Minutes
Faculty Meeting

Wednesday, March 2, 2005
3 p.m., room 170, University Hall

95 faculty members present (83 or more provides a quorum);
President Bloodworth called the meeting to order at 3 p.m.

Agenda Items

I. Report of the President – (see **Attachment A)**

II. Minutes from January 26, 2005, were approved.

III. Honorary Designation Committee

Professor Joseph Greene, College of Business Administration, provided a recommendation from the Honorary Designation Committee that the Clinical and Professional Studies conference room be dedicated to Dr. Lyle Smith. It was moved to approve the recommendation and seconded. The vote was unanimously in support of the measure.

IV. Faculty Policies Committee

A. Faculty Manual – Lyceum Committee composition
– (see **Attachment B**)

Presentation by Dr. Marc Miller – The primary reason for the suggested changes in membership (ex-officio additions) and in length of term was one of coordination among Lyceum and other groups at ASU that organize and bring events to campus. A subcommittee of the FPC looked at overcoming the problem.

Dr. Samuel Sullivan opened the floor for discussion.

Amendment: Dr. Hubert Van Tuyll moved to amend the proposal by deleting the list of examples at the end of the ***204.15.2 Responsibilities*** section, to keep changes in specific organization names from requiring future edits of the faculty manual.

Thus:

PROPOSED
The committee is the primary advisory organization in matters of cultural programming on campus and is responsible for organizing, implementing, and publicizing the Lyceum Series of events. Such events should be intellectually and culturally stimulating, support the academic

curriculum, and not be otherwise available in the CSRA. Events should represent a variety of cultural areas such as art, music, dance, theater, debate, film, and literature. When feasible the programming should support established ASU cultural organizations ~~such as Cullum, Women's Studies, Fine Arts Center Gallery, Sand Hills Writers Conference, Black Student Union/Minority Advising Program, Drama, Jazz Band, and the Film Series~~.

Discussion of the amendment:

Dr. Jim Benedict spoke against the amendment, saying that it's beneficial to have examples to clarify who should be involved.

Dr. Kim Davies reflected that the Women's Studies program is an academic program, not a cultural group like others mentioned in the list.

Dr. Linda Banister, Dr. Benedict, and Dr. Tom Crute replied that Lyceum is trying to get support from academic areas as well as cultural groups.

Dr. Charles Case noted that text in the second paragraph would also need a similar change if the amendment is approved.

With no further discussion of the amendment, Dr. Samuel Sullivan requested a vote.

Vote: A voice vote was indeterminate. A count of hands was called for and produced a vote of 30 in favor and 34 against. The amendment was declined.

Returning to the original measure, Dr. Cliff Gardiner asked about the rationale for extending the length of service on the committee to a three-year term, the rationale for having the director of student activities to serve as chair, and technically, if, as an ex-officio and non-voting member, that director is permitted to chair the group.

Dr. Marc Miller noted that there was precedent for chairs to be non-voting, as is the case in the FPC except to break a tie vote.

Dr. Tom Crute, who served on the FPC subcommittee that produced the recommended change, answered that having the student activities director serve as chair was designed to supply continuity and expertise. The latter is required for contract negotiation and to keep the events moving. He also replied that the term should be extended because of the steep learning curve. The first year, committee members learn how to select good

programs and do contracts, the second year they contribute heavily, and the third year they train incoming people.

Dr. Robert Jarman, responding to the idea of precedence, noted that the FPC chair is elected, but that the Lyceum chair would be appointed.

Dr. Jim Benedict noted that faculty like to leave in June, at a time when work on the annual brochure takes place. Continuity and year-round presence is needed to finish this and other tasks. Also, faculty members frequently have little experience in running events. They shouldn't have to handle locked doors, deal with agents, pick people up at the hotel, etc. Faculty should have good ideas and allow the staff who deal frequently with these problems to handle them.

Dr. Robert Jarman said that he was not arguing that the director of student activities shouldn't be on committee, but that he shouldn't automatically be the chair.

