

Unapproved Minutes of the Regular Meeting
of the Faculty Senate, November 5, 1992

Senators Present: Asanbe, Blair, Carpenter, Fung, Gotcher, Harris, Mabry, Magrans, Matthews, Nussbaumer, Pallen, Rayburn, Richards, Sears, Shaffer, Tatham, Ukpolo, Wallace, Yarbrow

The meeting was called to order by Dr. Tatham. The following corrections to the minutes of October 1 were offered:

1. The date should be October 1, Not September 3.
2. Change "The minutes of the August meeting were approved" to "The minutes of the September meeting were approved."
3. The second sentence of the third paragraph of Dr. Butler's comments should read:
As we are involved in the recruitment activities, we will be again making every effort to increase the number of minority representatives in our departments. And, as I say that particular term "minority," of course I'm referring to it in terms of Tennessee goals which, of course, are African-American.
4. Under the heading "The Fort Campbell Center," the third sentence of Dr. Ukpolo's comments reads "Each semester someone from the on-campus faculty teaches at FCC." It should read, "Usually, someone from the on-campus faculty teaches at FCC."

The corrected minutes were approved.

SPECIAL PRESENTATION

Dr. Ramon Magrans

Dr. Page stated some time ago that he would like for Austin Peay to have, somewhere outside of the United States, a permanent office for a continuous program of study. The university now has a continuous program of study in Mexico. Twelve students are currently in Mexico studying Spanish, literature, and other subjects, and five more will go in February. Twenty-four students have enrolled for the summer term. As an expression of gratitude to Dr. Page for his efforts in bringing this program into existence, the Center is presenting Dr. Page an engraved plate in recognition of a successful first year of continuous study in Mexico.

A number of Spanish language and cultural enrichment programs are available in Cuernavaca, Morelos Mexico, and the faculty is encourage to speak with Dr. Magrans about the program. The goal of 25 students participating during the first year has been reached, and it is hoped that student participation will continue to increase.

"Viva Mexico" tee shirts were presented to Dr. Page, Dr. Butler, and Dr. Tatham.

REPORTS AND COMMUNICATIONS

Dr. Page

The hard work which has been done by Dr. Magrans regarding the program in Mexico is appreciated, and he is to be congratulated on the success of the

program. Expanding our international activities is a very important part of what we try to do at the university. Dr. Page and Dr. Butler have recently discussed ways of coordinating programs of study abroad (in several countries) so that appropriate university support is provided.

Tonight Dr. Page will join a group of faculty and alumni at the Northern Telecom building in Nashville to host a group of prospective students. Previous recruitment receptions of this type in Memphis and Nashville have been very successful.

Dr. Page has met with Dr. John Foote who is serving as chair of the SACS self-study committee for the Fort Campbell Center. Dr. Page is asking the appropriate people on campus to follow up on the following issues regarding the FCC.

1. A mission statement for the FCC to appear in the university bulletin. We know what we are trying to do there, but this needs to be clearly stated.
2. Clearly articulated admissions policies. There are some differences between admissions policies on the main campus and at FCC. Admissions policies need to be clearly stated.

In addition, the university is currently addressing these issues.

1. Support staff should be made available at FCC during some of the evening hours. This issue relates in a way to supervision of adjuncts and to coordination with department chairs on campus. (We will also be increasing our staff and administrative support for the evening program on the main campus.)
2. Dr. Page plans to meet with people at the post to try to leverage better facilities for the FCC. Efforts such as this have been made by Dr. Page, Dr. Butler, Dr. Walker, and others in the past. The success of such efforts in the past has depended largely on the administration at that particular time at Fort Campbell.

The good thing about a self-study is that it provides an opportunity for the university to stand back and evaluate its programs. We have an opportunity to identify some recommendations ourselves and respond to them before they are put into the self-study report as recommendations. There will be other issues that will come forth relating to Fort Campbell and other programs. Recommendations are not bad, and we shouldn't be threatened by them. They do require that be able to respond to them in a positive way.

We have, at this time, no information about budget or salaries for next year. As soon as this information is available it will be communicated to the faculty.

Faculty are invited to the session with legislators on Thursday, November 12. This will be a good opportunity for faculty and students to speak with some of the legislators.

Riley Darnell has been defeated in his bid for reelection to the State Senate. His many efforts on behalf of Austin Peay during his legislative career are recognized and appreciated.

