I. Announcements
   A. Welcome and Introduction of Faculty Senators and Visitors.

II. Visitors Reports
   A. Mr. Charlie Cobb, Director of Athletics, and Ms. Jean Roberts, Director of Academic Services for Athletes (Appendix A).
   B. Mr. Tom Van Gilder (ITS), Red Lambda software—network security.

III. Minutes
   A. Approval of November 9, 2009 Faculty Senate minutes. Available online at: http://www1.appstate.edu/orgs/facsen/Minutes/documents/FacultySenateMinutesNovember92009Unapproved.pdf

IV. Provost’s Report

V. Committee Reports (Committee Chair’s name is in bold print)
   A. Academic Policies (Miller, McCaughey, Newmark, Sherman, W. Williams)
   B. Agenda Committee (Ramey, Rardin, Carpenter, W. Williams)
      No Report.
   C. Budget Committee (Anderson, Brown, Frindethie, Geary, Short, Aycock)
      No Report.
   D. Campus Planning Committee (Raichle, Marland, Roggenkamp, Scharer)
      No Report.
E. Committee on Committees (Rardin, Gross, Mitchem, Napiorski, Stoddard)

No Report.

F. Faculty Handbook Committee (Ramey, Stella Anderson, Gates, Reesman, W. Williams, Carey)

No Report.

G. Faculty Welfare and Morale Committee (Carpenter, Gonzales, Ulmer, Wangler, Werts)

No Report.

H. Welfare of Students Committee (Winn, Galloway, Horst, Jackson, Jennings, Sanders)

No Report.

VI. Unfinished Business

VII. New Business

A. Senator Rardin, Registration and Calendar Committee.

Appalachian State University is required to provide a minimum of 75 class days per semester. The UNC Policy Manual, 400.1.6, states: Academic Calendars will be structured to provide a minimum of 75 class days per semester-excluding Saturdays, Sundays, and holidays—for a minimum of 150 class days per academic year. To insure that this requirement is being met, the Registration and Calendar Committee is considering a number of options regarding the disposition of a Final Examination Period. One of them will be recommended to the Provost and Executive Vice Chancellor of Academic Affairs. The three options are:

Option #1: (Status quo). Keep the current 15-week calendar, including a 5-day exam period in the 15th week. This would entail enforcing the requirement that classes meet during scheduled exam periods during the 15th week in order to meet the 75 class day requirement. This would allow for the traditional Reading Day and extended class periods for cumulative final exams or class projects.

Option #2: Keep the current 15-week calendar, but maintain the regular class schedule through the 15th week. This would eliminate Reading Day and extended class periods for final exams, while providing for a continuation of the normal schedule, which may or may not include final exams.
Option #3: Add back the 16th week that we used to have as a final exam period. Because the 75-day requirement would be met during the regular 15 weeks, exams could be optional.

VIII. Adjournment
Appendix A:  Academic and Retention Information on Appalachian’s Student-Athletes

NCAA and Academic Reform:

The NCAA’s push in academic reform at the Division I level has to do with academic eligibility, retention and graduation. Two forms of tracking students’ academic success have been instituted for data collection: The Academic Progress Rate (APR) and the Graduation Success Rate (GSR). The APR is a term-by-term measure of academic eligibility, retention, and graduation for student athletes who have received institutional financial aid based on athletic ability, and is calculated on a team-by-team basis. The APR includes four years of data on a rolling rate and is tied directly to the Division I incentives and disincentives program which rewards sports teams that do well academically and penalizes those that do not. The Academic Progress Rate (APR) is calculated and sent to the NCAA four weeks into the fall semester using a complete cycle of four years of data. In spring of 2009, for the fifth consecutive year, Appalachian had at least one team recognized as a Public Recognition Award Winner by the NCAA for being in the top 10% of their sport for their Academic Progress Rate. Field Hockey had a perfect 1,000 score for the four-year cohort. Football and Wrestling also showed significant gains in their APR. The data for cohort years from 2005-06, 2006-07, 2007-08 and 2008-09 has been submitted and will be released to the public in the spring 2010.

While many schools are experiencing penalties, such as loss of scholarships, all of Appalachian’s twenty teams have been above the 925 cut point set by the NCAA. (925 equates to a 60% graduation rate.) This accomplishment is one that Appalachian is very proud of.

Graduation Success Rate (GSR):

More accurate information about what is really happening with student-athletes graduating. Not penalized if student transfers out in good academic standing; can count transfers in and students who earn scholarships after their freshmen year.

<p>| Graduation Rates and Graduation Success Rates (GSR) for Student-Athletes |
|-----------------------------|-----------------|----------------|----------------|</p>
<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Graduation Rate for all Students</th>
<th>Student-Athletes</th>
<th>S-A GSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002 - 2003</td>
<td>64%</td>
<td>74%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Retention Rate:

The freshmen to sophomore retention rate for the 2007 class was 86%.

Academic Highlights

196 students within athletics made the academic honor roll in the 2008 fall semester. One hundred and fifty-five (155) made the honor roll in the spring semester 2009.

36 student athletes who graduated in December 2008 and May 2009 received a scholar athlete ring for graduating with a GPA greater than 3.0.
Ryan Brookshaw (Men’s Tennis) and an international student was the first to graduate in the Actuarial Sciences major at Appalachian in December 2008.

The average cumulative GPA for student athletes at the end of spring 2009 was 2.95.

The average cumulative GPA for student athletes at the end of fall 2008 was 3.01.

Over the last several years, many former student athletes have returned to Appalachian after time away to complete their degrees. They have applied for and received financial awards through a NCAA degree completion program. Some have returned after a professional athlete career. The graduates include former football and women’s soccer athletes.

