

# Minutes

## Faculty Meeting



Tuesday, January 29, 2008  
2:30 p.m., room 170, University Hall

102 faculty members present; President Bloodworth called the meeting to order at 2:31 p.m.

### Agenda Items

Dr. Bloodworth

#### I. Approval of the Minutes from November 27, 2007, available at:

[http://www.aug.edu/faculty\\_secretary/facmin\\_11\\_27\\_2007\\_draft.pdf](http://www.aug.edu/faculty_secretary/facmin_11_27_2007_draft.pdf)

**Motion** – To approve.

**Vote** – all ayes

#### II. Faculty Policies Committee – Dr. Carol Rychly

1. Changes to *Faculty Research and Faculty Development Committee* in the Faculty Manual. – **See Attachment A.**

#### Discussion –

Dr. Samuel Sullivan, vice president of academic affairs, noted that this change is an amendment to the bylaws.

Dr. Rychly, chair of the FPC, presented the proposed change to section 204.9 of the Faculty Manual. She noted that a proposal had been made last year, that it had been returned to the committee for further work, and that this version addressed the concerns expressed by the faculty at the time it was sent back. This version attempts to introduce a schedule so that timing and expectations are clear each year. It also tries to provide funding for a time of the year not covered previously and attempts to base decisions on merit as it is possible to do so. The FPC worked with the Faculty Research and Faculty Development Committee throughout the process.

Dr. Wendy Turner, history, anthropology and philosophy, asked for clarification on how the timing of summer funding would work.

Dr. Rychly replied that submissions would be made in spring, with funding provided for summer. As it is now, there is no mechanism for supplying funds when the research extends into the next fiscal year. With the new approach, 15 percent of the next year's funding would be set aside to fund ahead.

Dr. Turner asked if a researcher conducts research off-campus from June through August, how will the process work?

Dr. Rychly replied that a proposal can request – and the committee has the leeway to provide – funding from both fiscal cycles for the research, covering the full time period.

Dr. Sullivan emphasized that it is not possible to carry funds over from one year to the next in order to provide funding.

Dr. Lillie Johnson, chair of English and foreign languages, asked how the committee will be established for the next year.

Dr. Rychly replied that this will be done as it traditionally has been done, by the Committee on Committees, a sub-committee of the Faculty Policies Committee. The only committee change will be to have the chair of the committee in place at the end of spring semester so that she/he may serve as a contact for applicants during the summer months. Most other committees do not name a chair until they meet at the start of fall semester.

**Vote** – All in favor of the measure.

### **III. Presentation** by Dr. Chris Terry – on assessment

Dr. Terry, math and computer science, noted that he was presenting not as an expert on assessment, but as someone who was asked by his dean to look at general education assessment as it pertains to SACS for the College. Dr. Terry mentioned his attendance at two conferences with others from ASU.

Our next assessment will be done by the Commission on Colleges of the Southern Association of Colleges (COC-SACS). Dr. Terry noted that SACS accrediting is a positive method by which to be evaluated, as the alternative is to be evaluated by the Department of Education, which might have a different agenda. “Must statements,” a focus of the pre-2002 accreditations, were replaced that year by a focus on principles. A current document outlining those ideas, “Principles of Accreditation,” includes consensuses on good practices in schools, such as the necessity of having a board, separate CEO of the board, a library, a definition of what you will teach, etc.

Dr. Terry noted that each faculty member’s awareness of these principles for the coming years of accreditation preparation would be an effective way of helping to prepare for the final report.

There are two comprehensive standards as part of the assessment; one is for general education, section 3.5.1, and one is for programs, section 3.3.1. The former is most likely a study of the core curriculum.

One focus is on Improvement loops, the continuing cycle of planning (unit plans, etc.), setting standards for achieving goals, trying to achieve those goals, then evaluating progress.

Dr. Terry believes that assessment can be handled flexibly, so long as the method chosen can be justified. Course grades are not adequate as one of the assessment tools.

The onsite visit will occur spring 2012. ASU will submit a written report prior to that.

If you would like more information, read the 40-page document titled "Principles of Accreditation," about the process, principles, and criteria, on the SACS web site. Search there using "principles" and "accreditation" as search terms. Be aware of and avoid similar documents that have to do with proposed changes to the same document.

Why is accreditation important? It supports scholarship money, allows transfers of grades among institutions, and it's a way to know we're doing a good job. SACS is not a four-letter word.

Dr. Terry extended an invitation to speak with any faculty members with questions.

Dr. Edgar Johnson, chair of the academic policies committee, asked if there was any relationship between regularly held program reviews on campus and the SACS process.

Dr. Sullivan responded that program reviews look at programs to make sure they attract and graduate a sufficient number of students. The SACS process focuses on learning outcomes. It's possible to have sufficient programs for outcomes and still not graduate enough, so the two are somewhat different.

