

Department of Kinesiology & Physical Education

Faculty Meeting Minutes

April 18, 2007

3:45 p.m.

Attendance: Dr. Andrews, Dr. Carter, Mr. Conner, Mr. Doscher, Dr. Griffin, Ms. Head, Mr. Hill, Ms. Howard, Ms. Karen Jarvis, Mr. Shannon Jernigan, Dr. Kasper, , Dr. Langford, Mr. David Murrie, Mr. Scot Raab, Dr. Sanderson, Dr. Stelzer, Mr. Tucker, & Dr. Waggener.

Absent: Mr. Hansen, Mr. Helfer, & Mr. Pourchier.

Dr. Griffin indicated that David Murrie and Scot Raab have adjusted well into their new positions.

Dr. Griffin reinforced that the end of the year budget process was a learning experience as to how we will proceed next year. We will start the process earlier next year with the projected month of November, so the expenses will have time to process through the various channels before the deadline.

Dr. Griffin commented that Mr. Murrie has taken excellent initiative on the six year program "Coaching Pedagogy " that is underway.

Dr. Griffin reported that Faculty office hours and class times were discussed in the Executive Meeting. Class should be held for the designated times and for the entire class time. Faculty must be available for advising, and office hours must be kept.

Dr. Griffin expressed to faculty the importance of the Faculty Absence Request forms. He suggested that Faculty use the forms when you are attending conferences, class-related activities, or significant absence from campus. The information is needed to confirm details of your class responsibilities. It is also needed as a quick reference for our file.

Dr. Griffin handed out a form for contact information. The data were collected and given to Ms. Jarvis. She will create a database for the information so that they are available but not published.

Dr. Griffin stated that KSPE 2999 is a non credit class that may be used for admission only into all COE programs and may be a requirement prior to taking Live Text. Julie Lee will hold class training for members of our faculty if the Live Text requirement is enacted.

Dr. Griffin reported that Neita (the Success Center graduate assistant) has done an incredible job of analyzing and processing our student folders. She has also created a list of duties she has performed during her stay so that we may use it as a reference for

the next student we are assigned from the Advising Center. Dr. Griffin also suggested the use of the advising forms to better track information during advising.

Dr. Sanderson suggested that when an advisor suggests that a student take a class and the student does not follow through, the advising sheet will serve as a good reference for the advisor.

Dr Griffin spoke about Graduation (line up by program- one speaker), attendance at a **minimum of one** graduation ceremony per year for ALL departmental faculty in the COE (summer, fall or spring semester—*sign-up sheet circulated*) - (Not having robes or regalia is not an excuse for not attending-borrow them!)

Dr. Griffin discussed the MS Office Conversion. He stated that faculty members should make an appointment to go to one of the training sessions provided by Information Technology. Departmental computers will all be updated by August 2007.

Ms. Karen Jarvis offered advice on the Tax Exemption Form. Ms. Jarvis suggested that Faculty take a tax exemption form and use it prior to making a purchase, otherwise there are a lot of wasted hours backtracking receipts in order to get a refund. Lori Howard reported that Wal-mart will not accept the form so Ms. Jarvis will to resolve that issue.

Dr. Griffin stated that Faculty Evaluations/Merit (May 2)(Based on 3% **merit only**) ( per the President's e-mail

Tier 1 is defined as employees who you rate as having superior, above exceptional /outstanding performance. Documentation in the form of a cover letter outlining your reasoning, along with a copy of the 2007 evaluation, is required as justification for anyone recommended to receive a Tier 1 increase. Tier 2 is defined as those having exceptional/outstanding performance and Tier 3 is defined as those whom you would rate as excellent/above average performers. Tier 4 is for employees you would rate as having good /average performance. The decision will be completed by May 2, 2007.

