The Faculty Senate meeting was called to order by Chair Koch at 3:18 pm in the William Strickland Conference Room in I.G. Greer on Monday, September 10, 2012. Senators Crawford, Fisher, and Spurlock were absent.

I. Announcements

A. Chair Koch welcomed senators and asked visitors to introduce themselves. Visitors were Dr. Mayfield (UC), Dr. Miller (NUR), Dr. Ayers (ANT), Dr. Wheeler (CHEM), Dr. Robinson (GJS), Dr. Robbins-Schug (ANT), Dr. Sharp (IRAP), Dr. Specht (A&S), Dr. Reck (ANT), Dr. Eloranta (HIS), Dr. Stewart (HIS), Dr. Edwards (BIO), Dr. Zerucha (BIO), Dr. Price (SOC), Dr. Ostwalt (P&R), Dr. Marty (Gen Ed), Dr. McCray (HIS), Dr. Kennedy (LLC), Dr. Fountain (LLC), Dr. Scherlen (GJS), Dr. Allen (PHY & AST), Dr. Behrend-Martinez (HIS), Dr. Phipps (HIS), Ms. Rex (Transfer Articulation), Ms. Foulsham (EDC), Ms. Hyle (Gen Ed), Ms. Brown (SGA), Ms. Oakes (Watauga Democrat), and Ms. Fisher (The Appalachian).

II. Minutes

A. Chair Koch asked the Faculty Senate to approve the April 30, 2012 First and Second Sessions and the May 21, 2012 Special Session Faculty Senate minutes. Motion passed. (Vote #1).

III. Visitors’ Reports

A. Dr. Neva Specht gave a brief report on the Curriculum Summit which was held on May 18, 2012. (Appendix A).

B. Ms. Michelle Novacek’s presentation on the Housekeeping Efficiency Study will be presented at a later date.

IV. Provost’s Report

A. Provost Gonzalez provided an overview of the recent changes within University College (Sustainability Department, Watauga Global Communities, Center for Appalachian Studies/Program, IDS, Global Studies, and Women Studies).

B. Provost Gonzalez gave a PowerPoint presentation on the university’s new Strategic Plan which included an overview of the 2008-2012 Strategic Plan’s priorities, metrics, and results. The University Planning and Priorities Council will begin the process for planning and developing the strategic direction of the university.
V. Chair’s Report

A. Chair Koch provided a brief overview of the June 8, 2012 Board of Trustees meeting stating that most of the Faculty Handbook changes were approved; however, Section 4.11.3.9 was excluded from consideration by the Board at this time.

B. Chair Koch asked for Faculty Senators to volunteer to serve on the Chancellor’s Advisory Committee, University Research Council, Intellectual Property Development Advisory Council, University Bookstore Committee, and the Sustainability Council and distributed sign-up sheets.

C. Chair Koch reported that Chancellor Peacock will attend our October 8, 2012 meeting.

D. Chair Koch stated that Dr. Dawn Botts has been appointed as the interim chair to the Communication Science and Disorders Department and therefore she resigned from her position on the Senate and as Faculty Senate Vice Chair. Chair Koch asked Senators to consider running for the Vice Chair position and the election will be held at our next scheduled meeting.

VI. Committee Reports (Committee Chair’s name is in bold print)

A. Academic Policies (Campbell, Crepeau, Alexander-Eitzman, Ehnenn, Martin, Shankland)

1. Senator Ehnenn presented the following seven motions for approval. Senator Rardin moved and Senator Stoddard seconded to postpone voting on these motions until October since departments have not had the opportunity to meet and vet these proposals. Motion FS 12-13/9-02 passed. (Vote #3). (Appendix B: General Education Advisory Group Report).

   a. A motion to accept the Gen Ed Advisory Group (GEAG) recommendations to drop the Perspectives, require only one theme (Appalachian Integrated Learning Experience) instead of three, add the 12 credit Liberal Studies Experience, and keep the Designations.

   b. A motion to accept the GEAG recommendation to change the Science Literacy requirement to 7 - 8 semester hours instead of 8 semester hours for transfer students.

   c. A motion to accept the GEAG recommendation to change the Quantitative Literacy requirement to 3 - 4 semester hours instead of 4 semester hours for transfer students.
d. A motion to accept the GEAG recommendation to change the Science Literacy requirement to 7 - 8 semester hours instead of 8 semester hours for non-transfer students.

e. A motion to accept the GEAG recommendation to change the Quantitative Literacy requirement to 3 - 4 instead of 4 semester hours for non-transfer students.

f. A motion to accept the GEAG recommendation regarding First Year Seminar (pages 7 - 8) with the requirement that the administration supports the use of more tenure-track faculty (instead of Non Tenure Track faculty) in First Year Seminar by implementing points 1, 2, and/or 3 on page 8 of the GEAG Report which states: (1) Allocate new tenure-track lines to specific departments in exchange for a binding agreement that the department will provide tenured and tenure-track faculty to teach six sections of First Year Seminar each year in perpetuity; (2) For tenured and tenure-track faculty who teach First Year Seminar, provide 100% of backfill money directly to the department, rather than the college. If this is not feasible, departments should at least receive enough backfill money to pay a replacement instructor at the terminally-degreed adjunct rate; and (3) Provide overload pay to tenured and tenure-track faculty who wish to teach First Year Seminar in addition to their departmentally-assigned teaching duties.

g. A motion to accept the GEAG recommendation regarding the Gen Ed administration and the Gen Ed course approval process (pages 8 -10, inclusive of Other Recommendations and Timeline).

