I. **Announcements**

A. Welcome and Introduction of Visitors.

II. **Minutes**

A. Approval of February 14, 2011 Faculty Senate minutes. Available online at: [http://facsen.appstate.edu/sites/default/files/FacultySenateMinutesFebruary142011UnapprovedOnline.pdf](http://facsen.appstate.edu/sites/default/files/FacultySenateMinutesFebruary142011UnapprovedOnline.pdf)

III. **Chair’s Announcements**

A. Salary book.

B. Chancellor’s Advisory Committee meeting held on Tuesday, March 1, 2011.

C. Senate volunteers needed for next Chancellor’s Advisory Committee meeting scheduled for Monday, April 11, 2011 at 2:00 pm.

D. Faculty meeting to vote on non-tenure track faculty voting privileges scheduled for Thursday, April 28, 2011 (Reading Day) at Farthing Auditorium at 9:00 am. Need volunteers to serve on ad hoc committee to plan strategies for disseminating information.

E. Nominations open for Faculty Senate Executive Board positions (Chair, Vice Chair, and Secretary) for 2011-2012 academic year. The responsibilities of each position are located in the Faculty Senate Guidebook: [http://facsen.appstate.edu/sites/default/files/FacultySenateGuidebookasofOctober2010.pdf](http://facsen.appstate.edu/sites/default/files/FacultySenateGuidebookasofOctober2010.pdf) Please submit nominations to facsen@appstate.edu. A call for nominations will also be made during the April 11 and April 25, 2011 Faculty Senate meetings.

IV. **Visitor’s Report**

A. Mr. Charlie Cobb (Director of Athletics): Proposed football move from Division I FCS (Football Championship Subdivision) to Division I FBS (Football Bowl Subdivision).

V. **Provost’s Report**
VI. Committee Reports (Committee Chair’s name is in bold print)

A. Faculty Welfare and Morale Committee (Atkins, Galloway, A. Jackson, Koch, Levy, Mercer-Ballard, Miller, Wangler)

1. A motion to adopt the “Hear Our Public Employees” (HOPE) resolution which instructs Appalachian State’s delegates to the UNC Faculty Assembly to introduce a resolution in favor of the repeal of North Carolina General Statute § 95-98, which prohibits collective bargaining by public institutions with their employees.

Hear Our Public Employees Resolution:

Whereas, The Faculty Senate at Appalachian State University views faculty collective bargaining as an additional means of advancing professional standards, protecting academic freedom and tenure, promoting economic and professional interests, and supporting collegial governance, and

Whereas, North Carolina General Statute §95-98 unfairly prohibits collective bargaining by public institutions with their employees, including but not limited to faculty, academic professionals, and graduate students, and

Whereas, The Faculty at Appalachian State University maintain a concern for principles of human rights, fairness, and justice with respect to public employees, and

Whereas, the International Labor Organization (ILO) has held that §95-98 violates a Core Principle of international labor rights, viz. freedom of assembly, and

Whereas, Hear Our Public Employees (NC HOPE Coalition) is a group of organizations that support the goal of securing collective bargaining rights for public employees by repealing NCGS §95-98, and

Whereas, NC-AAUP has already endorsed repeal of §95-98 and is currently a Supporting Member of Hear Our Public Employees (NC HOPE Coalition), and

Whereas, The Faculty Assembly represents the interests and concerns of faculty, academic professionals, and graduate students at North Carolina's colleges and universities; therefore, be it
Resolved, That the Faculty Senate at Appalachian State University supports the efforts of the HOPE coalition and the repeal of NCGS §95-98; therefore, be it

Further Resolved, That the Faculty Senate at Appalachian State University instructs its delegation to the Faculty Assembly to introduce a resolution in favor of the repeal of NCGS §95-98.

