

Austin Peay State University
Faculty Senate
Meeting of Thursday, November 17, 2016
University Center, UC 307
3:00pm
Minutes

Call to order – Senate Vice President Barry Jones

Recognition of Guests: Jamie McCrary, Donna Price, Jeff Thompson, and Mickey Wadia

Roll call of Senators – Senate Secretary Christina Chester-Fangman

Absent Senators: Tucker Brown, Kenisha Burke, John Byrd, Lee Gray, Mike Gruszczynski, Brian Hock, Kelly Jones, Christophe Konkobo, Tony Morris, Raman Sahi, Ken Shipley, David Snyder, Cameron Sutt, and Timothy Wesley

Approval of today’s agenda - Motion made, seconded, and passed to approve amended agenda, adding Dr. Mickey Wadia’s comments as an information item after remarks by Senate Vice President Barry Jones and removing Dr. Marcelius Braxton from the agenda, as he cannot attend

Approval of minutes for meeting of October 27, 2016 - motion made, seconded, and passed to approve Minutes from October 27, 2016

Remarks

1. Senate Vice President – Mr. Barry Jones (5 minutes)
 - Tucker couldn’t attend the meeting; he is at the TBR Completion Academy with President White and Provost Gandy;
 - The Faculty Workload Policy was tabled at the last meeting; a revised document was posted yesterday on the Faculty Senate website; we have to take it off the table to discuss it; the Faculty Senate Executive Committee has discussed it and did not feel that the new document addressed all of the concerns that we have, so we didn’t feel as a group that we are ready for another vote;
2. Chair, Faculty Handbook Committee – Dr. Mickey Wadia (5 minutes)
 - He has taken care of the changes from called meeting regarding the Annual Faculty Evaluation Review; there were four issues; talked to all involved who suggested changes and got their feedback;
 - Under **Process, Instrument**: “The bulleted items on the Annual Faculty Evaluation Review form [add “that;” it was an inadvertent typo] relate to performance areas constitute a non-exhaustive list. Individual departments may modify these bulleted items (Academic Assignment and Advising; Scholarly and Creative Activities; Service; and Administration) as appropriate to comply with their own department-specific criteria.”
 - Under *Process of Review*: “The specific criteria indicated on the form are not binding and constitute a non-exhaustive list. Chairs and faculty within a department unit shall agree on the specific areas of evaluation within the rubric suggested on the form based on department and faculty-specific needs and responsibilities. See *Instrument* section, above.”
 - Under *Process of Review*: “A review that results in negative numbers for post-tenured faculty members shall not be used punitively against the faculty member or

for any form of personnel sanction. The faculty member shall be provided with a post-tenure improvement plan.”

- This one has to do with the fact that the grievance policy doesn't address personnel reviews; Under *Process of Appeal*: “If the faculty member under review wishes to contest the dean's decision, the faculty member shall file an appeal with the Provost.”
- A vote to accept these changes is not necessary;
- Comments or questions?
 - Q: What was the final vote last week?
A [Senate Secretary Chester-Fangman]: 34 in favor, 3 opposed, 2 abstentions

3. Interim Associate Provost for Research / Dean, College of Graduate Studies – Dr. Chad Brooks (10 minutes)

- Chad is still part of the Faculty Senate with his teaching load; he has nothing but respect for Raj; his hope is to be as transparent as possible in this role; he is evaluated by three measures in alignment with the University's strategic plan:
 - Growth of graduate enrollment =
 - Numbers: we are up in undergrad enrollment, but down by about 9% in graduate enrollment which means we are down by about 90 students; we wanted to be up 90 students this year, so we need to be up 180 students next year; in October we began a \$20+k marketing campaign following the Royall approach but using our own people to do it; bought GRE and GMAT application names in targeted areas; 19,000 names identified; we are reaching out to graduate students in the same way Royall does marketing to undergrads; we are tracking this and by the metrics we use, there is uptick in admissions;
 - Staffing: his office is looking to hire a new Graduate Coordinator to replace June Lee, who retired, and Tim Leszczak is serving as the Interim Assistant Dean for Graduate Studies;
 - Graduate Teaching Assistants = CoGS is looking at facilitating grad students as GTAs to deliver TLCs; this means that GTAs are revenue-generating (they generate revenue in the same way that adjuncts and faculty); he was able to get 30 new GTAs as a pilot project for Spring-17;
 - New programs = working to diversify offerings; also looking ahead to 8-12 additional programs; **[motion to extend time]**
 - External research dollars = goals are to enhance scholarly activities, support faculty-success, generate revenue, and give value to unrecognized experience; he has put together a small body of faculty who are exploring research environment and looking at a steering committee for the next step;
 - Growth of international student enrollment = APSU currently has 48 international students; we want that to be at 200 in about two years, then add another 200 in two more years before we plateau; there are some particular challenges such as the need to have supportive framework to meet these enrollment goals; he has been interviewing for a recruiter and hopes to have someone in place Dec 1st or Jan 1st and he is working on hiring headhunters through an accrediting body, following established ethical standards;
- Questions:
 - Q: What are the four programs you mentioned?

