



FACULTY SENATE Est. 1991

Chairperson
Louis Levy

Vice Chairperson
Philip Gunter

Executive Secretary
Tracy Woodard-Meyers

Parliamentarian
Ed Walker

Minutes **February 16, 2012**

The Faculty Senate convened on Thursday, February 16, 2012 in the Magnolia Room at 3:30 p.m.

1. Call to Order by Dr. Phil Gunter pgunter@valdosta.edu

Phil Gunter called the meeting to order on behalf of Dr. Levy. Dr. Levy was meeting with one of the presidential candidates and then presenting Bill Filtz with a plaque to congratulate him on his retirement. P. Gunter informed members of the Faculty Senate that Bill Filtz, Director of Business Services, was retiring after 34 years of service to VSU. Mr. Filtz's retirement celebration was being held at the same time as the Faculty Senate meeting in Magnolia Room #1.

P. Gunter encouraged everyone to participate in the presidential search process. The fourth and final candidate will be on campus on Monday, February 20th.

P. Gunter reminded members of the faculty senate of several events on campus during the next few days including the Langston Hughes Project, the Connell Lecture Series, basketball games and the Online Lifeline Conference.

2. **Approval of the minutes of the November 17, 2012 meeting of the Faculty Senate.**
http://www.valdosta.edu/facsen/meeting/minutes/documents/FacultySenateMinutes_2011-05.pdf

Minutes approved.

3. New business

P. Gunter introduced Anita Bosch. She is the new Administrative Specialist to the Provost and Vice President for Academic Affairs. As part of her responsibilities Anita will take minutes at the Faculty Senate meetings.

- a. Report from the Academic Committee – Philip Gunter pgunter@valdosta.edu
See **Attachment A** for Minutes from the December 5, 2011 Academic Committee meeting
See **Attachment B** for Minutes from the January 23, 2012 Academic Committee meeting

Minutes approved.

b. Report from the Committee on Committees – Ed Walker edwalker@valdosta.edu

Ed Walker informed the members of the Faculty Senate that Larry Hilgert & Frank Barnas have been elected to serve on the University-wide Grievance Committee.

c. Report from the Institutional Planning Committee –Said Fares sfares@valdosta.edu

No report.

d. Report from the Faculty Affairs Committee – Vesta Whisler vrwhisler@valdosta.edu

2. See **Attachment C** for VSU Award for Excellence in Teaching for Part-Time Faculty

Recommendation was approved as submitted in Attachment C.

e. Report from the Faculty Grievance Committee – Theresa Thompson tthompson@valdosta.edu

Report of the Grievance Committee Chair to the VSU Faculty Senate

February 16th, 2012

Chair: Theresa Thompson, professor

On Friday, January 20, 2012, the Faculty Senate Grievance Committee met in a plenary session to consider the merits of Dr. Alice Kolakowska's allegation that Board of Regents and VSU statutes and procedures had been violated by the Department of Physics, Astronomy, and Geosciences. After due consideration of evidence Dr. Kolakowska provided, the Grievance Committee conducted a secret ballot and voted 11-2 to convene a formal grievance hearing. The Grievance Committee, at this point in its procedures, simply determined that Dr. Kolakowska's allegations warranted a formal grievance hearing where evidence from both sides of the grievance may be presented.

The Chair of the Grievance Committee requested that the Senate Secretary, Tracy Meyers, procure funds to secure a safety deposit box for the records.

Thank you for your time.

f. Report from the Academic Scheduling and Procedures Committee – Maren Hyer

mclegghyer@valdosta.edu

No report.

g. Report from the Senate Executive Secretary –Tracy Woodard-Meyers tmeyers@valdosta.edu

1. See Attachment D from Dean's Council (via Phil Gunter) regarding implementation of Digital Measures as a university-wide faculty data system. *Remanded to Institutional Planning Committee.*

2. Request from Dean's Council (via Phil Gunter) regarding an evaluation of the current final exam policy to determine if changes need to be made to be congruent with current practices. Evaluate policy to also determine if changes need to be made in order to accommodate online courses. See Attachment E for additional information. *Remanded to Education Policy Committee.*
3. See Attachment F from Mandi Bailey regarding implementation of a university committee on the status of gay, lesbian, bi-sexual, transgender, Queer students, faculty, and staff at VSU. *Remanded to the Minority and Special Student Needs Committee.*
4. Request from Faculty Senate Executive Committee to review and update (as needed) Faculty Senate Statutory and Standing Committee responsibilities. *Remanded to Committee on Committees.*
5. Faculty Senate Structure

Tracy Woodard-Meyers informed the Faculty Senate of the following results after requesting opinions regarding the restructuring the faculty senate:

13 individuals voted for the Kennesaw State University model.

