

# Minutes

## Faculty Meeting



Tuesday, January 23, 2007  
2:30 p.m., room 170, University Hall

101 faculty members present; President Bloodworth called the meeting to order at 2:30 p.m.

### Agenda Items

**I. Minutes of the** November 7, 2006, faculty meeting were unanimously approved as distributed.

**II. Academic Policies** – Dr. Edgar Johnson

Items presented for information only – **See Attachment A**

Dr. Johnson presented the fourteen items. There were no questions or comments.

Items presented for faculty vote – **See Attachment B**

Dr. Johnson presented the three items, indicating that the vote in Academic Policies was not unanimous; dissenting members felt that adding these courses to area F without limits would allow students to repeat the 2950 course and bypass other area F courses.

**MOTION TO AMEND** – Dr. Kim Davies moved to amend all three of the original course requests to include a limit for students. With the change, students may take 2950 only once. The motion was seconded.

**VOTE TO AMEND** – The measure was approved with all ayes.

**VOTE** on C0423, C0424, and C0425, as amended, was all ayes.

Question – Dr. Andy Hauger requested an update on course changes submitted by Physics to the APC. Dr. Johnson noted that they were not included in this round. He requested that Physics and any other units with items to be considered contact him directly to discuss any outstanding issues.

**III. Dr. Mark Fissel presented the American Association of University Professors**

Dr. Fissel described the AAUP and its role; in some places, the AAUP plays a role in collective bargaining. This is not the case in Georgia. The AAUP chapter here is an association that promotes integrity and academic freedom. It is not adversarial. The most recent program provided by the chapter had a panel composed four-fifths of University System of Georgia administrators and three-fifths of ASU administrators. The chapter intends to provide information and let faculty decide for themselves. One current item of concern is a University System of Georgia campus that does not provide a tenure system.

Local Chapter fees are: \$20.00 for Full and Associate Professors, \$10.00 for Assistant Professors and Instructors, and \$1.00 for Part Time Faculty, Lecturers, and Graduate Students. National AAUP information and dues rates are available at: <http://www.aaup.org/AAUP/involved/join/>. Membership requires joining at the national level; local membership is optional.

**IV. Report of the President -- Dr. William Bloodworth – See Attachment C**

In addition to his report, appended, President Bloodworth noted the passing of and led a moment of silence for Jimmy Carter, a local photographer and a friend of the university, who died this past Friday.

**V. Announcements**

Mr. Walt Alexanderson, director of human resources, presented information, including a flyer, about *At Your Service*, a new online tool for an individual to handle personal personnel information and updates. One change coming with the new system – March 31 will be the last paper pay stub distributed to employees.

Mrs. Mellie Kerins, Reese Library, provided information on the library's new family room. The room includes a play area for children, giving parents the freedom to conduct research if their children must accompany them on campus.

The next Meet the Author is scheduled for 2:30 p.m., Thursday, January 25, 2007, and will feature co-author Paul Harris' book, *Building a Diaspora*.

Mr. Eddie Howard, director of student activities, reminded faculty of the ASU idol competition Friday night, at the Maxwell Theatre, 7 p.m. There is also a faculty/staff idol competition.

There is a blood drive 10 a.m. to 4:30 p.m. on January 24, 2007.

A new StallWall publication has been started to inform students of events on campus. Please contact Ryan Miller in Student Activities if you wish to provide information for the publication.

Adjourned at 2:55 p.m.

## ***Attachments***

### Attachment A.

Items approved unanimously by Academic Policies Committee, for Information Only

- 1. CHANGE:** Change in description COMT 3000. [pdf C0426](#)
- 2. CHANGE:** Change in prerequisites COMC 2010. [pdf C0427](#)
- 3. CHANGE:** Change in prerequisites CHEM 4552. [pdf C0428](#)
- 4. CHANGE:** Change in description CHEM 4950. [pdf C0429](#)
- 5. CHANGE:** Change in hours, adding lab, CHEM 4210. [pdf C0430](#)
- 6. CHANGE:** Chemistry, change in minor concentration. [pdf C0431](#)
- 7. CHANGE:** Change Chemistry Professional Track. [pdf C0432](#)
- 8. CHANGE:** Change Chemistry Biochem Track, adding lab. [pdf C0433](#)
- 9. CHANGE:** Change Chemistry Secondary Cert. Track, adding lab. [pdf C0434](#)
- 10. NEW COURSE:** Add SOCI 2950, variable content course. [pdf C0435](#)
- 11. NEW COURSE:** Add CRJU 2950, variable content course. [pdf C0436](#)
- 12. NEW COURSE:** Add SOWK 2950, variable content course. [pdf C0437](#)
- 13. NEW COURSE:** Add EDTD 4950, Selected Topics. [pdf C0438](#)
- 14. NEW COURSE:** Add EDTD 6950, Selected Topics. [pdf C0439](#)

## Attachment B.

Items NOT approved unanimously by Academic Policies Committee.  
These items require a faculty vote.

