

**Austin Peay State University
Faculty Senate
Meeting of Thursday, November 19, 2015
University Center, UC 307
3:00pm
Minutes**

Call to order – Senate President Tim Winters

Recognition of Guests: Assistant Provost Lynne Crosby, Jack Diebert, Solie Fott, Provost Rex Gandy, Richard Gildrie, Philip Kemmerly, Tim Leszczak, George Mabry, Sharon Mabry, Jeff Rutter, Perry Scanlan, Jackie Struckmeyer, Mickey Wadia, President Alisa White, Telaina Wrigley

Roll call of Senators – Senate Secretary Christina Chester-Fangman

Absent Senators: Kenisha Burke, John Byrd, Mike Dunn, Katherine Honea, Andriy Kovalskyy, Dennis Pearson, Margaret Rennerfeldt, Hassan Said, Ken Shipley, Allyn Smith, John Volker, Charla White-Major

Approval of today's agenda – Motion made, seconded, and passed to approve amended agenda, which adds as an action item the calculation of transfer credit in determining Honors GPA

Approval of minutes for meeting of October 22, 2015: Motion made, seconded, and passed to approve minutes

Remarks

1. Senate President – Dr. Tim Winters (10 minutes)

- Senate President Winters announced that it was recently brought to his attention that we are in a special year, the 40th anniversary of the establishment of our faculty senate; we know how lucky we are to have the level of shared governance that we have here at APSU – the administration listens and cares about what we have to say, and that would not be possible without those who met forty years ago in October to establish our faculty senate; the first meeting was in November 1975, and Dr. Solie Fott was elected as the first president; to commemorate the establishment of the faculty senate and its first president, we would like to recognize those who were instrumental in writing the constitution and bylaws; these documents are central to the senate and we stand on the shoulders of these faculty members and their contributions: Solie Fott, Richard Gildrie, Philip Kemmerly, George Mabry, and Sharon Mabry;
- In 2003, Faculty Senate President Winters and his colleague in the English Department, Michael Schnell, put together a scholarship called the Campus Community Scholarship; it would be funded by the APSU faculty and staff for a Montgomery County student; the fund is currently at \$11,755 with a few contributors, but the Faculty Senate is trying to get it endowed at \$25,000; if you are interested in supporting this scholarship, please contact him for the information;

2. University President – Dr. Alisa White (15 minutes)

- President White opened her remarks by noting how “cool” it is to be recognizing the faculty members involved with our first faculty senate, and to point out that they are still involved with the campus, still invested in the community;
- The closing on the Jenkins and Wynne property was originally going to happen this month, but it looks like it might be in December; on December 9th, faculty and staff will be invited to attend an event in Clement Auditorium to see the concept plan, and administration will explain the process of making the short- and long-term decisions regarding the property; they will hold another event

that night in the Music & Mass Communications Building Mabry Concert Hall for the Clarksville community;

- Apologies for the Trahern Building parking lot issues; we were supposed to break ground in October, and the fear was if we took the parking lot offline in October, it would be “chaos;” they are now not breaking ground until December, so we could have had the lot all semester;
- She has been making some travels lately, especially as we are searching for an Executive Director for Advancement; she wants to build a solid relationship with donors to make sure we have support; this “donor tour” is with some who have invested millions of dollars, but she would like to expand the donor base; there are thousands who could also support us but they need us to establish that relationship;
- While interfacing with a number of very successful alums in Washington, DC, she asked one of them, “What can I do for Austin Peay?” and the answer was, “Take care of the faculty!”
- Questions:
 - Q: Are any of our Black students speaking to you about issues on campus?
A: No, but “Tim and I have talked about this.” She wants to make sure that they know that they can talk to her and “we will talk.... If you don’t talk about it you don’t feel like there is a solution or you feel that you have no buy-in in the solution.” She wants to emphasize “this is a safe place” where students need to know that they can “work through their feelings without reprisal.” She closed by saying “if you know of any way to help our students, let us know!”

3. University Provost - Provost Gandy (15 minutes)

- Enrollment update [Census Headcount is attached below];
- The university has contracted with Royall & Company to help grow the institution, and our applications for next fall are up about 100%; that doesn’t mean enrollment will double, but they are reaching outside of our traditional recruitment area; in June and July we should know more solid numbers;
- As part of a new initiative, next year new first-year, tenure-track faculty will get a 3-3 teaching load to ease the transition into academics; a written announcement is forthcoming; this should help with recruitment; we would like to extend it to everyone but are working on it;
- In reviewing the Sabbatical policy, we were not following TBR guidelines; for future sabbaticals, faculty can do a half year at full pay or a full year at half pay; applications will be due next November for the 2017-2018 academic year [Revised policy attached below];
- There have also been some revisions to the Academic Reorganization policy [Revised policy attached below];
- The Task Force on Academic Chair Evaluation, Workload, and Compensation recommendations were posted for review; the aim was to “professionalize” the position by making the faculty member chair all year and increasing the pay [Recommendations attached below];
- The candidates for the Associate Provost for Research and Dean of the College of Graduate Studies are on campus this week and we hope to have that position filled soon; appreciate any feedback;
- We are still pushing for our new degrees [New Degree Program Update attached below];
- Questions:
 - Q: Are we still under the current policy for sabbaticals then?
A: Yes, next year is when the new policy will take effect.
 - Q: The policy for chairs talks about small, medium, and large departments. How is that defined?
A: There is a policy on faculty FTE and that will be followed in determining the size for each department.
 - Q: Can chairs teach summer school?

A: Summer is roughly a third of a full semester, so in the largest departments, they can teach one class at full pay.

- Q: Is that in addition to the stipend?

A: Yes, or a chair could just not teach and be chair all summer.

- Q: What is the number of hours chairs should be physically present in summer?

