001\_JAN09 [pdf](#) C1022
10. Change course title, COMD 3222/ENGL 3222.  
CPWCOMD3222\_002\_JAN09 [pdf](#) C1023
11. Change course title, COMD 4220 / ENGL 4220.  
CPWCOMD4220\_003\_JAN09 [pdf](#) C1024
12. NEW COURSE: Writing for the Theatre, COMD 3620 / COMW 3620 / ENGL 3620  
COMD3620\_004\_JAN09 [pdf](#) C1025
13. Change course number, title and description, combining with COMD 3620  
CPWCOMD3620\_005\_JAN09 [pdf](#) C1026

14. Change title and required courses, Drama Minor (becomes Theatre Minor).  
CPWtheatretractminor\_006\_JAN09 [pdf](#) C1027
15. Change BA with a Major in Communications: Theatre Track to include Portfolio.  
CPWportfolio\_007\_JAN09 [pdf](#) C1028
16. Change description COMD 4970 to include Portfolio.  
CPWCOMD 4970\_008\_JAN09 [pdf](#) C1029
17. Change prerequisites ISCI 2002.  
CHEMPHYS\_009\_JAN09 [pdf](#) C1030
18. NEW COURSE: GEOG 1112 Introduction to Weather and Climate  
CHEMPHYS\_010\_JAN09 [pdf](#) C1031

**From the Hull College of Business**

19. NEW COURSE: MKTG 4720 Services Marketing  
[pdf](#) C1033

**From the College of Education**

20. NEW COURSE: EDLR 7420 Economics of Public Education.  
[pdf](#) C1034
21. NEW COURSE: EDLR 7130 Philanthropic Development for Educational Leaders.  
[pdf](#) C1035
22. NEW COURSE: EDLR 7461 Leading Educational Change.  
[pdf](#) C1036
23. NEW COURSE: EDLR 7960 School Performance Analysis and Evaluation for Educational Leaders.  
[pdf](#) C1037
24. Change course description and hours, EDTD 6410.  
[pdf](#) C1038

## Attachment B - from the Academic Policies Committee

These items require a vote by the ASU Faculty.

1. Change course number and prerequisites, CSIA 2200 to AIST 2330  
CSCI\_007\_JAN09 [pdf](#) C1039
2. Change course number and prerequisites, CSIA 2100 to AIST 2320  
CSCI\_008\_JAN09 [pdf](#) C1040
3. Change course number and prerequisites, CSIA 3100 to AIST 3520  
CSCI\_009\_JAN09 [pdf](#) C1041
4. Change admission requirements, M.Ed., and Ed.S. in Educational Leadership  
[pdf](#) C1042
5. Change admission requirements, M.Ed. in Special Education  
[pdf](#) C1043
6. Change Area D of Core, add GEOG 1112 as option  
CHEMPHYS\_011\_JAN09 [pdf](#) C1032

## Summary and rationale of proposed Intellectual Diversity changes

The Board of Regents has demanded that each school protect intellectual diversity. Adopting policies that address this issue now may prevent a uniform policy from the BOR or legislature. In an ideal world an intellectual diversity policy would prevent an authority figure (faculty) from bullying students into accepting personal opinions, belief systems, and the like that are not an established part of the curriculum. Furthermore, students should not be penalized for not espousing their instructor's personal opinions and beliefs that may be transmitted in classroom discussions. There are two parts to addressing this issue.

Faculty Policies has crafted a statement affirming the right to retain one's opinions and belief systems while balancing this right against unlimited freedom to express these views in a classroom setting and also ratifying that course grades will be assigned based on a command of the relevant curriculum material. This statement does not prevent personal opinions from being expressed in the classroom, but it also does not guarantee that an opportunity to express them will be available to all.

The second part of addressing this issue provides an alternative first step in the formal grievance policy. This recognizes that some incidents, such as intellectual diversity disagreements, may involve deeply personal issues where emotions may run high. A student will now have the opportunity to initially bypass the instructor and meet with the instructor's supervisor or a person outside of the department.

The BOR specifically recommends that in the grievance process the student have an avenue outside the academic reporting structure for initial discussions. FPC has proposed that the Dean of Students or her designee serve in this role. This person would be viewed as unbiased in the matter in a way that the departmental chair or academic dean may not. As such she may be able to diffuse a tense situation or ward off frivolous complaints. The Dean of Students' role is one of an advisor and facilitator and does not replace the role of the chair or academic dean in the process. While any person in the academic chain of command may have a designee, a designee for the Dean of Students was specifically spelled out in the hope that student advocates may become routinely available through the Dean of Students' office.

The following items require a vote.

