

# Minutes Faculty Meeting



Tuesday, April 15, 2008  
2:30 p.m., UH 170

President Bloodworth called the meeting to order at 2:30 p.m.

110 faculty members present

## Agenda Items

I. **Approval of the Minutes** from March 4, 2008, available at:  
[http://www.aug.edu/faculty\\_secretary/facmin\\_03\\_04\\_2008\\_draft.pdf](http://www.aug.edu/faculty_secretary/facmin_03_04_2008_draft.pdf)

**Vote:** All in favor of approving the minutes as distributed

## II. Academic Policies Committee – Dr. Edgar Johnson

1. Items that do not require a faculty vote– **See Attachment A**  
Dr. Johnson presented the items.

Dr. Samuel Sullivan, vice president for academic affairs, asked for comment concerning Attachment A items. There was none.

**Motion** - Dr. Richard Harrison, dean of the college of education, moved to append seven additional items to attachment A. Dr. Harrison explained that the items have been approved for introduction by the graduate council and the university council. The Georgia Professional Standards Commission mandated these changes too late for inclusion in the agenda-setting process, and it requires they be in place for fall 2008. The program changes, which split one internship into three one-hour courses and one practicum course into three one-hour courses, do not affect any other unit on campus.

Dr. Sullivan noted that the APC vote also was unanimously in favor of approving these changes.

**Vote** – all ayes – attachment A now includes the seven additional items.

2. Items that require a faculty vote – **See Attachment B**

### Discussion –

**Motion** - Dr. Wendy Turner, history, anthropology and philosophy, noted that item 31, General Education Outcomes, section III did not include any reference to history and requested its inclusion in three locations, shown in the text below.

III. **Historical**, Cultural and Social Perspectives: **Historical**, cultural and social perspective will be characterized by cultural awareness and an **historical** understanding of the complexity and dynamic

nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and geographical relationships; and flexibility, open-mindedness, and tolerance. The student will demonstrate competence in historical, cultural and social perspectives by

- a. Understanding and appreciating the diversity and complexity of individual and group human behavior.
- b. Describing and analyzing historical, economic, political, social and geographical structures and how they develop, persist, interact, and change.
- c. Identifying and analyzing multiple perspectives on issues relevant to contemporary society.

**Friendly Amendment** - To include only the first two instances.

**Discussion** – Dr. Kim Davies, chair of sociology, social work and criminal justice, and Dr. Cliff Gardiner, assistant dean for the college of arts and sciences and a member of the General Education Assessment Committee, noted that III and III b. already include the word “historical.”

Dr. Robert Johnston, sociology, asked a member of the General Outcomes committee to address the reason for the approach used. Why did the committee construct the section this way?

Dr. Chris Terry, mathematics and computer science and chair of the General Outcomes Committee, responded that section III comes almost verbatim from the Board of Regents’ document. The committee altered it as little as possible. He supported the motion.

Dr. Debra van Tuyl, communications and professional writing, noted that historical relationships are not the same thing as historical perspective. “Historical structures” doesn’t make sense except in architecture, so she supported the motion.

**Friendly Amendment** – To include a third reference to make III. read “...in **historical**, cultural and social perspectives....”

**Discussion** – Dr. Chris Terry noted that the three subletters are the actual outcomes and that it would be best that they remain as they are.

Dr. Cathy Tugmon, biology, asked for comment from the historians at the meeting on whether they understood how “historical structures” was used in the document and if they could be assessed. Dr. Turner replied that they could be.

**Vote** – all ayes except two opposed. The motion was approved in the following form:

III. **Historical**, Cultural and Social Perspectives: **Historical**, cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and geographical relationships; and flexibility, open-mindedness, and tolerance.  
The student will demonstrate competence in **historical**, cultural and social perspectives by

- a. Understanding and appreciating the diversity and complexity of individual and group human behavior.
- b. Describing and analyzing historical, economic, political, social and geographical structures and how they develop, persist, interact, and change.
- c. Identifying and analyzing multiple perspectives on issues relevant to contemporary society.

**Motion** – by Dr. Debra van Tuyll to change item 31, section I as follows:

- I. a. Demonstrating information acquisition skills using a variety of techniques and methods
- b. Comprehending, interpreting, analyzing, and assimilating a body of information in written and spoken forms, appropriate to the various disciplines
- c. Presenting information in oral and written form, according to contemporary professional standards of delivery, using standard English and appropriately cited sources, such that the presentation is coherent, ethical, effective, and appropriate for the audience and goal of the communication

Discussion – Dr. Gardiner asked for the rationale for the proposed changes. Dr. van Tuyll replied that the changes address two items that were missing from the core in communications, and that they will help encourage students to communicate better.