2 individuals voted for the Armstrong Atlantic State University model.

Of those who voted 2 individuals submitted proposed models.

There was much discussion about restructuring the faculty senate as a "pure senate". A motion was made by Theresa Thompson to restructure the senate as a "pure senate". The motion was seconded by Nathan Elliott. The motion carried. Faculty Senate guest, James Archibald from the Department of Curriculum, Leadership & Technology, will collaborate with Tracy Woodard-Meyers on preparation of a new proposed "pure senate" structure which will be voted on at the March Faculty Senate meeting. (The document will be sent to members of the Faculty Senate no later than one week prior to the March Faculty Senate meeting.)

It was noted that a change to the structure of the Faculty Senate would also require a change to the VSU Statutes.

7. Old Business

None.

8. Discussion

Tracy Woodard-Meyers mentioned that Chairman Tarbutton and Regent Griffin from the University System of Georgia Board of Regents will be on campus on Monday, March 5th. Tracy plans to attend one of the meetings with them and asked members of the senate if there were any issues they would like for her to address. Some voiced concerns they would like Tracy to present including 1) raises and 2) concern about heavy faculty workloads, especially for new faculty.

9. Adjournment

The meeting adjourned at 4:45 p.m.

ATTACHMENT A

VALDOSTA STATE UNIVERSITY ACADEMIC COMMITTEE MINUTES December 5, 2011

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, December 5, 2011. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Donna Cunningham (Proxy for Dr. Deborah Weaver), Ms. Laura Wright, Dr. Ray Elson (Proxy for Dr. Nathan Moates), Ms. Catherine Schaeffer, Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Frank Flaherty (Proxy for Dr. Kathe Lowney), Dr. Ray Elson, Dr. Donna Cunningham, Dr. Nicole Gibson, Dr. Ann Marie Smith, Dr. Melissa Benton, Dr. Selen Lauterbach, Dr. Carol Rossiter, and Dr. Colette Drouillard.

Members Absent: Dr. Deborah Weaver, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Ms. Jessica Goldsmith, and Dr. Kathe Lowney.

Visitors Present: Dr. Bob Gannon, Dr. Ed Chatelain, and Mr. Lee Bradley.

The Minutes of the November 14, 2011 meeting were approved by email on November 29. (pages 1-3).

A. College of Business

1. Revised course prefix, Management (MGNT) 3450, "Management Information Systems", (MANAGEMENT INFORMATION SYSTEM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 4-6). Deactivation of CISM 3450.
2. Revised senior college curriculum – BBA in Management was approved effective Fall Semester 2012. (pages 7-8).
3. Revised course prefix, Business Administration (BUSA) 2201, "Fundamentals of Computer Applications", (FUNDAMENTALS OF COMPUTER APPLI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 9-11). Deactivation of CISM 2201.
4. Revised Core Curriculum Area F for the BBA degree was approved effective Fall Semester 2012. (pages 12-13).
5. New course, Economics (ECON) 3820, "Experimental Economics", (EXPERIMENTAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read – Prerequisites: ECON 2106 and MATH 1261. An introduction to the use...will include design of experiments, analysis of experimental, data and interpretation of results, application in microeconomics topic areas,... hands-on experience as they... (pages 14-19).

B. College of Arts and Sciences

1. Revised course prerequisites for the following courses were approved effective Spring Semester 2012. (pages 20-46).

Page 20 – BIOL 4750 – Population Biology – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours

Page 23 – BIOL 3200 – Introductory Genetics – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours

Page 26 – BIOL 4510 – Virology – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours

BIOL 4550 – Immunology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

Page 29 – BIOL 3000 – Biostatistics – 4 credits hours, 2 lecture hours, 4 lab hours, and 6 contact hours

Page 32 – BIOL 3810 – Introduction to Biogeography – 3 credits hours, 3 lecture hours, 0 lab hours, and 3 contact hours

Page 35 – BIOL 3100 – Microbiology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

BIOL 3400 – Plant Physiology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

BIOL 3450 – Animal Physiology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

BIOL 3460 – Human Physiology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

BIOL 4500 – Cell Biology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

BIOL 4710 – Aquatic Toxicology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

BIOL 4800 – Protein Biochemistry – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

Page 38 – BIOL 3960 – Wildlife Biology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

BIOL 3970 – Wildlife Diseases – 3 credits hours, 3 lecture hours, 0 lab hours, and 3 contact hours
BIOL 4650 – Animal Behavior – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
Page 41 – BIOL 3250 – Ecology and Evolution – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4350 – Developmental Behavior – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4580 – Molecular Genetics – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours 2