2. Senator Ehnenn requested that departments review and discuss the proposed changes to Chapter VI, Sections 6.1 – 6.4 in the Faculty Handbook regarding Faculty Workload and email her any comments or suggestions. (Appendix C).

3. Senator Ehnenn expressed the need for the campus to have discussions about academic freedom. Senator Ehnenn distributed a handout which listed questions from faculty about the university’s practice and policy concerning academic freedom, especially in the classroom. (Appendix D). Numerous senators and visitors expressed their concern noting that there is a definite “chill” in their departments. Senator Stoddard inquired whether the Office of Equity, Diversity, and Compliance was exceeding their designated mission as they have been involved in the recent situation concerning a faculty member which does not relate to harassment or discrimination. Senator Zrull commented that it would be helpful to know
what academic freedom means legally and does case law support this
definition. Senator Holcomb noted that faculty need to have confidence
that academic freedom is protected on campus and that due process
procedures are followed. Senator Flanders remarked that faculty should
have a voice in defining academic freedom. Senator Miller recommended
that the university hold forums and also invite experts who are well versed
in academic freedom to the campus so the university can have informed
conversations about this issue. Visitors expressed their concerns including
what happens when there are disparages between written policies and the
way that the Office of Equity, Diversity, and Compliance operates; how
can faculty know how students will perceive a particular issue or
discussion; should faculty tape their lectures; and what does hostile
environment mean. Provost Gonzalez stated that she will consult with
General Administration and our university attorneys to get factual
information about case law opinions and she will respond to the questions
from the Academic Policy committee.

B. Agenda Committee (Anderson, Aycock, Ehnenn, Koch, Provost Gonzalez)

Chair Koch presented the committee’s motion that the Faculty Senate
supports the direction taken by the Curriculum Summit Report, recognizing
that additional details will need to be addressed in order to turn this into
policy. The Faculty Senate recommends that the Academic Policy Committee
work with AP&P to work out an implementation strategy for this proposal.
Motion FS 12-13/9-01 passed. (Vote #2). Senator Rice was invited by Senator
Ehnenn to attend the Academic Policies Committee meetings which he accepted.

C. Budget Committee (Geary, McBride, McGrady, Murrell, Pollitt, Strazicich)

No Report.

D. Campus Planning Committee (Everhart, Flanders, Lillian, Osmond, Smith,
Stokes)

No Report.

E. Committee on Committees (Coffey, Holcomb, Morehouse, Oliver, Puckett)

Senator Coffey introduced the motion to approve Dr. Ray Williams (BIO) to
serve as Dr. Shea Tuberty’s (BIO) replacement on the Science Inquiry FCC
during the Fall 2012 semester as he is on OCSA. Motion FS 12-13/9-03
passed. (Vote #4).
F. Faculty Handbook Committee (Anderson, Aycock, Ehnenn, Koch, Rardin, Vannoy, Provost Gonzalez)

   No Report.

G. Faculty Welfare and Morale Committee (Crawford, Cremaldi, Fisher, Gibbons, Liutkus, Miller, Nash, Stoddard)

   No report.

H. Welfare of Students Committee (Cumbie, Gosky, Rice, Spurlock, Woods, Zrull)

   No Report.

VII. Unfinished Business

   None.

VIII. New Business

   Senator Strazicich asked if Convocation could be scheduled in the evening or during the weekend so that classes don’t have to be cancelled. This is problematic for faculty teaching multiple sections of the same course. As a result, other sections of the same course are being cancelled to stay in sync. Provost Gonzalez replied that she will look into this situation.

IX. Adjournment

   Senator Coffey moved and Senator Rice seconded to adjourn the meeting. Motion to adjourn passed. (Vote #5). Meeting adjourned at 5:08 pm.
Faculty Senate Voting and Attendance Record for September 10, 2012
Y for Yes; N for No; A for Abstain

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<td>1</td>
<td>Motion to approve April 30, 2012 First and Second Sessions and the May 21, 2012 Special Session Faculty Senate minutes. Motion passed.</td>
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<td><strong>Motion FS 12-13/9-01</strong> to approve the motion that the Faculty Senate supports the direction taken by the Curriculum Summit Report and that the Academic Policy Committee work with AP&amp;P to work out an implementation strategy for this proposal. Motion passed.</td>
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<td><strong>Motion FS 12-13/9-02</strong> to postpone voting on the seven motions from Academic Policies committee concerning the Gen Ed Advisory Group Report. Motion passed.</td>
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<td><strong>Motion FS 12-13/9-03</strong> to approve Dr. Ray Williams to serve as Dr. Shea Tuberty’s replacement on the Science Inquiry FCC during the Fall 2012 semester. Motion passed.</td>
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<td>Motion to adjourn passed.</td>
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Appendix A: Curriculum Summit Outcomes

On Friday, May 18, 2012, a Curriculum Summit was held at the Broyhill Event Center. The idea of the Curriculum Summit was conceived by the Associate Dean-Enrollment Management Committee in response to an articulated need to review the entire curriculum development process, rather than only making micro-adjustments to the Academic Policies & Procedures Committee (AP&P) forms. The Curriculum Summit served as a possible model for future types of major reform discussions.