Dr. Griffin indicated the following regarding Student evals: (You **must** increase your response rates *effective this semester* and for every semester from here forward (% of students responding in each of your classes—that does include activity classes, KSPE 2000, KSPE 2150, PERS, etc.) ***(On next year's faculty evaluation, if you do not have a significant representative sample of student responses for your assigned classes, your faculty evaluation and potential merit in the teaching area will reflect a below average rating.)*** If upper administration believes they are of use, we have to acknowledge that belief with improved responses!!) If you are creative and motivated for students to complete the evaluation (whether you take any stock in them or not) your numbers WILL increase. (Use the lab; allow for class time to complete the process, etc.) That has to change regardless of our feelings about student evaluations! Dr. Griffin stated that some Faculty are offering a few points as extra credit to

encourage student response, while others simply require them in the syllabus. Certainly using the labs is also a good option. Dr. Griffin plans to meet with Ms. Howard, Dr. Andrews, Mr. Raab, Ms. Cox, Ms. Julie Lee and the university web master after July 1 to determine a potential plan to create a mechanism for easier course evaluations electronically for our department. Anyone else who is interested can certainly attend that meeting. Concerning your student evals., we do have hard copies of the questions for students to use if you **MUST**. Then they can complete the responses electronically. Karen will make a few more copies. Dr. Kasper raised concerns about the on-line procedures related to the course evals. (e.g., problems with duplicated responses, etc.). Dr. Griffin indicated that he would welcome Dr. Kasper's service on the departmental team when the aforementioned group gets together sometime in July.

Dr Griffin thanked the faculty for their hard work with in-progress grades, final grades, & proof rolls.

Dr. Griffin indicated that our department has three faculty members who received an adjustment with regard to Equity Salary Adjustments. The next phase will be next year.

Dr. Carter and Mr. Conner had no further update on the Health Science Building.

Dr. Griffin indicated that summer teaching has been approved at this point, however, where enrollment is low, adjustments could be made. Final decisions especially related to low attendance classes is pending.

Dr. Griffin reaffirmed information regarding summer Work Load (as well as expectations of faculty -- beginning and ending classes as scheduled an **ON TIME**, visitations, graduation attendance, availability in the office for students BEYOND office hours, etc.-- during the regular terms as well) per Phil Gunter's E-mail (According to the Dean, summer pay requires expectations beyond teaching (and yes advising- attending orientation/advising sessions, etc.) Dr. Griffin reported that office hours must be posted and faculty will be available to students.

Dr. Griffin mentioned that SACS visit would be totally electronic.

Program reports- Sports Med- Mr. Conner had no report; Exercise Phys.-Mr. Carter had no report; and Undergrad. Teacher Cert.- Dr. Sanderson handed out information on interpreting GACE scores; Grad. Teacher Cert.- Dr. Langford mentioned the excellent work on EDS Coach Pedagogy program.

Dr. Griffin indicated that there was a new data base available (enrollment, retention, etc.—DIALS (Data and Information Look-up System) <http://www.valdosta.edu/sra/> click EAS Portal link on left side- (Programs will be analyzed based on growth as well as reduction numbers and also related to retention by all levels of the administration.) The data is presented by college, department, and major. It would be a good idea to create some recruiting tools such as updating the departmental brochures.

Dr. Griffin asked about information about external advisory committees update/report- When are you meeting and how often? Ms. Howard & Dr. Carter felt their groups were intended but saw value in the potential for such. The Advisory Board is an external group. The reports can be used as tools to improve our programs.

Mr. Raab provided an overview of changes in the Fitness Center. See his report below:

- 1) The Micro fit system is completely operational. When we have secured new students for fall, I will do an in-service. I plan to use it in the 1010 class to allow students to practice assessments and to track some student improvements.
- 2) I introduced the use of heart rate monitors today. A bit of a hassle to clean, etc, but made assessment of student's effort. Plan to try and have each class use them at least once per week. Looking at way to expedite cleaning and drying while keep secure.
- 3) Purchase of the in house book/notebook we have made. We print one for every student and about 40% are actually purchased. The rigor of the course is not such that students could not pass with out the book. The book serves as a means to raise funds to purchase supplies for the room. To increase purchase of the book, I will be adding 15-30 one page worksheets. These will be handed in at various times and accepted only on the worksheet form. It will be easier to purchase the book than make front back copied of 30 worksheets.
- 4) Grading procedures. Too much emphasize on attendance. Too little on quality of work or an effort capable of creating a training effect. Students' effort will be assessed at least once a week using heart rate monitors or a likert scale I will create over the summer. In the interest of producing a training effect, students will keep an out of class log of fitness activities checked sporadically and regularly. The option is to participate in local fun runs, bike events, turkey trots, etc.
- 5) Quiz's: One of my goals unless one of you want to take this up, is to produce a quiz bank of questions for each topic/chapter area of the book. If we get a list of 20 well written questions, student workers can pick 5-8 at random for each quiz. This would help with consistency of didactic material and ensure that no two quizzes were alike.
- 6) Test: all quiz questions plus some would be in the test bank. Each section would get 100 of this bank selected for the final. I plan to continue the use of a practical portion of the exam, students name the machine or muscles used, etc.
- 7) Recently purchased items: dumb bells, stretch cords, medicine balls, microfit parts.

- 8) Want to implement a more structured circuit training concept to classes. Want to ensure each class has a warm up, stretching, fitness focus, and cool down. Avoid warm up activities that might be labeled ballistic or plyometric.
- 9) We have a large box of pedometers. Let's start using them.
- 10) Plan to have each student enrolled take a fitness assessment at start of course and at end (skin fold, sit and reach, weight, BP, resting pulse, aerobic capacity assessed on bike (will set test protocol over summer, several available with new microfit software), will teach student instructors how to use RPE scale. Plan to be able to show student improvement.
- 11) Recruiting, I have already sent an e-mail to HPE and Ex Phys students. We have an information meetings April 30<sup>th</sup> at noon in room 180/181. We have funding to place three student in each section. Ideal goal: current students return in fall, they mentor new students. When current students go out to student teach next spring, the new fall students of next year pick up the reigns. The cycle continues.
- 12) Recruiting a GA. We have GA slot open. I have had a few bites of people interested. No on so sure that I would bet more than a pack of gum on but it's a start. Developing a few prospects for the 08-09 year out of our current juniors that want to stay and get a masters. If you have any ideas on recruiting GAs, please let me know. They would actually perform the paper work of quiz's, test, and tracking student fitness progress, etc.
- 13) Other ideas discussed with Mike. Retain the availability of our KSPE faculty to work out during lunch as a perk. Open the facility up to COE faculty from 5 to 7 or so three or four night a week. This will ONLY happen if we SECURE A GA!
- 14) The class and games or fitness games. Our HPE majors enjoy breaking up the circuit training routine with games outside or upstairs. I want to provide each section an option of 2 days when they can do fitness games. The goal is a training effect; the games are just a break from the monotony. Some class sections may have played, or should I say, played more than would allow for a training effect when they are already limited to 2 days per week.
- 15) Plan to organize old paper work and closets over summer, really want a GA for this.
- 16) First aid kit is stocked and placed above sink in closet
- 17) Need to develop incident forms and reporting system
- 18) Phone works, emergency and local office numbers are on phone. Long distant calls are blocked

Mr. Raab indicated that we currently have no student liaison for the fitness center. We can select one of these or allow them to volunteer once he has a set of students for next year.

Mr. Murrie provided a report on the T-6 (Specialist Degree Program) Update- A committee within Physical Education has been planning an Education Specialist (EdS T6) degree entitled "**Coaching Pedagogy**". See the report below:

The degree would be multidisciplinary and interdisciplinary, with the primary focus of studying and improving the practice and understanding of coaching within Educational settings from an evidence-based perspective.

The target market is qualified teachers with a Masters degree and 3 years experience in coaching and a relevant degree background.

The program is expected to largely take place in the June term, with some supporting pre and post online assignments, plus work based learning and research units in the coaching setting during the student's normal coaching season / semester.

It is anticipated that the program would take 18months to 2 years to complete.

The initial rationale, philosophy, aims and objectives have been developed, and an outline curriculum evolved. Copies of the current draft are available from David Murrie.

A `needs analysis` questionnaire has been prepared and a circulation list for all High and Middle School coaches in the state is currently being prepared.