**Friendly Amendment** – by Dr. Tugmon to include the word “accurate” in the third item, to read “accurate, coherent, ethical effective.” Dr. van Tuyll agreed.

Dr. Gardiner asked if the item “Demonstrating information acquisition skills using a variety of techniques and methods” was correctly placed as an item under oral and written communication. Dr. van Tuyll felt it was. Dr. Edgar Johnson said that students are not able to understand that what they say has to come from somewhere other than their hearts. The department wishes to be sure their speeches are based on what they research rather than what already know.

Dr. Robert Bledsoe, English and foreign languages, asked about requiring “professional” standards for freshmen and sophomores; is this standard too high? Dr. van Tuyll replied that this change would produce an acceptable minimum standard -- simply being able to put pen to paper or converse is not adequate.

Drs. Bledsoe, Tugmon, Pam Hayward, Edgar Johnson, Michelle Benedict, and van Tuyll continued discussion on use of the word “professional” in the phrase “contemporary professional standards” but no motion was made.

**Friendly Amendment** – Dr. Bledsoe proposed reversing the order of items a and b to produce a more logical flow. Dr. van Tuyll agreed.

Dr. Robert Johnston seconded the motion.

**Vote** on the amended motion – all in favor to amend item 31, section 1 as:  
I. a. Demonstrating information acquisition skills using a variety of techniques and methods

- b. Comprehending and interpreting written and spoken communications in various disciplines
- c. Analyzing critically and assimilating a body of information in oral and written forms
- d. Presenting information in oral and written form, according to contemporary professional standards of delivery, using standard English and appropriately cited sources, such that the presentation is accurate, coherent, ethical, effective, and appropriate for the audience and goal of the communication

There being no further discussion of the items in Attachment B, Dr. Sullivan called for a vote.

**Vote** -- all in favor of approving the changes in Attachment B

### **III. Faculty Policies Committee – Dr. Carol Rychly**

1. Changes to *Section 500, Workload* in the Faculty Manual.  
– **See Attachment C**

Dr. Rychly introduced the changes to the Faculty Manual section, mentioning that the changes were, in part, to accommodate online courses and to make sure students received information on their progress before midterms.

**Discussion** – Dr. Angela Bratton, history, anthropology and philosophy, questioned the use of 24 hours in the phrase “the deadline for turning in course grades should be no sooner than twenty-four hours after the last exam of the semester is scheduled.” Her concern was that faculty used to have a maximum of 48 hours and that period seems to have decreased, placing more pressure on faculty who give exams (like essay exams) that require more than one day to grade. Dr. Rychly replied that the 24-hour mark is the earliest point at which grades MAY be turned in, not the deadline. The change strengthens the rules to allow faculty more time, not less.

A faculty member asked about summer term, noting that five-week sections are not “terms.” There is concern in the registrar’s office about this wording. During fall semester, there is a cushion, during spring there is not. Grades are due by midnight of the 8<sup>th</sup>. This may pose a graduation issue.

Dr. Gardiner appreciated the inclusion of the phrase “every effort shall be made to give students timely feedback,” but he was concerned that students might interpret this wording too literally. He suggested changing the word to “appropriate” rather than “every.” Ms. Helen Hendee, vice president for development and alumni relations, suggested amending the word to “reasonable.” Dr. Gardiner said that was acceptable.

**Friendly Amendment** – to change wording:

FROM:

Policy requires that the faculty provide written information for students at the beginning of each course concerning the goals and requirements for the course, the nature of the course content, the methods of evaluation to be employed, and the basis on which grades are to be determined. Typically such information would be included in a class syllabus. Every effort should be made to give students

timely academic feedback as the course progresses. Graded results on all assignments should be reported to students in a timely manner. As stated in Section 302.2, in each course, each semester, the instructor must provide the students with some sort of evaluation and the results of that evaluation prior to the deadline for withdrawal without penalty. Students must have some knowledge of their status in class before that time.

TO:

Policy requires that the faculty provide written information for students at the beginning of each course concerning the goals and requirements for the course, the nature of the course content, the methods of evaluation to be employed, and the basis on which grades are to be determined. Typically such information would be included in a class syllabus. Every **reasonable** effort should be made to give students timely academic feedback as the course progresses. Graded results on all assignments should be reported to students in a timely manner. As stated in Section 302.2, in each course, each semester, the instructor must provide the students with some sort of evaluation and the results of that evaluation prior to the deadline for withdrawal without penalty. Students must have some knowledge of their status in class before that time.

Dr. Johnston asked if there were legal or financial issues with bullet a? Dr. Ray Whiting replied that he did not see any. Dr. Rychly added that bullet a is already policy.

