

Minutes University Council



Thursday, April 2, 2009
3:00 p.m., N113 HCoB

In preparation for the Faculty Meeting, Tuesday, April 14, 2009

Present:

Tom Crute, Chair, Faculty Policies Committee; **Peggy Ruth Geren**, Assistant Dean, Education; **Richard Harrison**, Dean of Education; **Pam Hayward**, Arts and Sciences; **Jeff Heck**, Faculty Secretary; **Donna Hobbs**, Arts and Sciences; **William Nelson**, Director of the Library; **Robert Parham**, Dean of Arts and Sciences; **Sam Robinson**, Arts and Sciences; **Todd Schultz**, Chair, Academic Policies Committee; **Samuel Sullivan**, Vice President for Academic Affairs; **Cathy Tugmon**, Arts and Sciences.

Not Present: **William Bloodworth, Jr.** (Chair), President; **Barbara Coleman**, Business Administration; **Michelle DeLoach**, Chair, Staff Advisory Council; **Andre Goodman**, President of the Student Government Association; **Helen Hendee**, Vice President of Development and Alumni Relations; **Najhee Jackson**, Vice President of the Student Government Association; **Joyce Jones**, Vice President for Student Services; **Marc Miller**, Dean of Business; **Dan Whitfield**, Vice President for Business Services.

Dr. Sullivan called the meeting to order at 3:00 p.m.

Agenda Items:

I. **Approval of the Minutes** from March 12, 2009, available at:

http://www.aug.edu/faculty_secretary/ucmin_03_12_2009_draft.pdf

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

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

Dr. Cathy Tugmon noted that during the semester conversion, programs that required more than 120 hours for the degree had to have approval at the Board of Regents level, and she asked, if such approval is still necessary, item 19 from Attachment A shouldn't be moved to Attachment B. Drs. Schultz and Crute felt that a check had been made by Dr. Andy Hauger through the AVPAA's office prior to submission. The question of BOR approval will be resolved by the council prior to the faculty meeting. The faculty secretary will provide a reminder.

Following discussion of the reason for the removal of the minor, the council concurred that the item would be moved to Attachment B, as it affects more than one department. The goal of the change is to provide more flexibility for Biochemistry track students.

The council discussed the history of requiring minors on campus. Minors have historically not been required across all disciplines, and the pressure to maintain minors across the disciplines that have had them has lessened since the semester conversion.

Vote – all ayes to place the Attachment A items on the Faculty Meeting Agenda, with alteration of moving Item 19 to Attachment B.

Items requiring a faculty vote – **See Attachment B**

Dr. Tugmon noted that item one in Attachment B should be listed as a BSK in Kinesiology, not as a BS. A science core would be needed if it were in the latter category. Dr. Harrison agreed it should be changed.

Vote – all ayes to approve the APC items as amended.

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

Course Evaluation Changes– **See Attachment C**

Dr. Nelson noted a typographical error; in the second bullet, the text should read “rough guide for the final” rather than “rough guide the final.”

Dr. Crute introduced the document, noting a requirement to update the evaluation process and forms each five years. A subcommittee recommended changes, including deletions, rewordings, the addition of questions, and the addition of more blanks to the evaluation form.

The method for administering the form also is changing. Currently, a booklet and Scantron form require staff and processing time at ITS. The current software limits the types of reports that can be generated. The subcommittee recommends a change to more flexible software, allowing the creation of reports in Crystal Reports. Attachment C is a mock-up of the form for use by the Scantron developers in creating the new form. Given the budget situation in the state, the FPC seeks approval of the changes now with implementation to follow when the funds are available.

Dr. Pam Hayward asked if the lag time between the filling out of the form by the student and the time the report is available for the faculty member would be reduced. Dr. Crute noted that the form still has to be scanned, but they do not have to be separated any longer with the new method. It also will be quicker to have the reports emailed to the faculty rather than having them delivered physically.

Dr. Tugmon asked about the cost of the change. Dr. Crute replied that it will cost \$500-\$1000 to design the forms; the cost per sheet (16 cents each) will be slightly more than the current cost (7 cents each). The booklets will be a one-time cost each five years, and the software is a one-time \$5000 charge.

Vote –all ayes

Lecturer Description– **See Attachment D**

Dr. Crute introduced the document, intended to change the Faculty Manual to include language relating to lecturers and senior lecturers. The BOR has changed policy to allow a maximum of 20 percent of the core of instruction to be non-tenure track, an increase from the previous 10 percent.