Cultural Opportunities

There are a rich variety of educational opportunities available on campus beyond classroom activities: drama, art, concerts, lectures, activities sponsored by the African American Cultural Center, etc. Faculty are encouraged to participate in these events and to encourage their students to do so. An individual may not have time to addend all of these events; but in some cases these activities are related to course material, and in such cases faculty are especially encouraged to participate and to encourage their students to participate.

Faculty-Student Relationships

We place a lot of emphasis at Austin Peay on a caring attitude which we feel should characterize faculty-student relationships. A number of individuals have related to me a kind of feeling that as we promote a caring attitude some faculty interpret this as the administration asking faculty to "be easy on" students in regard to grades. Initially when I heard this, I thought it was just coming from some individual who was just totally off-base, but as I got that kind of feed-back from multiple sources it seemed to me that maybe I needed to mention it someplace, and I thought that probably this was the proper place to mention it.

That is a most unfortunate correlation. It is an incorrect correlation. Indeed it seems to me that if we are caring faculty, one of the ways in which we care is caring about providing adequate opportunities for learning--not a "watered-down" situation, but indeed an enhanced situation. I have stated, sometimes before the Senate and sometimes before the entire faculty, that we are enjoying working with students who are better prepared. As I have expressed appreciation for that fact, I have also said that we need to be alert as faculty to this matter of having better prepared students and that we need to raise the expectation level in our classes. Why some people have come to the conclusion that a caring attitude means "easiness," I do not know, but I certainly do not condone this conclusion. If we are truly caring, then we are increasing the demand level of our courses appropriately with the increased preparation level of our students.

I think that it is very important that we hear our students, that we know the kind of concerns that they have both as groups and as individuals, and that we try to assist them; but certainly, the caring attitude is not to be equated with somehow making our classes easier, and I am very sorry that some people have somehow picked up on that kind of impression because it certainly is a false one and something that I hope we can do away with very, very quickly.

Because we are interested in retaining students does not mean that retaining means make classes easier. Indeed often retaining students is a matter of maintaining high standards so that the students are appreciative of what they are receiving and helping them in every possible way to achieve the higher standards.

Quality of Faculty

We are now in the process of evaluating 2nd year faculty for retention. Having had the opportunity to read some of the dossiers, it is a pleasure to be reminded of the excellent job of recruiting that was done last year.

We have good faculty here.

The 21st Century Classroom

Progress continues to be made in the construction of the 21st Century Classroom on the 2nd floor of Claxton. Dr. Gore's work in this area has been outstanding. The room should be ready for use next semester. This facility will provide our education students with excellent opportunities to learn to utilize technology in the public school classroom.

Student Advising

It is also the time of year in which we are advising students and helping them to prepare their schedules for Spring. It is terrible important to do a good job of advising. The quality of advising has improved in recent years. We need to continue to give this our best attentions. It has been reported to me that some faculty have signed schedule forms without visiting with the students. That bothers me.

Question: Will many students take foreign language courses this Spring?

Answer: We are experiencing a considerable influx of students in foreign language courses related to the "89 admissions requirements." Foreign language is the primary area in which remediation is necessary. Some of our transfer students (especially those coming from out of state) are only now finding out about these deficiencies.

Faculty have been provided with a list of courses which are appropriate for remediation purposes where the 89 admissions requirements are concerned. Here is a summary:

1. Deficiencies in English are addressed through the testing procedure of the Developmental Studies Program. If a student enters with only 3 credits in high school English and if the AAPP test indicates that the student is ready for our freshman level college English course, then no remediation is required.
2. There is a special course in geometry offered through the DSP office. This course is not offered every semester, but it is offered at least once a year. (Although the course is handled through DSP, it is not a standard DSP course, and it is not included in our DSP enrollment figures.)
3. The first semester of one of our foreign language sequences will remediate the first year of high school foreign language deficiency. The second semester of APSU foreign language will remediate the deficiency of a second year of high school foreign language. However, if the student is not a strong foreign language student, he/she should probably take our first semester course before attempting the second semester course even if one high school credit in foreign language has been earned.
4. We have a variety of introductory social science courses which can be used to remove a deficiency in this area. However, high school students graduating in 1993 or thereafter will have to meet a more narrow social science requirement. They will have to take a course which has some aspect which is worldwide in nature, such as our world geography course or our world history course, for example. This regulation was imposed in order to correlate the TBR standards with those of the UT system.

5. TBR schools had a fine arts requirement initially which was set aside for awhile. This requirement will go into effect for students graduating in 1993 and thereafter. This requirement is also going into effect for schools in the UT system.

Courses taken at APSU to remove deficiencies may count toward college credit as electives but may not count toward the major, minor, or core.