## Document A

### Inclusion of Intellectual Diversity and Critical Thinking statement

For inclusion in:

**Faculty Manual**-New section 840 Intellectual Diversity and Critical Thinking  
(after “Faculty Grievance Procedures” and prior to “Student  
Grievance and Appeals Procedures”

**Catalog**- first section of “Student Rights and Responsibilities” prior to Academic  
Honesty

**Student Handbook**- alphabetically as Intellectual Diversity and Critical Thinking

ASU is committed to nurturing intellectual diversity on the campus. While faculty members have the responsibility to present in the classroom their understanding of current scholarship in their fields, and at appropriate times should feel free to express their personal opinions, they should create an atmosphere where students feel free to retain their own beliefs, and should treat with respect dissenting opinions which are civilly and sincerely expressed. However, faculty bear responsibility for managing the classroom and are under no obligation to ensure that all opinions are expressed or that opposing opinions receive equal class time; faculty members may determine that some opinions or subjects—which might be maintained and discussed elsewhere on campus—are inappropriate for individual classrooms.

Students should not be rewarded or assessed according to whether they as individuals share their professors’ personal opinions; students should be appropriately assessed on their understanding of generally accepted theories and ideas current in the field.

## Document B

### Modification to Student Academic Grievances- catalog and faculty manual

#### Second paragraph of catalog and 850.3 of Faculty Manual

If the student wishes to initiate a grievance, he or she must follow the student academic grievance procedure as outlined below, keeping in mind the following principles:

1. **As outlined in Stage One below, except when the complaint is of the most egregious nature or is related to intellectual diversity** the student must start with a sincere attempt to settle the dispute in an informal manner with the instructor. **In general, Administrators can initially hear the student's concerns and refer him or her to this document, but they will not discuss any specific grievance until the appropriate procedural steps have been taken. The Dean of Students or designee may serve an advisory role for the most egregious incidents or those involving intellectual diversity by hearing specific grievances and facilitating the procedures outlined below.**

#### Modification of Stage I- informal procedure of catalog (paragraph 3 of 850.4 in faculty manual)

##### I. Stage One: The Informal Procedure

**Unless the complaint is of the most egregious nature or is related to intellectual diversity, t**The student ~~should first~~ **must** make a sincere attempt to settle a dispute in an informal manner with the instructor. If the student is still not satisfied with the instructor's decision, ~~s/he~~ **the student** may then discuss the matter with the instructor's department chair. If the problem remains unresolved, the student may then discuss the matter with the instructor's dean.

**For the most egregious incidents or those involving intellectual diversity, the student may feel uncomfortable speaking to the instructor about the matter. In these cases, the student may elect to have initial discussions of the matter with the instructor's immediate supervisor. Prior to meeting with academic personnel, the student may contact the Dean of Students or designee who may be able to assist in informal resolution with the academic unit but is otherwise not a party to the grievance process.**

## Document C

BOR review of teacher preparation has found ASU unacceptable for principle #5.

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Regents' Principles and Actions for the Preparation of Educators for the Schools

Principle 5:

*University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved efforts in teacher preparation and school improvement through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.*

To meet this principle, changes to the faculty role model and University standing committees are proposed.

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## Role Model Changes

- **421.2.6 Service as an Interface of Augusta State University and the Community**

Examples include, but are not limited to:

1. Speeches and presentations to community organizations
2. Consultation with community groups in area of expertise
3. Writing for local media in area of expertise
4. Guest appearances on media (TV, radio) in area of expertise
5. Representing the university in community planning
6. Performing special duties for the university in the community
7. Responding to community inquiries in area of expertise
8. Teaching CED courses

- **9. Participation in activities in K-12 schools**

- **421.3.5 Conferences, seminars, workshops, exhibitions, and competitions**

Examples include, but are not limited to:

1. Chair/organizer/curator/adjudicator
2. Respondent/discussant
3. Participant/attendee

- **4. Conferences, seminars, workshops, and other activities designed to improve teaching and learning in K-12 schools.**

Document D

## Committee Changes

- 1. Deletion of University Permanent Committee- Adopt-A-School**
- 2. Creation of University Standing Committee- Service to K-12 Schools as section 204.22 with appropriate renumbering of the alphabetically latter committees. Proposed wording in Faculty Manual:**

204.22 Service to K-12 Schools Committee

### 204.22.1 Membership

The committee shall consist of five faculty members (one member from each department in the College of Education, one from the Pamplin College of Arts and Sciences, and one from the Hull College of Business), a representative of the Registrar and Director of Admissions, a representative from Public Relations, two students, and one K-12 faculty member appointed by the Dean of the College of Education.

### 204.22.2 Responsibilities

The committee shall (1) evaluate and report to the Vice President for Academic Affairs activities that contribute to improving teaching and learning in K-12 schools; (2) disseminate to ASU students, staff, and faculty information regarding opportunities for involvement in K-12 schools; and (3) make recommendations to ensure ASU supports and rewards all faculty who participate significantly in approved efforts in teacher preparation and school improvement.