Dr. Tugmon asked if a contract is issued each year for faculty in these categories. Dr. Crute replied that they are treated like other faculty, with an annual contract. Dr. Sam Robinson noted that the current practice is to send letters only if NOT renewing a contract. Dr. Donna Hobbs noted that lecturers will be able to remain in their positions for up to six years if they do well. Dr. Crute added that they can begin that time frame again after the first six years. Dr. Robert Parham reviewed part of the history of the use of lecturers on campus, noting that it began with a need at Georgia State to handle a large number of ethics classes. He added that we've agreed on campus to keep the level at about 10 percent. Dr. Crute mentioned that we currently have 13 faculty in total at the rank of lecturer. Dr. Parham added that lecturers can be beneficial in teaching repetitive lower-level courses, relieving tenure-track faculty from monotony. Dr. Crute replied that this could also be seen as an argument that permanent positions are needed to teach those students.

Dr. Sullivan reminded the group that the system definition of "lecturer" and "adjunct" may differ from our local definition. Dr. Crute noted that the goal is to remove "instructor" and use "teacher" or "faculty member" in the Faculty Manual.

Vote –all ayes. The document will be included on the Faculty Agenda.

IV. Announcements

None

Adjourned 3:37 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: Require a C in prerequisite courses for MATH 4251, 4252, 5110, and 5220. Change description of MATH 6250 course
MATH_001_JAN09 [pdf](#) C1045
2. CHANGE: Drop “ring theory” from course description of MATH 6211
MATH_004_JAN09 [pdf](#) C1046
3. CHANGE: MS in Psychology – Increase GPA admission requirement from 2.5 to 3.0
PSYC_001_JAN09 [pdf](#) C1047
4. CHANGE: MS Psychology counseling/clinical **non-thesis** track: Increase hours from 45 to 53, per CAMPP recommendation
PSYC_002_JAN09 [pdf](#) C1048
5. CHANGE: MS Psychology counseling/clinical **thesis** track: Increase hours from 45 to 53, per CAMPP recommendation
PSYC_003_JAN09 [pdf](#) C1049
6. CHANGE: MS Psychology applied experimental track: Add PSYC 6921 and PSYC 6922 (1 credit hour each = 2 hrs)
PSYC_004_JAN09 [pdf](#) C1050
7. CHANGE: MS Psychology general experimental track: Add PSYC 6921 and PSYC 6922 (1 credit hour each = 2 hrs)
PSYC_005_JAN09 [pdf](#) C1051
8. NEW COURSE: PSYC 6921: Research Methods Lab I
PSYC_006_JAN09 [pdf](#) C1052
9. NEW COURSE: PSYC 6922: Research Methods Lab II
PSYC_007_JAN09 [pdf](#) C1053
10. NEW COURSE: PSYC 6926: Psychological Assessment Practicum I
PSYC_008_JAN09 [pdf](#) C1054
11. NEW COURSE: PSYC 6927: Psychological Assessment Practicum II
PSYC_009_JAN09 [pdf](#) C1055
12. NEW COURSE: PSYC 6945: Therapeutic Intervention I
PSYC_010_JAN09 [pdf](#) C1056
13. NEW COURSE: PSYC 6946: Therapeutic Intervention II