A `letter of intent` to take through the relevant committees and to the Board of Regents is only awaiting the data from the `needs analysis`.

Provisions have been made for non-kinesiology / physical education majors to be able to demonstrate the prerequisite background to access the program.

The syllabi are to be new, designed for this subject and its students, without the option of course substitutions. Enquiries, suggestions including offers to write, lead and teach the various syllabi are still welcome.

It is anticipated that this program would exist within an enriched environment of coach education, and work has already been started on this i.e. that there would be the further scholarly coaching related activity including an invited section at the annual `Share the Wealth` Conference, the development of PLU courses for teachers, covering both generic and sports specific content, additional clinics for coaches, guest speakers on current coaching topics and an increase in resources to support coaches (for example sports science equipment and within the library provision plus web-based materials).

Please arrange a convenient time to discuss if you have a particular interest.

(The next committee meeting is planned for next Tuesday at 1pm)

Mr. Murrie provided a report on the Service / Activity Program. See the report below:

**REVIEW of the "SERVICE PROGRAM" and FACULTY PERCEPTIONS of it.**

**Strengths**

High participation, well received, enjoyable, generally oversubscribed, and at least revenue neutral, with good grades produced.

Income generation, for the University and school, high FTE's

Students like these and repeat many classes despite successfully passing these (e.g. tennis).

Health (or leisure) focused lifestyle (often lifelong) physical activity (e.g. walking).

No existing conflict with Continuing Ed or Campus Recreation.

**Weaknesses**

Limited variety, and limited scheduling (timetable offers). Led by Faculty interests.

Poor space facilities (equipment); mezzanine, field space, plus limited access to Old Gym reduces quality of experience, professionalism and opportunities and may compromise safety.

Advertising / promotion. Late enrollments.

Lack of clarity/agreement on philosophy / purpose, aims and objectives.

Faculty disagreements (e.g. – techniques v playing the game. exercise v academic reading/writing. Walking v skill development, `Fun` and continued participation etc).

Quality assurance, consistency and enhancement.

Assessment (attendance, effort, knowledge, skill)

Special physical needs / age related activity participation barriers to choice.

**Opportunities**

Wider range of better and standardized quality.

New opportunities shortly to come available with the new campus recreation facilities and equipment– particularly giving scope to expand in Outdoor Educational activities (e.g. canoeing, ropes course and Aquatics e.g. lifesaving).

Documented evidential learning at a consistent 1000 level challenge.

### **Threats**

Inconsistency in delivery, rigor and assessment practices.

Different priorities (promotion, participation, appreciation, fitness, skill, testing)

Sustainability via adjunct faculty; availability, transient, low pay, external.

Constraints on providing the classes especially funding caps.

### **Suggestions**

Larger provision particularly in summer with greater opportunities & variety (e.g. fishing, shooting, fire arms safety etc)

A *committed* `Service Committee` including COE, U. Administration & student representation.

Clarity of economic / resource planning potential.

A service provision handbook and standardized syllabi.

Survey of student satisfaction and needs assessment (follow up on Jiri`s pilot information – popular options - Shooting, Track Archery, Volleyball, Cycling,.)

More interesting opportunities, particularly appealing to females, including Latin / Ballroom dance or e.g. Tai Chi, self defense.

Possible female only classes in resistance training/ aerobics to remove barriers.

Focusing / structuring jogging/running classes towards planning preparing and performance goals in a 5K / 10K half or marathon.

Offer Soccer activity and Track class.

Comparative `football` class – from Gaelic to the Eton Wall game to Association football, rugby, rugby league, Aussie rules: history, culture, rules and playing the games.



Ms. Walters reported on the Awards committee. Honors night went very well. Honors night will be moved to Fall. Stacey suggested that there will also be an interview with the prospective students within the process.

Mr. Raab provided an update on his dissertation. He is working on dispositions and personalities of Athletic Training. He wants to find the theory of what defines & makes a quality Athletic Trainer.