Dr. James Garvey, acting chair of communications and professional writing, noted that some program reviews are triggered by the calendar; not all are triggered by lower enrollment.

Dr. William Dodd, associate vice president for academic affairs, added that every program is reviewed each 7 years. If an additional review is triggered by lower enrollment, a review is done each four years until enrollment recovers or the program is further changed.

**IV. Academy for Learning** team re-introduction and announcements – Dr. Cathy Tugmon, biology, presented an academy of learning team powerpoint show, encouraging faculty to participate. **See Attachment B.**

**V. Report of the President – See Attachment C.**

## **VI. Announcements**

Dr. Sullivan applauded the progress of Dr. Charlotte Price, chair of nursing, who is about to submit an application for a new bachelor of nursing degree. A proposal and letter of intent have been completed.

Mr. Ian Potter, compliance and academic services coordinator, thanked faculty for using the student athlete reporting system. Additional emails will be coming about use of the system and its benefits.

Dr. Richard Harrison, dean of the college of education, applauded Dr. Beth Pendergraft for earning her doctorate in December, 2007.

Ms. Karen Mobley, director of student development, encouraged faculty to participate in February activities for black history month.

Mr. Eddie Howard, director of student activities, encouraged participation in a blood drive to be held January 30, 2008. He also mentioned the Hot Topics series, the ASU Idol competition, to be continued on Saturday, February 2, 2008, and homecoming festivities, to be held the second week of February. Mr. Howard introduced Ms. Vickey Hanson, the new JSAC operations coordinator, and thanked participants for their work on the stall wall flyers.

Dr. Robert Mays, director of the counseling center, noted that the Counseling Center is sponsoring a February 20, 2008, fair in the JSAC ballroom, 11 a.m. to 1 p.m., called "Keys to Student Success."

Dr. Joyce Jones, vice president for student services, noted the hire of two employees in the Career Center; Mrs. Amber Zimmerman, who formerly worked in financial aid, moved to Boykin Wright to work with student employment (x1605); Mrs. Amanda Boland, the new student career advisor, will be working with students to help them choose career paths.

Mrs. Amanda Boland announced a February 14, 2008, employer expo hosted by the Career Center, to be followed on the 15<sup>th</sup> by an educator expo.

Adjourned 3:22 p.m.

## Attachments

### Attachment A – Change to Faculty Manual

#### **CURRENT SECTION**

##### **204.9 The Faculty Research and Faculty Development Committee**

###### **204.9.1 Membership**

The Faculty Research and Faculty Development Committee shall consist of one representative (ex officio and non-voting) of the Augusta State University Research Center, the Director of Grants and sponsored Programs (ex-officio and non-voting), and six additional faculty members (one from the Hull College of Business, one from the College of Education, and four from the Pamplin College of Arts and Sciences).

###### **204.9.2 Responsibilities**

The committee shall review research and development proposals by faculty members and allot funds from those budgeted for this purpose and refer to the Oversight Committee on Human and Animal Research any research proposals involving human or animal subjects for that body's review, with funding subject to that committee's approval. The Faculty Research and Faculty Development Committee will maintain, distribute, and adhere to the Operational Guidelines for the research and development proposals. This committee reports to the Vice President for Academic Affairs.

#### **PROPOSED SECTION**

New text in blue

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Faculty members shall serve a term of two years. Members are not eligible to serve two consecutive terms. Members of the Faculty Research and Faculty Development Committee shall be regularly appointed, following the procedure outlined in the Faculty Manual. Prior to the end of each Spring Semester, members shall elect (or, under special circumstances, the VPAA shall appoint) the chair for the coming academic year. The chair shall be elected from among those members whose committee service will continue into the coming academic year.

###### **204.9.2 Responsibilities**

The Faculty Development and Faculty Research Committee is charged with evaluating proposals for funding support for faculty development and faculty research. Further, it shall have

responsibility of allotting funds from those budgeted to support such research. Any proposals involving human or animal subjects shall be forwarded to the Oversight Committee on Human and Animal Research for review and comment. Funding for these forwarded proposals will be granted only with the concurrence of the Oversight Committee on Human and Animal Research. The Faculty Research and Faculty Development Committee is charged with determining the "significance" of the proposed work. Additionally, the committee is charged with recommending the allocation of available funding among the set of proposals submitted in a given application period.

### **Proposal Evaluation Criteria**

In the context of faculty research, the term "significance" is assumed to refer to contributions made to Augusta State University's reputation as a place where scholarly and creative endeavors are valued and where quality work is being done. Significant scholarly or creative endeavors typically include research or creative work and presentation or publication of original research or creative work to peers through conference presentations, conference proceedings, journal publications, book publications, or other scholarly media. All such activities are construed as making a valuable and meaningful contribution to ASU's reputation as an institution where scholarship is taken seriously and are deemed, in this sense, to be "significant".