PSYC_011_JAN09 [pdf](#) C1057

14. CHANGE: Change title of PSYC 6173 to include “Human Diversity”

PSYC_012_JAN09 [pdf](#) C1058

15. CHANGE: Change hours of PSYC 6930 from variable to (3-0-3)

PSYC_013_JAN09 [pdf](#) C1059

16. NEW COURSE: PSYC 6931: Research Practicum II

PSYC_014_JAN09 [pdf](#) C1060

17. CHANGE: description COMS3000/COMD3000 to allow extra coverage of voice, diction, phonetics, dialect.

COMS_001_FEB09 [pdf](#) C1061

18. CHANGE: Allow use of research course in Chemistry major professional studies track

CHEMPHYS_013_MAR09 [pdf](#) C1062

19. CHANGE: Remove minor requirement from Biochemistry track to allow program flexibility

CHEMPHYS_014_MAR09 [pdf](#) C1063

20. NEW COURSE: CHEM 1000 (1-0-1)

CHEMPHYS_015_MAR09 [pdf](#) C1064

21. CHANGE: degree names *from* “BA in {specific language X}” *to* “BA in Foreign Languages with a track in {X}”

EFL_001_MAR09 [pdf](#) C1065

22. CHANGE: GRMN 3100 catalog entry change to better reflect the course content

EFL_002_MAR09 [pdf](#) C1066

23. CHANGE: GRMN 3200 catalog entry change to better reflect interests of students and faculty

EFL_003_MAR09 [pdf](#) C1067

24. CHANGE: Drop HUMN 2001 prerequisite from ENGL 2250 so students can move into upper level courses faster

EFL_004_MAR09 [pdf](#) C1068

25. CHANGE: GRMN 3300 catalog entry change to better reflect the course content.

EFL_005_MAR09 [pdf](#) C1069

26. CHANGE: GRMN 3510 catalog entry change to better reflect the course content

EFL_006_MAR09 [pdf](#) C1070

27. CHANGE: GRMN 3520 make course content flexible to accommodate interests of faculty

EFL_007_MAR09 [pdf](#) C1071

28. CHANGE: GRMN 4950 (selected topics) drop description prerequisite that students major/minor in German

EFL_008_MAR09 [pdf](#) C1072

29. CHANGE: Drop HUMN 2002 as prerequisite for ENGL 3001, 3004, 3101, 3102 (see 004)

EFL_009_MAR09 [pdf](#) C1073

30. CHANGE: Catalog entry change regarding placement in MATH 1120 and MATH 1220
MATH_001_MAR09 [pdf](#) C1074

31. CHANGE: Catalog entry change to clarify prerequisite for MATH 6242, 6243, and 6260
MATH_002_MAR09 [pdf](#) C1075

32. CHANGE: Change in prerequisites CSCI 3030, 3170, 3271, 3300, 3370, 3400, 3410, 3500, 4272, 4280, 4712, 4800, 4820, in the interest of preparation, and due to changes in cycle of course scheduling
MATH_003_MAR09 [pdf](#) C1076

33. NEW COURSE: AIST 3531: Introduction to Network Security
MATH_004_MAR09 [pdf](#) C1077

34. NEW COURSE: AIST 3532: Network Defense and Countermeasures
MATH_005_MAR09 [pdf](#) C1078

35. NEW COURSE: AIST 3541: Digital Forensics
MATH_006_MAR09 [pdf](#) C1079

36. CHANGE: Change Area F for the International Studies track
POLS_014_MAR09 [pdf](#) C1080

37. CHANGE: Add political theory class to International Studies track
POLS_015_MAR09 [pdf](#) C1081

38. CHANGE: Clarify degree requirements for legal studies track
POLS_016_MAR09 [pdf](#) C1082

From the Hull College of Business

39. CHANGE: Adjust MIS major electives
HCB_program_MISElectives [pdf](#) C1083

40. CHANGE: Adjust Marketing major electives
HCB_program_MarketingElectives [pdf](#) C1084

Attachment B - from the Academic Policies Committee

These items requires a vote by the ASU Faculty.

1. NEW MAJOR: BS in Kinesiology
COE_BS_Kinesiology [pdf](#) C1085
2. NEW MAJOR: MS in Kinesiology
COE_MS_Kinesiology [pdf](#) C1086
3. CHANGE: Delete Cullum
SOCI_001_FEB09 [pdf](#) C1087
4. CHANGE: Delete Cullum
CPW_002_FEB09 [pdf](#) C1088
5. CHANGE: Delete Cullum
CHEMPHYS_012_FEB09 [pdf](#) C1089
6. CHANGE: Delete Cullum
ART_001_MAR09 [pdf](#) C10890
7. CHANGE: Delete Cullum
PSYC_015_MAR09 [pdf](#) C1091
8. CHANGE: Delete Cullum
MATH_007_MAR09 [pdf](#) C1092
9. CHANGE: Delete Cullum
BIOL_001_MAR09 [pdf](#) C1093

Attachment C - from the Faculty Policies Committee

These items require a vote.

Proposed Course Evaluation Changes

FPC has completed the mandated review of the ASU course evaluation instrument and has several proposed changes. Due to budgetary issues, it is recommended that the faculty adopt the proposed changes but that they be implemented at a later date upon agreement by FPC and the President.