Ms. Karen Mobley, director of student development, suggested that faculty members should be requested to post office hours, with an appropriate place being within their syllabi, and that a portion of the original Faculty Manual section should be restored to the proposal that would make clear how mid-term grades are to be determined and how that portion of the grade contributes to the cumulative class grade to be earned by the student.

Dr. Rychly replied that the committee concern was that many faculty members drop one grade, and this would make it difficult to determine the grade at that point. Each faculty member has the option of adding more information. This section of the bylaws provides a minimum requirement.

Dr. Debra van Tuyll noted that some faculty members do not include a syllabus in their class. Dr. Rich Griner, biology, suggested that the change would restrict how faculty members communicate with their students, and that it locks them to a schedule unfairly when events causing schedule changes occur after the semester begins, such as schedule changes following committee appointments. Dr. van Tuyll added that policy does require faculty members to communicate with students.

Dr. Sullivan asked if the change was being made as a motion, and it was not.

Dr. Edgar Johnson mentioned that unexpected guests to a classroom may be disruptive and suggested adding "prior permission" to the wording. Dr. Gordon Eisenman, chair of teacher education, felt the change would not work because there were times when it was not possible to seek prior approval.

Dr. Lillie Johnson asked about the restriction on bringing assignments to turn in on the day of the final exam. She felt that allowing students to do so can be a benevolent act on the part of the faculty member and that the wording might be too restrictive. Dr. Rychly replied that the wording had been too general before, and that the committee effort was to keep students from interfering with final exam preparations.

Dr. Pam Hayward asked about the wording for long-term projects. Could they be short-term as well?

Dr. Rychly replied that the faculty member could define this.

Dr. Whiting noted that some faculty members were boycotting the exam schedule and giving final exams on the last day of class. The proposed wording prohibits that.

**Vote** – on the amended motion was all in favor. The amended section will replace the existing section in the Faculty Manual.

## 2. USG Faculty Council approval

### – **See Attachment D**

Dr. Rychly noted that the FPC had approved this measure, the president has endorsed it, and now it is presented for a vote by our faculty. The new group will include two representatives from each educational institution, the current president of the faculty body and the past president.

Dr. Jurgen Brauer, business, asked if the vote was to be for the concept of the USG Faculty Council or specifically for the set of bylaws presented. Dr. Rychly replied that the bylaws had been adopted; this vote is to support the concept.

**Vote** – all in favor.

Dr. Rychly thanked the FPC committee members individually for their work during the year, and Dr. Sullivan thanked Dr. Rychly and Dr. Edgar Johnson for their service to the FPC and APC respectively.

## IV. Key University Goals Report – Dr. Donna Hobbs

### **See Attachments E for the key goals and university system goals, and the following slide show presented at the meeting**

Dr. Hobbs presented a history and review of the work of the subcommittee of the University Council that developed this set of proposed key goals for the university.

Dr. Sullivan asked for discussion.

Dr. Davies requested that goal number one have the word “strength” be changed to “strengths.”

Dr. Harrison requested the word “cooperation” be changed to “collaboration” in goal number five.

Dr. Brauer asked over what time period the goals would be used.

Dr. Hobbs replied that they would be in effect for about five years. They are long-term goals and we need to be able to measure the outcomes.

Dr. Chad Stephens, chemistry and physics, asked if the new key goals would replace the existing goals, if they would be published with the mission statement, and what the initiatives would be under the category of strengthening faculty. Dr. Hobbs replied “yes” and “yes” to the first two questions. Dr. Sullivan noted that each unit derives its goals in line with these. Dr. Hobbs said that these goals were developed following review of goals presented by all the units on campus. From these, the subcommittee developed themes that led to these key goals. Dr. Stephens requested elaboration. Dr. Edgar Johnson added that these are strategic goals and that tactical goals will be developed later. Dr. Stephens asked when the tactical goals will be developed? Dr. Sullivan reviewed the annual process.

Dr. Stephens expressed concern about the precise key university goals. For example, where would student retention fit? Dr. Hobbs replied that it would be covered under goal two.

Dr. Stephens asked about the physical facilities on campus and how they would be covered. Dr. Sullivan noted that these are not the only goals we will have but the key goals. Facilities will still be provided for.

Dr. Brauer saw no particular problems with these five goals, but he wondered if they provided the best sense of what our university does for someone reviewing them who is not in the university setting. The list seems restrictive. Is this what we want to communicate to the region? Dr. van Tuyl felt there are two very broad goals, then three tactics. Perhaps three, four and five should be less specific. Dr. Brauer felt they would then be too much like the university mission.