Dr. Cliff Gardiner noted that to his knowledge no ex-officio, non-voting members currently chair any university standing committees, but that the Program Advisory Committee and the Budget Advisory Committee both are permanently chaired by individuals who serve by virtue of their administrative positions but have regular membership status with the right to vote. He suggested an amendment could be made to eliminate the ex-officio status of the director of student activities on the Lyceum Committee and give that person voting privileges.

Mr. Eddie Howard, director of student activities, said that being made chair would simply make it easier to do work he's already doing for the committee. He's already handling agents, many of whom try to arrange contracts to their benefit.

Mr. Joe Schneider, current chair of Lyceum, clarified that the chair may begin the contract process, but that it has to be turned over to Mr. Howard's office at some point anyway, which can lead to multiple points of contact and therefore cause confusion. Agents want to do business through the chair.

Dr. Linda Banister added that agents are more likely to be able to contact Mr. Howard, who is in his office more frequently than faculty members may be.

Dr. Lillie Johnson noted that the number of additional committee members could result in too large of a committee to function well. She also felt the director of student activities could manage the events well without serving as chair.

Dr. Ric Topolski asked if a three-year term wouldn't provide the opportunity for a poor committee member to do more harm.

Mr. Eddie Howard added an example of a problem he faced with an entertainer the past week because the faculty member who served as the entertainer's contact was no longer on the committee.

Dr. Jim Benedict mentioned the performers for *Brasil, Brazil*, who were supposed to be shown the campus by Lyceum members, but it was at the beginning of fall term and the committee had not yet been formed for the year.

The question was called by Dr. Chris Sligar, and the call seconded and approved.

Vote: The amendment passed on voice vote.

B. Graduation Attendance Recommendation – for information only – (**see Attachment C**)

Discussion- Dr. Marc Miller - As a professional with year-round responsibilities, there are three ceremonies I should attend: the new student convocation in fall, the honors ceremony in spring, and the graduation ceremony in spring. Not attending or claiming it's outside our contract period demeans our profession. Many of our students have family members attending who have never attended a college graduation before. It may become blasé to us, but to them it's the most monumental event in their lives.

Dr. Linda Banister, Professor Joseph Greene and Dr. Christopher Murphy concurred.

With no expressed dissent, the recommendation was entered into the record.

Agenda Items V. C (Faculty Manual – General Revisions), **V. D** (Faculty Manual – changes to reflect the importance of teaching abroad in the Faculty Role Model), **and V. E** (Faculty Manual – Tenure Policy, Section 450), which recommend changes to statutes, were announced at this meeting in preparation for action at the next faculty meeting. (See **Attachments D**, **E**, and **F**)

IV. Announcements

A. Phi Kappa Phi Student Fine Arts Research Conference. Dr. James Grayson invited faculty to the event, to be held March 16, 2005, 12:30-3:30 p.m., University Hall.

B. Dr. Ric Topolski announced that Thursday, March 10, 2005, the Lyceum and Cullum Committees will co-sponsor the Massenkoff: Russian Folk Festival, from 7-9:30 p.m. at the Maxwell Performing Arts Theatre.

C. Dr. Linda Banister announced the Charles Wadsworth & Friends piano performance March 11, 2005, at the PAT.

D. Ms. Carol Giardina announced a March 18-20 Association for Non-Traditional Students in Higher Education conference.

The meeting adjourned at 3:54 p.m.

Attachments

Attachment A.

President's Report
Faculty Meeting of March 2, 2005

I want to begin this report with a brief note about the state budget process, then explain some things about buildings, then say some things about men and women (though mainly about men).

First, and briefly, the state budget.

The General Assembly is still in session. The amended budget for fiscal year 2005 is in conference between the House and the Senate. There is some disagreement between the two bodies on that matter. And work on the budget for fiscal year 2006 (next year) has yet to get to a point of disagreement. But as I have said before, the Governor's recommendation of full formula funding for the university system is, fiscally speaking, a breath of fresh air from Atlanta.

