

Auburn University at Montgomery Faculty Senate Minutes

October 14, 2011

Library Tower, 10th Floor

1. Senate Business

A. Roll Call

Senate Officers and Senators: Ioimo, Deravi, Kaufman, Hamilton, McKenzie, Lan, Runco, Morton, Gilchrist (for Young-White), Schaefer, Willis, Severance, Winemiller, Gantt, Ward, Ragland, Kim

Ex-officio: Dyess, Pettway

Guests: Wyatt Wells, Melissa Reck, Jeff Anderson, Jacques Fuqua, Gordon Stone, Timothy Spraggins

B. Approval of Minutes of September 16, 2011, meeting

- Motioned for by McKenzie, seconded by Kim. The minutes as modified were approved unanimously.

C. The next meeting of the Faculty Senate will be November 11, 2011, at 9:00 AM in the East Room of the Library Tower, 10th Floor.

2. Administrative Reports

A. Chancellor, John Veres

- We had our first visioning meeting for the Strategic Plan and crafted a new visioning statement. The next meeting is 10/28/11, and I encourage faculty to attend if they are invited. As we work toward the Strategic Plan, it will be effective if everyone attends the meetings if invited and weighs in on the plan.
- Board of Trustees meets in November. The only AUM item is the proposal for a new residence hall. We are 60% done with the schematic design phase. We had a meeting, and we planed for 293 beds. If we assume level enrollment over the next few years, 16.5% of our students would live on campus. The standard for a "residential campus" is to have 25% of student body live on campus. We need to have a full discussion on whether we should be a residential campus. Students who are attending AUM from out of the region have higher ACTs, GPAs, and ACTs, and they would like the campus to be more residential. Having those students who are strong academically drives us to become more residential.

- We have a personnel announcement. The Provost, yesterday, submitted his resignation. He will be a Special Assistant to the Chancellor until August 2012. In Fall 2012, he will rejoin the faculty in the Department of Communication and Dramatic Arts.

B. Past President, Nelya McKenzie

- Attended the retirees' luncheon last week.
- The Ad Hoc Committee for the revision of the Faculty Handbook will meet at the end of October, and the charge is for the committee to complete the Handbook's revisions and then bring it to the Faculty Senate. We may have a draft by the November meeting of the Faculty Senate.
- The tentative dates for Summer Orientation are out: early June, late July, and early August. The last date falls between Summer and Fall terms, which is a time when faculty are often away from campus. Do we have faculty representation during this early August period? This is something that the Faculty Senate needs to address, and we need to have faculty involvement. I believe the charge is given to the Calendar, Scheduling and Registration Committee.

Discussion

Veres: Who appoints the committee?

McKenzie: I'm not sure.

Ioimo: We will look into it and will report back.

C. President, Ralph Ioimo

- All committees are full and operational.

3. Old Business

A. Post-Tenure Policy, Keivan Deravi

- We are meeting today at 11:00. We are not aware if the Deans and Department Heads have made a recommendation. We have a policy that comes from the wisdom of the Promotion and Tenure Committee and Auburn's policy.

Discussion

Veres: As you deliberate, the Provost and not the Chancellor should be the decision maker for Post-Tenure decisions and recommendations. The Post-

Tenure policy should be reviewed by Auburn's legal counsel, and it should also be in the Faculty Handbook. The policy will most likely have to go before the Board of Trustees for approval.

Deravi: The policy will go to the Provost, and he or she will report to the Chancellor.

B. Sabbatical Policy Update, Keivan Deravi

- I looked at three policies from random institutions and distributed them to members of the Faculty Welfare Committee. We did not find any innovative thinking in these policies.
- Some institutions grant sabbaticals after 5 years, others after 6 years.
- Other institutions, such as LSU and the University of South Alabama require a dean's impact study and require a faculty member to remain at the university for at least 2 years after the sabbatical, or they must repay the funding.

Discussion

Veres: Should the policy go into the Faculty Handbook?

Ioimo: Yes, it seems so.

Veres: Maybe the committee's work should continue to include recommendations in the policy.

Severance: How is the Sabbatical Policy different from the Professional Improvement Leave?

Ioimo: They are the same, but we now call a "sabbatical" a "Professional Improvement Leave." There are variations among the schools at AUM for requirements for Professional Improvement Leave. We want to see standards.

Severance: Isn't the policy already in the Handbook?