Summit Purpose: Reform the curriculum process from first idea to completed catalog so that there is less duplication of effort, changes in curriculum are reflected in all relevant places such as Program of Study, Banner, and DegreeWorks, and the process is easier, faster, and more accurate. The Summit generated ideas and recommendations that will be shared with the appropriate groups for approval and implementation.

Summit Philosophy: The curriculum is the domain of the faculty, and curriculum development should originate from the faculty within the academic department/program.

Guiding Principle A: To make the curriculum review process more focused upon strategic mission and societal needs. It is the mission of Appalachian to create responsive and innovative curriculum for students which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives.

Guiding Principle B: To make the curriculum review more holistic. Appropriate stakeholders are involved throughout the process and use guidelines/questions to facilitate the process to meet the needs of the proposing body (department/interdisciplinary) as it moves from proposal to final approval.

Guiding Principle C: To ensure curriculum exhibits rigor, relevance and effectiveness in a discipline and contribute to the outcomes of a program.

Recommendations

Recommendation 1: Establish common expectations for academic department/program level approval
Curriculum development starts at the academic department/program level. To that end, each academic department/program should demonstrate to their college/school curriculum committee that they have completed the following:

- Developed a strategic plan for curriculum. This plan should articulate the vision for the curriculum and should be actively reviewed as decisions are made about curriculum proposals.
- Developed an assessment plan (per college guidelines and faculty development available) for curriculum, with special attention that "substantial changes" to programs and courses follow the plan.
- Examined if separate courses are really needed when other areas/units on campus are teaching similar courses with the goal to reduce curriculum bloat. Provide evidence of that analysis.
- Engaged in departmental discussions about how to develop relevant and rigorous proposals per faculty development offered at the college level (i.e., rubrics and framework).
- Engaged in departmental discussions about feasibility (i.e., resources, etc.) to constitute majors, concentrations, minors, and number of graduates per guidelines.
- Looked at content, fit with strategic plan, fit within curriculum/program of study, rigor, relevance, pedagogical approach, delivery mode, assessment of students, evaluation of course, faculty qualifications, course sequence.
- Conducted a systematic, periodic review of courses with approved rubric (i.e., constituting majors, concentrations, minors, number of graduates, accrediting agencies, advisory boards, and peer programs).
- Provided a mechanism that allows for requests for new courses and / or programs from students, employers, etc.
Recommendation 2: Empower college/school curriculum committees with approval authority for most curriculum changes

Empower college/school curriculum committees with approval authority for curriculum changes; but, this must require more highly functioning curriculum committees for all departments/programs and colleges/schools (see Recommendation 1 above for departments/programs).

For approval at the college/school curriculum committee, the curriculum proposal should demonstrate:

- How changes to the program meets the academic department’s strategic plan and/or how changes to the program meets learning outcomes/goals.
- How a substantial curricular change supports strategic plans and/or impacts societal needs.
- Professional development to Chairs and members of the unit curriculum committees should be offered, including examples of “substantial changes” and guidelines to be followed to assist with responding to fit.
- How courses meet the student learning outcomes of each program. This should be a meaningful process that might affect how individual courses are delivered/designed.
- Require a validation process that reviews rigor and relevance
- Ensure that each program has clearly defined and appropriate student learning outcomes
- Ensure appropriate resources (i.e., faculty, financial, space) are available.

For approval at the college curriculum committee, the curriculum proposal should be reviewed by a curriculum advisory group that serves as an information resource to faculty and departments which are submitting proposals to aid in ensuring that policies and procedures are managed accurately. Members of the following groups/roles may be included in this consultative review: Registrar’s Office, Office of Transfer Articulation, Academic Advising, Distance Education, Academic Affairs, Graduate School, Office of General Education, Office of International Education & Development, Teacher Education Council, Service Learning. This advisory group would provide consultation for curriculum proposal development for the following details:

- Review where new courses impact other programs of study or general education
- Avoid course detail duplication
- Appropriate course numbering
- Course sequencing and prerequisites/corequisites
- Impact on students (i.e., transfer, majors, etc.)
- Ensure common language and policies/procedures followed for coding degree types, course types, course delivery, etc.
Recommendation 3: Re-task current Academic Policies & Procedures Committee (AP&P)

Re-task the current AP&P to focus on:
- Review and approve global curricular issues of “substantial change” (i.e. common ground rules for internships, broad structure of degree programs, timing of academic course term scheduling).
- Examine university-level curriculum duplication, resource availability, and fit with the strategic plan.
- Establish criteria for a systematic process for automatic review of under-enrolled or unchanged curriculum components.
- Establish standards for periodic review of the curriculum and the approval process.

AP&P should establish thresholds for what needs university-wide approval and what can be resolved in the college curriculum committee. Proposals would be submitted to a specific track based on type of review needed (expedited, full review, etc.) similar to IRB, for example. Proposals would be viewed by any interested party via a university-wide Curriculum Submission and Review website.
Examples of expedited proposals: changes to course number, course title, credit hours, and prerequisites/corequisites if determined (i.e., by the curriculum advisory group) to effect only the department. Examples of full review proposals: new programs, concentrations, and minors; proposals which would impact other academic programs, resources, or budget; and, academic policy changes.