Ms. Carolyn Ingraham, director of continuing education, felt we would be missing an opportunity to record our successes if we did not include a goal that corresponds to goal three from the university system. We have had a great deal of economic development in the past five years, which nursing, biology and the college of business can document, using USG funds provided by ICAPP.

Mr. Dan Whitfield, vice president for business operations, felt that goal one should include the words “and staff” to reflect that group of university employees.

Dr. Mary McCormack, English and foreign languages, expressed an interest in having more time to review these before they are voted on.

**Motion** - Ms. Hendee moved that the item be tabled.

**Vote**— All ayes except eight nays. The motion to table the item carries.

Dr. Hobbs requested that suggestions for change be sent to her and that she would distribute them by email to the subcommittee.

## **V. President’s Report – Dr. William Bloodworth**

President Bloodworth commented on the success of our men’s basketball team, announced that Mr. Eddie Howard was seeking a way to allow faculty to purchase summer memberships in the JSAC fitness center, noted that he would soon be sending out a notice of email evaluation similar to the one completed last year, and then offered via PowerPoint an overview of our

budget situation at this time, the primary point being that we will receive \$1,279,105 for “strategic” uses beyond mandatory costs increases next year.

## **VI. Presentation on Leadership ASU – Dr. Paulette Harris**

Dr. Harris reviewed the Leadership ASU program instituted by President Bloodworth, in which 16 ASU faculty members from various departments participated. The first class graduates April 25<sup>th</sup>. Dr. Harris encouraged new and veteran ASU faculty to consider joining the next year’s class, and she reviewed quotes from the participants.

“What a joy to be back in the classroom again-this time as a student! Our class covered every aspect of life at ASU. We even checked out the firing range in the basement of Washington Hall and had tee time with the president. People are what make ASU a great place, and I’m proud to be a part of the team!” **Jana Sandarg, English and Foreign Languages**

“First, I would like to thank President Bloodworth for his hard work on Leadership ASU. Second, I want to say that I have enjoyed meeting and working with people outside my department. Through the leadership classes, I’ve learned a lot about the university and its budget, facilities, athletics, Public Safety, and I even learned how to play golf! Third, I joined Leadership ASU for the opportunity to play a role in the future of the University and fourth, we are especially encouraging new faculty members to participate in the next Leadership ASU class.” **Ying Wang, mathematics and computer science**

“ I’ve enjoyed meeting faculty and staff from all over ASU’s campus and getting to know the other members of Leadership ASU. I have a new appreciation for how hard these members and staff work to make ASU a community of caring and encouraging mentors for our students. I hope that more ASU faculty will join future classes of Leadership ASU.” **Sally Cook, learning support**

## **VII. Announcements**

\* Dr. Cathy Tugmon, biology, reminded faculty of the next Academy for Learning event, April 22, featuring Barbara Cambridge. Two presentations will be made; the first is promoted for administrators and department chairs, though all faculty are invited. The second is designed for all faculty and deals with scholarship, teaching and learning. The events will be in University Hall Auditorium, room 170, at 10 a.m. and 2 p.m.

\* Dr. Andy Hauger, chemistry and physics, noted that faculty from several departments have started a brown bag luncheon series, on which more emphasis will be placed beginning fall 2008. Dr. Christian Poppeliers will lead the next lunch gathering, discussing his research with undergraduate students, Friday the 18<sup>th</sup> at 1 p.m. in the Science Building conference room.

\* Dr. Jim Garvey, communications and professional writing, noted our guest next week from the Oxford University, who will be speaking about education. Sir Christopher Ball is a retired educator, a former warden (president) of Keble College at Oxford, and a poet; his topic will be education as a transformative experience. The event will be Wednesday with time and place to be determined.

\* Dr. Barbara Coleman, representing Marc Miller, dean of the college of business, noted the receipt of a two-million dollar gift from the Knox Foundation to create a School of Accountancy and provide for a chair of the new unit. She also announced the receipt of a related one-million-dollar gift from Mr. James M. Hull in support of scholarships for the new school.

Adjourned – 4:18 p.m.