Deravi: Yes, but the policy in the Handbook is less rigorous than other Professional Improvement Leave policies at other institutions.

Veres: Sabbatical review policy is in the Handbook, and we need to have Post-Tenure Review policy in the Handbook. We'll have to use the current Post-Tenure Review policy for a while as the Board of Trustees needs to approve the new policy, and it will have to be in the Handbook; it seems logical for it to be in the Handbook.

C. Smoking Policy, Jennifer Dyess

- I have been working on getting a committee together. If anyone knows of other faculty members who want to participate, please let me know.

Discussion

Veres: Please get the faculty involved.

Morton: I volunteer.

Winemiller: I'll also volunteer.

Ioimo: Please contact Jennifer Dyess if you want to volunteer.

D. Calendar Committee, Wyatt Wells

- Corrected the Exam schedule for Fall 2013 for the Full Term to now read "Dec. 5, 9-11."
- McKenzie made a motion accept the Calendar as amended, and Deravi seconded the motion. The motion passed unanimously.

4. New Business

A. Academic Standards Committee Report (SEE ATTACHED), Susan Willis

- We have benefitted from the new standards of admissions policies of Fuqua and Peterson.
- The committee recommends parity between those students who enroll at AUM with a GED and those who have a traditional diploma.
- Currently, the admission requirements for both sets of students vary.
- The Alabama Post-Secondary Education Group correlated GED scores with high school GPA scores; that is where the "500" comes from for full admission into AUM, which is a score that is equivalent to a 2.3 GPA. For GED students who apply more than 3 years after their class graduated from high school, the GED score will also be 500. A passing score on GED is 450, which calibrates to a 2.0 high school GPA, which would be the provisional score for such students.

Discussion

Veres: Regarding Point #1 on the handout, for provisional admissions for applicants from high school, do we admit a 17 ACT?

Willis: I'll check on that.

Tyler Peterson: Now, students below an ACT of 18 are granted probationary admissions through the Summer Bridge Program; that is "provisional." In previous cycles, students with an ACT of 17 or below would have been let in as provisional in the current semester.

Willis: We'll need to check the wording of the document. I'll send you a corrected copy and bring it back next month.

Ioimo: Thank you, Susan.

B. AUM Graduate Symposium Proposal, Darius Pettway

- We would like to have some type of an event or highlighting AUM's graduate programs. The Chancellor informed me that a lot of IT majors at AUM didn't know that we had a graduate Cyber Technology program. I am asking you to inform me about what you would like to see done.

Discussion

Morton: AUM participated in a week-long graduate fair that met at Tuscaloosa, Birmingham Southern, Mobile, and Auburn. It was very helpful. We are not promoting our graduate programs like University of Alabama does. There is an untapped source out there of students interested in graduate programs; we just need to reach them.

Ward: Do you want a fair where AUM students are shown what programs AUM offers? Is this different from the Graduate Fair that was on campus a few weeks ago?

Pettway: We want something specific to AUM and its students.

Morton: We need to get students to participate. Paul Hard creates a flyer every semester and gives them to all advisors in all the schools. Many students and faculty in Psychology didn't know about the graduate program in Counseling.

Ioimo: Darius, how would you like us to help you succeed?

Pettway: We'd like to have a consistent event, perhaps one or two a year.

Ioimo: You would get support from departments. If you want to coordinate something, contact us.

Veres: I will buy pizza to help get students in for lunch.

Ioimo: Thank you, Darius.

C. Banner (SEE ATTACHED), Melinda Kramer and Jeff Anderson

- AUM does not have a policy on "sharing" courses. See the handout, "AUM policy issues regarding graduation requirements," for some central questions

regarding sharing issues. We are not consistent across the university. Do we want a policy? Should we keep it like it is?

Discussion

Veres: We were coding courses in departments differently, and this led to confusion. We are getting to the point where we will have a software program up and running, and so we need a policy. Should the Academic Standards Committee handle this? This may preclude implementing degree programs if a policy is not in place. The Faculty Senate should weigh in on the policy.

Anderson: The Banner Oversight Committee's concern is that students can go into Degree Works, play "games," and then walk into a department to change their major, and then they would encounter problems down the road for graduation.

Ioimo: I think that both Academic Standards and the Curriculum Committee should work on a policy; perhaps it would be best for Academic Standards. Does this work, Melinda?