Suggested Next Steps:
1. Present recommendations to Faculty Senate Chair and Academic Affairs.
2. Faculty Senate to review recommendations, in consultation with Academic Affairs.
3. Faculty Senate and Academic Affairs will create a working group to implement reforms effective fall 2013.

Curriculum Summit Participants
Tim Burwell, Academic Affairs
Susan Colby, College of Education
Patty Dale, Registrar’s Office
Susan Davies, Enrollment Management
Jim Denniston, College of Arts & Sciences
Lesa Felker, Academic Affairs
Paul Gaskill, College of Health Sciences
Denise Goetz, University College
Lori Gonzalez, Provost
Robin Groce, College of Education
Dru Henson, College of Arts & Sciences
Holly Hirst, Graduate School
Kristin Hyle, University College
Jay Jackson, School of Music
Leslie Sargent Jones, Honors College
Mike Mayfield, Academic Affairs
Angela Mead, Honors College
Tena Miller, Registrar’s Office
Mark Miller, College of Fine & Applied Arts
Heather Norris, College of Business
Tina Parlier, College of Health Sciences
Ben Powell, College of Business
Jane Rex, Office of Transfer Articulation
Susan Roggenkamp, College of Health Sciences
Bobby Sharp, Institutional Research, Assessment & Planning
Neva Specht, College of Arts & Sciences
Jesse Taylor, College of Arts & Sciences
Glenda Treadaway, College of Fine & Applied Arts
Lynne Waugh, University College
Scott Welsh, College of Fine & Applied Arts
Jeni Wyatt, College of Arts & Sciences
Appendix B

General Education Advisory Group Report

Submitted June 19, 2012

Advisory Group Members:

Heather Norris (Chair), College of Business
Phillip Ardoin, Department of Government & Justice Studies
Eva Gonzales, Department of Biology and Faculty Senate
Shirley Harris, Academic Advising
Paulette Marty, Department of Theatre & Dance and General Education (non-voting)
Janice Pope, Department of Communication and Council of Chairs
Don Presnell, Academic Advising
Jane Rex, Office of Transfer Articulation
Tim Silver, Department of History
Ray Williams, Department of Biology
General Education Advisory Group Report

Composition

The General Education Advisory (GEA) group was appointed by Provost and Executive Vice Chancellor Lori Gonzalez in December, 2011, for the purpose of identifying and recommending strategies to revise Appalachian’s General Education Program based on the solutions recommended by the campus community. The group consisted of ten members from diverse perspectives and backgrounds regarding the General Education Program, including representation from the Council of Chairs, Faculty Senate, Academic Advising, the Office of Transfer Articulation, General Education, and the faculty.

Charge

The group was charged with making substantial revisions to the Gen Ed program to deal specifically with the six areas of concern identified in the July 14, 2011, General Education Review Task Force (GERTF) report and supported by a Faculty Senate Resolution. These six areas are:

- Student Flexibility
- Advising Complexity
- Transfer Credits
- First Year Seminar
- Course Approval Process
- Administration

Process

The GEA met biweekly in Spring 2012. The group reviewed a number of publications, documents and reports that proved foundational to its work. These include, from ASU:

- Results of General Education Program Student Questionnaire, dated November 2011
- Update on General Education Policies and Actions, dated October 20, 2011
- Results for Survey on Opportunity to Offer Solutions for the General Education Program (Campus-wide survey emailed in Fall 2011 to all faculty, academic advisors, students under the new Gen Ed, and staff involved with the Gen Ed program)
- Student Achievement Team Response to the General Education Task Force Report, dated April 2012
Goals

The overarching goal of the GEA was to address the six areas of concern while retaining the essence of an integrated liberal education experience. The first step in the GEA’s process was to read and discuss the articles on best practices in general education listed above. Among other topics, we discussed the need to assure that the four learning goals of the General Education Program can be met through any revised curriculum model. Through those discussions, we reached a consensus that we should retain three key characteristics of the current model: a vertical structure, an emphasis on integrated learning, and a distribution of coursework from liberal arts disciplines. We sought solutions that preserved and enhanced these characteristics and increased institutional efficiency without compromising educational effectiveness.
Recommendations

To achieve the goals described above, the GEA makes recommendations in the following areas (described in detail below).

1. Revisions to the General Education curriculum model to address student flexibility, advising complexity, and transfer credits;
2. Changes to First Year Seminar policies and procedures;
3. Changes to General Education administration and the Gen Ed course approval process.

1. Proposed revisions to the General Education curriculum model

Changes to the Perspectives
In addressing the student flexibility, advising complexity, and transfer credits problem areas, the GEA began with a review of the current Gen Ed curriculum model. It quickly became apparent from the analysis of data and campus feedback that most of the problems in these areas have arisen largely because of the number of organizational layers in the Perspectives area of the current curriculum. Each course—those with designations and those without—nests within a theme, which in turn nests within one of four meta-disciplinary component areas (Aesthetic, Historical and Social, Local to Global, or Science Inquiry), which in turn nests within the umbrella organizational unit known as the Perspectives. The GEA concluded that the best way to increase student flexibility, reduce advising complexity, and address transfer credit concerns would be to eliminate some of these layers.

In evaluating each layer, we recognized that keeping the designations would allow for a distribution of coursework from the liberal arts disciplines to be achieved. We also recognized the importance of keeping the essence of the themes (but not necessarily as currently structured), in order to retain an emphasis on integrative learning. We too recognized that the Perspectives layer helps provide both a liberal arts distribution and integrative learning; however, since the aforementioned layers provide these essential characteristics as well, we concluded that the Perspectives are somewhat redundant.

