

# Minutes

## Faculty Meeting



Tuesday, March 24, 2009  
2:30 p.m., UH 170

110 faculty members were in attendance

Dr. Sullivan called the meeting to order at 2:30 p.m.

### Agenda Items:

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)

Moved and seconded. The minutes were unanimously approved as distributed.

II. **Academic Policies Committee** – Dr. Todd Schultz

Dr. Schultz presented Attachment A, items 1 through 24, as for-information-only items. There were no questions or comments.

From Attachment B, Dr. Schultz presented items one through three as items requiring a vote. There was no discussion.

**Vote** – all ayes. The items will be incorporated into the ASU Catalog.

Dr. Samuel Sullivan, vice president for academic affairs, suggested items four through six be considered individually.

Item 4:

**Discussion** - Dr. Chris Terry, mathematics and computer science, expressed a concern that items four and five, which seemed almost identical in intent, were not parallel in text. Following discussion involving Drs. Sam Hardy, educational leadership, counseling, and special education; Cathy Tugmon, biology; Richard Harrison, dean of the college of education; and Ray Whiting, political science, Dr. Terry was satisfied that the items were properly organized. Text at the bottom of item five was intended to apply both to items four and five. The faculty secretary will ensure the items appear parallel when they are placed in the ASU Catalog, based on text supplied by Dr. Hardy.

**Vote** – all ayes

Item 5:

**Vote** – all ayes

Item 6:

**Vote** – all ayes

### III. Faculty Policies Committee – Dr. Tom Crute

1<sup>st</sup> item: Dr. Crute presented the items on intellectual diversity, Attachment C (Documents A and B) There was no discussion.

**Vote** – all ayes

2<sup>nd</sup> item – Attachment C, Document C deals with role model changes to place our model in line with Board of Regents' requirements.

**Discussion** – Dr. Chad Stephens, chemistry and physics, asked if the fourth bullet in 421.3.5 is parallel with the first three items.

Item 421.3.5, as proposed, reads:

**\* 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.**

Following discussion with and suggestions to relocate the bullet or reword from Drs. Crute, chair of the FPC; Gordon Eisenman, chair of teacher education; Debra Van Tuyll, communications and professional writing; Ray Whiting, political science; Richard Harrison, Richard Davis, communications and professional writing, and Professor Robert Smalley, Hull college of business, Dr. Whiting's suggested amendment to replace the proposed number four was:

**Amendment** – "**Participant in activities designed to improve teaching and learning in K-12 schools.**" The motion was seconded.

**Amendment vote** – all ayes

Item 421.3.5, as amended, reads:

**\* 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. Participant in activities designed to improve teaching and learning in K-12 schools**

**Vote on the proposed Document C– all ayes.**

3<sup>rd</sup> item – Document D deals with committee changes, including the removal of the Adopt-A-School Committee and the addition of a *Service to K-12 Schools Committee*.

**Discussion** – A faculty member asked if the three schools concerned with the Adopt-A-School Committee were being removed as target schools, with the deletion of that committee. Dr. Crute replied that none of the three schools were removed.

Dr. Jim Garvey, director of the honors program, asked what the intent of the change was. Dr. Crute answered that the FPC, in light of the BOR request to give credit to faculty for working with K-12 institutions, sought to allow work with all K-12 schools, not just the three focused on by the Adopt-A-School committee.

Dr. Joyce Jones, vice president for student services and dean of students, noted that we have a vested, long term relationship with these three schools, and she asked if that relationship should be recognized with separate language. Dr. Crute replied that the new committee wording did not prevent working with the three established schools. Dr. Jones felt more specific language might be needed.

Dr. Charles Jackson, educational leadership, counseling and special education, asked why we picked the three schools for the earlier committee. Mrs. Camilla Reid, associate director of Reese library, replied that they are the schools closest to us.

Dr. Kim Davies, chair of sociology, social work, and criminal justice, asked if membership would rotate each year. Dr. Crute replied that assignment to all committees was a two-year commitment unless otherwise specified in the committee description.

Dr. Walter Evans, English and foreign languages, proposed:

**Motion:** to amend the document by adding a fourth bullet; “Oversee continuing relationship with K-12 schools.” Professor Mike Searles, history, anthropology and philosophy, seconded the motion. Dr. Garvey suggested a friendly modification to the amendment to change the text of item three to properly merge with the new item.