Second, and less briefly, some things about buildings on campus.

Our housing project is well underway. If you haven't seen it yet, you can do so by driving behind the Wrightsboro Plaza shopping center and looking down at the apartments. However, if you do so, please don't enter the University Village property itself. To do that, you'll need a hard hat and a note from the president. But you can get a good view of the project—and it's a big one—from outside the fence. It's amazing what you can do with 25 acres and $19 million.

Work on our student activities center has been slowed by rain, but March of next year remains the expected month of completion. And I think you'll be amazed then at what you can do with about two acres and $11 million.

But our campus is far from fully developed. Despite our new buildings, as so many of you know so well, we need more facilities. The most pressing need is probably in music—but we're short and growing shorter in other areas as well. So let me tell you a little bit about how we're trying to meet these needs.

With over $60 million in new, state-funded buildings in the past five years, and over $30 million in privatized projects, we're in no position to claim that we've been neglected by the state. Our physical development from now on will need to be by the numbers: room utilization, credit hours, curriculum inventory, and so forth.

In our building requests for FY 2006 (next year), we'll send forward two important projects that we requested last year for funding this year.

The first of these two projects is a $2.5 million expansion of our central energy plant, which means more boilers and chillers so that we can eventually add space on this campus for music, for a library expansion, for additional laboratory space, for another theatre, for whatever we need to make the best and fullest use of our 77 acres on Walton Way. We won't see another major building here, but we will need some smaller ones, and some additions, all of which will need to be cooled and heated.

The second project that we'll request again is a major classroom building adjacent to Christenberry Fieldhouse. We need this building on the regents' list of major projects now so that we can handle the students expected to be here seven or eight years from now. It's a big-ticket item, probably in the neighborhood of $40 million.

In addition to these two projects, we'll probably request some other so-called "minor" projects (which means $5 million or less in cost) just to make sure that the Board of Regents

understands our needs: additional fine arts space, renovation of Washington Hall, an addition to the Reese Library, and so forth. There's lots to choose from in potential requests. And we also have a need for about $2 million to renovate our National Historic Landmark, which is the house where Stephen Vincent Benet lived from 1911 to 1915.

Meanwhile, we await the sale of state bonds for a $4.6 million project that was approved by the state last year. This is a project that should win an award for the least attractive title in the system. That title is "Storm Sewer Improvements, South Campus." What it means is a complete reworking of the back side of our campus: new streets and parking lots, underground water detention systems beneath the streets and lots, and the completion of the so-called "loop road" that will make it possible for automobiles to go from any point on campus to any other point without having to leave campus. We had expected this project to be underway by now, but the state has yet to complete the work which is necessary for the sale of general obligation bonds for all projects that were approved last year. Our storm sewer project will happen, but probably not until next year. And when it does happen—let me forewarn you—the south side the campus, the back side, will be quite a mess until the project is finished. Almost five million dollars in improvements in the form of storm sewers, parking lots, and streets is a very big project of that kind.

That's it on information about buildings, for now.

My third subject has to do with men and women, but it has nothing to do with anything ever said at Harvard University. An organization that keeps tabs on data related to access and opportunity in higher education has just issued a report entitled, "The Weaker Sex . . . What's *Still* Wrong with the Guys?" What's still wrong with the guys, it turns out in this report, is that they are still not going to college as much and not succeeding in college as well as women are. "By all measures males are in serious trouble in higher education," the report states. "A decade after we reported our first analysis of the dismal participation and performance of males in college, the situation has deteriorated further. . . . At the margin of choice," the report concludes, "the guys still just don't seem to get it."

This is not new news. We're all familiar with the problem. In my view it is a problem of men, created by men, though not necessarily just for men. In fact, if it continues, it doesn't bode well for our national well being.

If you were to look at a chart, as I have, showing two lines, one showing the percentage of males in the population and the other showing the percentage of males in school, with both lines moving across the graph by age, what you would see is two lines that diverge dramatically between ages 16 and 45.