After much thought and debate, our unanimous recommendation is to eliminate the Perspectives umbrella and reorganize the four current meta-disciplinary component areas into three new components: Appalachian Integrative Learning Experience (9 semester hours), Liberal Studies Experience (12 semester hours), and Science Literacy (7-8 semester hours). This change will preserve the focus on integrative learning while increasing student flexibility. It will also simplify advising by, among other things, eliminating the need for the transfer “wild card.”

The GEA recommends that the Aesthetic, Historical and Social, and Local to Global Perspectives be replaced by two new curricular components to be known as the Appalachian Integrative Learning Experience and Liberal Studies Experience.
The proposed Appalachian Integrative Learning Experience would consist of multidisciplinary themes, and each student would be required to complete 9 semester hours in one theme. The themes would be structured similarly to the existing Perspectives themes with two key differences. First, gateway, capstone, and co-requisite courses would be allowed within themes. This allowance will give faculty who teach in the themes the flexibility to design them for maximum educational effectiveness. Second, students would not be allowed to transfer course credit from other institutions into the themes. This requirement will ensure that all students who participate in the General Education Program will experience a group of courses that have intentional connections with one another as part of their undergraduate experience. (Please note that students who have completed a general education curriculum at another institution that has been approved to substitute for ours would not have to complete this requirement nor any other General Education Program requirements.) One significant advantage of the Appalachian Integrative Learning Experience over the current Perspectives structure is that it would require far fewer courses to participate in themes; thus departments could be more selective about which courses they choose to submit for theme participation and the Office of General Education could offer more concentrated support to those faculty who teach in themes.

The proposed Liberal Studies Experience would complement the Appalachian Integrative Learning Experience by allowing students to choose 12 semester hours of non-linked, non-thematic courses from disciplines across the campus. Any courses that are suitable for non-majors and can commit to addressing and assessing the goals of the General Education Program would be eligible to apply for inclusion in the Liberal Studies Experience. Within this component, students would have the flexibility to select courses they are interested in and explore new subjects, providing that the 12 semester hours they select includes courses from at least two disciplines. This component would offer flexibility for transfer students because a broad range of courses from other institutions could easily transfer into this component.

We recommend that Science Inquiry remain a component of the curriculum and retain its current structure with two adjustments. First, we recommend that the component be renamed Science Literacy so that it may be conceptually grouped with Wellness Literacy and Quantitative Literacy. This grouping of these three components will help emphasize that they each develop core competencies essential to a well-rounded liberal education. Second, we recommend that the Science Literacy requirement be changed to 7-8 semester hours with at least one laboratory experience rather than the current 8 semester hours with two laboratory experiences.

The committee feels there are several reasons for this change to a 7-8 semester hour Science Literacy requirement. First, the Goals and Learning Outcomes developed for the current Science Inquiry Perspective may be attained with a combination of laboratory and more lecture-mediated examples and exercises in teaching students
the process of science. This gives students the important hands-on experience to ask and answer questions in a laboratory setting, combined with interactive lecture experiences that serve to engage students in case studies (for example) of scientific experiments. Piloted examples of this approach in large lecture classes have yielded positive results. Second, this change will allow for a better use of limited resources for courses having large numbers of students in multiple lab sections. By combining resources into one instead of two semesters, more effective laboratories may be designed for students. Finally, this adjustment would make a significant difference to transfer students who receive transfer credit for 3 semester hours or 7 semester hours of science courses from other institutions.

The Offices of Transfer Articulation and Academic Advising report that a significant number of transfer students come to Appalachian each year with 3 or 7 semester hours of science credit because many other institutions in North Carolina and beyond offer 3 semester hour science courses in their general education curricula. Some of the science departments at Appalachian have been able to offer some of these transfer students 1 semester hour independent study laboratory experiences, but this poses a resource challenge for these departments. In cases where the science departments at Appalachian have been unable to offer students 1 semester hour independent study lab experiences, the students have had to take an additional 4 semester hour science course at Appalachian to fulfill the Science Inquiry requirement, bringing them to a total of 11 semester hours in science.

These additional hours will become increasingly problematic for the institution as the UNC system moves to a performance-based funding model with transfer graduation rates as one of the performance metrics. These additional hours also prove problematic for transfer students who face the increased likelihood of incurring additional expenses due to a tuition surcharge, which was increased in 2010 from 25% to 50%. Changing the Science Literacy requirement to 7-8 semester hours would help these transfer students while still enabling other students to take two 4 semester hour science courses with laboratory experiences at Appalachian. It should be noted that the recommended change does not prevent departments from offering an 8 semester hour science requirement as the committee recommendation is for 7-8 semester hours.

**Changes to the Designations**

The GEA recommends that the University retain the requirement for 3 semester hours each of Fine Arts, Historical Studies, and Literary Studies and that students be required to fulfill these designation requirements within their Appalachian Integrative Learning Experience and/or their Liberal Studies Experience coursework. Because the organizational layer of the Perspectives would be removed and the new Liberal Studies Experience component would be so flexible, students should no longer find it challenging to fit designation courses into their academic plans. By retaining these designation requirements, we could ensure that students will receive a breadth of disciplinary content in their liberal education and that the University will remain in compliance with SACS standard 2.7.3. by requiring
coursework in the areas of humanities/fine arts (Literary Studies and Fine Arts designations) and social/behavioral sciences (Historical Studies designation).