A: In large departments, it should be 8-over-11 time. They can take a week or two of vacation, but we had issues where people couldn't be found during Govs ROW and we need a contact person. We need to make sure someone in the office knows what's going on.

- Forgot to mention the Ft. Campbell schedule line-up; that was approved and we will have an announcement on that soon; also the Ft. Campbell reorg is at TBR for review, and "I haven't heard anything about issues with that."

- Q: What about post-retirement?

A: The TBR policy is that you can't do more than four years at more than 25% and less than 50% time; universities can adjust that, and four years at 40% time is our version of that; "We will be re-examining that to see if we might make it more flexible."

4. Assistant Provost / Assistant Vice President for Academic Affairs - Dr. Lynne Crosby (10 minutes)

- Dr. Crosby opened her remarks by thanking Dr. Winters and Dr. Wadia for the warm welcome when she was looking for a place to stay in town; they enjoyed a nice dinner at the Catfish House!
- She appreciates our support and is delighted to be here; she wants to extend a hand to be a partner in supporting President White and Provost Gandy and the faculty;
- Dr. Crosby noted that she is originally from Pennsylvania and has worked in higher ed for over 25 years, about half of that time in student affairs doing a lot with living-learning communities then most recently in academic affairs; she has worked in both public and private institutions;
- In addressing her position at APSU, she briefly addressed the following roles and projects:
 - SACSCOC liaison / accreditation;
 - "digging into the QEP;"
 - liaison to TBR for program development and policies -- supporting new programs and changes;
 - working with the Honors program, PELP, OUR, International Education (she noted that she had a great time at International Night), and the Academic Support Center;
 - working with the Center for Teaching & Learning on completion initiatives;
 - supervising the Student Learning Opportunities Office, bringing some of her QEP experience in a "deep dive" on that;
 - supervising Nicole Roth in Distance Education for the e-dossier process in D2L; she wants to get training on that to be able to address concerns;
 - involvement with the following committees: Faculty Handbook, Undergraduate Research & Creative Activities, International;
- "Please don't hesitate to call e-mail or come by;" she is looking forward to a strong relationship with the faculty in supporting good programs and the good work you do for our current and future students;

5. Director, Student Counseling Services – Dr. Jeff Rutter (10 minutes)

- Dr. Rutter asked for a few minutes to come to address Senate as a physical reminder that "we are still here; we are having a good semester in terms of the wait list" as there is no wait list, and students can see someone within a week;
- 45% increase in demand for mental health services, but it is good that it is plateauing; the bad news is there are over thirty people on anti-psychotic meds and twice that many who probably

need it and aren't on it; if you have concerns about students just "call my office and we can strategize;" however, keep in mind that you can sometimes get someone in the office who will end up refusing treatment;

- Currently treating 300 students for depression (statistics indicate that there are probably more than four times that many who need it); there have been a few suicide attempts, but "we hope to be intervening earlier especially by embedding counselors in specific departments like Art and Nursing" where there is a need for help; there is a Mental Health and Wellness Committee chaired by Mary Fran Davis who is working to fill in any identified gaps; "We also have the President's ear and that is good thing!"
- Questions:
 - Q: With that idea of going where the need is, I teach a course that is a requisite for Nursing but a lot of students don't do well. Their advisor told them they would never be a nurse. How should I redirect those students?
A: "I have good relationships with a lot of the department chairs, so call me or you could also talk to Greg Singleton."
 - Q: Is there a reason students won't sign the informed consent to get treatment when they need it?
 - A: There are a couple of issues: one is that they suffer from psychosis with paranoia and fear what we would be doing to them with medication, and the second is some of them are trying to prove that they don't need help and can do it themselves.
 - Q: Referring to the question earlier about an embedded counselor in Nursing, can we have that counselor meet with the Nursing advisor and with Dr. Moodt, the Director of the School of Nursing, to do this better?
 - A: "Yes, we need to keep having these conversations."
 - Q: Is there a mechanism in place for faculty to inform you of things that are going on with students? For example, those who say they are on meds that are making them go to sleep in class?
 - A: If there are academic problems caused by a disorder, we should talk together.
 - Q: How can we connect with other professors who are having these issues with students?
A: For a type of team approach? No model comes to mind for that. My role really isn't to make that happen.
 - Q: With FERPA, why would anything be confidential?
 - A [Telaina Wrigley]: That is designated by the student. It means that we can't release any of their information, not even confirming that they are students here.
- Dr. Rutter closed his remarks by saying that he doesn't want to be in his silo with a closed door: "I want to be out in the community and let's do this together!"

6. Co-chairs of the Compensation Committee – Dr. Jack Deibert and Jackie Struckmeyer (15 minutes)

- They are here to provide us with an update on their work that has been going on since spring 2014; the Committee charge is to help the university prepare a new compensation plan; involves the framework for determining salaries; they have no role in getting the money; during the summer and fall of 2014 they held listening sessions and created and distributed a survey; in spring 2015 the university hired a consulting company and held more listening meetings; staff and supervisors completed Position Description Questionnaires; a lot of staff members weren't happy because they were paid by their job description which they felt didn't match what they did on daily basis; during summer and fall 2015, the Committee was working on the collected info; on Tuesday, December 8th from 8:30am-10:30am in Clement Auditorium, the consultants will present the information for faculty; staff will meet that afternoon from 2:00pm-4:00pm; the next steps for the Committee during spring 2016 will be to advise President White on the consultants plan and continue to work on it until the final plan is submitted in March;

- Questions:
 - Q: It is no secret that the president and provost are in favor of merit pay. Is this in the plan?
A: We are waiting for the consultants plan. The Committee has discussed it, but the big question is who gets to decide? Others say we don't want to talk about it until we bring everyone up to good average salary.
 - Q: So there is no pressure from the administration?
A: No. They are "not pushing in any direction."
 - Q: Are you talking about equity increases?
A: The idea is to get everybody closer to target and then look at bringing everyone to average.
 - Q: Our peer group is "out of whack" with where we are. It includes those who make more money than we do. Is there any discussion about where we're going to be in the five years it's going to take us to implement this policy?
A: It is where we are now, we are looking at what we are currently. But, "I can talk about it with the Committee."
 - Q: What is our current group?
A: Masters large is our Carnegie classification.