Only after age 45, when men begin to die off faster than women, does the percentage of men in school start to correlate again with the percentage of men in the population.

The report that I have read gives grades to colleges on the participation of males by comparing each college's share of male undergraduate students with the share of male undergraduates in the entire state. Interested in what our grade might be, I visited the website that gives the grade for every postsecondary institution in the nation. Our grade is a D +. The interesting thing about this grade is that it is a <u>passing</u> grade. Among all postsecondary institutions, 36 percent of them have a grade of <u>F</u> in male undergraduate participation.

We pass, even though less than 35 percent of our undergraduates are men.

This tells you, I think, how serious the problem is, and I thought you'd appreciate hearing about it and might, in fact, keep it in mind as you work with our students, both men and women.

Attachment B.

1. Lyceum Committee. Changes to the Faculty Manual

204.15 The Lyceum Committee

204.15.1 Membership
EXISTING
The Lyceum Committee shall consist of eight students, the Grover C. Maxwell Performing Arts Theater manager (ex officio and non-voting), the Director of Student Activities (ex officio and non-voting) and eight additional faculty members.

PROPOSED
The Lyceum Committee shall consist of six students, six faculty members, and ten *ex officio* members.

One voting faculty member each will be recommended by the Deans of the College of Business Administration and the College of Education; the Chairs of the Department of Languages, Literature, and Communications and the Department of Fine Arts; and two others at large recommended by the Committee-on-Committees. Two new faculty members will rotate on each year to serve three-year terms. It is recommended that new student members serve two-year terms, with three new students rotating on each fall.

The *ex officio*, non-voting members will be the Grover C. Maxwell Performing Arts Theater manager, the Director of the Fine Arts Center Gallery, the Director of Public Relations, the Dean of Students, the Chairs of the Cullum Committees, the Director of the Honors Program, the Director of Women's Studies, the Director of the Sand Hills Writers Conference, and the Director of Student Activities who shall serve as the committee chair.

204.15.2 Responsibilities
EXISTING
The committee shall arrange the cultural activities of the Lyceum Series and the lectures financed by the Lyceum Series, such as the Lyceum Change Program. It strives to promote the individual growth and development of Augusta State University students by providing intellectual and cultural programming to enhance the academic environment. Specifically, the committee: designs the Lyceum Series for the next academic year; manages the Lyceum Series of the current academic year; allocates funds to support the Fine Arts Center Gallery; designs and produces a brochure that publicizes the next session's program.

PROPOSED
The committee is the primary advisory organization in matters of cultural programming on campus and is responsible for organizing, implementing, and publicizing the Lyceum Series of events. Such events should be intellectually and culturally stimulating, support the academic curriculum, and not be otherwise available in the CSRA. Events should represent a variety of cultural areas such as art, music, dance, theater, debate, film, and literature. When feasible the programming should support established ASU cultural organizations such as Cullum, Women's

Studies, Fine Arts Center Gallery, Sand Hills Writers Conference, Black Student Union/Minority Advising Program, Drama, Jazz Band, and the Film Series.

During a particular year the committee will implement the Series organized in the prior year and plan the Series for the next year. The committee shall seek expertise from the academic units on campus to ensure quality programming and publicity. The committee shall provide a procedure for individuals or groups on campus to request particular programming for consideration. The committee will work with staff from the Offices of Public Relations and Student Activities to produce materials to publicize the Lyceum Series and may include other campus cultural events. The committee shall utilize the expertise of Student Activities staff for contracts and final arrangements. The committee shall seek the support and expertise of the academic departments and appropriate campus groups in scheduling and publicizing the events.

Attachment C.

2. Attendance Recommendation

The following statement is for information only. It does not require a vote by the faculty.

The Faculty Policies Committee would like to recommend that all faculty attend the spring graduation ceremony. As Augusta State University moves to one graduation ceremony a year, faculty attendance becomes more critical. As you know, our students spend many years with their ASU family and form a special bond with the faculty and the university. It is imperative that we show our support through our presence at this significant ceremony.