**Changes to Quantitative Literacy**
The GEA recommends that Quantitative Literacy retain its current structure with one adjustment—that it be changed from a 4 semester hour requirement to a 3-4 semester hour requirement. This adjustment would make a significant difference to transfer students who receive transfer credit for 3 semester hour quantitative literacy courses from other institutions. The Department of Mathematical Sciences has indicated that it does not have the resources to offer 1 semester hour courses to accommodate these students. Therefore, the students must take an additional 3-4 semester hour Quantitative Literacy course at Appalachian to fulfill the Quantitative Literacy requirement, bringing them to a total of 6-7 semester hours in Quantitative Literacy. These additional hours will become increasingly problematic for the institution as the UNC system moves to a performance-based funding model with transfer graduation rates as one of the performance metrics. These additional hours also prove problematic for transfer students who face the increased likelihood of incurring additional expenses due to a tuition surcharge, as mentioned in relation to the sciences, above. The Offices of Transfer Articulation and Academic Advising report that a high percentage of our transfer students find themselves in this situation each year because many other institutions in North Carolina and beyond offer 3 semester hour mathematics courses.

**Changes to First Year Seminar**
The GEA recommends that First Year Seminar remain a 3 semester hour requirement for all students except those transfer students who come in with 30 semester hours at least one year out of high school. (In fall 2011, AP&P passed a policy that exempts these students from FYS, effective fall 2012.) Retention data suggest that First Year Seminar is helping increase freshman-to-sophomore retention rates, especially in populations that are statistically at a higher-than-average risk of not returning. Student evaluations and assessment data also suggest that First Year Seminar helps students develop essential academic skills. For these reasons, the GEA recommends that the course continue to be required for non-transfer students.

**Changes to other components of the curriculum**
The GEA recommends that First Year Writing, Second Year Writing, Wellness Literacy, Junior Writing in the Discipline, and Senior Capstone retain their current structures. The GEA did not encounter evidence that suggested changes to these components would significantly impact the six areas of concern. We do recommend that an increased emphasis be placed on the need for Senior Capstone experiences to address the four goals of the General Education Program, especially Communicating Effectively.

The committee also recommends that the campus retain the current policy that each student can only count 9 semester hours in the major prefix toward General
Education requirements and that such “double-dip” courses be allowed in the Appalachian Integrative Learning Experience, Liberal Studies Experience, Science Literacy, Quantitative Literacy, and Wellness Literacy components.

2. Changes to First Year Seminar policies and procedures

The GEA generally agreed that, even though some of the problems with First Year Seminar (FYS) as identified by the GERTF and the campus community survey still exist (specifically, the large percentage of sections taught by non-tenure track faculty, the significant questions regarding academic integrity, and the concerns regarding resources allocated), FYS provides significant benefits (as described above) and should be kept in the Gen Ed Curriculum. Thus, we focused on understanding the nature of the stated problems and ways they might be addressed.

The Gen Ed Office reports that one of the most significant challenges faced by First Year Seminar (FYS) is recruiting tenured and tenure-track (T/TT) faculty to teach the course. It is desirable to have more T/TT faculty teaching FYS for several reasons: because T/TT faculty have a departmental home and teach other courses in the General Education, major, and minor curricula, they are well-situated to help students make connections between the different units of the university and components of their education; because T/TT faculty are familiar with the academic skills students need to succeed in upper-level courses, they can prioritize the development of those skills in FYS; in recent decades, the responsibility of helping first year students adjust to and understand college has shifted increasingly from faculty to student development professionals, which has resulted in the faculty being increasingly disconnected from the experiences and perspectives of first year students—teaching FYS is a way to reestablish those connections; and, finally, having senior faculty teach FYS sends the students the message that the university values the academic skills they are learning in the course and values their educational development.

The largest obstacle to recruitment of T/TT faculty seems to be the lack of direct compensation for the faculty members’ home departments. Before the General Education Program was implemented, Academic Affairs allotted colleges new faculty lines in exchange for providing faculty to teach courses in University College programs, including First Year Seminar (the formula provided a lecturer position for every eight sections taught). While that system initially provided incentives, departments that did not receive a line at that time receive no financial compensation if they release a faculty member to teach a FYS section now.

In order to remedy this situation, the GEA recommends that Academic Affairs modify this funding policy. Three possible modifications include:
1) Allocate new tenure-track lines to specific departments in exchange for a binding agreement that the department will provide tenured and tenure-track faculty to teach six sections of First Year Seminar each year in perpetuity.

2) For tenured and tenure-track faculty who teach FYS, provide 100% of backfill money directly to the department, rather than the college. If this is not feasible, departments should at least receive enough backfill money to pay a replacement instructor at the terminally-degreed adjunct rate.

3) Provide overload pay to tenured and tenure-track faculty who wish to teach FYS in addition to their departmentally-assigned teaching duties.

Another challenge FYS faces is lack of continuity between FYS sections in the areas of workload and academic rigor. The Gen Ed Office reports that the Faculty Coordinator of First Year Seminar and Learning Support Specialist for General Education have taken many steps to improve FYS faculty development in the past year in an attempt to address these issues. Some faculty have participated in and benefited from these faculty development activities and others have not.