BIOL 4600 – Evolution – 3 credits hours, 3 lecture hours, 0 lab hours, and 0 contact hours
Page 44 – BIOL 3500 – Mycology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3550 – Phycology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3600 – Local Flora – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3650 – Plant Systematics – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3700 – Neuroscience – 3 credits hours, 3 lecture hours, 0 lab hours, and 3 contact hours
BIOL 3800 – Invertebrate Zoology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3840 – Entomology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3870 – Parasitology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3900 – Ichthyology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3920 – Herpetology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3950 – Ornithology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3980 – Mammalogy – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4000 – Topics in Biology I – 3 credits hours, 3 lecture hours, 0 lab hours, and 3 contact hours
BIOL 4010 – Topics in Biology II – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4020 – Topics in Conservation Biology – 2-4 credits hours, 2-3 lecture hours, 0-3 lab hours, and 2-6 contact hours
BIOL 4100 – Morphology of Land Plants – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4200 – Plant Anatomy – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4300 – Comparative Vertebrate Anatomy – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4400 – Vertebrate Histology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4700 – Limnology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

2. Revised Core Area D.1 to include GEOG 1125 was approved effective Fall Semester 2011. (pages 47-54). ***Pending BOR approval***

Respectfully submitted,
Stanley Jones
Registrar

ATTACHMENT B

VALDOSTA STATE UNIVERSITY ACADEMIC COMMITTEE MINUTES January 23, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 23, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided. Members Present: Ms. Laura Wright, Dr. Ray Elson (Proxy for Dr. Nathan Moates), Dr. Melissa Benton (Proxy for Ms. Catherine Schaeffer), Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Donna Cunningham, Dr. Nicole Gibson, Dr. Ann Marie Smith, Dr. Melissa Benton, Dr. Michael Sanger (Proxy for Dr. Carol Rossiter) and Ms. Laura Wright (Proxy for Dr. Colette Drouillard).

Members Absent: Dr. Deborah Weaver, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Ms. Catherine Schaeffer, Ms. Jessica Goldsmith, Dr. Selen Lauterbach, Dr. Carol Rossiter, and Dr. Colette Drouillard.
Visitors Present: Dr. Bob Gannon, Dr. Darrel Ross, Mr. Charles Conner, Dr. Michael Griffin, Dr. LaGary Carter, Dr. Fred Downing, Dr. Alfred Fuciarelli, Dr. Jane Kinney, and Mr. Lee Bradley.
The Minutes of the December 5, 2011 meeting were approved by email on December 9. (pages 1-2).

A. College of Business

1. Revised curriculum for the MACC degree was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 3-5).
2. New Dismissal Policy for the MACC program was approved effective Fall Semester 2012 with the following changes - ...decision within 30 business days of grades...Langdale College, Dean of Graduate School, and Vice... (pages 6-8).
3. Revised course prefix for all 7000 level ACCT courses to MACC were approved effective Fall Semester 2012. (pages 9-10).
 - a. MACC 7100 Financial Accounting Theory – Financial Accounting Theory - 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - b. MACC 7220 Advanced Accounting – Advanced Accounting - 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - c. MACC 7350 Accounting in a Global Financial Community – International Accounting – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - d. MACC 7390 Governmental and Not-For-Profit Accounting – Governmental and NFP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - e. MACC 7400 Fraudulent Financial Reporting – Fraudulent Financial Reporting – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - f. MACC 7410 Advanced Accounting Information Systems – Advanced AIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - g. MACC 7453 Estate Tax, Trusts, and Wealth Transfer – Estate & Trust Tax – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - h. MACC 7500 Tax Research – Tax Research – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - i. MACC 7510 Corporate and Partnership Taxation – Corp and Partnership Taxation – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - j. MACC 7800 Advanced Auditing – Advanced Auditing – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - k. MACC 7980 Accounting Internship – Accounting Internship – 3 credit hours, 0 lecture hours, 0 lab hours, and 3 contact hours
 - l. MACC 7990 Special Topics in Accounting – Special Topics in Accounting – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours

B. College of Arts and Sciences

1. Reactivation of CRJU 7910 was approved effective Fall Semester 2012. (page 11).

2. Revised Core Area F for the BA in Philosophy was approved effective Fall Semester 2012. (pages 12-13).
3. Revised senior college curriculum for the BA in Philosophy – Philosophy Track was approved effective Fall Semester 2012. (pages 14-16).
4. Revised senior college curriculum for the BA in Philosophy – Religious Studies Track was approved effective Fall Semester 2012. (pages 17-19).
5. New course, Philosophy (PHIL) 2030, “Ethics and Contemporary Society”, (ETHICS AND CONTEMPORARY SOCIETY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 20-24).
6. New course, Philosophy (PHIL) 3801, “Philosophical Themes in Film”, (PHILOSOPHICAL THEMES IN FILM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to read ...through film using epistemological, socio-political and ethical theories from the history of philosophy some of the most vexing questions of philosophy. . (pages 25-30).
7. New course, Philosophy (PHIL) 3900, “Philosophy of Happiness”, (PHILOSOPHY OF HAPPINESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 31-35).
8. Revised course title and description, Religious Studies (REL) 2010, “Introduction to Religion and Culture”, (INTRO TO RELIGION AND CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 36-42).
9. Reactivated course, revised title and description, Religious Studies (REL) 3500, “Women and Gender in Early Christianity”, (WOMEN AND GENDER EARLY CHRIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 was approved with the quotation marks removed from the description. (pages 43-55).
10. New course, Women and Gender Studies (WGST) 3500, “Women and Gender in Early Christianity”, (WOMEN AND GENDER EARLY CHRIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 was approved with the quotation marks removed from the description. (pages 56-68).
11. New course, Religious Studies (REL) 3505, “Varieties of Early Christianity”, (VARIETIES EARLY CHRISTIANITY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 69-79).
12. Revised AP and IB score requirements for BIOL 1107K and 1108K were approved effective Fall Semester 2012. (page 80).

C. College of Education

1. New course, Education Leadership (LEAD) 7999, “Thesis in Educational Leadership”, (THESIS – 1-3 credit hours, 0 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Summer Semester 2012 with the effective date changed from Spring to Summer, and the prerequisite was moved from the end of the description to the beginning. (pages 81-87).
2. Revised course prerequisites, and description, Kinesiology & Physical Education (KSPE) 4510, “Exercise Physiology Practicum”, (EXERCISE PHYSIOLOGY PRACTICUM – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...registrar, as well as, a current CPR card. Evaluation, review, and mastery the competencies... . (pages 88-90).
3. Revised Admission and Retention requirements for the BSEP degree was approved effective Fall Semester 2012 with the retention requirements changed to read ...4000 level will be dismissed from... . (pages 91-92).
4. Revised course prerequisites for the following courses were approved effective Fall Semester 2012. (page 93).

KSPE 4080 – Exercise Electrocardiography – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 KSPE 3010 – Exercise Testing and Prescription I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours

- KSPE 3200 – Nutrition for Health and Human Performance – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
- KSPE 3410 – Biomechanics – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours
- KSPE 4070 – Exercise Cardiopulmonary Physiology – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
- KSPE 3011 – Exercise Testing and Prescription II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
- KSPE 3020 – Assessments in Exercise Physiology – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours
- KSPE 3650 – Resistance and Training Program Development – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours
- KSPE 4210 – Clinical Exercise Physiology – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
- KSPE 3050 – Care and Prevention of Exercise-Related Injuries – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours
- KSPE 4040 – Pediatric Exercise Physiology – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours
- KSPE 4130 – Exercise Cardiopulmonary Rehabilitation – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
- KSPE 4510 – Exercise physiology Practicum – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours
- KSPE 4550 – Exercise Physiology Internship – 12 credit hours, 0 lecture hours, 24 lab hours, and 24 contact hours
5. Revised Admission Criteria (Incoming Freshman only) for the BSAT degree was approved effective Fall Semester 2012. (pages 94-97).
6. Revised Retention for the BSAT degree was approved effective Fall Semester 2012. (pages 98-100).
7. Deactivation of KSPE 2151 was noted effective Fall Semester 2012. (pages 101-102).
8. Deactivation of KSPE 4430 was noted effective Fall Semester 2012. (pages 103-104).
9. Revised course credit hours, prerequisite and description , Kinesiology & Physical Education (KSPE) 2050, “Introduction to Athletic Training”, (INTRO TO ATHLETIC TRAINING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 105-108).
10. Revised course prerequisite, Kinesiology & Physical Education (KSPE) 3430, “Kinesiology”, (KINESIOLOGY – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...register for KSPE 3430 Section B. Basic physical... . (pages 109-111).
11. Revised course credit hours, title, prerequisites and description, Kinesiology & Physical Education (KSPE) 3440, “Athletic Training Clinical Competencies I”, (A T CLINICAL COMPETENCIES I – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...Program and a grade of “C” or better in Athletic... . (pages 112-115).
12. Revised course credit hours, prerequisites and description, Kinesiology & Physical Education (KSPE) 4700, “Athletic Training Professional Practice Seminar”, (ATH TRNG PRO PRACTICE SEMINAR – 3 credit hours, 2 lecture hours, 3 lab hours, and 5 contact hours), was approved effective Fall Semester 2013 with the effective term changed to 2013 and the description changed to read ...competencies. Students will refine knowledge...of study. Discuss and prepare for the BOC... . (pages 116-118).
13. Revised course credit hours, and prerequisites, Kinesiology & Physical Education (KSPE) 4491, “Rehabilitation Techniques in Athletic Training II”, (REHAB TECHNIQUES II – 3 credit hours, 2 lecture hours, 3 lab hours, and 5 contact hours), was approved effective Fall Semester 2012. (pages 119-121).
14. Revised course credit hours, and prerequisites, Kinesiology & Physical Education (KSPE) 4490, “Rehabilitation Techniques in Athletic Training I”, (REHABILITATION TECHNIQUES – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2012. (pages 122-124).
15. Revised course credit hours, title, prerequisites and description, Kinesiology & Physical Education (KSPE) 4441, “Athletic Training Clinical Competencies IV”, (A T CLINICAL COMPETENCIES IV – 2 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the effective term changed from 2012 to 2013, and the description changed to read ...Program and a grade of “C” or better in Athletic...lecture/lab courses taught... . (pages 125-128).