7. Reports from Faculty Senate Representatives

- Academic Council – Senator Ken Shipley – (10 minutes)
 - Faculty Senate President Winters noted that Senator Shipley is not in attendance due to a prior obligation, and the Academic Council Report has been posted on the Senate site; "If you have any questions about it, contact the individual involved, take them to Senator Shipley or give them to me."
- Dean's Council – Senator Christine Mathenge – (10 minutes)
 - Senator Mathenge reported that Dean's Council met yesterday morning, and the report is posted on the Senate site; "You heard most of what was discussed from Dr. Gandy, but I want to share a few other items."
 - One thing he didn't discuss was the presentation by Follett in conjunction with the Ann Ross Bookstore; this new platform is designed to get all materials that will students need for courses before the first day of class; it has multiple capabilities (both print and digital, and the instructor has to decide which format as you can't have both in a single section) as well as adaptive learning systems; there is some flexibility to make a campus-based decision on how students will be billed by either a course fee or it being part of tuition; what will change is the access code will go away; this new platform could create savings of 30-60% ; there are some concerns; we want to get student feedback before a decision is made, so Dr. Byrd is taking it to SGA; Dr. Gandy said he would send this initiative to the individual deans to decide if they want to take this on and then pilot it; it is not going to be adopted campus-wide; [Handouts from Follett Account Manager Zakia Jarrett are attached below];
 - Library expressed concerns about new degree programs; needed to know this info going into the application process, so they could prepare for what resources will be required; Dr. Crosby said it is part of the SACS process;
 - International night had approximately 600 participants; 37 tables; the India table won first place and the Iran table was second place;
 - Business school accreditation dates will be February 21-24, 2016; the AACSB will bring our business school into compliance with other schools in the state; it will also be more attractive to international students; of the 750 accredited schools, 150 of those are international;
 - Questions or Comments:

- Q: Is there a new degree in Nursing?
A: No, there was a mistake on the original report that was posted to the Faculty Senate site Thursday morning. It was supposed to have been fixed, but it wasn't. Christina will take care of getting the corrected report up.
 - C: This new bookstore program seems to give students fewer choices and will cost them more money.
- TBR Faculty Sub-council – Senator Benita Bruster – (10 minutes)
 - Dr. Bruster said that the report is posted on the Senate site, but she wanted to discuss a few highlights:
 - Gates Foundation grant;
 - New interdisciplinary journal, *Critical Conversations*, will count for RTP if published in it, as it is peer-reviewed;
 - BrightSpace has purchased Degree Compass; looking for other TBR schools to test it;
 - State-wide approved IRB (not just university level) for studies across multiple universities;
 - Articulation agreements with community colleges; looking at the university parallels to have consistency with associate degrees and pathway credits;
 - Changes in admissions policies and new name for GED;
 - Maintenance fee for 13, 14, or 15 hours went away and now its back; there is no cost difference to students who take over 12 hours;
 - Discussion of where Faculty Handbooks reside; in different universities it is in different places; institutions are sending in Handbooks for review;
 - Report on “Everfi” sexual assault training modules; this training is going to be required; issues of confidentiality and student information;
 - TBR system-wide evaluation of supervisors;
 - Merit pay; questions that arose include “What does it look like for faculty?” “Is it an option?” “Who decides?”
 - ADA accessibility compliance;
 - Sick leave days; faculty get no annual leave days; Can we rewrite policies to get annual leave? What do we do for snow days? Community college faculty had to call in and report in because they weren't allowed to take off; they have to be there or make up time; no action taken on this issue;
 - Starting fall 2016, all course changes and degree programs will be paperless going through academic councils and on to the state level;
 - TN Promise stats = 44,000 students applied;
 - RODP/ROCC name change to “Tennessee E-campus;”
 - Pathways to success and reconnect programs have 80,000 names of people who may be candidates;
 - Questions or Comments:
 - C: As for the RODP/ROCC name change, they are doing a soft launch of the new name, and the website will still be active for us to have access to everything until switch is made;
 - C: We currently have the names of about 12,000 students we are trying to reconnect with through the Center for Teaching & Learning;

Old Business

- Faculty Red – request to investigate TBR and UT system policies on sabbaticals;
 - Faculty Red members are Chad Brooks (Chair), Phyllis Camilleri, Hassan Said, and Cameron Sutt;

- They contacted other faculty senates and found that only three schools have a policy at all, and our current one is the best; [Faculty Red's suggested revisions to the "Faculty Professional Development Assignments" are attached below];
- Issues discussed:
 - How long do you need to be vested before you apply? Do you have to be at a certain rank? Tenured full or associate professors are eligible and six years of service seemed adequate. Senator Brooks noted that is what UT uses;
 - Is that time at rank or is it just years of service? After you "get that six years under your belt, then every seven years after that you would be eligible to apply."
 - We will have the new rules about instructors not being on professorial tracks, so did we think about that? We won't have tenure-track instructors later (these policies will just affect those 18 that we currently have);
 - The deadline to submit the application will be by the second Wednesday in October;
 - How often can we apply? Every five, six, or seven years? It is competitive, why are we sticking a number on it at all? Because it could be abused. At some point we have to say due to the impact on the department and on the students with certain courses, we have to place limits on that number.
 - What is the approval process? It will have to be approved by the chair, then the dean, then the provost.
 - Some faculty members had concerns about the restrictiveness of the dates of the application process. In some instances, you might be applying for a grant or something and need your research time, but your sabbatical leave application is due before receipt of your grant notification. Can we have two points in time to apply (in the spring and fall semesters)? No, "you will have to roll the dice" because two application deadlines would become cumbersome, especially since the administration will need to know how much money to set aside in the budget. And, if it is an issue, you can always turn down an approved sabbatical and reapply another time.
- Motion made, seconded, and passed to change the application process to every six years;
- Senator Major will send suggested language corrections to Senate President Winters, who will present the updated document to Provost Gandy; they will reconcile this document with the "Faculty Professional Development Assignments Policy" that was posted on the Faculty Senate site under "Documents for Review"; we will bring a single revised document back "to see what we get" because "we have plenty of time to get it into place."