## Attachments

### Attachment A.

Items for information only

1. Change Prerequisites BIOL 3210  
BIOL\_FEB08\_003 [pdf](#) C0805
2. Delete BUSA 4210  
BUSA\_FEB08\_001 [pdf](#) C0806
3. Change Exit Exam requirements for BS in Chemistry, Biochemistry track  
CHEM\_NOV07\_001 [pdf](#) C0807
4. Change Exit Exam requirements for BS in Chemistry, Professional track  
CHEM\_NOV07\_002 [pdf](#) C0808
5. Change Exit Exam requirements for BS in Physics  
CHEM\_NOV07\_003 [pdf](#) C0809
6. New Course, CSCI 3600 Internet Programming  
CSCI\_JAN08\_001 [pdf](#) C0810
7. Change program requirements for BS in Computer Science  
CSCI\_JAN08\_002 [pdf](#) C0811
8. Change course titles of elementary and intermediate courses in French  
FREN\_FEB08\_001 [pdf](#) C0812
9. Change course titles of elementary and intermediate courses in German GERM\_FEB08\_001 [pdf](#)  
C0813
10. Change title and description, MATH 3030  
MATH\_JAN08\_001 [pdf](#) C0814
11. Program change to Area F for BS Mathematics, including secondary certification and biostatistics  
tracks  
MATH\_JAN08\_002 [pdf](#) C0815
12. Change prerequisites for MATH 4011, 4211, 4310, 4320, 4410, 4420, 4520  
MATH\_JAN08\_003 [pdf](#) C0816
13. Change requisites for minor in Math  
MATH\_JAN08\_004 [pdf](#) C0817
14. Change prerequisites for MATH 1101, 1111, 1113  
MATH\_JAN08\_005 [pdf](#) C0818
15. Change entry for math major concentration  
MATH\_JAN08\_006 [pdf](#) C0819
16. Change title, HIST 4451

HIST\_JAN08\_003 pdf C0820

17. Change description, MUSI 4610  
MUSI\_JAN08\_001 pdf C0821
18. Change hours for MUSI 1000, 1610, 1620, 1621, 1630, 3610, 3620, 3630, 360, 4620, 4640, 4650,  
4660, 4670, 4680, 4690  
MUSI\_JAN08\_002 pdf C0822
19. Change course numbers, hours, and descriptions; MUSI 0521, 0522  
MUSI\_JAN08\_004 pdf C0823
20. Change course numbers, hours, description; MUSI 0523, 0524; change hours, MUSI 3210, 4210,  
3560  
MUSI\_JAN08\_005 pdf C0824
21. Change electives hour requirements for BA Music  
MUSI\_JAN08\_006 pdf C0825
22. Change miscellaneous requirements for BA Music Performance, Piano Track  
MUSI\_JAN08\_007 pdf C0826
23. New Course, MUSI 2525, Advanced Keyboard Skills  
MUSI\_JAN08\_008 pdf C0827
24. New Course, PADM 6353, Information Security Management  
PADM\_FEB08\_001 pdf C0828
25. New Course, SPAN 4960, Undergraduate Internship  
SPAN\_FEB08\_001 pdf C0829
26. Change course titles for elementary and intermediate Spanish classes SPAN\_FEB08\_002  
pdf C0830
27. Change description, SPAN 3400  
SPAN\_FEB08\_003 pdf C0831

*The following items were added to Attachment A from the floor by Dr. Richard Harrison; approved by faculty vote:*

28. New Courses – EDLR 6900 Practicum in Educational Leadership I; EDLR 6901 Practicum in Educational Leadership II; EDLR 6902 Practicum in Educational Leadership III pdf C0863
29. New Courses – EDLR 7351 Internship I; EDLR 7352 Internship II; EDLR 7353 Internship III pdf C0864
30. Change Description, EDLR 6400, EDLR 6410, EDLR 6420, EDLR 6430, EDLR 6500, EDLR 6550, EDLR 6610, EDLR 6620, EDLR 6630, EDLR 6640, EDLR 6650, EDLR 6950, EDLR 7000, EDLR 7450, EDLR 7460, EDLR 7470, EDLR 7500, EDLR 7570, EDLR 7110, EDLR 7120 pdf C0865
31. Change M.Ed. and Ed.S. program curriculum. pdf C0866
32. Change M.E. Educational Leadership program curriculum pdf C0867

33. Change Contact and Lab hours for EDLR courses: EDLR 2900, EDLR 6205, EDLR 6400, EDLR 6410, EDLR 6420, EDLR 6430, EDLR 6500, EDLR 6550, EDLR 6610, EDLR 6620, EDLR 6630, EDLR 6640, EDLR 6650, EDLR 6900, EDLR 6950, EDLR 7000, EDLR 7110, EDLR 7120, EDLR 7450, EDLR 7460, EDLR 7470, EDLR 7500, EDLR 7570, EDLR 7351 [pdf](#) C0868