Kramer: Yes. If we don't have a policy (with 43 majors and 155 different program plans), it will be hard to build them separately in Banner.

Veres: It will be much more helpful to students if we have a policy that is available. Hopefully, Degree Works will eliminate problems.

5. Announcements

A. Faculty-led Study Abroad (SEE ATTACHED), Jacques L. Fuqua

- The paper that is attached is a product of a lot of hard work from faculty and administration. We have developed a consistent program for faculty-led study abroad.
- Before, faculty who were interested in study abroad had to recreate the wheel. There was no guidance from administration, no policy.
- We have now put together a step-by-step process of procedural forms for faculty to use, a planning process, and an emergency handbook (which is not part of the policy proper). We included the Student Health Services Center for immunizations or warnings to travelers. A grid is provided to help establish risks to travel abroad. This will help to facilitate faculty learning about study abroad services and to provide one clear standard across campus.

Discussion

Ioimo: We will review the policy and will put it on the agenda for next meeting.

B. Higher Education Partnership Faculty Senate Request, Gordon Stone

- We are a full-service organization. Many of our efforts focus on the student population. We are hopeful that you'll join our membership base. Our website is www.higheredpartners.org. The organization is fifteen years old.
- There is now a more conservative approach to doing business in the Alabama statehouse. We are no longer allowed to use payroll deductions to pay for membership to the organization, so many members may need to renew.
- There are two levels of membership: (1) \$1.00 a month, and (2) \$10.00 a month.
- Make your voices are heard when it comes to debate on public policy. We have to remind the elected officials of the effects of policies on their constituents.
- March 1, 2012, is Higher Ed Day. We want to create a large and visible presence at the state house. AUM had the largest participation ever last year.
- Alabama is 10th out of 16 southern states in per capita income, and we need to enhance our ability to make our graduate marketable. Higher Ed now gets 27% of the Education Trust Fund, and we need to make it larger.
- Thank you for those who are members and Dr. Veres. It was an honor to speak at commencement, and I am proud to be a part of the AUM family.

Discussion

Veres: Traditionally, the split of the Education Trust fund was 66/33. It's been a long time since we were at 33%.

Stone: We do have leaders who want to help. I am appreciative of Dr. Deravi; he has helped us to great work over at Pike Road.

C. Diversity Week 2012, Timothy Spraggins

- Here to solicit support for Diversity Week 2012, which will be the last week of April
- We are beginning to plan activities. The event will revolve around social justice, inclusion, and diversity. Every single day there will be activities, lectures, discussions, creative activities.
- This year we want to make sure that we have a broader representation. I am here to solicit participation from faculty. I'm asking that faculty structure content that week of classes to focus and frame their classes on issues social

justice, inclusion, and diversity. I ask that we be more intentional this year. We want the whole campus to be addressing these issues.

- I spoke with Mark Benson, and the art students will create art that represents diversity. The idea is that once those students get their projects done, the art will be put on display.

Discussion

Ioimo: We will try to support anyway that we can.

6. Adjournment

- Deravi made a motion to adjourn, and McKenzie seconded.
- Meeting was adjourned at 10:14 AM.

Proposed Revision to Admission Standards Catalogue Copy

(Current AUM Catalog Copy with Proposed Revisions Shown in BOLD and with Comment about the Proposed Change)

Prospective students should submit:

1. An undergraduate application for admission.
2. An official high school transcript sent directly to the AUM Office of Enrollment Services from the high school via the U.S. Postal System, or a GED report sent directly to that AUM office via the U.S. Postal System.
3. An official ACT or SAT score report sent directly to the AUM Office of Enrollment Services via the U.S. Postal System for applicants who graduated from high school less than three years prior to initial enrollment ~~or for GED applicants who seek full admission,~~ or for GED applicants whose high school class graduated within the three years prior to initial enrollment. ***[to establish consistent requirements for both diploma and GED students]***

For Full Admission first-time freshman need:

1. Applicants who graduated from high school less than three years prior to initial enrollment at AUM must have a minimum ACT composite score of 18 (SAT score of 860) to be considered for full admission. A combination of ACT/SAT scores and GPA will be used to determine admission. A minimum ACT composite score of 18 (SAT score of 860) would require a GPA of not less than 2.3 for full admission.
2. Applicants who graduated from high school more than three years prior to initial enrollment at AUM do not have to submit ACT or SAT scores and may gain full admission with a GPA of ~~not less than 2.0.~~ not less than 2.3. ***[For consistency of expected GPA.]***
3. ~~Applicants who have completed GED requirements may gain full admission with an ACT composite score of 20 (SAT score of 950).~~ Applicants with a GED whose high school class graduated within the three years prior to initial enrollment at AUM must have a minimum ACT composite score of 18 (SAT score of 860) to be considered for full admission. A combination of ACT/SAT scores and GED score will be used to determine admission. A minimum ACT composite score of 18 (SAT score of 860) would require a GED composite score of not less than 500 for full admission. ***[To articulate the comparable GED requirements.]***

4. Applicants with a GED whose high school class graduated more than three years prior to initial enrollment may gain full admission with an ACT composite score of 20 (SAT score of 950) with a GED composite score of 500. *[To articulate comparable GED requirements.]*

For Provisional Admission first-time freshman need:

1. Applicants from high school with an ACT composite score of no less than 18 (SAT score of 860) whose combination of test scores and GPA or test scores and GED composite score does not equal the AUM admission decision level may be granted provisional admission.
2. Applicants who graduated from high school more than three years prior to initial enrollment at AUM ~~whose GPA is less than 2.0~~ whose GPA is less than 2.3 may be granted provisional admission. *[To make provisional cutoff GPA fit with full admission GPA expectation.]*
3. Applicants who have completed GED requirements ~~but who lack ACT scores required for regular admission may be granted provisional admission~~ and whose high school class graduated more than three years prior to initial enrollment at AUM may be granted provisional admission with a composite GED score below 500.

AUM policy issues regarding graduation requirements

To facilitate the scribing of the automated degree audit system, clarification of university policies regarding course sharing within graduation requirements is desired.

Some institutions allow a course to be used two or more times on different requirements in a degree program, with the credits only applying once towards the Degree. DegreeWorks refers to this policy as a sharing policy. Define your institution's sharing policy.

Can General Education requirements share with Major requirements? If yes, is there a limit to the number of credits/classes that can be shared between Core and Major requirements, and what is this limit?

Can General Education requirements share with Concentration requirements? If yes, is there a limit to the number of credits/classes that can be shared between Core and Concentration requirements, and what is this limit?

Can General Education requirements share with Minor requirements? If yes, is there a limit to the number of credits/classes that can be shared between Core and Minor requirements, and what is this limit?

Can Major requirements share with other Major requirements? If yes, is there a limit to the number of credits/classes that can be shared between Majors, and what is this limit?

Can Major requirements share with Concentration requirements? If yes, is there a limit to the number of credits/classes that can be shared between Major and Concentration requirements, and what is this limit?

Can Major requirements share with Minor requirements? If yes, is there a limit to the number of credits/classes that can be shared between Major and Minor requirements, and what is this limit?

Can Minor requirements share with other Minor requirements? If yes, is there a limit to the number of credits/classes that can be shared between Minor requirements, and what is this limit?

Can Concentration requirements share with other Concentration requirements? If yes, is there a limit to the number of credits/classes that can be shared between Concentrations, and what is this limit?

Do we want to pursue a university wide policy regarding the sharing of courses between core, major, concentration, and minor?

One of the potential outcomes of not having a university wide policy would be having from 55 to 155 different combinations of core curriculum.

Without a university policy on sharing, a student could potentially receive a dual/double major without taking at least an additional 24 hours.

Information Paper

Purpose: to develop programmatic structure for a University faculty-led study abroad program that: involves new faculty in program development; encourages new student participation; and equitably provides resources to participants, faculty and students alike.

Discussion: In an effort to promote faculty-led study abroad programming at AUM, a committee of faculty representing each academic school (sans Nursing), the Honors Program and the Chancellor's Office was constituted. The committee's charge was to: 1) develop a set of standard campus procedures for faculty-led study abroad programs; 2) create a written procedural guide, to include required forms, to assist faculty in planning and organizing programs; 3) develop an emergency handbook; 4) provide guidelines that fairly and equitably distribute program resources; and 5) establish guidelines that ensure study abroad programs are safe for students and faculty.

Programmatically, there are two sets of funds. The first is through the Khaled Study Abroad fund (approximately \$33K), which requires programs be focused on the developing world, for example sub-Saharan Africa or parts of Latin America. A list of developing or emerging nations is attached. The second source is through the Chancellor's Office (one-time funds amounting to \$100K), which does not carry the same stipulations with regard to economic status of the nation being visited. A call for proposals from interested faculty will be issued this fall.