- 1. CHANGE:** Change to list SOCI 2950 in Area F. [pdf C0423](#)
- 2. CHANGE:** Change to list CRJU 2950 in Area F. [pdf C0424](#)
- 3. CHANGE:** Change to list SOWK 2950 in Area F. [pdf C0425](#)

## Attachment C.

President's Report  
Augusta State University Faculty Meeting  
January 23, 2007

I thought that I would begin my first report to the faculty this year by explaining, briefly, how and why I do such reports. I've been doing them this way—all written out, somewhat thought out—since 1994, about the time that Russ Stullken was becoming the faculty secretary and I wanted to relieve him of having to take notes on what I said and then check back with me to see if I thought I had said the same things he'd written down. So I started coming to faculty meetings with prepared remarks—and with a copy for the faculty secretary. This generally puts a smile on the secretary's face. I mean, who wants to argue with the president about what he did or did not say?

And then there's the advantage of having my reports, in full, available in the minutes of the meeting. This means, of course, that you can get the president's report without coming to the meeting—even though I know that everyone always attends every meeting anyway, just as I know that no student ever complains about parking.

In any event, I do these reports this way, and I usually stick just to basic information and observations, presuming that you've learned all the important stuff from other sources, and not wanting to prolong a faculty meeting.

But in my report today, I'm not sticking to basic information. It's a little different. It might even need a warning label, something like "May contain some personal reflections. Best if taken with a grain of salt."

I've been reflecting, for instance, on my visits to classes. In fact, thanks to those visits, in some workshop in my mind, I'm thinking about constructing a model of the perfect college teacher—even though I'm not a particularly good model builder. You should have seen the things that were supposed to be model airplanes that I tried to build when I was a kid—using balsa wood, paper, glue, paint, and rubber bands. But I tried, and every once in a while the model would fly for a few yards before crashing.

The model I'm thinking about now, though, will need different materials. I know what some of those materials are—but probably not all of them—and I want to mention four of them: four materials for model building.

The first material is a genuine, visible, and infectious passion for what's being studied. Saying this reminds me of something I learned at Berkeley in the 1980s when I was trying to understand the experiences of a member of the class of 1915 at the University of California (when the only such university was at Berkeley). During the years of that class (1911 to 1915, towards the end of what has been called "the golden era" of undergraduate education at California), the president of the university, Benjamin Wheeler, a chemist, used to refer to learning at California as "a contagion," almost as if it

were a disease passed from person to person. I think he was right—and I've seen in my class visits here some really contagious passion for what's being studied.

But distance inhibits the transmission of disease. So a second material for the model of a perfect teacher is a genuine interest in bridging the gap between teacher and student, as reflected, primarily, in a constant effort to know what students are and are not understanding. When I sit in a class—almost always towards the back of the room—I find myself watching students almost as much as I watch the professor, looking for signs of puzzlement, boredom, or attention. It's amazing how much attention I see. It might be because I'm in the room, but I don't think that's the whole story (and maybe not even part of it). I think it's because I'm seeing students who are convinced that their professor is really interested in them and their learning.

A third obvious material for the model of a perfect teacher—and a material that really can't be separated from the first two—is what we might call “presence”: how the professor looks and sounds, a matter of body language, voice quality, gestures, movement around the classroom, dress, all sending to students a positive message about their learning in that classroom under the direction and guidance of that professor. I wish I could be more definite about “presence,” but it is so connected to individual style and personality that generalizations are hard to come by. Maybe more visits to classes will help me to define it. All I know right now is that many of the faculty members whose classes I have visited have a definite and positive presence, different in each case, but obvious.

A fourth material for the model of a perfect teacher is something that you don't often hear about, although you would if you followed me around because it is simply the business of seeing and learning how others teach. I used to think that I was a very good classroom teacher—and I was often told that. But after watching many of you, I'm not so sure. I have seen some *really* good teaching here, and I wish all of you could see it as well. There is a wealth of good practices, styles, and techniques among your colleagues. I've used my prerogative as president to visit some of their classrooms. I wish you could do the same—and maybe you can.

And that brings me—at the end of this report—to a problem that all college presidents face, which is the problem of understanding what's really going on. There may be many things going on here that I don't fully understand, possibly some things that I don't get at all, but I am getting one thing—and I don't know whether any other presidents really try to get this—and that one thing is your work in our classrooms. I don't know of anything more important that's going on here, and I thank all of you who have invited me to visit your classes. I doubt if I can accommodate all the invitations, but I wish I could.