Ms. Howard stated that July 1<sup>st</sup> we will have funds to get books from the library. She asked that Faculty go ahead and send in requests now.

Dr. Stelzer reported that he will not use American Heart Association materials for our program since the First Aid portion of their text material does not cover enough information. There will be CPR Certification Refresher course for teachers as well as the one for students. Current use of books and materials will continue.

Dr. Andrews provided the following report on International Initiatives/Activities (see the report below):

### **International Programs and Initiatives**

#### **University of the West of England and the University of Paisley**

In November, 2006 Dr. Shirley Andrews and I traveled to the United Kingdom to establish international reciprocal agreements, conduct workshops, and make presentations at two institutions of higher education: the University of the West of England (UWE) in Bristol, England and the University of Paisley in Paisley, Scotland. The visit at UWE was arranged and hosted by Professor Hugh Davies. We had the opportunity to meet with the dean and associate dean of the College of Education, university faculty, and the international programs director to establish a working arrangement and agreement for faculty and student exchanges and the potential for students in various fields of education to do their student teaching on an international scale. Dr. Shirley Andrews conducted a workshop for UWE faculty and educators from surrounding areas and Local Education Authorities (LEA's) on innovations in new teacher induction and mentoring. We also had the opportunity to visit a number of local schools and view the English education system at various levels. Professor Davies and I have a research project on childhood obesity issues in the works and I will report more on that at a later date. Hopefully, some of the contacts we made will be traveling to VSU in the very near future on a reciprocal visit to further the relationship between our two institutions.

Upon leaving UWE, we traveled to the University of Paisley where we were guests of Professor David Murrie, Dr. Paul Tatner, and other university personnel. I was invited by Professor Murrie and Dr. Tatner to present separate programs on The Childhood Obesity Epidemic and The Insulin Pump for university personnel, students, community partners, and other interested individuals. During the visit to Paisley, we also re-

established the international connection between our two institutions and set the stage for additional exchanges and programs.

### The European Education Summit

In February, 2007, Dr. Shirley Andrews and I led a delegation of Georgia educators including; Ms. Kathy Cox, Georgia Superintendent of Schools; Mr. Stuart Bennett, Chief Deputy Superintendent of Schools; and Ms. Wendy Hughes, Director of Teacher Quality, to Edinburgh, Scotland to participate in the European Education Summit. This is an annual meeting of well-placed educators from the European Union that is hosted by different European countries. For this year, the event was hosted by the General Teaching Council of Scotland. During this trip, we had the opportunity of formulate the pilot program for the induction and mentoring of newly qualified teachers in Georgia. The pilot program will be implemented during the 2008 academic year and Valdosta State University will be the lead institution in this program. Tom Hamilton, Director of Education Policy for the GTCS, and Mr. Donald Henderson, Deputy Minister of Education-Scotland, served as our hosts and both visited our campus and the Department of Education in Atlanta in January. As a result of the collaborative work between VSU, the GTCS, and the Georgia Department of Education; Drs. Andrews, Mr. Hamilton, and Ms. Cox have been invited to present papers outlining the extent of their work at the International Phi Delta Kappa Conference to be held in October, 2007 in Vancouver, British Columbia and at the Association of Teacher Educators – Europe at Wolverhampton University in Shropshire, England in August, 2007.

Mr. David Murrie has conducted the following international initiatives. See his report below:

Delivery of 1 week Coach Education program (technique analysis) in France (March).

1 week Alpine Ski Coaching in Switzerland (Spring Break).

Drafting of Biomechanics chapter of new coaching book (due for completion later this year) for the `Ireland Association of Snowsports Instructors`.

Editing of additional chapters for the above coaching book.

Coaching (to new National Record for 48hr endurance racing) of Scottish Champion.

And this summer has been invited to:

Deliver 3 day Coach Education workshops in Glasgow, Scotland and Dublin, Ireland (June).

Dr. Stelzer stated that we will be getting another student from Czech Republic to work with our department as an intern for a semester beginning Fall 07.