New Business

- Reorganization Policy (Action Item)
 - The changes to the "Academic Reorganization Policy" are merely "procedural and designed to make things easier to get done, but Provost Gandy doesn't want to do this without the blessing of the Faculty Senate;"
 - Motion made and seconded to discuss the policy;
 - Q: Did the committee that is stricken ever meet?
 - A: No, that was the problem.
 - C: Add the word "Council" under "Process" Number 3 to the sentence: "All suggestions and comments received in the Provost's office will be forwarded to the Deans' *Council*..."
 - Motion made, seconded, and approved to accept the "Academic Reorganization Policy" as amended;
- Sabbaticals Policy (Action Item) – DONE [See above]

- Resolution to Support Staff (Action Item)
 - Motion made and seconded to discuss the resolution
 - Have we looked at the economics? Yes, President White has looked at this data. Some of the issues that we had concern the transparency of the companies we are using to do the outsourced work: Are they paying a living wage? Do they get leave? Because we were waiting to see where our own staff senate went, we didn't want to jump the gun on it, but this is our opportunity to say "we support you." The chancellor said that universities can opt out. It will likely not save money, and might cause disruption in the work. Senator Rands noted that he would like to see that data.
 - Motion made and seconded to postpone the vote
 - Senate President Winters: "As president of the senate, I don't usually like to wade into these discussions on a side, but I urge you to look closely at all of the people who are sitting behind their desks and working hard for us in other ways and are scared that they are going to use their jobs. They are just looking for support from us!"
 - Senator Bruster: "This is just a support statement – it doesn't cost anything."
 - Senator Brooks: "This has been talked about in the *Chronicle*. I am in support of this. Under the THEC funding formula part, this gives us a bigger salary base because we have more of our own employees."
 - Call to vote on Senator Rand's motion postponing the resolution; did not pass;
 - Call to vote on the motion to accept the resolution; majority in favor; no abstentions;
- Use of GPAs to Calculate Honors GPAs (Action Item)
 - This item was added as an action item at the request of the Registrar, Telaina Wrigley; with the motion to accept the amended agenda; Ms. Wrigley explained that TBR changed their policy that didn't allow transfer work to be included in the calculation of the honors GPA; this fall we will look at students entire work but do we want to continue doing that or use only the APSU GPA? There are valid arguments on both sides; some think it is best not to include the transfer work because they don't think it is fair to our native students; there will be pushback that the students didn't have an opportunity to have grades forgiven without Fresh Start; either way, people will be unhappy;
 - Motion made and seconded to discuss acceptance of Option #2 which includes all course work regardless of where it was taken;
 - Discussion:
 - This seems more humane to the undergraduate students.
 - I don't like putting honors on work we can't vouch for.
 - Is there a possibility for Option #3 where the highest GPA will apply? No, there are two options up for discussion.
 - Are they eligible for honors with fresh start? No, there are restrictions on that.
 - That doesn't support the intellectual acumen if the issue of them doing poorly one semester was a personal problem, so I think we should err on the side of compassion. But there will be other students that will suffer.
 - If they transfer in and we are calculating the GPA on the last year and a half, why are we assuming they will do worse? Because of that, Option #1 seems to be more current.
 - What about reconnect? They will come in with nothing.
 - Is there really a possibility for an Option #3 being based on upper division hours? The rigor comes in there. Whatever institution you are at,

the upper division is the issue. We have to have one policy either including or excluding transfer hours, and we have to keep it consistent.

- What are other TBR schools doing? The majority of them (including MTSU, ETSU, and TTU) are all doing Option #1, but they also have lower transfer rates.
- Senate President Winters: "It is clear that we are divided. Keep in mind it is a recommendation that we are making, the Senate is an advisory body. The provost will decide."
- Vote on the motion to accept Option #2; majority in favor; two abstentions;
- Senate President Winters: "This vote will go to the provost and if he wants to send us an alternative, he can. This will also go to academic council."

Adjourn (5:21pm)