2. Update on Open House.

B. Welfare of Students Committee (Gross, Horst, Jennings, Napiorski, Pollard, Sanders)

C. Academic Policies (Brown, Gonzales, Hoffman, Lillian, McBride, Ramey, Winn)
   No Report.

D. Agenda Committee (Ehnenn, Rardin, Reesman, Mercer-Ballard)
   No Report.

E. Budget Committee (Susan Anderson, Botts, Evans, Frindethie, Geary, Rice, Strazicich)
   1. Report on meeting with Dr. Tim Burwell held on Friday, February 11, 2011. (Appendix A and B).
   2. Data from Chancellor’s Advisory Committee meeting. (Handouts).

F. Campus Planning Committee (Aycock, C. Jackson, McCaughey, Robinson, Salinas, Scharer)
   1. Update on Fit for Duty Policy.

G. Committee on Committees (Coffey, Rardin, Stephenson, Stoddard)
   1. No Report.
H. Faculty Handbook Committee  (Stella Anderson, Ehnenn, Reesman, Lee, Baumhover)

   1. No Report.

VII. Unfinished Business

   A. Motion FS 10-11/01-04 from the January 10, 2011 Faculty Senate meeting to postpone the vote to approve making the new online harassment and discrimination training mandatory for faculty until the March Faculty Senate meeting.

VIII. New Business

   A. Ms. Miriam Makhyoun, President of Graduate Student Association Senate: Request for Faculty Senate support of GSAS’s request to acquire an ex officio non-voting seat on the Board of Trustees at Appalachian State. (Appendix C).

   B. Dr. Bud Gerber (IDS): Requests Faculty Senate action on student workload issues. (Appendix D).

   C. Senator Stoddard: Winter graduation ceremonies.

   D. Senator McCaughey: Resolution from Sociology Department regarding student athletic fees. (Appendix E).

IX. Adjournment
Appendix A:

From: Budget Committee, Faculty Senate
Subject: Meeting with Tim Burwell, Vice Provost for Resource Management
Date of Meeting: February 11, 2011
Present: Mike Evans, John Geary, Scott Rice, Mark Strazicich, Chair
Absent: Susan Anderson, Dawn Botts, Martial Frindethie

The meeting began at 2:30 pm on Friday, February 11, 2011.

Tim Burwell informed us that the ASU Budget for 2011-2012 is likely to be better than expected. Due to growing state revenue, the budget cuts for 2011-2012 will likely be closer to 10% than the previously anticipated cuts of 15% to 20%. In addition, we will likely get our requested 6.5% tuition increase in 2011-2012, which will be used for student financial aid, to restore 25 faculty positions, and restore some budget cuts to the library. No furloughs are anticipated for 2011-2012.

The Budget Committee discussed data contained in a Table showing ASU “Full-Time and Part-Time Headcount of Students and Employees” for Fall 1990, Fall 2000, Fall 2005, and Fall 2010, as of January 28, 2010. The Budget Committee asked why the number of “EPA Admin” positions has more than doubled from Fall 1990 to Fall 2010 (an increase of 184%), whereas the number of students, faculty, and staff have each increased by much less (44%, 70%, and 51%, respectively) over this same time period. Tim Burwell suggested that more clarification of what is included in “EPA Admin” is required before a definitive analysis can be made. For example, “EPA Admin” includes advisors and part-time employees. Distance Education and Online courses were discussed. Tim Burwell noted that the number of students in these classes is relatively low in some cases, while experience with many of these course offerings is relatively new. There is hope that the number of students enrolled in distance education and online courses will increase to make these courses more cost effective. However, Tim Burwell noted that decisions to offer distance and online courses are not strictly based on the number of students enrolled in these courses.

The Budget Committee asked how our faculty can provide input in the budget making process. Tim Burwell suggested that faculty members continue to meet with Administrators to provide input and offer suggestions to department Chairs and Deans.

The meeting adjourned at 3:40 pm.