Resource parameters will limit students to one subsidized trip per AY in the amount of \$1000. Faculty will be subsidized at \$2000; this amount can be divided between the site visit and study tour. Because of limited funding, faculty will only be subsidized for one trip per AY. Each of these funds carries with it finite resources for defined time periods, consequently it is incumbent upon the committee to oversee the use of funds in a judicious manner.

The ratio of students to faculty for purposes of this program is 8:1. Thus, if 10 students sign up to participate, a second faculty member will be required, preferably of a different gender. To ensure the quality of any study tour under this program, the total maximum number of students for any single trip will be limited to 16.

Participants will be required to adhere to the campus policy and procedures for study abroad.

On behalf of the Campus Study Abroad Committee:

Jacques L. Fuqua, Jr.

Assistant Provost for International Affairs

AUM

United Nations List of Least Developed Countries

Africa (33)

1	Angola	18	Madagascar
2	Benin	19	Malawi
3	Burkina Faso	20	Mali
4	Burundi	21	Mauritania
5	Central African Republic	22	Mozambique
6	Chad	23	Niger
7	Comoros	24	Rwanda
8	Democratic Republic of the Congo	25	São Tomé and Príncipe
9	Djibouti	26	Senegal
10	Equatorial Guinea	27	Sierra Leone
11	Eritrea	28	Somalia
12	Ethiopia	29	Sudan
13	Gambia	30	Togo
14	Guinea	31	Uganda
15	Guinea-Bissau	32	United Republic of Tanzania
16	Lesotho	33	Zambia
17	Liberia		

Asia (14)

1	Afghanistan	8	Nepal
2	Bangladesh	9	Samoa

3	Bhutan	10	Solomon Islands
4	Cambodia	11	Timor-Leste
5	Kiribati	12	Tuvalu
6	Lao People's Democratic Republic	13	Vanuatu
7	Myanmar	14	Yemen

The following are considered emerging and developing economies according to the International Monetary Fund's World Economic Outlook Report (April 2010).

Afghanistan	Bosnia and Herzegovina	Republic of the Congo
Albania	Brazil	Costa Rica
Algeria	Bulgaria	Côte d'Ivoire
Angola	Burkina Faso	Croatia
Antigua and Barbuda	Burma	Djibouti
Argentina	Burundi	Dominica
Armenia	Cameroon	Dominican Republic
Azerbaijan	Cape Verde	Ecuador
The Bahamas	Central African Republic	Egypt
Bangladesh	Chad	El Salvador
Belarus	Chile	Equatorial Guinea
Belize	China	Eritrea
Benin	Colombia	Ethiopia
Bhutan	Comoros	Fiji
Bolivia	Democratic Republic of the Congo	Gabon
Botswana		The Gambia

Georgia	Liberia	Oman
Ghana	Libya	Palau[16]
Grenada	Lithuania	Panama
Guatemala	Macedonia	Papua New Guinea
Guinea	Madagascar	Paraguay
Guinea-Bissau	Malawi	Peru
Guyana	Malaysia	Philippines
Haiti	Maldives	Poland
Honduras	Mali	Romania
Hungary	Marshall Islands[16]	Russia
Indonesia	Mauritania	Rwanda
India	Mauritius	Saudi Arabia
Iran	Mexico	Samoa
Iraq	Federated States of Micronesia[16]	São Tomé and Príncipe
Jamaica	Moldova	Senegal
Jordan	Mongolia	Serbia
Kazakhstan	Montenegro	Seychelles
Kenya	Morocco	Sierra Leone
Kiribati	Mozambique	Solomon Islands
Kuwait	Namibia	South Africa
Kyrgyzstan	Nauru	Somalia
Laos	Nepal	Sri Lanka
Latvia	Nicaragua	Saint Kitts and Nevis
Lebanon	Niger	Saint Lucia
Lesotho	Nigeria	Saint Vincent and the Grenadines

Sudan	Tonga	Uzbekistan
Suriname	Trinidad and Tobago	Vanuatu
Swaziland	Tunisia	Venezuela
Syria	Turkey	Vietnam
Tajikistan	Turkmenistan	Yemen
Tanzania	Tuvalu	Zambia
Thailand	Uganda	Zimbabwe
Timor-Leste	Ukraine	
Togo	Uruguay	