Fall 2015 Census Headcount and FTE

Final

	HEADCOUNT			FTE		
	Final 2014	Final 2015	% Change	Final 2014	Final 2015	% Change
Austin Peay	10,111	10,099	-0.1	7,992	7,910	-1.0
East Tennessee	13,822	13,727	-0.7	11,603	11,645	0.4
Middle Tennessee	22,729	22,511	-1.0	18,664	18,295	-2.0
Tennessee State	9,027	9,169	1.6	7,316	7,620	4.2
Tennessee Tech	11,338	10,901	-3.9	9,899	9,450	-4.5
University of Memphis	21,059	20,585	-2.3	16,298	15,871	-2.6
Total Universities	88,086	86,992	-1.2	71,772	70,791	-1.4
Chattanooga State	9,332	9,374	0.5	5,547	5,982	7.8
Cleveland State	3,522	3,509	-0.4	2,305	2,370	2.8
Columbia State	5,117	5,297	3.5	3,117	3,501	12.3
Dyersburg State	2,847	2,857	0.4	1,672	1,686	0.8
Jackson State	4,924	4,746	-3.6	2,781	2,837	2.0
Motlow State	4,758	5,256	10.5	2,899	3,533	21.9
Nashville State	10,044	10,192	1.5	5,740	6,204	8.1
Northeast State	5,865	6,084	3.7	3,873	4,197	8.4
Pellissippi State	10,099	10,325	2.2	6,469	6,630	2.5
Roane State	5,832	5,861	0.5	3,504	3,650	4.2
Southwest Tennessee	10,227	9,135	-10.7	6,286	6,104	-2.9
Volunteer State	7,664	8,068	5.3	4,711	5,373	14.1
Walters State	6,005	5,947	-1.0	3,984	4,046	1.6
Total Comm Colleges	86,236	86,651	0.5	52,888	56,113	6.1
ETSU- College of Med	288	284	-1.4	288	284	-1.4
ETSU- Coll of Pharm	324	323	-0.3	324	323	-0.3
Total	174,934	174,250	-0.4	125,272	127,511	1.8

**Austin Peay State
University**

Faculty Professional Development Assignments

POLICIES

Issued: *(Date President approves policy)*

**Responsible Provost and Vice President for Academic
Official:** Affairs

Responsible Office:

Policy Statement

Purpose

The purposes of the Faculty Professional Development assignments are:

- a. to enhance scholarship and the academic excellence of the University;
- b. to contribute to the professional growth of the faculty;
- c. to strengthen the University's total curriculum and to improve teaching across the University in ways that cannot be accomplished under the constraints of regular workload assignments.

Contents

Procedures

Related Forms

-Faculty Professional Development Assignment

Links

-TBR Guideline A-052

Procedures

Faculty professional development assignments may be for one semester (either fall or spring) at full pay, or for an academic year

at one half pay. To be eligible for a faculty professional development assignment, an applicant must:

- a. be a tenured member of the full-time teaching faculty, including department chairs,
- b. have completed seven (7) years in a professorial appointment at Austin Peay State University,
- c. be an Associate Professor or Professor, and
- d. demonstrate scholarly or creative performance in the faculty member's discipline.
- e. Under extraordinary circumstances, an exception to the above criteria for eligibility may be made for a faculty member. For the purpose of this policy, an "extraordinary circumstance" is one in which a professional development opportunity occurs for a faculty member that will not be made available during the faculty member's regular period of eligibility. In such cases, the faculty member shall submit a letter of special request to the Provost to apply for professional development assignment. That office must approve the request before the faculty member may proceed to the regular application process. Faculty professional development assignments that are granted under extraordinary circumstances are not to supplant normal faculty professional development assignment opportunities for applicants who have successfully completed the required process.

Applications for the next academic year must be submitted to the department chair according to a schedule set by the Provost. The application shall be submitted by the first Tuesday in April to the department chair for the following Spring Semester or term, and shall include the following:

- a. statement of goals and objectives compatible with the statement of purposes for the program (as above)
- b. anticipated schedule of progress during the assignment
- c. resume of applicant's professional career
- d. if applicable, proof of acceptance by cooperating universities, approval by granting agencies, etc.

Each applicant is free to design and describe the project to best suit the field of study. An application cover page (for signatures of the chair and the dean) is required. The application will be submitted in electronic (Word or PDF) and paper format. The department of the applicant will provide a plan for instructional replacement using adjunct faculty.

A faculty committee composed of one faculty representative from each college, a dean and a department chair will be appointed by the Provost and designated as the Faculty Professional Development Assignment Committee. This committee will evaluate all applications and recommend recipients to the dean of the applicant's college and the Provost.

Upon completion of the assignment, each participant will submit a written report of the assignment activity to the President and forward copies to the Provost, the appropriate dean, the chair, and the Faculty Professional Development Assignment Committee. This report should include:

- a. a statement indicating the degree to which the objectives of the proposal were accomplished;
- b. evidence of work in progress or completed.

For units with faculty on 12-month contracts or schedules that do not coincide with the standard spring semester (e.g. Austin Peay Center at Fort Campbell, Library), the Provost, upon recommendation from the Assignment Committee, may authorize a leave that coincides with either part or all of the spring semester.

According to University regulations, the faculty member commits to provide to the University a minimum of three months of service for one month of full-time faculty professional development assignment. For faculty in instructional positions, this service requirement would be calculated per semester or term of full-time leave.

Published materials or performances that result from the assignment shall include acknowledgment of Austin Peay State University in the article, book, or public announcement of performance.

A recipient may apply again seven (7) years after approval of the first leave.

Related Forms

Faculty Professional Development Assignment	(Form in previous policy)
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Links

TBR Guideline A-052

<https://policies.tbr.edu/guidelines/assignment-non-instructional-faculty-time>

Revision Dates

APSU 2:006 – Rev.:
APSU 2:006 – Rev.: April 4, 2007
APSU 2:006 – Issued: March 7, 2007

Subject Areas:

Academic	Finance	General	Human Resources	Information Technology	Student Affairs	TBR
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Approved

President: signature on file

Austin Peay State
University

Academic Reorganization and Reidentification

POLICIES

Issued: *(Date President approves policy)*

Responsible Official: President

Responsible Office: Office of the President

Policy Statement

The following is designed to be a collaborative process for academic reorganization and reidentification of colleges, departments, and programs directly related to curriculum and instruction.

Purpose

Contents

Procedures

-Process

Links

-TBR Policy 1:03:02:00

-TBR Policy 2:01:01:00

-TBR Guideline A-010

Procedures

Academic reorganization and reidentification include the creation, division, merger, dissolution or renaming of academic units, departments, schools, or colleges. Academic reorganization and reidentification does not apply to:

1. the transfer of individuals or individual courses among departments or from one academic unit to another as approved by the appropriate University and college curriculum committees;
2. the appointment of an interim administrator holding a post

temporarily during a regular search proceeding according to APSU policy;

3. the assigning of responsibilities among administrative offices of officers related only tangentially to decisions concerning curriculum or instruction.