Mark Strazicich
Chair, Budget Committee, Faculty Senate
Appendix B:

Appalachian State University
Full-Time and Part-Time Headcount
Students and Employees
As of January 28, 2010

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2005</th>
<th>Fall 2000</th>
<th>Fall 1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Students</td>
<td>17,222</td>
<td>14,653</td>
<td>13,272</td>
<td>11,987</td>
</tr>
<tr>
<td>Faculty</td>
<td>1,216</td>
<td>998</td>
<td>902</td>
<td>714</td>
</tr>
<tr>
<td>EPA Admin</td>
<td>472</td>
<td>390</td>
<td>249</td>
<td>166</td>
</tr>
<tr>
<td>Staff</td>
<td>1,271</td>
<td>1,176</td>
<td>1,028</td>
<td>839</td>
</tr>
</tbody>
</table>

*Total IPEDS population

Percentage Change
- 44
- 70
- 184
- 51
WHEREAS, the Graduate Student Association Senate (GSAS) was founded in 1981 to represent all graduate students at Appalachian State University with the current total student population consisting of 14% graduate students; and,

WHEREAS, the President of the Student Government Association (SGA) is a voting member of the Board of Trustees (BOT), as mandated by section NCGS §116-233 of the North Carolina General Statutes; and,

WHEREAS, the SGA President is a voting member of the BOT, but at Appalachian State, graduate students do not vote in the SGA elections nor can they run for office;

WHEREAS, policies and procedures that greatly influence the educational and social character of the school are determined on the BOT and are therefore of great interest to the Student Body, including graduate students; and,

WHEREAS, a graduate student representative on the BOT would provide valuable input on policies and procedures under consideration by the BOT that it does not currently receive; and,

WHEREAS, the Presidents of the Faculty Senate and Staff Council are ex officio non-voting members on the BOT; and,

WHEREAS, an ex officio non-voting role for the President of GSAS would allow for graduate
students to be represented at an official capacity on the BOT by participating in the discourse; and,

**WHEREAS,** Appalachian State University has the opportunity to be a leader amongst the 17 UNC-System Universities by granting the right to graduate students to be recognized at the highest level of the University and to advance its educational mission; now, therefore, be it

**RESOLVED,** the Student Government Association of Appalachian State University supports the recommendation of the Graduate Student Association Senate to hold an *ex officio* non-voting seat on the Board of Trustees at Appalachian State University.

<table>
<thead>
<tr>
<th>Senate Vote:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aye:________ No:_______ Abs:_______</td>
</tr>
</tbody>
</table>

Vice President:_________________________ Signed:____________
President:_____________________________ Signed:____________
Appendix D:

Drafted by Bud Gerber
*For the March 11, 2011 Faculty Senate meeting

Whereas, Appalachian faculty members, in communicating expectations to students, are greatly assisted by strong, institutionally-backed policy statements—for example, on disability rights, plagiarism and class attendance,

Whereas, Widely-discussed recent findings on the number of hours per week that students devote to studying show a continuing decrease in these hours,¹ and

Whereas, The most recent study of Appalachian students on this topic confirms the general pattern,² and

Whereas, Appalachian’s new interdisciplinary General Education program places new and demanding expectations on our students in the areas of creative and critical thinking; effective communication; local-to-global connection-making; and citizenship, and

Whereas, This same program stresses the time-intensive necessity for students to “read actively and analytically at the college level and synthesize and apply information and ideas from their reading across disciplines,” and

Whereas, The First Year Seminar Program’s “introduces students to the rigor of academic study at the University level through interdisciplinary engagement with a variety of disciplines and perspectives [emphasis added],” and

Whereas, The 2010-2011 Advising Planner—provided to all new students at Orientation—states on page 13 that “For every hour in which you enroll you need to spend approximately two to three hours outside of class studying. This may be different from your high school or previous college schedule, so carefully consider your study habits, work commitments, and goals when determining your schedule;” therefore, be it

Resolved, That (1) the elaborated version of this existing language provided below be inserted into the 2011-2012 Undergraduate Bulletin in the section entitled “Standards of Scholarship”; (2) faculty members be encouraged by the Faculty Senate to include this language in all syllabi; and (3) the Office of Institutional Research be encouraged to disseminate more widely and with greater publicity any of its research findings that bear on this critical issue.