16. Revised course credit hours, title, prerequisites and description, Kinesiology & Physical Education (KSPE) 4440, “Athletic Training Clinical Competencies III”, (A T CLINICAL COMPETENCIES III – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...Program and a grade of “C” or better in Athletic...lecture/lab courses taught... (pages 129-132).

17. Revised course credit hours, and, prerequisites, Kinesiology & Physical Education (KSPE) 4400, “Therapeutic Modalities and Pharmacology in Athletic Training”, (THERAPEUTIC MODALITIES/PHARM – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester. (pages 133-135).

ATTACHMENT C:

**VALDOSTA STATE UNIVERSITY
AWARD
for
EXCELLENCE IN TEACHING – Part – Time Faculty**

I. Eligibility: To be eligible for this award, the faculty member must meet or exceed the following requirements:

- A. Must have been a ~~full~~ part-time faculty member for both semesters of the academic year for which the award is being given.
- B. Must have completed at least ~~three years~~ six ~~consecutive~~ semesters of ~~full~~ part-time teaching at VSU.
- C. ~~Must not be on a paid or unpaid leave of absence during the year of nomination. An individual may not receive this award more than once in any five consecutive years.~~

II. Criteria: The nomination criteria shall include, but might not be limited to, the following:

- A. Demonstrated high standards of teaching effectiveness.
- B. Outstanding or innovative teaching techniques. .
- C. Positive reputation for teaching from the perspectives of students, colleagues, and alumni.
- D. Evidence of sustained commitment to teaching.
- E. Evidence of high levels of student learning.

III. Nomination Process: A member meeting the above criteria may be nominated for this award by a colleague, Full-Time Faculty Member, Department Head, Dean/Director, Student or VPAA. Nomination forms are available online. Self-nominations are not accepted.

IV. Documentation: The supporting documentation shall consist of the following (to be submitted in one package):

- A. The completed nomination form is to be submitted to the appropriate College Dean or Division Director (Social Work or Library) by the fourth Monday in January. The Dean/Director will submit this form to the Selection Committee. (Items B-H below are the responsibility of the nominee.)
- B. A current resume'.
- C. A statement of up to three pages by the nominee describing his/her philosophy of teaching (emphasizing teaching/learning achievements, including innovative teaching techniques).
- D. Up to five letters of support from colleagues from his/her College/Division at VSU, with a minimum of one letter from a colleague from the same discipline, if possible.
- E. Up to five letters of support from students who have completed one or more of his/her courses.
- F. Classroom materials (e.g., syllabi, exams, exercises, and assignments).
- G. Student evaluations for the previous three semesters taught.

V. Selection Committees: Each Academic College/Division will select a College/Division Faculty Excellence Awards Committee to review nominees for all VSU Faculty Excellence awards for the

respective College/Division. No nominee for this award may serve on the College/Division Committee. Each College/Division Committee shall consist of faculty members from each department, to be elected/appointed by that department. The University Faculty Excellence Awards Committee will consist of one full-time, tenured faculty member elected by each of the Colleges/Divisions, one Department Head elected/appointed by the Council of Department Heads, one Dean/Director elected by the Deans' Council and the VPAA or designee, who will serve as committee chair. The Department Head and Dean/Director may not be from the same College/Division. Members of the Committee shall not be nominees for any of the awards.