According to Dr. Andrews this time our departmental web page is set for conversion to the new VSU template for web pages by the end of June, 2007. There is a possibility that the conversion may be sped up somewhat if everything is in place and I have the advanced training for maintaining the web page. The conversion to a universal template has been pushed by Information Technology to make all college and department web pages more consistent with information and formatting. At this time, there is no plan to convert personal, individual web pages to this template. The new software that will be used to maintain these pages is called Contribute and it is very user friendly software. For the most part the way you see your work as you formulate it will be what you see when it is posted to the web page. This should be a much easier way to maintain web pages for the department and individuals. I will keep you posted on this issue as more is made available to me. Ms. Howard agreed with the report.

Other Committee Reports- (e.g., Facilities, Tenure-Promotion, Service Program, Technology, Public Relations (new brochures), etc.- Committee Chairs

Dr. Kasper presented a Facilities table and asked for feedback and encouraged faculty to view the work of the committee. See the work/suggestions from the committee below:

(The next committee meeting is planned for next Tuesday at 1pm).

Issue	Solution	Reason
<b>Signage</b>		
Signage in PE complex is almost non-existent including handicap access	Perpendicular to wall above each classroom, AT offices, bathrooms, athletic dept, stairs, etc. Signage to indicate handicap bathroom and elevator.	Aesthetics, student/visitor experience, consistent with other VSU buildings
Outside signage identifying Physical Education Complex is non-existent.	Physical Education Complex placed on Baytree and Sustella side of building	Aesthetics, student/visitor experience, consistent with VSU campus Only building on campus without outside signage.
No inside Map of PE complex	MAP of PE complex at all entrances	Aesthetics, student/visitor experience, disruptions interferes with Kiley's chase for the NCAA crown
No outside Map of VSU campus	Outside map / directions (arrows) to indicate buildings on campus	Aesthetics, student/visitor experience, consistent with VSU main campus
<b>Cleaning / Custodial / Maintenance</b>		
Timing	Crew after PE Complex events and prior to start of business so cleaning of entire building done prior to morning	Instruction, learning, aesthetics

	classes. This includes classrooms, bathrooms, hallways -- sweeping, vacuuming, mopping and waxing of floors, removal of trash ...	
Cleanliness	Crew during PE Complex events to maintain cleanliness. Examples: during/between graduation sessions, basketball games, tennis matches ...	Aesthetics, sanitation
Access	Increase access to day-to-day cleaning / maintenance supplies (trash bags, soap, paper towels) for AT room, HPL, and Fitness Center.	Aesthetics, sanitation
<b>Facility / Equipment Needs</b>		
Desk tops too small	Larger desk tops for all classrooms	Instruction and learning
Classroom lighting	Need light dimmer switch in Rm 143, 180, 181	Instruction and learning (for PPT, video, etc)
Break / work room space	Remove ALL book cases from break room. (Current stuff can be placed in cabinets or thrown out).	Aesthetics, working / meeting room
Break / work room chairs	8 to 10 stackable chairs for break room that can be used or stacked in corner (use the gray plastic ones)	Aesthetics, working / meeting room
Break / work room office faculty / adjunct	Remove current desk in break room and replace with two smaller ones. Obtain another computer. One for faculty use (scanner, etc) the other for adjunct computer use. Both computers should be hooked to main office printer.	Working / meeting room
PE computer room chairs	One plastic chair per computer	Aesthetics / safety
Classroom clocks	Working clocks in each classroom	Because Russ always goes over and cuts into Kasper's class time
Identify classroom usage	Class room schedule usage posted in wood / Plexiglas frame on outside wall of 180, 181, 183, 143	Ease of identification
AC / Heat in classroom needs to be better controlled (uniformed temperature)	?	Instruction & learning
Sound between rooms 180/181. Is there a way to reduce such?	?	Instruction & learning