The text of 204.22.2 as originally proposed read:

**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.

Including the proposed amendment, the text of 204.22.2 reads:

#### 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; (3) make recommendations to ensure ASU supports and rewards all faculty who participate significantly in approved efforts in teacher preparation and school improvement; and (4) oversee continuing relationship with K-12 schools.

**Amendment vote** – all ayes

Discussion continued of section 204.22.1, which as proposed reads:

#### 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.

Dr. Pam Hayward, communications and professional writing, noted that Public Safety personnel had been more involved than anyone else on campus, but they are not included in the document.

**Motion**– Dr. Chris Terry, mathematics and computer science, moved to insert “a representative from Public Safety,” after the words “Public Relations.”

**Discussion** – Dr. Cathy Tugmon suggested “member at large” rather than the proposed amendment text. Dr. Donna Hobbs, chemistry and physics, agreed, now that the Public Safety personnel most involved in the work have moved to other jobs. Mrs. Reid noted that the library’s Inreach Committee now performs the work of organizing these efforts.

Dr. Terry withdrew his proposed amendment.

**Motion** – Professor Smalley moved to remove the word “and” before “one K-12 faculty” and insert at the end “and one at-large member selected by the other members of the committee.” Mr. Dan Whitfield, vice president for business operations, seconded.

**Discussion** – a faculty member asked the purpose of having that person selected by the committee rather than having them selected by the Committee on Committees, a subgroup of the FPC. Professor Smalley felt the selection should be made by the committee rather than returning the issue to the FPC subcommittee.

Dr. Stephens asked if the at-large member would be required. Dr. Sullivan replied that they would be.

**Amendment vote** - Ayes have it with three nays

As amended, the section now reads:

#### 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, one K-12 faculty member appointed by the Dean of the College of Education, and one at-large member selected by the other members of the committee.”

**Vote** –on Document D – all ayes. The document is approved as twice amended.

Additional items to report, not on the agenda –

Dr. Crute reported on a meeting among the state’s faculty councils. Discussion took place on a bill to allow some crossover to TRS for ORP members. The group also discussed a merger of two-year schools and tech schools in the state of Georgia, proposed by the Tough Choices or Tough Times Committee. The text of both handouts has been attached as Attachment D.

#### IV. Announcements –

- \* Dr. Sullivan reminded the audience of the Elite 8 basketball tournament in Springfield, Massachusetts, in which the ASU team will play beginning March 25.
- \* Dr. Robert Bledsoe, English and foreign languages, noted campus-wide primary elections for the Faculty Policies Committee and the University Council, occurring today at the library or by email.
- \* Professor Shelly Ford, communications and professional writing, announced the Third Annual ASU Theatre Festival, March 26-28, 2009. The plays are written and produced by students.
- \* Ms. Karen Mobley, director of student development, announced a deadline for the Akaisha Butler Financial Assistance Award, for single African-American mothers. Applicants are needed.
- \* Dr. Cynthia Craig, director of university college and chair of the department of learning support, noted the upcoming Academy for Learning event, titled *How Do You Grade a Paper Airplane*. The event will be March 27, 2009, at the JSAC Ballroom, 1 p.m.
- \* Dr. Paula Dohoney, chair of the department of kinesiology and health science, reminded the audience that the interviews for the position of Dean of the College of Education were currently taking place, and she encouraged participation.

Adjourned at 3:24 p.m.

## 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.

## Attachment C, 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.

Attachment C, 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~~he 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.**

## Attachment C, 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.**

## 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.

## Attachment D – Document A

### **ORP in the State Legislature**

#### **Senate Bill 257 (Balfour of the 9<sup>th</sup>) and House Bill 740 (Smith of the 113<sup>th</sup>)**

Amend Code of Georgia to allow current members of the Regents Retirement Plan (ORP) to switch to TRS retirement system and purchase years of service. Faculty hired after July 1, 2010 may elect ORP plan initially and then switch to TRS during 6<sup>th</sup> year.

#### **Comments:**

In order to be successful, the any switch must be fully self-financed (state of Georgia unwilling to fund this). Thus passing this bill will have no financial impact on the state.