Question: Can you estimate how many students are coming in with deficiencies?

Answer: Each year we are allowed 100 alternative admissions. Alternative admissions are students who either do not meet the ACT/GPA minimum standards or who do not meet the 89 admissions requirements. Maybe 40-60 of these alternative admissions are categorized as alternative admissions because of the 89 admissions requirements. Lots of these students are from Kentucky, and many of them were not advised of the Tennessee admissions requirements. Sometimes these students are really strong students. They may have very high ACT scores.

Question: How much time is allowed for a transfer student to deal with deficiencies?

Answer: The deficiencies must be remediated by the time the student has accumulated 30 APSU credit hours. Because we have some people who are just now learning about this, we are requiring them to submit a plan indicating how they will remediate the deficiencies. If the plan is approved by the student's advisor and the dean and if the student adheres to the plan, he/she will be allowed to continue to enroll in classes. If a transfer student transfers in 60 hours or more from another school, then the 89 admissions requirements do not apply to that student.

Question: Is it not possible that all freshman level foreign language sections will be filled with students making up deficiencies? Will this not be detrimental to the foreign language major since there will be no room in the classes for potential majors to enroll?

Answer: We will use adjuncts as necessary. We would like to have an additional foreign language position, and we have such in our official faculty staffing plan. Budget considerations, of course, come into play here. Ms. Rice has indicated that she will not vote for the renewal of the half-cent sales tax. The repeal of that measure by the legislature would have a serious negative financial impact on the university.

Dr. Gore - Faculty Subcouncil Report

Issues before the Faculty Subcouncil include:

- Questions about the accounting of athletic expenses by some of the various schools
- Policies on the design of new buildings. Some faculty are concerned about a trend toward low partitions between offices because they feel that there are privacy problems when talking with students.
- The new TBR sexual harassment policy as presented to the Faculty Subcouncil states that if a student comes to a faculty member with a problem involving another faculty member, this student should be encouraged to go to the proper person and report the incident. If the student does not report the incident, it is the faculty member's responsibility to report the incident without using the name of the student. The Faculty Subcouncil did not like this last provision and was concerned about the legal ramifications of failure to report such a conversation with a

student.

Comment (Dr. Butler): At APSU faculty are expected to encourage any student with a complaint to officially register that complaint with Anne Der. Faculty are not expected to follow up on these complaints.

Question: What if the harassment involves another student and not a faculty member?

Answer: This issue was not addressed by the Subcouncil.

- Some programs statewide are still being monitored for enrollment and productivity.
- In the two-year colleges there was great concern about faculty who were originally hired for non-tenure positions moving into tenure track positions without the faculty of the department being consulted.

Comment: There has been some concern about that issue on this campus.

NEW BUSINESS

Assessment Model for Review of Institutional Staffing and Expenditures by Function

The above document was distributed to faculty senators. It is a new reporting mechanism originating from the TBR office. It provides for an elaborate breakdown of expenditures and instructional load data and for comparisons with peer institutions. This model has been presented to administrators and faculty groups at TBR institutions. The Senate briefly discussed this model. Concern was expressed that the detail in the model gives a false sense of precision. It was stated by several senators that the information could be used in a manner harmful to the university. All of the information is presently available, but in a different form. Dr. Tatham will write a letter of concern to Dr. Page about the new model. Further discussion of the model will be placed on the agenda for the December Senate meeting.

Faculty Personnel Policies/Procedures Manual

Dr. Tatham sought final confirmation from the Senate concerning its position on the following issues which have been addressed in previous Senate meetings:

1. The Senate passed the following recommendation:

The Faculty Senate wishes to go on record as strongly opposing the restriction of "community service" to discipline-related activities.

2. At an earlier Senate meeting, the Senate voted to support the relaxing of the requirement that applicants for Assistant Professor level positions possess a terminal degree in their field. The reason for relaxing the requirement was to allow the nursing department to recruit sufficient faculty. It was explained to the Senate that the university-wide standards do not have to be changed. In special circumstances such as those experienced by the nursing department where there is a severe shortage of applicants with a Ph.D., exceptions can be granted. In light of this new information, a motion was made that

The Faculty Senate recommends to the administration that the present standards (Ph.D.) be retained for faculty hired at the Assistant Professor level.

The motion was duly seconded and passed unanimously.

3. The Senate passed the following recommendation:

The Faculty Senate prefers to maintain the requirement that, during the vote of a committee considering a personnel action, the dean or department chair must leave.

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