Equipment and "junk" in mezzanine which interferes with classes and is a risk management issue.	Build storage closets to "store" equipment in 4-corners of mezzanine. Chairs, piano, etc need to be removed. Track area needs to be checked daily.	Risk mgt, aesthetics, loss and theft
All faculty including adjuncts need mail boxes	Clean out lower mail boxes, build up 3 inches, and use for faculty mail boxes. Give Caren Walls a full box, others can be divided in half and used for Adjunct faculty.	Because Caren is a human being (adjuncts are only ½ a being).
Soda/Candy machine is blocking bathrooms.	Remove. Or remove to outside foyer, opposite hallway bathroom, or make new entrance to women's bath (current PE b. board) and close existing entrance	Mesomorphs and endomorphs do not have access
General storage needs	Inquire about under bleacher/hoop (Stella side). Old stage?	PE complex space too valuable for salvage storage
Kasper can't get a sticky pad	Remove the lock to Storage 167 PE	Supplies ought to be available 24-7
Other		
Smoking near building entrance including tennis courts and loading doc.	Post no smoking signs near doorways including a non-smoking sign at tennis court bleacher area and loading doc.	Smoking x-feet near doors and or at tennis courts may be in violation of VSU policy. (Is smoking banned at FB, SF, BB games?)
Over-night (student) parking in PE complex	Seek policy similar to COE parking lot - over night student parking not allowed in PE complex	Increase access for faculty, staff, and students working / attending PE complex
KSPE PA Risk Mgt Out Dated	Develop KSPE wide PA HHQ / referral/ IC; develop w/ 1/4 practice Emg and Non-Emg protocol; prominent placement of AED's	Risk Mgt. Current PA recommendations and guidelines
PE door security	Loading doc doors often unlocked when other doors are locked (e.g., 5:30 a.m.; weekends)	Risk Mgt, Theft, Safety of faculty/staff in building

Dr. George Langford encouraged the faculty to read the following report on Tenure & promotion. See the report below:

The committee unanimously suggested that the membership of the Tenure and Promotion Committee should consist of 3 tenured faculty members and one tenured faculty member as an alternate. This would be consistent with BOR, COE, and Department policies.

The committee unanimously and strongly stated that the membership of the Tenure and Promotion Committee should be determined by BOR, COE, and Department policies. That is, by an election process among the tenured faculty during the pre-planning of the first week of the fall semester. Secret ballots should be distributed to tenured faculty and tabulated by a designated neutral party.

The committee unanimously stated that the role and responsibilities of the Tenure and Promotion Committee should be to review, evaluate, and make recommendations to the Department Head concerning applicant's performance. The Tenure and Promotion Committee is not responsible for announcing deadlines, distributing and copying materials, corresponding with the applicant, determining whether the applicant has met criteria for applying for tenure or promotion and the like. Questions should be referred to the department chair not the T & P committee.

The committee unanimously suggested that during pre-planning of the fall semester, the Department Head should meet with faculty and review BOR policy regarding pre-tenure, promotion, and post-tenure. During this time eligible members of the faculty will be identified for further dissemination of information. Eligible faculty will then meet with the dept head in a special meeting to review procedures and dates for applying for pre-tenure, tenure, promotion, and post-tenure. Tenure and promotion materials should be forwarded to the department chair. The department chair will forward materials from eligible faculty to the Tenure and Promotion Committee by the Department Head.

Dr. Langford encouraged the faculty to read the meeting minutes related to Faculty Development.

Dr. Langford called the meeting to order at 1:00 p.m.

Dr. Langford brought about discussion and asked for ideas on assessing the department faculty for individual professional development needs.

Mr. Raab suggested that the assessment method should be qualitative with face-to-face interaction between the faculty member and the committee.

After lengthy discussion it was determined that committee members should develop assessment questions to understand the needs of individual faculty members. Also, it was determined that assessing the needs of faculty would have to take place prior to

the development of a Department professional development plan. The meeting adjourned at 5:20 p.m.

Dr. Stelzer had no technology report.

Announcements:

Dr. Griffin reinforced Joe Newton's e-mail regarding contacting Faculty, Staff, and Students in the event of an emergency. Please take the time to put in your information including your cell phone so that you can be contacted in an emergency.

Dr. Waggener suggested that we have a roast for our majors. He will form a committee on this.

The departmental faculty meeting adjourned at 5:20 pm.