VI. Selection Process: Each College/Division Faculty Excellence Award Committee shall review the credentials of all nominees from the respective College/Division and will select no more than one nominee to be sent to the University Committee for review. The Chair of each College/Division Committee shall write a one-page summary of the reasons for the Committee's endorsement of the College's/Division's nominee. A College Committee may choose not to recommend any nominee for review by the University Committee. The University Faculty Excellence Award Committee will review the nominees submitted by the College/Division Committees and will recommend one nominee to the President.

VII. Selection Schedule:

January-

- *1st Monday: The VPAA will send notification to all faculty, Department Heads, College Deans, and Division Directors that nominations are open.

- *4th Monday: Nomination forms are to be completed and submitted to the Dean (Arts & Sciences, Arts, Education, Nursing, Business Administration) or Director (Social Work and Library).

February-

- *1st Monday: Each Dean/Director will notify each nominee of his/her nomination and will inform him/her of the supporting documentation that will be needed and the timeline to be followed.

- *3rd Monday: The faculty from each College/Division will select a College/Division Faculty Excellence Award Committee and a representative to the University Faculty Excellence Award Committee. Each Dean/Director will submit a listing of the Committee members to the VPAA.

March-

- *1st Monday: The VPAA will convene the University Faculty Excellence Award Committee.

- *2nd Monday: Nominees will submit the supporting documentation to the appropriate

Dean/Director.

April-

- *1st Monday: College/Division Excellence in Advising Award Committees will complete the review of the nominees and will forward their selections to the VPAA.

- *2nd Monday: The University Excellence in Advising Award Committee will review all nominees and select the recipient of the award.

- *Friday after the 3rd Monday: The VPAA will notify the President of the Committee's selection.

VALDOSTA STATE UNIVERSITY
Nomination Form
for
VSU AWARD FOR EXCELLENCE IN TEACHING – Part-Time Faculty

Name of Nominee:

Department:

Has the Nominee completed a minimum of ~~three years six consecutive~~ semesters of full part-time teaching at VSU?

Reasons for nomination (briefly state why the nominee is deserving of this award):

Nominator's Name:

Nominator's Signature:

Nominator's Department:

Date:

To be submitted to the nominee's Dean/Director by the fourth Monday in January

ATTACHMENT D

Wed 2/1/2012 10:36 AM

Tracy

The Deans have voted that I take a recommendation to the senate Exec Committee for vetting regarding implementation of Digital Measures as a university -wide faculty data system. Can the item be discussed at the meeting Thursday? Thank you for your consideration.

Phil

ATTACHMENT E

From: James A. Muncy

Sent: Thursday, December 15, 2011 11:02 AM

To: Tracy W. Meyers

Cc: Louis H. Levy; Philip L. Gunter; Attila Cseh; Edward D. Walker; Aubrey R. Fowler; Kenneth N. Moates; Donna J. Cunningham; Lester W. Plumly

Subject: Final Exam Policy

Hi Tracy,

It was brought to my attention that the Final Exam Policy is being remanded to the Executive Council of the Faculty Senate for action. I think this is a very good thing.

In the Langdale College of Business, we have had a policy that everyone has to use the scheduled Final Exam period for either a final exam or a final learning experience. I teach a large Perspectives class (over 200 students) where I give essay exams. Needless to say, I don't want to give my last exam during the assigned final exam period so I give it during the last week of class and then I have a final learning experience during my assigned final exam period. I put that in the syllabus and I made this last class period mandatory. A few weeks back, I reminded my students that, even though their last exam would be early, they would still have to be in class during this final exam period. I literally do not remember the last time I have had a group of students so upset with me. I heard things like "you've got to be joking." It was at that point that I realized how many students on campus have come to expect the final exam period to be a throw-away time. I hate to see two hours just thrown out the window.

As a result of that and one other interesting thing that happened this semester, I began looking into the final exam policies. Here is what I discovered.

There is one Final Exam Policy in the faculty handbook (1997 version, page 55): "Each faculty member is expected to select appropriate times for the periodic examination or assessment of students. The complexities of an academic institution make it necessary that all faculty comply with the schedule of final examinations. A copy of the final examination schedule is included as a part of the printed schedule of classes and each faculty member is required to use the specified schedule for final examinations and assessment. Whenever unusual circumstances require a departure from the published schedule, clearance for such deviation must be obtained in advance from the department head and dean and be announced in the course syllabus, or, if the departure is not anticipated at the beginning of the semester, students should be informed in time to allow adequate preparatory time."

There is a different one in the undergraduate catalog (2011-2012 version, page 90): "Final examinations are regularly administered for all classes at the end of each term according to an established schedule. The University Calendar is definite as to dates for final examinations, and permission for departure from the schedule cannot be granted. Graduating seniors may not be required to take final examinations at the end of their final semester of residence, but only with the approval of the instructor concerned."