Attachment D.

3. General Revisions to the Faculty Manual

The Faculty Policies Committee is currently revising the Faculty Manual for consistency and errors. Therefore, we recommend the following changes to the faculty manual. None of the changes are meant to be substantive changes.

Miscellaneous Changes to the Faculty Manual

The Faculty Policies Committee has reviewed the Faculty Manual and recommends the following changes to the manual. These changes are being made for consistency and other typographic errors.

1030.2 Student E-Mail This section cautions students to read their email" in a timely fashion" while a later section on the next page indicates that they should read official email "no less than twice per week". These sections should be consistent with the twice per week language.

107.1.2.5 Appointing University Chartered Groups There is no discussion here and this heading does not have any explanatory information. Remove the heading.

General Global Changes

Department of History to be changed to Department of History, Anthropology, and Philosophy

Change all references to PEAC to George A. Christenberry Field House.

Change all references from Peach Belt Athletic Conference to Peach Belt Conference.

Delete the Semester Conversion Steering Committee, the Semester Conversion Transition Committee, and the Year 2000 (Y2K) Steering Committee.

Delete references to book store hours as they frequently change.

Change references to Media Center to indicate the move to University Hall.

Roxanne Bustos has retired. Replace her name with the name of a position at the library, so the document will not be tied to an individual staff member.

Change references to Office of Computer Services to Office of Information Technology Services.

Developmental Studies should be changed to Learning Support.

The College Placement Exam (CPE) should be changed to COMPASS.

Numbering Scheme

In order to achieve consistency in the numbering of the faculty policy section, recommend the following changes:

Change Section 400 to the following:

400	0	The Faculty
400	1	Ranks
400	1.1	Instructor
400	1.2	Assistant Professor
400	1.3	Associate Professor
400	1.4	Professor
401	0	Faculty Development
401	1	Faculty Evaluation And Development System
401	1.1	Continue Numbering below

Change Section 440 to reflect subnumbering.

440		PRE-APPLICATION REVIEW OF TENURE-TRACK FACULTY
440	1	Timing of Review
440	2	The Review Process
440	3	The Basis of Review
440	4	Reporting and Follow-up
440	5	TENURE POLICY
440	6	Regulations

Change Section 460 to reflect subnumbering.

460		POST-TENURE REVIEW (460)
460	1	Post Tenure Review: Scope and Purpose (461)
460	2	Post Tenure Review: Procedure (462)
460	3	Post Tenure Review: Appeal Process (463)
460	4	Post Tenure Review: Institution of the Process (464)
464	1	Procedural Explanations
464	1.1	
464	1.2	
464	1.3	
464	1.4	
464	1.5	

Attachment E.

5. Teaching Abroad Changes to Faculty Role Model

The following changes to Faculty Role Model are meant to reflect the importance of Teaching Abroad. The changes are underlined and highlighted.

Rationale:
In the past five years, the University System of Georgia has encouraged faculty to direct study abroad programs, to create new study abroad programs, to teach abroad, to facilitate faculty and student exchanges, to coordinate internships abroad and to send their students on study abroad programs. Several years ago, the Board of Regents set a goal for all institutions to send 2% of their student population on study abroad programs. In 2004, that goal was increased to 4%. In order for ASU to meet this goal and to increase faculty and student participation in teaching and studying abroad, these activities should be incorporated into the Faculty Role Model. The additions are underlined in the sections below.

421 AUGUSTA STATE UNIVERSITY FACULTY ROLE MODEL

421.1 ROLE I: TEACHING (45% - 70%)
Teaching involves those activities associated with the design and delivery of course material to the student. It is a process designed to advance the student's learning experience. For purposes of evaluation, the teaching role may include the following components.