In the context of faculty development, the term "significance" is assumed to embrace the concept that faculty development is a core value of Augusta State University and must also be supported by the institution. Significant faculty development should be considered to include, but not be limited to, training sessions, workshops, and additional graduate training.

Attendance at a conference as a discussant or attendee does represent important scholarly activity and should therefore not be precluded from funding consideration. However, such pursuits do not contribute to ASU's scholarly reputation as conspicuously as research productivity. Consequently, requests for funding to travel to present or generate original research may receive higher priority than requests for funding to attend a conference, even as a discussant or session leader.

In some instances, both faculty research and faculty development will qualify for external funding that requires matching funds. These proposals would also be considered "significant" in that they bring the attention of important funding institutions to work being done at Augusta State University.

In summary, FDFR funding should be available to support the following: 1) research or creative work; 2) presentation or publication of research or creative work; and 3) faculty development.

### **Funding Allocation Guidelines**

Proposals should be considered on the basis of merit. As much as possible, funding should be allocated among the three categories of qualified work with each receiving a significant portion of the funding commensurate with the number and quality of proposals before the committee at the time. It is the responsibility of the applicant to clearly demonstrate the significance of the work for which funding is being sought. This explanation must be one that is clear to scholars from diverse fields.

Further, the committee shall consider all forms of faculty research and faculty development activities in constructing the call for proposals and the proposed budget worksheet. The call and the budget worksheet should affirmatively indicate the range of activities that can be funded by FDFR monies, including, but not limited to, travel expenses (including transportation, accommodation, food, and registration); special materials and needs (including equipment, supplies, data acquisition, data assessment, distribution costs, and other costs); and miscellaneous costs (including publication and production costs, special fees, and other costs).

## Timeline

Proposals will be accepted for consideration by the committee twice each academic year according to the timeline shown. A proposal is not required to be submitted during the same semester as the activity to be funded (See table below). To facilitate timely payment to faculty, the chair may authorize payment for work completed on or after July 1 and approved for funding by the committee in the previous academic year.

The committee should strive to adhere to the timeline and guidelines in the table below.

<b>Funding Cycle</b>	<b>Call for proposals</b>	<b>Proposals due</b>	<b>Funding notification to applicant</b>	<b>Period covered</b>
Fall	14 calendar days after beginning fall term	Seven days before Midterm fall semester	Seven days after midterm of fall semester	Current fiscal year - July past to June 30 future
Spring	14 calendar days after beginning spring term	Seven days before Midterm spring semester	Seven days after midterm of spring semester	Beginning of current academic year to June 30
Summer	14 calendar days after beginning spring term	Seven days before Midterm spring semester	Seven days after midterm of spring semester	July 1 to beginning of next academic year*
	*Awards for July 1 until beginning of next academic year will be tentative awards pending finalization of academic year funding. It is recommended that the total awarded funding for proposals during this time period not exceed 15% of total anticipated funding.			

## Attachment B. Academy for Learning Presentation



### Academy for Learning Team

#### Who are we?

- Started when 3 PA&S faculty & 2 COE faculty were sent to a BOR Academy for Learning -we learned about
  - Backward design
  - How we know what our students have learned?
  - Syllabi: Why?
  - Motivation: Ours & Theirs
  - Technology: What works, when & where?



- To exit the academy we had to develop a plan of how to share all we learned with YOU



- Our Plan

- 1-2 speakers who have some national recognition
- 4 or more seminars on topics related to learning that YOU are interested in
- VTAC -Virtual Teaching & Assessment Center



- Then a merger that = more diversity
  - Another group was meeting with similar goals - so we merged
  - We added more people from COE, PA&S and HCB





## Our 1<sup>st</sup> Speaker

- Who: Lee Rainie-founding Director of the Pew Internet & American Life Project
- What:
  - mindset of 18-24-yr.-old students
  - their learning styles
  - how they fill their time academically & not
  - how they use technology & social networks in all aspects of their lives.



- When: February 28, 2008
- Where: somewhere on campus
  - We will let you know
- Time(s): Morning & Afternoon



## Our 2<sup>nd</sup> Speaker

- We are in negotiations
- Probably in early April
- Definitely someone interesting
- Watch your e-mail and future faculty meetings for details as they become available



## Our Seminars

- Syllabi: Why?
  - When: Feb. 8, 2008
  - Where: Butler Room 8 (JSAC)
  - Time: 1:15 - 2:15 PM
  - Who: YOU & Your Syllabus for 1 or more courses
  - Why: Information is priceless & rewards are available
  - What is the role of the syllabus in a college classes?
  - Facilitate a discussion about its uses, purpose, depth of detail, etc.