33. Change Educational Specialist with a major in Educational Leadership program curriculum [pdf](#) C0869

## Attachment .B

Items requiring a faculty vote

1. New Course, ASTR 1000, Introduction to the Universe  
ASTR\_JAN08\_001 [pdf](#) C0832
2. Change title and description, BIOL 1101  
BIOL\_JAN08\_001 [pdf](#) C0833
3. Change title and description, BIOL 1102  
BIOL\_JAN08\_002 [pdf](#) C0834
4. Change registration requirements after 2 or more prior course attempts  
BIOL\_FEB08\_004 [pdf](#) C0835
5. Change core and elective requirements for MBA  
BUSA\_FEB08\_002 [pdf](#) C0836
6. Change Area D to match new courses and Nursing requirements  
CHEM&PHYS\_FEB08\_001 [pdf](#) C0837
7. Change hours, ENGL 3820; adds one hour to English with Secondary Teacher Certification program  
ENGL\_FEB08\_001 [pdf](#) C0838
8. New Course, ENGR 2020, Statics  
ENGR\_FEB08\_001 [pdf](#) C0839
9. New Course, ENGR 2040, Dynamics  
ENGR\_FEB08\_002 [pdf](#) C0840
10. Change description HIST 4011/6011/WMST 4011  
HIST\_SEPT07\_001 [pdf](#) C0841
11. Change description HIST 4021/6021/WMST 4021  
HIST\_OCT07\_002 [pdf](#) C0842
12. Change Area F for Music BS degree; change credit hours for MUSA 1101, 1102, 1211, 1212, 1221, 1222, 1231, 1232, 1241, 1242, 1251, 1252, 1311, 1312, 1321, 1322, 1331, 1332, 1341, 1342, 1351, 1352, 1411, 1412, 1621, 1511, 1512, 1521, 1522, 1531, 1532, 1541, 1542, 1551, 1552, 1611, 1612, 1622  
MUSI\_JAN08\_003 [pdf](#) C0843
13. Change description PHSC 1011  
PHSC\_JAN08\_001 [pdf](#) C0844
14. Delete PHSC 1012  
PHSC\_JAN08\_002 [pdf](#) C0845
15. Change program, BS Mathematics and Physics with Certification in Secondary Education  
PHYS&MATH\_MAR08\_001 [pdf](#) C0846

16. New Course, POLS 3302, Judicial Process II  
POLS\_FEB08\_001 [pdf](#) C0847
17. New Course, SOWK 3301, Human Behavior in the Social Environment II  
SOWK\_FEB08\_001 [pdf](#) C0848
18. New Course, SOWK 3400 Social Work Practice I  
SOWK\_FEB08\_002 [pdf](#) C0849
19. New Course, SOWK 3401 Social Work Practice II  
SOWK\_FEB08\_003 [pdf](#) C0850
20. New Course, SOWK 3500 Social Welfare Policy  
SOWK\_FEB08\_004 [pdf](#) C0851
21. New Course, SOWK 3501 Child and Family Welfare  
SOWK\_FEB08\_005 [pdf](#) C0852
22. New Course, SOWK 4601 Integrative Seminar I  
SOWK\_FEB08\_006 [pdf](#) C0853
23. New Course, SOWK 4602 Integrative Seminar II  
SOWK\_FEB08\_007 [pdf](#) C0854
24. New Course, SOWK 2100 Social Welfare History and Philosophy  
SOWK\_FEB08\_008 [pdf](#) C0855
25. New Course, SOWK 2102 Fundamentals of Social Work Practice  
SOWK\_FEB08\_009 [pdf](#) C0856
26. Change description SOWK 3300  
SOWK\_FEB08\_010 [pdf](#) C0857
27. Change Area F, BSW degree in Social Work  
SOWK\_FEB08\_011 [pdf](#) C0858
28. Change major requirements for BSW degree in Social Work  
SOWK\_FEB08\_012 [pdf](#) C0859
29. Change minor in Social Work  
SOWK\_FEB08\_013 [pdf](#) C0860
30. Delete SOWK 2202, 3322, 3340, 3346, 3380  
SOWK\_FEB08\_014 [pdf](#) C0861
31. Add section on General Education Outcomes  
VPAA\_MAR08\_001 [pdf](#) C0862

## Attachment C.

Faculty Manual changes proposed by the Faculty Policies Committee

### **EXISTING SECTION**

#### **500 WORKLOAD**

The normal workload for faculty members consists of those activities associated with the instruction of four three-hour classes.

#### **520 CLASS ATTENDANCE, RECORDS AND GENERAL PROCEDURES**

Faculty members are expected to meet regularly all classes and laboratories for which they are responsible. In case of absence the college dean/ department chair should be notified. The chair will inform the dean's office. In the absence of a chair, the dean's office should be notified directly.