Process

1. Recommendations for reorganization are generally initiated by the Provost. In addition, department, school, college heads, or tenured faculty may also submit recommendations to the Provost for consideration. Every submission must be presented in writing and consist of the following information:
 - a. specific suggestions for reorganization;
 - b. a rationale for the recommendations to include:
 - i) a statement of the circumstances or events that prompted the recommendations;
 - ii) objectives to be accomplished by the recommendations;
 - iii) anticipated costs associated with the recommendations and possible funding sources.
 - iv) impact on degree programs in the current academic inventory.

~~Due Date for #1: July 1*~~

2. The Provost's Office will post all suggestions to the APSU Academic Affairs website by ~~August 1~~. Interested persons will then have the opportunity to submit comments to the Provost.
~~Due Date for #2: September 1~~

~~3. All suggestions and comments received in the Provost's office by the due date for #2 will be forwarded to the Deans' Reorganization Proposal Review Committee (RPR Committee). This committee will consist of four representatives selected by the Deans Council; four representatives selected by the Faculty Senate; two representatives selected by the Academic Council; two staff representatives from Academic Affairs selected by the Staff Council; and two student representatives (one graduate and one undergraduate) selected by the Student Government Association. The committee will be appointed by September 1.~~

- a. If more than one proposal has been submitted to the Provost, the ~~RPR Committee~~ Deans' Council will determine the extent of overlap among the proposals. If the recommendations contained in the several proposals are not overlapping (that is, they do not affect the same component), the proposals can go forward as one reorganization proposal with discrete components that can be considered wholly or

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- separately.
- b. If the several proposals are on the same subject and are such that the overlaps cannot be combined or reconciled into a single proposal, the ~~RPR Committee members~~ Deans' Council will prioritize the proposals as they deem appropriate and send the proposal of highest priority forward.
 - c. Only one proposal stemming from a and/or b above goes forward.

The proposal as developed by the RPR Committee in c above is to be submitted to the Provost and the President.

~~Due Date for #3: (RPR Committee Proposal): September 15~~

- 4.3. The President(or designee), at her/his discretion, discusses the proposal with the staff of the Tennessee Board of Regents (TBR) for a preliminary review to determine if the proposal is consistent with TBR policy. If the proposal is not in violation of TBR policy, the President may opine on the subject and recommend 1) that the proposal move to step five, or 2) that the proposal be remanded to the Deans' Council ~~RPR committee~~ for further review of its merits. If it is remanded to the ~~RPR Committee~~ Deans' Council, the committee at that time has the right to determine whether or not the proposal shall move forward.

~~Due Date for #4: September 30~~

- 5.4. The Provost submits the proposal to: 1) all ~~faculty members~~ of the ~~Deans Council~~, who distribute the proposal to each of their faculty; 2) The President of Faculty Senate; 3) the SGA President, who distributes it to members of the SGA; and 4) all members of the Academic Council.

~~Due Date for #5: September 21~~

- 6.5. ~~Deans Council~~, The Faculty Senate, the SGA, and the Academic Council may elect to file a report to the Provost that should include, but is not limited to, the degree of support that exists for the proposal, any specific proposed amendments to the proposal, and the rationale for those proposed amendments.

~~Due Date for #6: October 7~~

- 7.6. The Provost submits a recommendation to the President regarding the action to be taken on the resulting reorganization proposal along with relevant documentation, e.g., a report from the Faculty Senate President, rationale for the proposal provided by the Academic Council, reports from Deans, etc.

Due Date for #7: October 20

8.7. If the President accepts the proposal in whole, in part, or with amendments, the President and the Provost prepare appropriate paperwork for any program and budget approvals required by the Tennessee Board of Regents (TBR) and the Tennessee Higher Education Commission (THEC) and send the proposals to them for review as necessary and consistent with their respective due dates.

* If any of the due dates fall on a non-working date, the next working date will be considered the appropriate due date. In all cases, the President has the right to waive deadline dates if necessary.

Links

TBR Policy 1:03:02:00	https://policies.tbr.edu/policies/duties-presidents-and-directors
TBR Policy 2:01:01:00	https://policies.tbr.edu/policies/approval-academic-programs-units-and-modifications
TBR Guideline A-010	https://policies.tbr.edu/guidelines/program-modifications-and-new-academic-programs

Revision Dates

APSU 2:009 – Rev.:
APSU 2:009 – Rev.: November 2, 2006
APSU 2:009 – Issued: May 11, 2004

Subject Areas:

Academic	Finance	General	Human Resources	Information Technology	Student Affairs	TBR
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Approved

President: signature on file

The Task Force on Academic Chair Evaluation, Workload and Compensation was comprised of the following: Chair- Provost Gandy; Members: Jaime Taylor, Don Dailey, David Guest, Moniqueka Gold, Susan Cockrell, Phyllis Camilleri, Cameron Sutt, Mike Hamlet.

The Task Force met on Oct. 2, 2015; Oct. 9, 2015; and Oct. 16, 2015.