- Technology: What works, when & where?

- Feb. 22
- Time: 1 PM
- Where: UH 157 or 160
- About
  - Podcasting
  - Classroom in a Box
  - Clickers
  - Videoconferencing
  - Other suggestions let us know

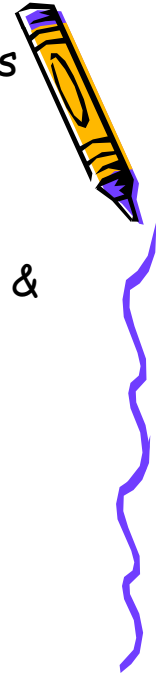


- How do we know what are students have learned?

- ~March 13 ~2:30 PM
- More details later

- Motivation in the Classroom: Ours & Theirs

- March 25 ~2:30
- More details later



## Attachment C. President's Report

Good afternoon, again. Here I am with another report from the president, which I have tried to keep brief but informative.

Before giving my report, though, let me comment on the business of making a report. Starting sometime in my second year here, I began delivering such reports from prepared texts. I did this primarily to make things easier for the hard-working faculty members who have served as faculty secretary, removing from them the pressure of having to hear every word I said—and making it possible for me to know exactly what it was that I did say.

Now, over the years, no one has asked me what it was that I said. I'm going to presume that this is due only to the way that my remarks are always attached to the minutes of faculty meetings, not at all to any lack of interest in things I say.

I point this out because ever since last year I've been giving my report at the end of the faculty meetings, not at the beginning. This creates a small dilemma for me whenever, listening to what precedes me in the meetings, I think that I should comment on what has gone before.

Today, for instance, you have heard from Chris Terry on assessment and from Cathy Tugmon on the Academy for Learning team. Working on my remarks this morning I had no clue as to what Chris and Cathy would say or what specific things I should say as a compliment on—and a complement to—to their remarks. All I could plan to say were statements of appreciation for their concerns about and work on behalf of student learning in our classes.

Periodically I'm tempted to make the end-of-meeting remarks a form of extemporaneous speaking. Jeff Heck wouldn't like that, I know, and neither would you if, in being extemporaneous, I was also long-winded. So I'm working from a prepared text—and a brief one—once again.

Things are good here. That's my theme. Enrollment was up a bit in the fall, though not as much as last year, and even though the local community seems to be focused entirely on the Medical College of Georgia, we continue to enjoy increased support in the forms of monetary contributions and verbal compliments.

A nice monetary compliment has just come to us, largely through Kathy Hamrick's efforts, in the form of a \$600,000 grant from the Department of Transportation for another phase of our History Walk, which will now be going through campus as well as around it.

And compliments of another kind could be seen last week when over 3,000 people attended a Jaguar basketball game.

At the state level, the governor has made a strong recommendation for University System funding. That's certainly good.

It's good, too, that the Board of Regents has us in its sights for a \$25 million plus academic building on Wrightsboro Road for fiscal year 2011. Who knows at this point what the governor and the General Assembly will do about this and other such system projects, but it's better to be in sight than out of sight.

The Board of Regents also has developed a new strategic plan for the system. This, too, I think, is good, even though some of the intentions of the plan will need careful attention to make sure that presumably good ideas turn out to be good actions. In this regard, I'm pleased that two of our people are on key system committees. Dan Whitfield is urging caution, rationality, and attention to actual dollars in the system's effort to consider a so-called "shared services" program to combine in one location all of the services for procurement, payroll, and human resources among all the system schools except the four research institutions.

Wally Evans is serving to help with the core curriculum project. As Wally knows, I've expressed an opinion that the project should be firmly based on an assessment of what we now do and don't do in general education. I know that most of you are very heavily invested in the core curriculum as it is now structured. The idea of improving it is a good idea; how it is improved is an important idea. I'm glad Wally has agreed to help.

Here at home I'm spending some time with the "Leadership ASU" project, pleased to have sixteen faculty members from nine different academic departments as the initial Leadership ASU class. One of the challenges for the class is to determine whether such a class is really a good idea that should be continued in years to come, with or without changes in how it is being done this year. I know now only that it is good for me to have such close and frequent contact with such a group of Augusta State faculty members. Those faculty members are learning new things about our students, our facilities, our money, our sports programs, and our efforts in fundraising and alumni relations. I won't identify all the members of the class, but since you might be interested in seeing who some of them are, I'll ask those who are here to stand.

And you can ask which one is likely to become the best golfer.

So . . . to return to my theme. Things are good here, and the best things of all, as usual, are the things that you do to advance the learning of our students.

That's my report, from your president, who knows exactly how lucky he is to have in front of him at meetings like this the faculty persons and the faculty traditions that define Augusta State University.