Finally, the Langdale College of Business has our own policy that was established by our Executive Committee under a previous Dean: "All courses must either have a final learning experience or final

examination during the scheduled two-hour slot during the examination period. You cannot give finals at other times including dead day unless pre-approved by either the associate dean or dean.”

As I have thought about and discussed these various issues, I have realized just how complicated it is to come up with something as simple as a final exam policy for the whole university. I thought I would forward to you some of the issues that I have thought of (or that have come up in my discussion with others). Perhaps they may be useful as the university reviews its final exam policy.

- 1) The most basic question is obvious. Does everyone have to utilize the assigned final exam class period? The obvious answer is yes. However, as I discuss later in this email, this obvious answer may not be the best answer.
- 2) Does the assigned final exam class period have to be used for an “exam” or can it be used for a “final experience” instead?
- 3) If it is an exam, does that exam have to be comprehensive? We had a previous Dean who said that all final exams had to be comprehensive. I could see why that worked in his discipline but it did not always fit mine. Do we want a one-size-fits-all clause like, “All finals must be comprehensive” in our final exam policy?
- 4) Does the instructor have to use the full two-hour class period? This became a major point of discussion in one of my classes. As we all know, sometimes exams have a set length of time (e.g., Blazeview quizzes, GRE/GMAT/LSAT) and part of the exam is to make sure the students can do the work in a fixed amount of time. I had an exam that I only wanted to give students one hour to complete. A few of them felt as though they deserved the full two hours. As an instructor, should I have the right to determine that a final exam should only take one hour and only give them one hour to take the exam, even though there is two hours allocated by the university for the exam? Put another way, does the university schedule dictate to professors how long they must give their students to take an exam? I would say that, just as it is up to me to decide what is the appropriate exam for my students, it also seems that I need to decide how long students should have to complete the exam. I discovered however that others did not agree with me on this issue. They believe that, if the university allocates two hours for the exam, then I must give students two hours to take the exam.
- 5) How do we accommodate large classes where more time is needed for grading? As we move to more and more large sections, will we need to allow some flexibility so as to accommodate grading. As I stated, I teach 200+ students in my Perspectives class and I give them a final exam that is 1/2 essay and 1/2 fill-in-the-blank. I grade them all myself. I need some time to do this and so I give my exam the week before finals and then utilize the final exam class period for a final learning experience.
- 6) What if students have three finals on the same day? My son had three finals back to back to back this last semester. He did not do anything to try and change it but the hall-talk was that he could have if he had wanted to. That seems to be an urban legend on our campus but I do not see any written evidence that it is actually a policy.

I would like to discuss this issue from a little different perspective. The assumption is that we need a strict exam policy. This policy would replace the current system we have where some give exams during finals and some do not. I have been able to watch this current system work over the past seven years in that I have sent all four of my own children to VSU to get their college education. They have lived with us at home and so I have seen what really goes on at VSU (I bribe each of my kids with \$20 every week to tell me exactly what is happening in each of their classes). Here is what I have observed. The way things currently work, the end-of-the-semester-crunch is usually spread out across two weeks—the week before finals and then finals week. If we were to crack-down and make everyone give

their finals during a three day period, that would, in effect, compress this two week crunch down to a three day crunch. Is that what we want to do? There are definitely some reasons to do so but let's look at a few reasons not to do so.

- 1) Will students TOTAL studying time be more or will it be less if we compressed crunch time down to three days? If everything that is now occurring across two weeks gets compressed into three days, our students will probably study less. They are already studying as much as their minds can absorb during the three days of finals. But, if much of the work they do the week before finals gets moved to finals week, they will likely study less that week before finals. Thus, I would be willing to make one of those Romney \$10,000 bets that, if we strictly enforce a three-days final exam policy, the aggregate amount of studying done at VSU will decline.
- 2) Will students learn more or will they learn less if we compress crunch time down to three days? Here is what I have noticed. My classes that are taking their finals early in the scheduled time (e.g., Wednesday morning) ALWAYS do better than my classes that take them later in the schedule (e.g., Friday afternoon). This became much more extreme when the Langdale College of Business mandated comprehensive finals. It may be one of those times where the law of unintended consequences kicks in. By upping the rigor, we actually decrease the quality.
- 3) If we mandate a compression into the three day period, are we favoring the more gifted students? We may be developing a policy that favors the more naturally gifted student (who can absorb more in that short of a period) over the less gifted student (who has less of an ability to absorb in such a short period of time). This has always been an issue for me in that I teach in an area where drive and determination is a bigger factor in success than is raw brain-power. Thus, I hate to see policies imposed on my students that favor brains over work-ethic.
- 4) Are we developing a policy that pushes us towards a less effective style of learning? Research has shown unequivocally that spaced learning is better than massed learning. By developing a rigid policy, we may be moving our students into what we know to be a less effective learning system of massed learning. Do we want them to have two weeks to learn their final material or just three days?