A: Healthcare Management, Masters of Management, Information Assurance & Security, and Military History.

- Q: Will there be other GTAs?

Yes! Communications and Biology are taking some and all departments can request GTAs.

- Q: Could you say more about the international student headhunters?

A: I have signed six contracts and all of the new agents have been vetted by an accrediting agency.

4. Director, Disability Services – Mr. Jamie McCrary (10 minutes)

- Mr. McCrary is new to APSU (has been in his position since January), but he is not new to Disability Services, having over ten years of experience in the field;
- Located in MUC, Suite #114; they support students with all types of disabilities, both visible and non-visible (PTSD, anxiety disorders, etc.); [**See attached handout**]
- Goal is to give the students even footing in the classroom to be successful; ensure these students have everything available to them across all platforms; facilitate accommodations such as:
 - providing a student with a visual disability extra time to read a test;
 - getting interpreters for hearing impaired students for classes and for extracurricular activities such as athletic events and fraternity/sorority events;
 - facilitating the use of service animals / therapy animals;
- Continue building on existing faculty relationships; faculty have an enormous responsibility and just one extra step can make a huge impact for our students;
- Accessibility audit for syllabi = if you have questions, please send them to him to make sure all course content is accessible across all platforms; it is his job to ensure equal access; wants to work together and help students be successful; when we invest in students, they can be successful, but the students have to do the work, there is no substitute for that; [**motion to extend time**]
- Questions:
 - Q: I have experienced two issues in prior years with requested accommodations. I have been asked to allow a student to bring in cheat sheets for exams, external written documents that cover the content of a class. I went back and forth with the Office as to a reasonable accommodation.
A: Some disabilities do require that type of accommodation, a word that would jog the memory. This is not an extensive list. It is only “agreed terminology” that each professor approves in advance. It is really only supposed to be a list of six or eight words or phrases.
Q: The second issue involves software accessibility. I manage licenses for labs. For our data visualization, the core function is to present information in a visible form. It will work with screen readers, but it is not completely ADA compliant. My problem is having to argue every time I try to buy something over hypothetical events such as the screen reader not being adequate.
A: You may be wrong on that. The university is growing. We have to be prepared for the future. Maybe we could look at a different approach. Is your concern with VPAT approval? Also, some of this is based on federal requirements. We have to provide the government with how we are going to make it happen. I suggest that we meet with Joe Weber and the three of us can discuss this.
 - Q: Are there resources to help us become compliant?

A: We are trying to come up with new ways to communicate that information. About twice a month there are workshops through Disability Services or Distance Education. How can that info go out in a better way?

Q: Not training, but are there actual resources to help us do this?

A: Distance Education doesn't have the personnel to do that, but a graduate assistant could help with a project like that.

- Q: Is there a way that we can submit something and have someone tell us if it is compliant?

A: Yes, David Sanford. Email him (sanfordd@apsu.edu) and he will look at the information and tell you what is and what is not accessible, and give advice on how to fix it.