The following represents the recommendations of the Task Force:

1. Recommendation to keep chairs as non-leave accruing.
2. Recommendation to have 3 levels of chair appointment. Each spring the Office of Institutional Research will calculate the previous fall semester faculty FTE for each department. Based on this the Provost will divide the departments into 3 groups having approximately the same number of departments. The Provost will set the break points to minimize the possibility of small FTE differences leading to large chair compensation differences.
3. Recommendation to have 3 levels of chair teaching load:
 - a. Large Dept.- Total AY Teaching Load- 3 SCH or 1 Course
 - b. Medium Dept.- Total AY Teaching Load - 6 SCH or 2 Courses
 - c. Small Dept.- Total AY Teaching Load - 9 SCH or 3 Courses
4. Recommendation to have 3 levels of chair administrative compensation:
 - a. Large Dept.
 - i. Total 9 month AY Stipend=\$5,253 (over 9 months)
 - ii. Total Summer Stipend=25% of Base AY Salary (over 3 summer months)
 - b. Medium Dept.
 - i. Total 9 month AY Stipend=\$4,202 (over 9 months)
 - ii. Total Summer Stipend=18.75% of Base AY Salary (over 3 summer months)
 - c. Small Dept.
 - i. Total 9 month AY Stipend=\$3,152 (for 9 months)
 - ii. Total Summer Stipend=12.5% of Base AY Salary (over 3 summer months)
5. Recommendation to use the Academic Chair-Employee Performance Review Form found in Appendix 1 for the annual chair evaluation.

New Degree Program Update President's Cabinet

November 13, 2015

Program Approved by Academic Council (AC)	Proposed program, revision, notification, etc.	Approved by AC	Department	Submitted to TBR	Approved by TBR	Approved by THEC if applicable
Masters Global Studies	Letter of Intent	X	History/Philosophy	6/15/2014^	see note below	see note below
Masters Business Administration	New Degree Letter of Notification	N/A	Business	6/16/2015	9/15/2015	
BS in Aviation	New Degree Letter of Notification	N/A	Aviation	5/16/2015^	see note below	
PsyD Combined Clinical-Counseling	New Degree Letter of Notification	N/A	Psychology	9/8/2015	9/9/2015	
Master of Fine Arts	New Degree Letter of Notification	N/A	Art	9/22/2015	9/22/2015	
Master of Applied Behavioral Science	New Degree Letter of Notification		College of BHS	9/30/2015	10/1/2015	
Culinary Arts AAS	Degree Major from Concentration	9/30/2015	Professional Studies	10/5/2015		
Pilot Concentration (Rotor Wing), Mgt Tech	New Concentration in AAS	9/30/2015	Management Technology	10/5/2015*	see note below	
Health Care Management	Concentration	10/28/2015	HHP	10/30/2015		
K-12 Teaching	Concentration	10/28/2015	HHP	10/30/2015		
Public Health	Concentration (modification from Health	10/28/2015	HHP	10/30/2015#	see note below	
Veterinary Technology	Concentration	10/28/2015	Agriculture	10/30/2015~	see note below	
Information Assurance and Security	Concentration	10/28/2015	Computer Science	10/30/2015		
BS Engineering Physics	New Degree Letter of Application	10/28/2015	Physics	10/30/2015		

Updated 11/13/2015

^after David Rands met with Provost Gandy on 7/10/15, the decision was made to start over and take through campus approval process

^^^after Aviation Concentration in AAS in Management Technology is approved by TBR, Bill Cox will begin preparing paperwork to resubmit to TBR

* per Dr. Gandy 10/23/15, B Cox will prepare revisions to address Knox's (at TBR) questions. Denley & Berryman 11/11/2015 verbally asked for BS proposal

Pam Knox (at TBR) sent feedback on 11/12/15. Requires revision.

~Pam Knox (at TBR) sent feedback on 11/13/15. Requires revision. In addition, TBR is attempting to verify THEC records of AG approval 6 years ago.

Fort Campbell Proposed Term Dates

Purpose: To align Fall and Spring Fort Campbell campus dates with the Clarksville campus dates.

Proposal:

- Start term would be Fall/Fall I 2016
- Fort Campbell campus Fall I and Spring I terms would begin the Saturday prior to Clarksville campus beginning (provides Saturday class meeting day for culinary arts courses).
- Current Clarksville campus eight week part-of-terms be aligned (within one to two days) with the proposed Fort Campbell campus terms.
- Change both Fort Campbell campus terms and part-of-terms A and B for Clarksville campus from meeting eight weeks to seven and a half weeks.
- Summer terms will remain as is, with the exception of the Fort Campbell campus Summer III reducing to seven and half weeks from eight weeks, in order to provide consistency of the Fort Campbell campus terms.

Clarksville Campus Dates

Fall 2016

Begin	Aug 22
End	Dec 9

*Part-of-Term A

Begin	Aug 22
End	Oct 13

*Part-of-Term B

Begin	Oct 19
End	Dec 9

Spring 2017

Begin	Jan 17
End	May 5

*Part-of-Term A

Begin	Jan 17
End	March 7

*Part-of-Term B

Begin	March 15
End	May 5

Proposed Fort Campbell Campus Dates

Fall I 2016

Begin	Aug 20
End	Oct 13

Fall II 2016

Begin	Oct 19
End	Dec 9

Spring I 2017

Begin	Jan 14
End	March 7

Spring II 2017

Begin	March 15
End	May 5

Summer III 2017

Begin	June 5
End	July 25

*The Part-of-Term A and B dates reflect the proposed change.



include

Course materials are essential to success in the classroom. Yet as the cost of higher education continues to rise, many students are struggling to pay for their materials. Many are even going without. Follett Higher Education Group is offering a new program that addresses this issue head-on.

**Nearly one
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"save time
and effort"

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**AUSTIN PEAY STATE UNIVERSITY
POLICIES AND PROCEDURES MANUAL**

Policy Number: 2:006	Supersedes Policy Number: 2:006
Date: April 4, 2007	Dated: March 7, 2007 ?, 2015
Subject: Faculty Professional Development Assignments	Mandatory Review Date: April 4, 2012-?, 2020
Initiating Authority: Provost	TBR Policy/Guideline Reference: A-052
Approved: <div style="text-align:right">President: Signature on File</div>	

The purposes of the Faculty Professional Development assignments are:

- a. to enhance scholarship and the academic excellence of the University;
- b. to contribute to the professional growth of the faculty;
- c. to strengthen the University's total curriculum and to improve teaching across the University in ways that cannot be accomplished under the constraints of regular workload assignments.