421.1.1 Instructional Delivery Examples include, but are not limited to:
1. Teaching classes *on campus and abroad*
2. Explaining concepts and procedures and demonstrating skills
3. Supervising labs/problem sessions
4. Conducting help/problem sessions
5. Communicating with students
6. Establishing good relationships with students
7. Encouraging student participation
8. Directing research projects
9. Participating in field trips
10. Conducting tutorials/independent studies
11. Helping students with academic problems
12. Mentoring outside the classroom

421.2 ROLE II: SERVICE (10% - 40%)
The service role constitutes all faculty activities linked to academic specialty, faculty status, or professional/personal skills which promote the mission of the institution at the department, college, university, system or larger community levels. (In general, compensated activities will be considered service if department chair or other administrator determines that these activities do not interfere with the faculty member's primary duties or constitute second employment). For purposes of evaluation, the service role may include:

421.2.1 Service to Students Examples include, but are not limited to:
1. Advising students
2. Advising student organizations
3. Participation in student programs
4. Recruitment
5. Placement
6. Writing letters of recommendation
7. Tutoring
8. Selecting students for awards
9. Registering students
10. Assisting students while teaching or directing study abroad programs

421.2.4 Service to Augusta State University (university-wide) Examples include, but are not limited to:
1. Active work and service on university committees, standing and ad hoc (including search committees)
2. Serving actively as an officer on a committee
3. Special projects or consultation for university (e.g., archaeological digs)
4. Participation/attendance at university functions including faculty meetings, graduations, honors ceremonies, Lyceum, Cullum, library programs, faculty presentations such as recitals, sporting events, alumni events
5. Teaching or directing study abroad programs, internships and student or faculty exchanges.

421.2.5 Service to the University System Examples include, but are not limited to:
1. Serving on Regents' Committee
2. Participation in a Regents' workshop, program
3. Planning/conducting a statewide program
4. *Teaching or directing study abroad programs, internships and student or faculty exchanges.*

421.3 ROLE III: PROFESSIONAL DEVELOPMENT AND ACHIEVEMENT (10% - 40%)
The professional development and achievement role encompasses original contributions to knowledge or understanding; creative work in the arts; efforts which advance scholarship and/or improve professional competence; and endeavors which contribute to the teaching/learning process of college education. For purposes of evaluation, the professional development and achievement role may include:

421.3.6 Service to the profession Examples include, but are not limited to:
1. Participation in professional organizations (officer, committee member, member, etc.)
2. Editor (newsletters, journals, proceedings, etc.)
3. Reviewer (books, manuscripts, grant proposals, articles, etc.)
4. Participation in professional organizations related to study abroad programs.

Attachment F.

Augusta State University Faculty Manual
Section 450 Tenure Policy

Background: Passed by the FPC in Spring 2004 but not brought to the UC. In researching the BOR policy for professional leave, Katherine Sweeney unearthed this change in BOR policy for all probationary credit. FPC then adopted this change in language (indicated by the bold type) which we believe brings the ASU Faculty Manual into agreement with BOR policy.

Currently in the *ASU Faculty Manual*

Section 451.5

Tenure may be awarded, upon recommendation by the President and approval by the Board of Regents, upon completion of a probationary period of at least five years of full-time service at the rank of assistant professor or higher. The five year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted. However, no probationary credit for the period of an interruption shall be allowed. A maximum of three years credit toward the minimum probationary period may be allowed for service at other institutions or for full-time service at the rank of instructor at the same institution. Such credit for prior service shall be defined in writing by the President and approved by the Chancellor at the time of the initial appointment at the rank of assistant professor or higher.

Proposed replacement in the *ASU Faculty Manual (CHANGES IN **BOLD**)*

Section 451.5

Tenure may be awarded, upon recommendation by the President and approval by the Board of Regents, upon completion of a probationary period of at least five years of full-time service at the rank of assistant professor or higher. The five year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted. **An award of credit for the probationary period of an interruption shall be at the discretion of the President.** A maximum of three years credit toward the minimum probationary period may be allowed for service at other institutions or for full-time service at the rank of instructor at the same institution. Such credit for prior service shall be defined in writing by the President and approved by the Chancellor at the time of the initial appointment at the rank of assistant professor or higher.

jh 3/4/2005