Current Practice

At the last review the course evaluation instrument was updated significantly to its current form. Evaluations are administered using a packet of a 4-page bi-fold evaluation booklet, scantron sheet, free response sheet, and instruction sheet. Upon completion the booklets are collected to be reused. Free response sheets are saved for the faculty member. Scantrons are collected and scanned by ITS. Reports are generated by proprietary software detailing some of the statistics. These reports are printed and sent to the departments.

Faculty manual (section 422) specifies evaluation of all classes by students each fall and spring. A common instrument will be used in at least the fall using adequate classroom time. Instructors will not be present during the evaluation. Course evaluations are intended to be one of the multiple methods of summative assessment and formative feedback of teaching.

Proposed

- Change the course evaluation packet materials. The proposed forms show the following changes:
 - On the Evaluation Instrument*
 - Deleted Old question 2- (“subject matter was interesting to me”)
 - Reworded Old questions 12 and 13 (new #13 and #14)- change “textbook” to “course materials with examples
 - Reworded Old question 15 (new #16)- The course has challenged me to think, ~~not just~~ **memorize.**
 - Reworded Old question 21 (new #22)- The professor was available for consultation during posted office hours, ~~or by appointment,~~ **or electronically.**
 - Reworded Old question 28 (new #29)- The professor ~~was on time for class~~ **effectively and fully used the time allotted for the course.**
 - Added question (new #3)- (how often did you seek assistance from instructor outside of class)
 - Added question (new #11)- (background and prerequisite courses prepared me sufficiently for this course
 - Added question (new #34)- How would you rate the overall effectiveness of the course?
 - Added question (new #35)- This course evaluation was administered in accordance with the directions at the top of this form.

On free response sheet

Instructions to be rewritten to remind the student that the instructor will not see comments until after grades have been turned in. Add a blank for the instructor name.

On the Report

Recommendation is to include the grade distribution for the course being evaluated if possible.

- Transfer evaluation instrument to a single sheet with scantron bubbles and questions combined. A draft format is attached to serve as a rough guide the final design.

Booklet reprinting would have a one-time cost until the next revision should recommended changes to the instrument be adopted but the new format not adopted. Custom scantrons purchased in bulk would have a higher ongoing cost than current (16 cents vs. 7 cents)

Rationale- unifying the scantron and the instrument simplifies the logistics of assembling packets and administering evaluations. It was felt that the single sheet was less intimidating for students than a 4 page booklet and separate scantron.

- Purchase multipurpose scanning and reporting software

Rationale- proposed software can scan non-standard items and feed data into commonly used databases. Existing database management systems (Crystal reports) can access the data to build reports as we wish rather than relying on the inflexible proprietary software currently used. This software would have utility extending beyond course evaluations to support to questionnaires or surveys across campus.

Reporting of results would be managed electronically rather than by hard-copy. Such a system would facilitate distribution as well as recordkeeping. Safeguards would be built in to allow only authorized personnel to have access to the data.

- Continue to have evaluations administered in hardcopy form in face-to-face classes.
Rationale- Evaluations need to be mandatory in order to capture feedback from the entire class and not just a few self-selected students who might provide skewed results. Adequate time and opportunity must be provided so that students have the ability to provide their desired feedback.
- Make the newly designed form available for online-taught courses
Rationale- the existing evaluation instrument currently is not used for online courses. Online courses have no standard assessment. Publishing of the proposed instrument would remedy this situation. ITS would need to work out the details but believes any hurdles are manageable. Data captured from online courses would go to the same database system proposed above. Hardcopy scantrons and online forms would represent two alternative methods to capture the same data. Future studies are recommended to validate the two methods as equal. At this point it can not be assumed that the two methods are equal.

The two pages following are a draft evaluation layout
for the Scantron form.

Attachment D - from the Faculty Policies Committee

This item requires a vote.

Lecturer and Senior Lecturer Ranks

Proposed changes to faculty manual to:

- Add Lecturer and Senior Lecturer ranks to the corps of instruction, give qualifications for initial hiring, insert promotion criteria for senior lecturers, and specify ineligibility of these ranks for tenure.
- Renumber section 400 accordingly based on insertions of new rank categories.
- Make editorial changes throughout catalog replacing “instructor” used in the generic context (but not as a rank) with either “faculty member,” “teacher,” or other synonym that is not used to describe a particular faculty rank.