To be eligible for a faculty professional development assignment, an applicant must:

- a. be a tenured member of the full-time teaching faculty, including department chairs,
- b. have completed seven (76) years in a professorial appointment at Austin Peay State University,
- c. be an Associate Professor or Professor, and
- d. demonstrate scholarly or creative performance in the faculty member's discipline.
- e. Under extraordinary circumstances, an exception to the above criteria for eligibility may be made for a faculty member. For the purpose of this policy, an "extraordinary circumstance" is one in which a professional development opportunity occurs for a faculty member that will not be made available during the faculty member's regular period of eligibility. In such cases, the faculty member shall submit a letter of special request to the Provost to apply for professional development assignment. That office must approve the request before the faculty member may proceed to the regular application process. Faculty professional development assignments that are granted under extraordinary circumstances are not to supplant normal faculty professional development assignment opportunities for applicants who have successfully completed the required process.

Applications must be submitted by, the ~~first Tuesday in April~~ second Wednesday in October to the department chair ~~for the following Spring Semester or term, and shall include the following:~~ to be eligible for Faculty Professional Development Assignment to occur either the following Fall Semester, next academic year Spring Semester, or the following Fall and next academic year Spring Semesters (i.e., the full academic year) at 50% salary as stated in TBR policy A-052. Applications shall include the following:

- a. statement of goals and objectives compatible with the statement of purposes for the program (as above)
- b. anticipated schedule of progress during the assignment
- c. resume of applicant's professional career
- d. if applicable, proof of acceptance by cooperating universities, approval by granting agencies, etc.

Each applicant is free to design and describe the project to best suit the field of study. An application cover page (for signatures of the chair and the dean) is required. The application will be submitted in electronic (Word or PDF) and paper format. The department of the applicant will provide a plan for instructional replacement using adjunct faculty.

A faculty committee composed of one faculty representative from each college, a dean and a department chair will be appointed by the Provost and designated as the Faculty Professional Development Assignment Committee. This committee will evaluate all applications and recommend recipients to the dean of the applicant's college and the Provost. A decision from the faculty committee will be made by the second Wednesday in November.

Upon completion of the assignment, each participant will submit a written report of the assignment activity to the President and forward copies to the Provost, the appropriate dean, the chair, and the Faculty Professional Development Assignment Committee. This report should include:

- a. a statement indicating the degree to which the objectives of the proposal were accomplished;
- b. evidence of work in progress or completed.

For units with faculty on 12-month contracts or schedules that do not coincide with the standard spring semester (e.g. Austin Peay Center at Fort Campbell, Library), the Provost, upon recommendation from the Assignment Committee, may authorize a leave that coincides with either part or all of the spring semester.

According to University regulations, the faculty member commits to provide to the University a minimum of three months of service for one month of full-time faculty professional development assignment. For faculty in instructional positions, this service requirement would be calculated per semester or term of full-time leave.

Published materials or performances that result from the assignment shall include acknowledgment of Austin Peay State University in the article, book, or public

announcement of performance.

A recipient may apply again seven (7) years after approval of the first leave.

FACULTY PROFESSIONAL DEVELOPMENT ASSIGNMENT

Application Cover Sheet

Applications must be submitted by the first Tuesday in April to the department chair for the following Spring Semester.

NAME: _____ DATE: _____

PROJECT TITLE: _____

Spring Semester Year _____

I have reviewed this application and accompanying plan for instruction replacement (if needed), and I make the following recommendation:

Signatures	Check Recommendation		Date
	YES	NO	
Chair:			
Dean:			
Chair, FPDA Committee:			
Provost:			
President:			

Resolution to Support Staff

Whereas the faculty of Austin Peay State University recognizes that the Governor and the legislature of the State of Tennessee have the best interests of the citizens at heart,

And

Whereas the Governor and the legislature have encouraged universities to choose the best means of maintaining high levels of excellence in providing campus services,

And

Whereas the Chancellor of the Tennessee Board of Regents has supported the Governor and the legislature in their decision to allow universities latitude in determining the best course of action for providing campus services,

And

Whereas the Faculty Senate of Austin Peay State University recognizes that those most vested in the university, our own employees, have always provided excellent service to the students and faculty of this great university,

Be it resolved that the Faculty Senate of Austin Peay State University fully supports maintaining our own university employees who provide services that maintain the integrity of the campus, help to retain students by keeping the campus facilities in superb condition, and ensure that our campus community continues to be A Great College To Work For.

Last year the Tennessee Board of Regents updated their policy on transfer students so that now a student's GPA does NOT transfer. Only the number of credit hours transfers. As many among us know, this has been standard practice in virtually all other states for a very long time. This change has led to a situation in which two GPAs are now maintained: one is only the work done at APSU, the other includes the GPA from any former institutions. The question on which the provost is seeking advice is this: would the faculty prefer that the registrar use the GPA that represents only the work done at Austin Peay to identify students who will graduate cum laude, etc., or should the registrar use the inclusive GPA to identify those who will graduate recognition of honors.

Option 1 – This option would include only work done at Austin Peay, i.e, work that we can vouch for.

Option 2 – This option would include all course work regardless of where it was taken, thus we would be awarding honors for work not done at APSU, i.e., work which we cannot vouch for.

Graduating with Honors Only university-level courses will ~~only~~ apply to graduate with honors. Students who earn a cumulative inclusive grade point average as follows will graduate with honors:

3.90 - 4.00	SUMMA CUM LAUDE
3.70 - 3.89	MAGNA CUM LAUDE
3.50 - 3.69	CUM LAUDE