5. Director, Student Financial Aid/Veterans Affairs – Donna Price (10 minutes)

- Provided updated Guide for Faculty and Staff
https://www.apsu.edu/sites/apsu.edu/files/financialaid/Guide_for_Faculty_and_Staff.pdf
- Last December attended Lumina Foundation convening on “Beyond Financial Aid; major theme was that success goes beyond the money students receive and is related to their experiences in the classroom; an academically achieving student who is also a Pell Grant recipient is less likely to continue to graduation than a non-academically achieving non-Pell Grant recipient; socioeconomic status and support system are huge factors;
- See page 2 of the Guide; starting Fall 2017, a student may not receive assistance for courses not in their program of study (electives do count toward program of study); this impacts the advising model and we will put out more information on that.
- Questions:
 - Q: Nursing doesn't have electives because the program is so specific. It might not be on the program of study but a student might want to take a teaching course.
A: There is an override capability, but it has to be documented. It is attached to the degree audit program. These students could consult with the MSN director or the Office of the Registrar. There will be a self-service module so students will be able to see if a course counts for them.
 - Q: This is a “painful” thing. We sometimes let students do a course substitution form so they can take a course to maintain full-time status. How will that be affected?
A: If you do a substitution that is fine but it will have to be done at the beginning or the aid will not pay.
C: We can't put in a sub until they enroll in the course and they are not going to do that while they are sitting in the office.
A: Telaina is working to incorporate this into the substitution workflow. **[motion to extend time]**
 - Q: What about TN Promise students and the academic interest? They could be in the fifth semester and need a few hours to get to full time.
A: There is an override option that we can use, but we want to minimize that. To help with that, we are committed to making sure all of the information and details are distributed as they evolve.
 - Q: Will this be communicated in another way besides during advising?
A: Yes it will. It will go out a number of ways.
 - Q: We all know that we advise them and they do whatever they want. What is going to happen then?
A: It will get their attention when they don't get their money and can't confirm their classes.

- Q: Is there a way that you could host an information session for us to ask questions?
A: Yes if you will show up! Send me options with two or three times that would work and I would love to do that.
- Q: What about double majors and minors?
A: The system is supposed to pick up on that.

6. Reports from Faculty Senate Representatives

- Academic Council – Senator Rod Mills (5 minutes)
 - Sept 28th = Minutes posted for review;
 - Oct 26 = Minutes posted for review:
 - Note: one correction per Senator Coleman in Computer Science on Section V., a., ii., change “M.S. in Computer Science and Quality Management” to “M.S. in Computer Science and Quantitative Methods”
- Dean’s Council – Senator Adriane Sanders (5 minutes)
 - Nov 16 = Minutes posted for review;
 - Note that Provost Gandy mentioned that he sees the issue of the criteria on the Annual Faculty Evaluation and Review Policy Form as a nuanced detail to be hammered out when the raters are trained; the spirit of the policy was approved; there have been some changes made and we were voting on older version;
 - Govs ROW dates have been added;
- TBR Faculty Sub-council – Senator Benita Bruster (5 minutes)
 - Chancellor search = narrowed to three candidates; finalists to be named December 1st; plan to have new Chancellor in place in January;
 - Co-requisites issues = reps from APSU present; reading/history tied together; looking at implementing most effective models; will be discussed more in future;
 - Completion Academy = getting students in the right programs; those who take three courses in the major area early in the program have 50% greater chance of being retained; “momentum year;”
 - Common Course Indicators = all universities will have common rubrics; this will help with transfer students;
 - Legislative updates;
 - International Education report;
 - Disability Services report = broken down by university; number of students seeking accommodations has doubled in past three years;
 - Safety and Security report = communications plan in place between local police and campus police; upgraded security systems on campus; emergency preparedness plans in place;
 - Questions:
 - Q: How many more meetings will you have?
A: One in January and one in April.
 - The minutes and supplemental materials will be posted for review;

Old Business

- Faculty Grievance Policy – Academic Red (Senator Davenport)
 - Investigating if we could have insertion of respondent rebuttal; implied in investigation verbiage but isn’t explicitly stated in policy; found a place where it might fit as proposed revision; overall opinion is that the whole policy needs to be handed over to the Handbook Committee as those two policies (grievance and complaint) need to be separated; by next meeting hope to have document for review;