The GEA recommends that the General Education Office attempt to increase FYS faculty participation in these activities by paying each FYS faculty member a small, annual stipend in exchange for completing a designated number of hours of faculty development activities over the course of the year.

3. Changes to General Education administration and the Gen Ed course approval process

Various constituencies across campus expressed concern that the current process for populating Faculty Coordinating Committees (FCCs) and General Education Council does not ensure college representation proportional to each college’s participation in the General Education Curriculum. The GEA therefore recommends the following two changes to how these committees are constituted.

The GEA recommends that each FCC should include only members whose home colleges have courses within the curricular component covered by that FCC and that, as far as possible, the number of members each college provides be proportional to the number of seats it offers in that component. For example, because all courses currently included in Science Inquiry are offered by the College of Arts and Sciences, all five members of the proposed Science Literacy FCC would be Arts and Sciences faculty, and because three different colleges currently offer courses in Wellness Literacy (Health Sciences, Fine and Applied Arts, and Education), each of those three colleges would provide one member for the three-person Wellness Literacy FCC. Members on all FCCs would continue to serve staggered three-year terms. Each year the distribution of courses in each component of the Gen Ed curriculum would be reevaluated by the General Education Office to determine which college(s)
should have representation on which FCCs, and Faculty Senate would assign the vacant seats to specific colleges accordingly.

New FCCs would need to be formed for the Appalachian Integrative Learning Experience and Liberal Studies Experience (while the Aesthetic Perspective, Historical and Social Perspective, and Local to Global Perspective FCCs would be dissolved). Because the Appalachian Integrative Learning Experience and Liberal Studies Experience would each include courses from several different colleges, we recommend that these FCCs each include five members selected from the faculty of each college that participates in the component. We recommend that the Wellness Literacy, Quantitative Literacy, Historical Studies, Literary Studies, and Fine Arts FCCs continue to have three members, the First Year Seminar FCC continue to have four members, including the Faculty Coordinator of First Year Seminar as Chair, and the Science Literacy FCC have five members.

The GEA also recommends an alteration to the composition of the General Education Council. Because the FCCs are subcommittees of the General Education Council, the GEA thinks that it is essential to continue having the chair of each FCC sit on the General Education Council as a voting member. It is also more logistically sustainable to have the FCCs elect these chairs rather than have Faculty Senate appoint them as was suggested by one respondent to the campus survey; however, this process of electing chairs from the FCC membership does not ensure that all colleges will have a voting faculty member on the General Education Council. For this reason, the GEA recommends that one at-large member from each college be added to the General Education Council’s voting membership.

In this revised configuration, voting members of the General Education Council would include the Director of General Education (serving as Chair of the Council); the Faculty Coordinator of First Year Seminar; the Chairs of the Quantitative Literacy, Wellness Literacy, Science Literacy, Fine Arts Designation, Literary Studies Designation, Historical Studies Designation, Appalachian Integrative Learning Experience, and Liberal Studies Experience FCCs; the Director of Writing Across the Curriculum; a library representative; two student representatives; and one at large member from each degree granting College. Nonvoting liaisons would continue as is (liaisons from Advising, the Registrar’s Office, Academic Affairs, and Institutional Research, Assessment, and Planning).

In keeping with existing faculty governance procedures, Faculty Senate would appoint all FCC members and the at-large members of the General Education Council.

The GERTF and some survey respondents expressed concern about the course approval process. However, the majority of the GEA didn’t see a need for change in this area, primarily because the General Education Council and Office of General Education have revised the course proposal forms and streamlined the proposal submission process over the past two years based upon faculty feedback.
Other Recommendations:
For greater likelihood of success of the Gen Ed model, the GEA makes the following additional recommendations.

1) That faculty participation in Gen Ed be recognized in the Promotion & Tenure and annual review processes;
2) That the Gen Ed Council continue working on assuring that the Gen Ed Learning Goals are being addressed and met.

Timeline for Approval and Implementation
The GEA recommends the following timeline for implementation of the above-recommended changes to the curriculum and administration of the General Education Program. We recommend that during the 2012–2013 academic year, the curricular changes go through an approval process and, pending approval, FCCs be formed for the Appalachian Integrated Learning Experience and Liberal Studies Experience. The membership of the remaining FCCs should also be adjusted as necessary in 2012-13 to proportionally represent the colleges participating in each component. We also recommend that, in summer 2013, grants be offered to faculty who wish to develop new themes or modify existing themes to propose for inclusion in the Appalachian Integrated Learning Experience. We further recommend that, in 2013–2014, faculty submit proposals for themes & General Education courses to the FCCs and General Education Council for consideration. Finally, we recommend that the revised curriculum be implemented starting in fall 2014.
Appendix C: Proposed Substitute for Faculty Handbook New Chapter VI Sections 6.1-6.4 Faculty Workload

The professional workload for full-time faculty members includes teaching; scholarship; and professional, university, and community service relevant to faculty expertise. Instructional activities are crucial to the role of all members of the faculty and the primary mission of the university. The University’s current Carnegie classification determines the standard for the distribution of time spent on scholarship, instructional activities, and service for tenured and tenure-track faculty. However, non-tenure-track faculty members, including Special Faculty appointments, have specific duties that are defined under Special Faculty Appointments (see section 3.X.Y.Z) and further specified by their departmental units.