Bills requiring a fiscal note operate on a 2-year cycle. This bill is currently in the Retirement Committee of the house and senate. The republican leadership needs to be convinced that this bill should move forward with a fiscal note. This will allow action in 2010. Failure to do so means that it can not be reintroduced until 2011 for action in 2012.

#### **Talking points:**

- Contact representatives expressing the following as reasons to move this bill forward:
- The fiscal note will say the cost is zero
- The regents retirement plan has not produced the desired results as envisioned when it was created
- Faculty should be allowed the opportunity to make decisions that are the best for them at no cost to the state

#### **Committee members:**

##### *Senate Retirement Committee Members*

Bill Heath (R-SS 31)- Chairman  
Ronnie Chance (R-SS 16)- Vice chairman  
Freddie Sims (D-SS 12)- Secretary  
Jim Butterworth (R-SS 50)  
Jack Murphy (R-SS 27)  
Cecil Staton (R-SS 18)  
Doug Stoner (D-SS 06)  
Horacena Tate (D-SS 38)

##### *House Retirement Committee Members*

Howard Maxwell (Chairman)  
John Meadows (Vice Chairman)  
Tommy Benton (Secretary)  
Tyrone Brooks  
Debbie Buckner  
Brooks Coleman  
Burke Day  
Rich Golick  
J. Craig Gordon  
Lynmore James  
Gene Maddox  
Tom Weldon  
"Coach" Williams

## Attachment D – Document B

### Merger of two-year BOR colleges and technical schools

House Bill 294 will require legislative approval to change technical schools. Passing this bill will be a deterrent to a proposed merger of USG two-year colleges and technical schools. USG two-year schools are in support of this bill that is in danger of dying in the Higher Education Committee.

Lt. Gov. Cagle appointed a “Senate Study Committee on the Merger of Georgia Technical and Two-year Colleges.” Discussion in this committee was scheduled to begin Monday March 23.

### Comments

Tough Choices or Tough Times Committee met in Sept 2008 and Dec 2008 and proposed a merger of USG two-year colleges with the technical schools. There was no direct representation of two-year colleges on this committee but heavy representation from technical schools. USG two-year colleges oppose this merger. USG four-year schools will also be affected. ASU will be significantly affected via University College. The stated rationale appears to be to achieve efficiency and make transfers among the various kinds of institutions (tech, 2-year, and 4-year) seamless.

There are a number of reasons to oppose the proposed merger:

- The state of Kentucky completed a similar change a decade ago and it has resulted in fewer transfers. Currently about 50,000 students per year transfer to 4-year institutions and a decline will adversely affect these schools.
- Funding of all USG institutions is based on credit hours across the system. Loss of the credit hours from two-year institutions will likely have a significant impact on funding. Not surprisingly, the technical schools are strongly in favor of the merger, presumably because of the likely increase in funding.
- Missions of two-years schools (preparation for upper level courses and critical thinking) differ from the mission of technical schools (preparation for immediate entry into the workplace with specific skills)
- The nature of a technical school environment (non-tenured instructor, often with specific working hours) differs greatly from academic institutions.

### Contacts

Governor Perdue (404-463-6225 or [Georgia.Governor@gov.state.ga.us](mailto:Georgia.Governor@gov.state.ga.us))

Lt. Gov. Cagle (404-656-5030 or [CaseyCagle@ltgov.ga.gov](mailto:CaseyCagle@ltgov.ga.gov))

Senate Study Committee

Sen. John Douglass (404-375-1234 or [john.douglas@senate.ga.gov](mailto:john.douglas@senate.ga.gov))

Sen. Chip Rogers (404-463-2535 or [chip.rogers@senate.ga.gov](mailto:chip.rogers@senate.ga.gov))

Sen. Cecil Staton (404-656-5039 or [cecil.staton@senate.ga.gov](mailto:cecil.staton@senate.ga.gov))

Sen. Jack Murphy (404-656-7127 or [jack.murphy@senate.ga.gov](mailto:jack.murphy@senate.ga.gov))

Sen. Seth Harp (404-463-3931 or [seth.harp@senate.ga.gov](mailto:seth.harp@senate.ga.gov))