So, as you see, a final exam policy may be simple but the issues surrounding it are not. I trust that whoever looks into this and sets VSU's policy will take all these factors into consideration.

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ATTACHMENT F

Sent: Wednesday, January 25, 2012 9:17 AM

Wonderful. Of course, I'm about including faculty. I feel pretty ridiculous about leaving them out.

Mandi

From: Mandi B. Bailey
Sent: Friday, January 20, 2012 1:36 PM
To: Tracy W. Meyers
Cc: James T. LaPlant
Subject: Re: Your thoughts

Tracy-

I wanted to touch base with you on an idea that I have. To the best of my knowledge (I've copied James above considering he seems to know everything that goes on everywhere at VSU) there is no university committee on the status of gay and lesbian students at VSU. Since teaching my minority politics class and participating in a related roundtable, I think a committee that discusses and champions the needs of the gay/lesbian students at VSU would be a worthwhile endeavor.

Just let me know what you think.

Mandi

Mandi Bates Bailey, PhD
Assistant Professor of Political Science

Members and Visitors Present

*Indicates proxy

Executive Committee:

L. Levy, Interim President (Unable to attend due to schedule conflict)
P. Gunter, Provost/VP for Academic Affairs
T. Woodard-Meyers, Executive Secretary
E. Walker, Parliamentarian

Ex Officio:

| | |
|----------------------|-------------------|
| N. Argyle* | K. Hull (absent) |
| A. Bernstein | A. Hufft (absent) |
| J. Crawford (absent) | S. Mitchell |
| A. Fuciarelli | R. Mast |
| J. Gaston | W. Plumly* |
| M. Giddings | C. Richards |

College of Arts:

B. Day
B. Finson*
P. McNeill
E. Nielsen*
K. Paoletti
L. Orenduff
C. Schaeffer

College of Arts & Sciences:

| | |
|------------------------------|--------------------|
| J. Allard (absent) | D. Hall* |
| A. Aronson-Friedman (absent) | M. Hyer |
| D. BaracsKay | J. Kassel (absent) |
| S. Barron | A. Kumar* |
| L. Bejarano* | A. Lazari* |
| L. De La Garza | O. Nikolova |
| N. Elliott | E. Parra |
| M. Espinosa-Dulanto* | G. Rogers (absent) |
| S. Fares | T. Thompson |
| V. Foyou | S. Wilfred |
| R. Gladwin* | T. Woodard-Meyers |

College of Business Administration:

D. Cunningham (absent)
A. Cseh(absent)
A. Fowler (absent)
N. Moates (absent)
E. Walker

College of Education:

K. Adams
D. Briihl (absent)
C. Conner
T. Darling
G. Doepker
M. Gorham-Rowan
R. Green
R. Hannibal
S. Kohn*
L. Leader*
D. Long (absent)
B. Radcliffe
A. Rieger
S. Sanderson
C. Talor (absent)
V. Whisler

College of Nursing:

A. Corbitt (absent)
D. Weaver

Division of Social Work:

D. Holliman

Odum Library:

E. Rogers*
L. Wright

COSA Representative (non-voting):

Y. Landers (absent)

Student Senators (non-voting):

G. Davis
M. Richardson (absent)

Proxies:

Said Fares for Ransom Gladwin
Katherine Adams for Steven Kohn
Erica Parra for Luis Bejarano
Laura Wright for Emily Rogers
Ronnie Green for Lars Leader
Maren Clegg-Hyer for Ashok Kumar
Tracy Woodard-Meyers for Andreas Lazari
Theresa Thompson for Deborah Hall
Ed Walker for Wayne Plumly
Daniel Baracskey for Nolan Argyle
Lai Orenduff for Bradley Finson
Diane Holliman for Miryam Espinosa-Dulanto

Catherine Schaeffer for Eric Nielsen

Visitors:

Honey Copping, Office of the Provost and Vice President for Academic Affairs

Stanley Jones, Registrar

James Archibald, Department of Curriculum, Leadership & Technology

Ginger Williams, Dr. Archibald's class

Ricardo Horne, Dr. Archibald's class

Colleen Fitzpatrick, Dr. Archibald's class

Michael Black, Strategic Research and Analysis

Barrie Fitzgerald, Strategic Research and Analysis

Derika Powers, Student Government Association

Peggy Moch, College of Arts & Sciences