Instructional Expectations
Activity directly affecting the education of students includes class preparation and student evaluation, scheduled and unscheduled office hours for individual student counseling, and meetings of committees within programs, departments, colleges, and schools of the institution that are responsible for curriculum development, syllabus preparation, and program evaluation. Instructional assignments will be arranged through consultation among faculty, chairs, and deans and determined by the individual faculty member’s total professional workload. Within this framework, classroom teaching assignments for faculty members may vary from semester to semester and from one faculty member to another. The maximum teaching load for faculty is twelve credit hours per semester, or equivalently twelve instructional contact hours in formally scheduled lab or studio courses, and a proportional number of office hours (see section X.Y.Z [on office hours]). For each formal instructional contact hour, faculty members typically spend two to three hours in preparation for teaching.

Faculty members may be given differential teaching responsibilities for administrative duties, studio or laboratory responsibilities, scholarship, and other special assignments. All tenure-line faculty members are expected to engage in some combination of instructional activities, scholarship, and service. Each department will maintain guidelines on instructional, scholarship, and service workload, including relevant course load equivalencies. The distribution of these duties varies by academic discipline, college and departmental missions, and over time in an individual faculty member’s career. Therefore, between and within colleges and departmental units, differences in teachings load reflect the differing distribution of time to scholarly productivity, service, administrative and other duties, as well as the differing accrediting standards and missions of the unit and college. In determining the teaching load of an individual faculty member, departmental chairs use the national standard adopted by the University—currently the Delaware Study of instructional costs and productivity.

After soliciting faculty teaching preferences and prior to making final faculty assignments, the unit administrator shall apprise each unit faculty member, in writing, of teaching duties and other responsibilities in addition to teaching. If changes in a faculty member’s assignment become necessary, the faculty member shall be notified in writing of such changes prior to the effective date of the amended assignment.

Office Hours
Every faculty member is required to be available a minimum of 1.5 hours per week for every three (3) student contact hours during the regular academic year to consult with students. During the term of a summer session in which a faculty member teaches, office hours expectations are half of those during the regular academic year. Each department will maintain an office hours policy that establishes standards regarding a mix among formal
office hours, meetings in other locations, and electronic communications appropriate for faculty members and curricula in that department. A schedule indicating the times available for formal office hours, meetings in other locations, and electronic communications must be listed on course syllabi and provided to the departmental office at the beginning of each semester. Electronic communication addresses, URLs, and/or phone numbers must be listed on course syllabi and also provided to the faculty member’s departmental office.

**Faculty Absences from Class**
Whenever a faculty member must cancel a class for any reason, she or he must notify the departmental chair. The faculty member must make appropriate arrangements for the missed student class time.

**Research and Creative Activity Expectations**
Because faculty scholarship informs teaching, faculty productivity in scholarship is crucial for generating, understanding, and disseminating new knowledge. Thus, every member of the tenure-track and tenured faculty is expected to pursue research/creative activity in that person’s area of specialization. Such scholarly activity may be specifically relevant to instruction, it may add generally to the body of knowledge and understanding in a particular field, or it may have direct practical applications, as in business, industry, government, primary and secondary education, public health, and national defense.

**Service Expectations**
The collective faculty has extensive authority and responsibility for the governance of the institution. Such work usually is accomplished through membership on various committees at the department, college, school, and institutional levels that address personnel, financial, and other administrative issues. Faculty service includes faculty governance, participation in one’s discipline, outreach and public service based on teaching and scholarship.

**Summer Teaching**
The summer session, consisting of two summer terms, provides coursework equivalent to that of the academic year. Faculty should submit requests for summer teaching to the department chair in writing, but no faculty member can be guaranteed a teaching assignment in the summer session; tentative appointments are made pending enrollment statistics.

**Chair Workload**
The professional workload for departmental chairs, as tenured faculty members, includes: instructional activities; scholarship; and professional, university, and relevant community service. The distribution of time to scholarly productivity, service, administrative and other duties, will be determined by the dean to whom the chair reports considering accrediting standards as well as the scope and mission of the unit and college.

July 2012
Faculty Handbook Revision Task Force
Appendix D:

During and subsequent to last Spring semester, there have been many questions from faculty regarding Appalachian State University’s practice and policy concerning academic freedom, especially in the classroom. Faculty questions have included the following:

1. Is it always regarded as inappropriate to deviate from a course syllabus to address topics or issues that a professor deems valuable to student learning?

2. Is it never permissible for faculty and students to discuss topics in or outside of class that are not directly related to the course material outlined on the syllabus?

3. Are faculty always required to strictly follow the content outlined in the course syllabus or are they free to adjust the scope of the content in reaction to multiple variables such as, but not limited to, student questions, students’ understanding, current events, unexpected events…

4. If a faculty member introduces material that a student perceives to be objectionable or upsetting, is that material, by definition, always inappropriate?

5. Is in-class criticism of the university, or any program within the university, always considered inappropriate?

6. Is in-class discussion of current issues and events that involve the university campus always considered inappropriate?

7. Is it never permissible for a faculty member to challenge students’ ideas and beliefs even if doing so leads to a student feeling uncomfortable or upset?

8. If one student perceives that a faculty member has communicated in a coercive manner is that faculty member automatically in violation of ASU or UNC policy?