Faculty members are expected to check student attendance regularly. The policy adopted by the faculty concerning cuts is that a student may be dropped from the course if s/he misses more than the equivalent of 10% of class time. Faculty members should pay particular attention to the absences of veterans. The institution, as well as faculty members, can be held liable for overpayments which result from failure to withdraw a veteran student from class rolls.

Any person attending class and not on the class roll should be asked to see the Registrar to determine if the records are correct.

Since faculty are responsible for maintaining appropriate decorum in their classrooms,

- a) students' guests are to be allowed in class only by permission of the instructor, and
- b) instructors have the responsibility to ask anyone to leave a class whenever that person clearly obstructs or otherwise disrupts class activities.

Faculty members are requested to post office hours to inform students of their availability at regular times.

Policy requires that the faculty provide written information for students, at the beginning of each course, concerning the goals and requirements for the course, the nature of the course content, the methods of evaluation to be employed, and the basis on which grades are to be determined. Typically such information would be included in a class syllabus to be given to the students at the beginning of each course. Every effort should be made, in every course, to give students timely academic feedback as the course progresses. Concerning midterm in particular:

- a. The class syllabus should reflect that the professor intends to have a portion of the cumulative class grade reported to the student prior to midterm. It should also make clear how that portion of the grade is to be determined, and how that portion of the grade is to contribute to the cumulative class grade to be earned by the student.
- b. Graded results on all assignments shall be reported to students in a timely manner. To the extent possible, grades on assignments submitted prior to midterm shall be made available to the students by midterm.
- c. Instructors should make every effort to be available during their office hours or by appointment in the event that students should wish to discuss their academic standing prior to midterm.

In order to give students time to prepare for final examinations, instructors should not give tests during the last two days of classes.

Faculty members are expected to hold final examinations when scheduled. Requests for exceptions should be made only in exceptional circumstances and for educationally sound reasons. Requests for such changes should be made to department chairs/college deans; chairs will forward these requests with a recommendation to the appropriate dean. Before asking for a change in the exam schedule, faculty members should determine that the proposed exam time will not conflict with any scheduled exam. Before approving such requests, Deans and Department Chairs must ascertain that the proposed change will not create a conflict with scheduled exams of any college.

In order to give faculty adequate time to grade final examinations, the deadline for turning in course grades should be no sooner than twenty-four hours after the last exam of the semester is scheduled.

Fire regulations, insurance provisions, and university policy prohibit smoking in classrooms and laboratories.

## **AS IT WOULD APPEAR IN THE FACULTY MANUAL, IF APPROVED**

### **500 WORKLOAD**

The rights and responsibilities of faculty members are outlined above in Section 300. The following comments are intended to clarify, not to supersede or constrain those rights and responsibilities. The workload for faculty members normally consists of those activities associated with the instruction of four three-hour classes.

### **520 CLASS ATTENDANCE, RECORDS AND GENERAL PROCEDURES**

Faculty members are expected to meet regularly all classes and laboratories for which they are responsible. In case of absence the department chair or the person designated by the chair to collect and post this information should be notified. In the absence of a chair, the dean's office should be notified directly.

Faculty members are expected to monitor student attendance. Any person attending class and not on the class roll should be asked to see the Registrar to determine if the records are correct. A student may be withdrawn from a course in which s/he has missed more than the equivalent of 10% of class time. The last date of attendance must be reported whenever a student is assigned a grade of W, WF, F or U.

Since faculty are responsible for maintaining appropriate decorum in their classrooms,

- a) students' guests are to be allowed in class only by permission of the instructor, and
- b) instructors have the responsibility to ask anyone to leave a class whenever that person obstructs or otherwise disrupts class activities.

Faculty members are expected to be available to students on a regular basis outside of class time and to inform students of their availability.

Policy requires that the faculty provide written information for students at the beginning of each course concerning the goals and requirements for the course, the nature of the course content, the methods of evaluation to be employed, and the basis on which grades are to be determined. Typically such information would be included in a class syllabus. Every effort should be made to give students timely academic feedback as the course progresses. Graded results on all assignments should be reported to students in a timely manner. As stated in Section 302.2, in each course, each semester, the instructor must provide the students with some sort of evaluation and the results of that evaluation prior to the deadline for withdrawal without penalty. Students must have some knowledge of their status in class before that time.

In some courses, the instructor may decide that a major examination at the end of the term is not appropriate. For most courses, however, a major test or final exam is given at the end of the term. The registrar has crafted a final examination master schedule to ensure that students' workload for final preparations is manageable. To this end instructors should give the last major evaluation of the term on the scheduled exam day at the scheduled time; it should not be administered on the last scheduled meeting day of the class. Long-term projects may be due on the last day of class.