- Faculty Workload Policy (Action Item) = The most recent version was just posted yesterday; we can take it off the table to discuss it or we can choose to leave it tabled; motion made, seconded, and passed to take it off table the table;
- Discussion:
 - Q: Is another group looking at it?
A: The Executive Committee reviewed the changes and doesn't feel like it addresses our concerns. It provided an appendix with example on how to round.
 - Comment: There are issues about class size for online classes. According to policy, the class size is 60. The provost has inferred they should not be 25 or 30, but the policy doesn't say that or that the size will be determined by department. That needs to be stipulated.
 - Comment: Allied Health Sciences has concerns on the 60 credit limit; want to set their own caps; used to get more TLCs.
 - Comment: It becomes convoluted when stacking courses at Ft. Campbell, as they had graduate classes with 40 students.
 - Comment: Related to that are concerns with the way this is structured in terms of dealing with the ADA compliance materials that was just discussed; this will take more time and effort.
 - Comment: This is not just a workload issue; "it gets to the heart of the way I teach my courses;" grading for a writing heavy class is very different; might push me toward multiple choice or short answer tests; it does affect content.
 - Q: Is there is still no determination on thesis hours?
A: It was brought up in chairs meeting.
 - Q: Can we change the lecture numbers to go back as it was originally?
A: But that doesn't address the online issue.
 - Comment: Dr. Gandy said having it at 46 was something he didn't like because we have a lot of classrooms that can hold that amount. It was a capacity issue to him. This would not apply.
 - Comment: So, if someone had a big lecture room with 90 students they would only get one extra hour instead of two or more for smaller classes.
 - Comment: Physics runs online lectures and online labs with up to 90 students. With the previous policy, the labor scales up with the students. Here, labs don't scale. If you have 20 students or 90 students, you are only producing 1 more credit. "What will that policy look like two provosts down the road?"
 - Comment: "If something isn't clearly stated, it could be abused!"
 - Comment: This is more applicable with gen ed courses. While trying to increase the student body, the odds are going up that we will have more courses with high enrollment. We will be doing more work and getting less credit for it.
 - Comment: 1000 level courses with a large group requirement is different from a 3000 or 4000 level course with fewer students. The amount of work is different.
 - Comment: The idea of flexibility is good, but different departments have different priorities. I am thinking about a class like English 1010. I am worried about the quality of essays if those instructors get a huge increase in the number of students. That is too much work. We will be sending students out with sub-par writing skills.
 - Comment: The flexibility needs to be defined. The provost says we can make some of this up with ARC hours but it isn't written down.
 - Q: "Can we re-write this and send it back?" We have clear justifications as to why this won't work. We have communicated to him why it was tabled. Can we write our own and say we will get behind it?
A: This is the idea to keep it tabled. We need to get more comments. We can discuss it and craft a more reasonable response.

- Comment: There are specific policies for departments like art, music, and for labs. It shouldn't be specific for some and general in others. I have gone up the chain with this numerous times.
- Q: So, what do we do?
A: Let's vote.
- **Motion made, seconded, and passed to table the vote to write the language and present it to him (none opposed, no abstentions)**

New Business

- Q: We are struggling to find parking spaces and then we always see roped off spaces in the McCord lot around Browning. What is that for?
A [Past President Winters]: When you see something like that, call the APSU police and ask them what is going on. They will tell you.

Motion made, seconded, and passed to adjourn 4:37pm

At A Glance

The Office of Disability Services (ODS) mission is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by Austin Peay State University.

Accommodations

ODS coordinates reasonable accommodations, such as:

- Note-taking Accommodations
- Testing Accommodations (extended time / minimal distraction room)
- Interpreting/CART services
- Alternate format materials (text books in digital format).
- Assistive technology
- Preferential Seating
- Special Table/Chair as needed.
- No Scantron
- Reader / Scribe
- Screen Magnification

Note-Taker Program

The ODS utilizes volunteer note-takers to fill note-taking requests in classes. Check your APSU email to see if a note-taker is needed in one of your classes.

- Make a difference in the daily lives of students
- Earn up to 45 volunteer service hours in tandem with your academic course
- Promote student involvement on campus
- Helps improve your own note taking skills.
- Provides an excellent skill to add to your resume.

The ODS serves as a liaison to areas such as:

- Academic Affairs
- Housing, Residence Life and Dining Services
- Office of the Registrar
- Student Counseling Services
- Student Health Services
- TRIO Student Support Services
- Adult & Non-Traditional Student Center
- Academic Support
- Military Student Center
- Vet Success on Campus
- Tennessee Vocational Rehabilitation Services (VR)

University and Community Awareness

The ODS sponsors disability awareness programs throughout the year in an effort to promote an inclusive society. Program information is available on the ODS website at:
<http://www.apsu.edu/disability/announcements>

Alternative Format & Assistive Technology Orientation Program

The alternative format program provides books and materials in an alternative format such as eText, Daisy, MP3, Braille, tactile graphics and more. The assistive technology program offers individual and group orientation to the various assistive technology software and devices available through ODS and APSU.

Meet the Staff

Director

Jamie McCrary

Associate Director

Lynette Taylor

Adaptive Technology Coordinator

David Sanford III

Administrative Assistant II

Dustie L. Boxx

Accommodation Specialist

Elitha Johnson

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Email: disabilityservices@apsu.edu · Website: <http://www.apsu.edu/disability>

8 a.m. to 4:30 p.m. Mon-Fri