Elaborated version: In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms,
students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Notes:

¹ See Richard Arum and Josipa Roksa, Academically Adrift: Limited Learning on College Campuses (Chicago: The University of Chicago Press, 2011). When considering “time-on-task” study behaviors of college students, one is tempted to say that students have always put extracurricular activities first and that present practices differ little from past patterns. These authors disagree. Citing the research of Philip Babcock and Mindy Marks, they report that in the period 1920-the early 1960s “full-time college students . . . spent roughly forty hours per week on academic pursuits (i.e., combined studying and class time)” [p. 3]. Since then, a steady fall-off in study time has been observed. At present, “only one in five full-time college students report devoting more than twenty hours per week on studying [p. 4]. Significantly, Babcock and Marks do not find that this trend’s explanation lies in the transformed demographics of contemporary higher education. The decline is general--with race, gender, ability, family background, school selectivity and other factors playing no role.

For those who have followed the literature on this topic, Arum and Roksa’s work comes as no surprise. For example, Tim Clydesdale’s The First Year Out: Understanding American Teens After High School (Chicago: The University of Chicago Press, 2007) concludes that being a full-time college student “is a terrific part-time activity, freeing its privileged holders to focus intensely on daily life management”[p. 164]. Referring to results from the National Survey of Student Engagement, Clydesdale reports that “two out of every three college students do not study even one hour weekly for every hour they spend in class” [p. 164].

In My Freshman Year: What a Professor Learned by Becoming a Student (Ithaca, NY: Cornell University Press, 2005), Rebekah Nathan depicts students as being experts in time management—i.e., managing to create active social and work schedules which in turn require minimizing the amount of academic effort done outside of class. For national trends in the time and quality of academic preparation, she relies on the same sources as Clydesdale, finding these confirmed in her participant-observer research. [See, esp., pp. 121-123]

In his chapter entitled “How Hard Are Students Studying?” Barrett Seaman cites the same NSSE data, and then focuses on the academic work load for undergraduates at Duke University. The picture that emerges is much like the one Tom Wolfe painted in I Am Charlotte Simmons. Seaman interviews Anthony Vitarelli, a leader in his fraternity and the president of Duke’s campus council. Vitarelli volunteered that he studied more in high school than in college. A friend, Jen Hasvold, combined political science and premed; she “put in four hours of studying a day for four courses and in preparation for the MCATs . . . .” [pp. 58-59]. Seaman’s book is Binge: Campus Life in an Age of Disconnection and Excess (NY: John Wiley & Sons, 2005).

² See data supplied by Peter Wachs
Appendix E: Sociology Department Resolution on the Purpose of Student Fees

Feb. 17, 2011

Whereas, The University of North Carolina System of public higher education faces probable severe budget cuts, and

Whereas, The North Carolina legislature decided to cease underwriting out-of-state tuition waivers for 65 Appalachian State University student athletes (a total of $1.2 million), and

Whereas, Appalachian State University’s central mission is teaching, research, and public service grounded in scholarly expertise, and

Whereas, Appalachian State University is barred from increasing tuition beyond 6.5%, but can still increase student fees, and

Whereas, Appalachian State is planning a $70/year annual increase to students’ fees to cover the cost of 65 out-of-state tuition waivers for athletes; therefore, be it

Resolved, That student fee increases implemented after January 1, 2011 should not be used to fund in-state or out-of-state tuition waivers for athletes; therefore, be it

Further Resolved, That any move to a Division 1-A status in football be funded exclusively by private, not state or student fee, money; therefore, be it

Further Resolved, That Faculty Senate and Student Government Association review proposed fee increases based on an assessment of their merits for the overall academic mission of the University and its service to the citizens of North Carolina.