Requests for exceptions to the scheduled exam time should be made only in exceptional circumstances and for educationally sound reasons. Requests for such changes should be made to department chairs/college deans; chairs will forward these requests with a recommendation to the appropriate dean. Before asking for a change in the exam schedule, faculty members should determine that the proposed exam time will not conflict with any scheduled exam. Before approving such requests, Deans and Department Chairs must ascertain that the proposed change will not create a conflict with other scheduled exams.

In order to give faculty adequate time to grade final examinations, the deadline for turning in course grades will be no sooner than twenty-four hours after the last exam of the semester is scheduled to end.

## University System of Georgia Faculty Council Bylaws

Proposed: March 14, 2008

Drafted By:

Russell Porter (Clayton State University), Elizabeth Combier (North Georgia College and State University), Craig Turner (Georgia College and State University), Thomas Hancock (Georgia Gwinnett College), Rose Metts (Savannah State University), & Juone Brown-Johnson (Fort Valley State University)

### Section I: Name

The name of the body hereby constituted is the University System of Georgia Faculty Council (USGFC).

### Section II: Mission

The purpose of the University System of Georgia Faculty Council is to promote and foster the welfare of system faculty, in non-collective bargaining issues, through the combined creativity and expertise of faculty representatives from system institutions.

### Section III: Responsibilities and Functions

The USGFC will participate in the process of University System of Georgia governance by advising, recommending, and consulting with the Chancellor or the Chancellor's designee(s) concerning the establishment of rules and regulations deemed necessary or appropriate for the promotion of the general welfare of the University System of Georgia.

The USGFC will formulate and recommend to the Chancellor or the Chancellor's designee(s) University System of Georgia policies and procedures related to but not exclusive to system faculty.

The USGFC will develop principles for system institutions relevant to the formulation of faculty representative bodies. These bodies will strive to address issues of a local nature and forward to the USGFC issues of system-wide concern.

The USGFC will develop and maintain a system-wide communications network to provide for efficient transmission of relevant information to system faculty.

All USGFC business will be decided by a simple majority of the voting membership.

### Section IV: Membership

Membership of the USGFC will be comprised of two representatives (one voting member, one non-voting) from each participating system institution. The representatives for a participating institution must be members of that institution's faculty body and selected by a process determined by the faculty governance unit of that institution.

## **Section V: Officers of the USG Faculty Council.**

The officers of the USG Faculty Council shall be chair, vice chair, and secretary.

At the first meeting of the newly created Council (annual or other determined period of meetings), the outgoing Council chair shall convene the Council for the purpose of electing a chair, vice chair and secretary from the membership of the Council. The chair shall be elected first. Officers of Faculty Council shall be elected from the voting members. Election is by majority vote of those present and voting presuming a quorum. The chair, vice chair and secretary shall serve for one year. There is no limit on total years of service as chair, vice chair or secretary, but no individual shall serve as chair, vice chair or secretary for more than two consecutive years. The primary duty of the chair, vice chair and secretary will be to communicate with the USG Chancellor or Chancellor's designee and attend the BOR meetings to distribute meeting outcomes to the USG Faculty Council members. The chair, vice chair and secretary will help create the USG Faculty Council meetings in coordination with the USG Faculty Council members.

## **Section VI: Amendments**

These Bylaws may be amended or repealed at any regular meeting by an affirmative vote of not less than two-thirds of the voting membership, provided, however, that any proposed amendment to these Bylaws shall be submitted to the USGFC in writing at least 30 days prior to any regular meeting of the USGFC and shall be voted on at that regular meeting of the USGFC. Any Bylaw may be suspended at any regular or special meeting for that meeting only by the unanimous consent of all voting members present, provided that not fewer than two-thirds of the voting membership is present.

## Attachment E.

### University System Goals and Proposed Key ASU Goals

#### UNIVERSITY SYSTEM GOALS

1. Renew excellence in undergraduate education to meet students' 21<sup>st</sup> century educational needs.
2. Create enrollment capacity to meet the needs of 100,000 additional students by 2020.
3. Increase the System's participation in research and economic development.
4. Strengthen the USG's partnerships with the state's other educational agencies.
5. Maintain affordability so that money is not a barrier to participation in the in the benefits of higher education.
6. Increase efficiency, working as a system.

#### ***KEY AUGUSTA STATE UNIVERSITY GOALS***

1. Continue to enhance and develop the strength of the Augusta State faculty.  
(System Goal 2)
2. Expand opportunities for student success.  
(System Goal 1)
3. Enhance support for learning in science and mathematics.  
(System Goal 1)
4. Develop additional academic facilities on Wrightsboro Rd.  
(System Goal 2)
5. Strengthen cooperation with and service to K-12 education.  
(System Goal 4)