Proposed additions in underlined bold, ~~deletions in strikethrough italics~~

105.1.1 Faculty Organization

105.1.1.1 Membership

The faculty shall consist of the Corps of Instruction, the President of the University, the Vice President for Academic Affairs, the Vice President for Business Operations, the Vice President for Student Services, the Vice President for Development and Alumni Relations, the Associate Vice Presidents, **Assistant Vice Presidents**, the Deans, the Associate Deans, the Assistant Deans, the Director of the Library, the Associate Director of the Library, the Librarians, the Registrar, the Directors, the Associate Directors, the Assistant Directors, the Counselors, and such other administrative officers as are reported to the Board of Regents by the President as having faculty status.

The Corps of Instruction shall include full-time Professors, Associate Professors, Assistant Professors, Instructors, **Senior Lecturers, Lecturers**, and teaching personnel with such other titles as may be approved by the Board of Regents. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training

400 FACULTY RANK AND QUALIFICATIONS

The faculty ranks at Augusta State University are **Lecturer, Senior Lecturer**, Instructor, Assistant Professor, Associate Professor, and Professor. The minimum criteria listed below for each rank are normally used for determining faculty rank when initially employed by Augusta State University and should not be confused with the criteria for promotion in Section 430 of the Augusta State University Faculty Manual.

400.1 RANKS

400.1.1 Lecturer

Lecturers are full-time faculty who are appointed on a year-to-year basis in departments outside of Learning Support. They hold at least a Masters degree or appropriate experience that can be recognized as valid in an academic situation. Excellent teaching abilities are essential. Generally lecturers are either not eligible for instructor or professorial ranks or do not desire the level of service and professional development required of the other ranks. Reappointment of a Lecturer who has completed six consecutive years of service to an institution will be permitted only if the Lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. Lecturers and

Senior Lecturers shall not comprise more than 10% of the institution's FTE corps of primarily undergraduate instruction.

400.1.2 Senior Lecturer

Generally faculty are not initially hired at the rank of Senior Lecturer, but are rather promoted from the Lecturer rank during the sixth year of service. Substantial achievement in service or professional development will be required as one component of promotion to this rank. Reappointment of a Senior Lecturer who has completed six consecutive years of service to an institution will be permitted only if the Senior Lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. Lecturers and Senior Lecturers shall not comprise more than 10% of the institution's FTE corps of primarily undergraduate instruction.

431 Criteria

~~Three~~ **Four** ranks may be considered as promotion categories at Augusta State University. These are **senior lecturer**, assistant professor, associate professor, and professor. Applications, recommendations and supporting evidence from individual faculty, promotion/tenure committees, chairs, and deans should address all relevant areas listed below. Sections 431.1, 431.2, and 431.3 set out the levels of performance requisite in areas one (Teaching), two (Service), and three (Professional Development and Achievement). Noteworthy achievement in area one is expected of all applicants for promotion. **For promotion to the rank of Senior Lecturer, applicants must demonstrate exceptional teaching ability, extraordinary value to the institution, and substantial achievement in either of areas two or three.** For promotion to the rank of Associate Professor, substantial achievement is expected in areas two and three, with noteworthy achievement in one of these two areas.* For promotion to the rank of Professor, significant achievement beyond that for Associate Professor should be demonstrated in areas two and three, with noteworthy achievement beyond the level for Associate Professor expected in one of these two areas. Appropriate Academic Achievement, area Four, and Length of Service, area five, should be demonstrated as well. The Chancellor's office has established guidelines that require special justification in certain situations or that clarify their interpretation of Board of Regents policy. Those guidelines are contained in the Information Section of this manual. Assessment of faculty achievement levels will be based on the Augusta State University Faculty Evaluation and Development System (Section 420), incorporated herein by reference, and the agreements between faculty members and supervisors required by the abovementioned Role Model (Section 421). Faculty members and supervisors should carefully consider the criteria set forth in this manual for promotion to the various ranks.

440.6.3

Only assistant professors, associate professors, and professors who are normally employed full-time (as defined by Regents' policies) by an institution are eligible for tenure. Faculty members with adjunct appointments, **lecturers, and senior lecturers** shall not acquire tenure.

440.6.6

The maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years; provided, however, that a terminal contract for an eighth year may be proffered if an institutional recommendation for tenure is not approved by the Board of Regents. The maximum time that may be served in any combination of full-time instructional appointments (~~lecturer,~~ **as an** instructor, or **at a** professorial ranks) without the award of tenure shall be ten years; provided, however, that a terminal contract for an eleventh year may be proffered if an institutional recommendation for tenure is not approved by the Board of Regents.

jh 03/12/2009