Student athletes continue to perform with distinction in the classroom; over thirty percent of the students within the athletic department make the Athletic Honor Roll each semester (minimum grade point average of 3.25 on 4.0 scale).

Former student athletes are currently enrolled in or have completed post-graduate professional degrees in law, medicine, physical therapy, or Master’s or Ph.D. programs in business, and various fields of study. A member of the 2009-10 men’s basketball team, A.J. Highsmith, is enrolled in the MBA program at Appalachian while he is competing in his final year of eligibility.

Ninety-eight percent (98%) of all student athletes met the University’s standard for good academic standing at the end of the spring semester 2009.

Four Appalachian baseball players were drafted this summer. Two of the four returned in their off-season to complete their coursework to graduate in December.

Other Information:

Many of our student athletes are involved in significant leadership on our campus, including Ambassadors, Student Orientation, Student Athlete Advisory Board, Residence Life, and various clubs and organizations.

Appalachian student-athletes contribute hundreds of hours of community service to the Watauga community, either as a team or individually.
Appendix B  Faculty Senate Academic Policies Committee Recommendations

Background

The Gift Policy Task Force, the formation of which was recommended by Appalachian State University Faculty Senate for the purpose of addressing possible gaps in policies and/or procedures so that gifts to the university, for which we have deep appreciation, do not compromise the principles of academic freedom or faculty governance of the curriculum.

Provost Aeschleman appointed the following people to the Task Force: Martha McCaughey, Professor of Sociology/Director, Women’s Studies (Chair); Jeff Butts, Professor of Biology; Randy Edwards, Dean, College of Business; Paul Gaskill, Professor and Chair, Health, Leisure, & Exercise Science; Ray Miller, Professor, Theatre & Dance; Adam Newmark, Assistant Professor of Government & Justice Studies; and Susan Pettyjohn, Vice Chancellor for University Advancement.

The Task Force reviewed the existing ASU Foundation, Inc. Policy and Procedures Manual for Charitable Giving and other related materials across the UNC system, and issued a Report on April 7, 2009. The Faculty Senate Academic Policies Committee reviewed this Report after receiving feedback from the Deans, Provost Stan Aeschleman, and Vice Provost for Faculty Affairs Tony Carey, and recommends the Policy and Procedures that follow.

Appalachian State University Gift Policy and Procedures

Because faculty members have primary responsibility for establishing and implementing the curriculum, faculty members have an essential role in determining whether proposed conditional gifts affecting the curriculum meet the needs of specific academic units and the University.

Therefore the following four specific ways will address gaps in current policies and/or procedures:

(1) Establish a Gifts Acceptance Committee. The Gifts Acceptance Committee (hereafter GAC) would conduct timely reviews of conditional gifts, where conditional gift is defined as a private contribution that because of a qualifier, restriction, or goal is considered by the Chancellor, the Provost, or the University Foundation to be non-routine and therefore might affect academic program planning, majors, programs, institutes, centers, course offerings, course content, specific course requirements, faculty appointments, learning resources, or other material aspects of the curriculum.

Make up of this committee. The committee would be made up of the Provost, the Vice Chancellor for University Advancement, and at least one tenured professor from each College who are elected by the faculty annually. Elected members would serve 3-year terms that are staggered. The Committee would elect its own chair. This Committee could and should consult with additional faculty or administrators, at the earliest possible stage, as necessary depending on the specific possible effects of the gifts.
The GAC and the names of its members should be posted as a link from the Faculty Senate website, along with other elected faculty committees.

This committee would consider nonroutine conditional gifts and make a timely recommendation about the acceptance, rejection, or redirection of the final form of conditional gifts to the Chancellor, basing its assessment of a conditional gift’s acceptability on the following principles and guidelines:

**Principles and Guidelines for the Gifts Acceptance Committee:**

- Affected faculty and academic units should be involved in the process of designing and designating a conditional gift as early as possible. ASU faculty should help determine the design, content, and staffing of whatever position or program is being funded;

- While gifts may be tied to course development as long as affected faculty are consulted and agree to it, money should not be tied to course content;

- Any curricular changes or effects of those changes brought about by the proposed donation must be consistent with the goals, mission, values, and overall curricular plan of the University and the affected units;

- Any proposed donation should not limit academic freedom in a faculty member’s teaching or research; and

- The University’s acceptance of a proposed donation should not reflect negatively on the University’s or affected units’ reputation and should not conflict with their mission or values.

(2) The addition of a statement about conditional gifts and the GAC to the ASU Foundation, Inc. Policy and Procedures Manual for Charitable Giving, under the category entitled “14. Can an endowment be designated for a specific purpose?” on pages 32-33. Specifically, the addition would read: *Potential gifts that are or may be conditional—where the condition is defined as gifts that because of a qualifier, restriction, or goal are considered non-routine must be referred to the Gifts Acceptance Committee.*

(3) The requirement that faculty members in an affected unit (e.g., department, program, center, or institute) are notified by their unit head, Dean, or a Foundation officer, of any new proposed conditional gifts to faculty member(s) or an academic unit, including those having co-curricular implications (such as money provided for a speaker or film series in or through the academic department). If a faculty member sees a gift as conditional with the potential to circumvent faculty governance of the curriculum, and the GAC has not already reviewed this gift, then that faculty member should address the matter according to the Principles and Guidelines of the Gifts Acceptance Committee and may—
with a majority vote of the faculty in that academic unit—submit to the Chair of the Gifts Acceptance Committee a request for a review. The GAC will decide if a review of the gift is appropriate.

(4) The requirement that the Foundation publish in its Annual Report all new major gifts (i.e., valued at $25,000 or more) that have been accepted.